

Clay County (Minn.): Independent School District No. 152 (Moorhead).

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

November 10, 2014
7:00 p.m.

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

ATTENDANCE:

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

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

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

   (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

2. **CONSENT AGENDA**

   All items on the Consent Agenda are considered to be routine, and have been made available to the School Board at least two (2) days prior to the meeting; the items will be enacted by one resolution. There will be no separate discussion of these items unless a

School Board member or citizen so requests, in which event that item will be removed from this agenda and considered under separate resolution. To the extent possible, School Board member inquiries on consent agenda items are to be made directly to the district administration prior to the time of the meeting.

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of October 27, 2014 Meeting Minutes - Pages 7-10

B. ASSISTANT SUPERINTENDENT MATTERS - Lunak
   (1) Approval of November Claims - Page 11

C. HUMAN RESOURCES MATTERS - Lunak
   (1) Approval of Family/Medical Leaves - Page 12
   (2) Approval of Change in Contracts - Page 13
   (3) Approval of Resignation - Page 14
   (4) Approval of Retirement - Page 15
   (5) Approval of New Employees - Page 16
   (6) Approval of St. Catherine University Clinical Experience Agreement - Pages 17-23
   (7) Approval of Mayville State University Clinical Experience Agreement - Pages 24-32

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

Moved by _____ Seconded by _____
Comments _____

3. **CANVASS GENERAL ELECTION SCHOOL BOARD RETURNS AND ELECTION RESOLUTION**: Kovash
Pages 33-38

Suggested Resolution: Move to approve the Resolution Canvassing Returns of Votes of Independent School District 152 General Election and Resolution Authorizing Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election Related Duties, as presented.

Moved by _____ Seconded by _____
Comments _____

4. **ENROLLMENT PROJECTIONS**: Kovash
Pages 39-52

5. **APPROVAL OF POLICY**: Kovash
Pages 53-55

Suggested Resolution: Move to approve the policy, State and Federal Law Prohibiting Discrimination 102, as presented.

Moved by _____ Seconded by _____
Comments _____

6. **APPROVAL OF POLICY**: Kovash
Pages 56-58

Suggested Resolution: Move to approve the policy, Out-of-State Travel by School Board Members 216, as presented.

Moved by _____ Seconded by _____
Comments _____

7. **APPROVAL OF POLICY**: Kovash
Pages 59-62

Suggested Resolution: Move to approve the policy, School Board Policy Development, Adoption, Implementation and Review 221, as presented.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF POLICY**: Kovash
Pages 63-65

Suggested Resolution: Move to approve the policy, School District Administration 301, as presented.

Moved by _____ Seconded by _____
Comments _____

9. **APPROVAL OF POLICY**: Kovash
Pages 66-68

Suggested Resolution: Move to approve the policy, Equal Employment Opportunity Statement 401, as presented.

Moved by _____ Seconded by _____
Comments _____

10. **APPROVAL OF POLICY**: Kovash
Pages 69-75

Suggested Resolution: Move to approve the policy, Grievance Procedures for Equal Opportunity 402, as presented.

Moved by _____ Seconded by _____
Comments _____

11. **APPROVAL OF POLICY**: Kovash
Pages 76-78

Suggested Resolution: Move to approve the policy, Employment Disability Nondiscrimination 404, as presented.

Moved by _____ Seconded by _____
Comments _____

12. **APPROVAL OF POLICY**: Kovash
Pages 79-81

Suggested Resolution: Move to approve the policy, Employee License Status 412, as presented.

Moved by _____ Seconded by _____
Comments _____

13. **APPROVAL OF POLICY**: Kovash
Pages 82-84

Suggested Resolution: Move to approve the policy, Equal Educational Opportunity 501, as presented.

Moved by _____ Seconded by _____
Comments _____

14. **APPROVAL OF POLICY**: Kovash
Pages 85-87

Suggested Resolution: Move to approve the policy, Students in Homeless Situations 514, as presented.

Moved by _____ Seconded by _____
Comments _____

15. **APPROVAL OF POLICY**: Kovash
Pages 88-90

Suggested Resolution: Move to approve the policy, Severe Weather-Related School Closings 711, as presented.

Moved by _____ Seconded by _____
Comments _____

16. **APPROVAL OF POLICY**: Kovash
Pages 91-96

Suggested Resolution: Move to approve the policy, Research Studies 922, as presented.

Moved by _____ Seconded by _____
Comments _____

17. **APPROVAL TO SCHEDULE SPECIAL SCHOOL BOARD MEETING**: Kovash
Page 97

Suggested Resolution: Move to approve scheduling Monday, November 24, 2014 at 5:00 p.m. to conduct a special School Board meeting for the purpose of discussing Facilities Master Plan progress.

Moved by _____ Seconded by _____
Comments _____

18. **SCHOOL DISTRICT FACILITIES UPDATE**: Lunak

19. **SUPERINTENDENT REPORT**

20. **COMMITTEE REPORTS**

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

22. **ADJOURNMENT**

CALENDAR OF EVENTS

Safe and Healthy Learners Com	November 11	3 p.m.	PCE
Ellen Hopkins PTAC	November 11	6:30 p.m.	Media Center
Robert Asp PTAC	November 11	6:30 p.m	Media Center
S.G. Reinertsen/Probstfield PTAC	November 11	6:30 p.m.	Media Center
Instr and Curriculum Adv Com	November 13	7 a.m.	PCE
Early Chldhd Family Educ Adv Com	November 13	6:30 p.m.	PCE
Policy Review Committee	November 17	7 p.m.	PCE
Horizon PTAC	November 18	6:30 p.m.	Media Center
Community Educ Adv Council	November 18	7 p.m.	PCE
Staff Development Committee:	November 18		
Secondary		7-8 a.m.	MHS
Elementary		3:15-4:15 p.m.	PCE
Special School Board	November 24	5 p.m.	PCE
School Board	November 24	7 p.m.	PCE
Activities Advisory Council	November 25	7:15 a.m.	MHS
District Technology Committee	November 25	3:45 p.m.	PCE

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Carol Ladwig, Scott Steffes, Bill Tomhave, and Dr. Lynne A. Kovash.

MEMBER ABSENT: Matt Valan.

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

PREVIEW OF AGENDA: Superintendent Kovash recommended approval of the agenda to proceed with revisions to pages 6, 15 and 67-68.

APPROVAL OF AGENDA: Erickson moved, seconded by Tomhave, to approve the agenda with revisions. Motion carried 6-0.

WE ARE PROUD:

We Are Proud of 68 students or graduates of Moorhead High School for earning the designation of AP Scholar by the College Board in recognition of their exceptional achievement on the college-level Advanced Placement Exams. Students qualified for the AP Scholar with Distinction Award, the AP Scholar with Honor Award, or the AP Scholar Award depending on the number of exams taken and the scores received on those exams.

AP teachers at Moorhead High School are John Dobmeier, Bonnie Stafford, Amy Jorgenson, Timothy Costello, Audrey Shafer Erickson, Eric Stenehjem, Jana Kasper, Tina Bentz, Jeremy Blake, Eric Paul, Kent Wolford, Michelle Martin and Michael Kieselbach and the AP coordinator is Janel Simonson.

The following students or graduates were named AP Scholars for completing three or more AP Exams with scores of 3 or higher: Breann Adamek, Sydney Arends, Nathan Bremer, Cassi Duran, Tyler Eidsness, Taylor Elton, Hannah Emery, Robin Fettig, Ethan Glidden, Olivia Hamilton, Jordan Hartjen, Erica Hauf, Matthew Hendrickson, Sean Hummel, Merrick Johnson, Grant Krieg, Rebecca Lind, Abigail Lundborg, Kenneth Mark, Allison Matney, Ellen McManamon, Garrett Mitchell, Wyatt Nelson, Kristin Neumann, Ethan Olson, Olivia Ostlie, William Pederson, Samantha Rieckman, Kaitlyn Ronning, Nathaniel Schindler, Avery Selberg, Andrew Smith, Shontell Smith, Britnee Surprenant, Nathan Taylor, Jordan Thompson, Kelli Tonn, Wesley Waara, Michael Wenzel, Sean Williams and Josh Young.

The following students or graduates were named AP Scholars with Honor for earning an average grade of at least 3.25 on all AP Exams taken and grades of 3 or higher on four or more of these exams: Adam Bakken, Chloe Bakkum, Samuel Beach, Erin Eidsness, Emily Haagenson, Justin Hawley, Elizabeth Johnson, Keller Karlstrom, Raquel Medbery, Kurt Meyer, Ryan Sadlowski and Benjamin Stein.

The following students were named AP Scholars with Distinction by earning an average grade of at least 3.5 on all AP Exams taken and grades of 3 or higher on five or more of these exams: Shaker Ali, Elliott Beach, Katie Beedy, Corinne Burrell, Joseph Cella, Courtney Duchene, Laura LeGare, Luke Lillehaugen, Cody Lineburg, Weston Meyer, Connor Neill, Sarah Nelson, Gabriel Steinwand, Reilly Swanson and Anna Volk.

We Are Proud of Michelle Sailer, art teacher at S.G. Reinertsen Elementary, who has been named Minnesota's 2014 Elementary Art Educator of the Year by the Art Educators of Minnesota. Sailer has been recognized by her professional association for her outstanding achievement and contributions to Reinertsen and Minnesota. She will be honored at an Art Educators of Minnesota awards luncheon on November 7.

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

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

Minutes - Approve the October 13, 2014 Meeting Minutes as presented.

Resolution of School Board Supporting Application to the Minnesota State High School League Foundation - Approve the Resolution of School Board Supporting Application to the Minnesota State High School League Foundation to assist, recognize, promote and fund extracurricular participation.

Life Insurance Renewal - Accept the proposed ING Life Insurance Plan Renewal increasing the Basic Life $8,558.04 and increasing the Retiree Life $1,123.20.

New Employees

Sean Herrmann - Bus Driver, Transportation, 4 hours per day, $14.72 per hour, effective October 13, 2014 (replaces Kim McCormick).

Marian Olson - Lunchroom Supervisor, Ellen Hopkins Elementary, 2.75 hours per day, $10.00 per hour, effective October 13, 2014 (replaces Alex Westrum).

Brittany Milbeck - Jump Start Teacher, Probstfield Elementary, $27.16 per hour, 6 hours per day, effective October 20, 2014 (new position).

Sarah Paschke - Paraprofessional, S.G. Reinertsen Elementary, B21 (3) $15.93 per hour, 6.75 hours per day, effective October 22, 2014 (replaces Melissa Liebl).

Victoria Wiger - Paraprofessional, Ellen Hopkins Elementary, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective October 30, 2014 (replaces Mary Fluto).

Pat Anderson - Pool Director, Moorhead High School, .04 (13), $2211, effective October 25, 2014 (replaces Charles Fisher).
Amy Sharpe - 1st Grade Teacher, S.G. Reinertsen Elementary, MA (10) $29,835.65, effective January 5, 2015 (replaces Deb Eidsmoe).

Family/Medical Leaves
Heidi Campbell-Beer - LSS Teacher, Horizon Middle School, effective October 8, 2014 through December 9, 2014.
Peggy Simonson - Teacher, S.G. Reinertsen Elementary, effective October 30, 2014 through November 28, 2014.

Winona State University Contract Agreement - Approve the agreement with Winona State University Student Teachers as presented. Terms of the agreement are for the period of January 1, 2015 until July 30, 2020.

Motion carried 6-0.

MAJOR MAGNITUDE FIELD TRIP REQUEST - MOORHEAD HIGH SCHOOL AP EUROPEAN HISTORY STUDENTS: John Dobmeier, AP European History instructor, provided information related to the request for students to travel to Paris, Florence and Rome with the Education First (EF) Educational Tours June 13-21, 2016. The students will experience and explore in-depth destinations that align with the AP European History curriculum bringing subjects, people, places and events to life.

Ladwig moved, seconded by Steffes, to approve the Major Magnitude Field Trip request for Moorhead High School AP European History students to travel to Paris, Florence and Rome with EF Educational Tours June 13-21, 2016. Motion carried 6-0.

FIRST READING OF POLICIES: The board conducted a first reading of the policies, State and Federal Law Prohibiting Discrimination 102, Out-of-State Travel by School Board Members 216, School Board Policy Development, Adoption, Implementation and Review 221, School District Administration 301, Equal Employment Opportunity Statement 401, Grievance Procedures for Equal Opportunity 402, Employment Disability Nondiscrimination 404, Employee License Status 412, Equal Educational Opportunity 501, Students in Homeless Situations 514, Severe Weather-Related School Closings 711, and Research Studies 922.

SUPERINTENDENT STRATEGIES AND GOALS: Dr. Kovash reviewed her goals for the 2014-15 school year. Two main goal areas are "Support and Leadership" and "Increased Communication" and strategies were identified for each goal. The superintendent job description was also included. She also noted mid-year and end-of-year reports would be completed.

SCHOOL DISTRICT FACILITIES UPDATE: Lunak provided a construction update for Probstfield, Robert Asp and S.G. Reinertsen Elementary Schools. Lunak also noted board member building tours would be scheduled once the additions are completed.

SUPERINTENDENT REPORT: Dr. Kovash asked board members to contact Michelle if they able to attend the upcoming Learning Walks. She noted the Facilities Master Planning Task Force was touring school district buildings and Alexandria Public Schools' new high school on November 3 and asked board members to contact Michelle if they planned on attending. Dr. Kovash announced the 2015 MSBA Annual Leadership Conference was scheduled for January 15-16.

COMMITTEE REPORTS: Brief reports were heard regarding the Staff Development Committee, S.G. Reinertsen PTAC, Policy Review Committee, Health Insurance Committee and Horizon PTAC. Ladwig reported October was the 40th birthday of the Minnesota Early Childhood Family Education program and a celebration was held at Moorhead Center Mall on Oct. 23.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:10 p.m.

_____
Laurie Johnson, Clerk

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.15.118C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent BML

DATE: November 10, 2014

RE: November Claims

The November claims are as follows:

General Fund	$ 2,363,144.29
Food Service Fund	$ 167,336.01
Community Service Fund	$ 31,282.46
Post Employment Benefits Debt Service Fund	$
TOTAL	$ 2,561,762.76

The October wire payments are as follows:

General Fund	$ 1,802,534.45
Post Employment Irrevocable Trust Fund	$ 3,285.02
Post Employment Benefits Debt Service Fund	$
TOTAL	$ 1,805,519.47

Suggested Resolution: Move to approve the November claims, subject to audit, in the amount of $ 2,561,762.76 and the October wire payments, subject to audit, in the amount of $ 1,805,519.47.

BML:dmb

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.052C

TO: Dr. Lynne Kovash, Superintendent

FROM: Brandon Lunak, Assistant Superintendent BML

DATE: November 3, 2014

RE: Family/Medical Leave

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

Mindi Knutson	Food and Nutrition Server, High School, effective November 5, 2014 thru November 17, 2014.
Katie Russell	Teacher, S. G. Reinertsen Elementary, effective November 11, 2014 for approximately 4-6 weeks.
Danni Schiltz	Paraprofessional, High School, effective November 12, 2014 thru December 23, 2014.
Joni Grant	Teacher, Robert Asp Elementary, effective December 17, 2014 thru January 20, 2015.

Suggested Resolution: Move to approve Family/Medical Leave for Mindi Knutson, Katie Russell, Danni Schiltz and Joni Grant as presented.

BML:smw

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MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.0503C

TO: Dr. Lynne Kovash, Superintendent

FROM: Brandon Lunak, Assistant Superintendent BML

DATE: November 3, 2014

RE: Change in Contract

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

Ellen Gianotti	Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, $10.00 per hour with the addition of Bus Assistant at 4 hours per day, $13.36 per hour, effective September 23, 2014. (Replaces Barb Brecke)
Jason Natal	Paraprofessional, Robert Asp Elementary, 3 hours per day to 6.75 hours per day, effective October 22, 2014. (Replaces Lynn Tkachuk)
William Franklin	Middle Level School within a School Teacher, Horizon Middle School, to Guidance Counselor, Ellen Hopkins Elementary, effective January 5, 2015. (Replaces Melodye Brewster)

Suggested Resolution: Move to approve the Change in Contract for Ellen Gianotti, Jason Natal and William Franklin as presented.

BML:smw

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.051C

TO: Dr. Lynne Kovash, Superintendent

FROM: Brandon Lunak, Assistant Superintendent

DATE: November 3, 2014

RE: Resignation

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

Molly Andrews	Food and Nutrition Server, Ellen Hopkins Elementary, effective October 8, 2014.

Suggested Resolution: Move to approve the resignation of Molly Andrews as presented.

BML:smw

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AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.050C

TO: Dr. Lynne Kovash, Superintendent

FROM: Brandon Lunak, Assistant Superintendent

DATE: November 3, 2014

RE: Retirement

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

Joann Lien Paraprofessional, Horizon Middle School, effective November 28, 2014.

Suggested Resolution: Move to approve the retirement of Joann Lien as presented.

BML:smw

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.055C

TO: Dr. Lynne Kovash, Superintendent

FROM: Brandon Lunak, Assistant Superintendent BML

DATE: November 3, 2014

RE: New Employees

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

Lisa Grafstrom	Paraprofessional, Robert Asp Elementary, B21 (0-2) $15.37 per hour, 3 hours per day, effective October 30, 2014. (Replaces Jason Natal)
Morgan Tiani	AVID Tutor, Horizon Middle School, 2-3 days a week for 2 hours per day, $12.00 per hour, effective November 3, 2014. (New Position)
Lynne Olson	Food and Nutrition Server, Ellen Hopkins Elementary, A11 (3) $14.97 per hour, 4 hours per day, effective November 4, 2014. (Replaces Rose Husel)
Alishia Dittes	Food and Nutrition Server, High School, 2.75 hours per day, $10.00 per hour, effective November 4, 2014. (Replaces Stacey Swanson)
Tanya Ochoa	Administrative Assistant, School Improvement and Accountability, District Office, B23 (13) $19.76 per hour, 8 hours per day, effective November 17, 2014. (Replaces Julie Hanson)

Suggested Resolution: Move to approve the employment of Lisa Grafstrom, Morgan Tiani, Lynne Olson , Alishia Dittes and Tanya Ochoa as presented.

BML:smw

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MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.054C

TO: Dr. Lynne Kovash, Superintendent

FROM: Brandon Lunak, Assistant Superintendent BM

DATE: November 3, 2014

RE: St. Catherine University Clinical Experience Agreement

Attached is a Clinical Experience Contract Agreement with St. Catherine University for Moorhead Area Public Schools to serve as a student placement center for Clinical Experience. Terms of this agreement shall be for a period of October 28, 2014 until August 1, 2019. Moorhead Area Public Schools Policy 921 supports the agreements with universities and colleges to provide field experiences for Clinical Experience.

Moorhead Area Public Schools would provide students of St. Catherine University an opportunity to work cooperatively in a teacher-learning situation with a teacher certified by the State of Minnesota.

Suggested Resolution: Move to approve the Clinical Experience Agreement with St. Catherine University as presented.

BML:smw
Attachment

ST. CATHERINE UNIVERSITY

AGREEMENT FOR CLINICAL EXPERIENCE

This Agreement, effective October 28, 2014, is between ST. CATHERINE UNIVERSITY with campuses in Minneapolis at 601 25th Avenue South, Minneapolis, MN 55454, and St. Paul at 2004 Randolph Avenue, St. Paul, MN 55105 (the "University") and ISD# 152, MOORHEAD SCHOOL DISTRICT and its affiliated sites, clinics, and future sites (the "Facility").

Students enrolled in educational programs offered by the University are required to participate in one or more clinical experiences.

The term "clinical" includes instructional experiences which may be called "clinical field experience," "practicum," or "internship," by a specific program of the University.

The University and the Facility wish to enter into this agreement to define the terms under which students enrolled in the programs listed in Exhibit A (attached) may participate in a clinical experience at the Facility.

Accordingly, the University and the Facility agree as follows:

1. **Placement of Students**

   Placement of each student from one of the programs at the Facility is subject to the following conditions:

   a. The appropriate department head at the Facility and applicable University Program Director agree to the placement of specific program students within a specified department and shall agree in writing as to the specific arrangements (number of students accepted, starting date, duration of the experience).

   b. The University will furnish the Facility with written objectives for each student clinical experience as well as guidelines for evaluating student success.

2. **Contract Period**

   This agreement is effective beginning ------October 28, 2014, and will renew automatically for 5 years (until August 1, 2019) unless either party gives the other written notice on or before August 1 that it will not renew the contract for the academic year beginning the following September.

3. **Insurance**

The University will maintain the following types of insurance covering each faculty member and student participating in a clinical experience at the Facility in all programs listed on Exhibit A.

a. General liability insurance in the amount not less than one million dollars ($1,000,000) for each occurrence and annual aggregate.

b. Professional/medical malpractice insurance in an amount not less than two million dollars ($2,000,000) for each claim and four million dollars ($4,000,000) annual aggregate.

4. **Supervision**

Supervision for students in the Henrietta Schmoll School of Health (with the exception of those participating in a Facility preceptorship) will be as follows: a qualified University faculty member will accompany the students to the Facility and will be responsible for direct supervision of the clinical experience. Such faculty member will plan for and direct each student experience subject to agreement of the Facility's department head.

All other students, including Henrietta Schmoll School of Health students participating in a Facility preceptorship will be supervised as follows: a qualified University faculty member will be responsible for frequent conferences or consultations with the Facility department head or other staff designee who will have immediate responsibility for the day to day supervision of the students' clinical experiences.

5. **Agency Policies**

The students and faculty shall be subject to the rules and regulations of the Facility which may change from time to time.

The University will require each student participating in a clinical experience to acknowledge in writing that s/he agrees to be bound by the Facility's rules and regulations provided that the Facility shall inform University faculty and students of such rules and regulations.

6. **Documentation of Health Status**

Prior to their participation in a clinical experience at the Facility, the University will obtain the following from each faculty member and student listed in Exhibit A.

a. Evidence of immunity to rubeola (red measles) as demonstrated by one or more of the following: (1) physician documentation of two doses of live measles vaccine on or after the first birthday; or (2) laboratory evidence (blood titer) of immunity to measles.

b. Evidence of immunity to rubella as demonstrated by: (1) laboratory evidence (blood titer)

of immunity to rubella; or (2) documented immunization with live virus vaccine on or after their first birthday.

c. Evidence of immunity to mumps as demonstrated by: (1) laboratory evidence (blood titer) of immunity to mumps; or (2) documented immunization with live virus vaccine on or after their first birthday.

d. Evidence of the absence of tuberculosis as demonstrated annually by a negative Mantoux test within the year preceding entrance into the clinical facility. In the event that the Mantoux test is positive, faculty and students will be required to provide documentation of a negative chest x-ray upon admission to their academic program or documentation of having received the INH series followed by documentation of one negative chest x-ray at the time of admission to their academic program.

e. Documentation of immunization or positive antibody titer to Hepatitis B (applicable to students and faculty members participating in clinical experiences where patient contact is expected and where exposure to body fluids may reasonably be anticipated).

f. Evidence of immunity to Varicella as demonstrated by: (1) documented history of disease;
(2) documentation of blood screen immunity (printed Lab report); or (3) documentation of two vaccines.

g. Documented current TDAP/DTAP.

h. Documentation of influenza vaccine during active flu season (November –March).

i. Immunization information will be kept onsite at the University. If information is needed, the Facility is responsible for obtaining a copy from the student.

7. **Access and Confidentiality**

Students shall be instructed by School prior to beginning the Program concerning the confidentiality of medical information of Clinical Facility's patients and standard precautions. For purposes of compliance with the Health Insurance Portability and Accountability Act and associated privacy regulations (HIPAA), students shall be considered part of Facility's work force as that term is defined in HIPAA to include trainees and students. Students are not considered work force or employees of Clinical Facility for other purposes, including but not limited to tax or employment law. Clinical Facility shall provide the necessary training to HIPAA.

FERPA

The Facility shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the School's students who train at the Facility pursuant to this Agreement.

8. **Accreditation**

If the Facility is a hospital, the hospital will maintain Joint Commission accreditation, CMS or accreditation from other accrediting bodies.

9. **Responsibility for Care**

The Facility will retain responsibility for the care of clients and will maintain administrative and professional supervision of students insofar as the presence of the educational program affects the operation of the Facility and/or direct or indirect care of clients.

10. **Right to Terminate Participation**

The Facility, in maintaining its standard of patient care and safety, reserves the right to expel any student or instructor from the Facility and to refuse any such person further participation in a clinical experience under this agreement.

11. **Background Studies**

Notwithstanding anything herein to the contrary, or appearing to be to the contrary, St. Catherine University agrees and represents that it will be responsible for conducting Minnesota Department of Human Services background studies of all students and faculty (excluding Social Work students) who are participating in the clinical experience in accordance with applicable Minnesota law and regulations requiring Minnesota Department of Human Services background studies of individuals who have direct contact with patients. ("Direct contact" means providing face-to-face care, training, supervision, counseling, consultation or medication assistance to patients).

a. A copy of the Background Study will be provided to the Facility prior to the start of a student's placement at the Facility.

b. Background Studies for Social Work students are to be arranged between the Facility and the student.

12. **Amendments**

This agreement may be amended at any time upon the mutual consent of the parties. All such

amendments must be in writing and signed by the authorized representatives of the parties.

ST. CATHERINE UNIVERSITY

_____

Colleen A. Hegranes
Executive Vice President and Provost

Date: _____

ISD#152 MOORHEAD SCHOOL DISTRICT

_____

Chief Executive, Facility

____
Date

_____

Printed Name, Title

EXHIBIT A

Agreement for Clinical Experience effective October 28, 2014, between ST. CATHERINE UNIVERSITY and ISD# 152, Moorhead School District

Identification of Participating Programs and Designated Representatives

University Program	Campus Minneapolis or St. Paul	Designated University Representative
Coding Specialist	Minneapolis	Marsha Holey
Community Health Worker	Minneapolis	Julie Mumm
Exercise & Sport Science	St. Paul	Dave Luedtke
Holistic Health Studies (MAHS)	Minneapolis	Laurie Anderson Sathe
Health Information Management	St. Paul	Marsha Holey
MedicalRecords/Health Information Specialist	Minneapolis	Marsha Holey
Medical Transcription	Minneapolis	Marsha Holey
Nursing Program (AD)	Minneapolis	Suellen Campbell/ Ingrid Johansen
Nursing Program (BS/BA)	St. Paul	Vicki Schug/Ingrid Johansen
Nursing Program (DNP)	St. Paul	RozinaBhimani/ Alison Watkins/Susan Ulrich
Nursing Program (MANU, MS)	St. Paul	Vicki Erikson/ Alison Watkins/Susan Ulrich
Nutrition & Dietetics	St. Paul	Debra Sheats
Occupational Therapy Assistant	Minneapolis	Rachel Wilson-Stucke
Occupational Therapy/MA	St. Paul	Linda Buxell
Ophthalmic Technician	Minneapolis	Aaron Shukla
Orthoptics	Minneapolis	Lisa Rovick
Phlebotomy	Minneapolis	Julie Mumm
Physical Therapist Assistant	Minneapolis	Holly Clynch
Physical Therapy (DPT)	Minneapolis	Christie Anderson
Physician Assistant	St. Paul	Terry Larimer/Carrie Gray
Public Health	St. Paul	Mary Hearst
Radiography	Minneapolis	Alan Bode
Respiratory Care	Minneapolis	Paul LaMere
Social Work (MSW)	St. Paul	Lisa Richardson
Social Work (BSW)	St. Paul	Cary Winkler
Sonography	Minneapolis	Susan Hummel

Administrator responsible to execute the attached clinical agreement and amendments to it.

University	Facility
Colleen Hegranes **Senior Vice President and Provost**	

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.056C

TO: Dr. Lynne Kovash, Superintendent

FROM: Brandon Lunak, Assistant Superintendent BML

DATE: November 3, 2014

RE: Mayville State University Agreement for Clinical Experience

Attached is a Student Training Experience/Internship Contract Agreement with Mayville State University for Moorhead Area Public Schools to serve as a student placement center for Student Training Experience/Internship. Terms of this agreement shall be for a period of November 1, 2014 until November 1, 2019. Moorhead Area Public Schools Policy 921 supports the agreements with universities and colleges to provide field experiences for Student Training Experience/Interships.

Moorhead Area Public Schools would provide students of Mayville State University an opportunity to work cooperatively in a teacher-learning situation with a teacher certified by the State of Minnesota.

Suggested Resolution: Move to approve the Agreement for Clinical Experiences with Mayville State University as presented.

BML:smw
Attachment

Accent on Excellence

An equal opportunity employer

Agreement for Clinical Experiences

Entered into by Moorhead Area Public Schools hereinafter referred to as the Partner, and Mayville State University, hereinafter referred to as the University hereby agree to the following principles and provisions governing their relationship in the matter of clinical experiences (i.e., observation, field experience, practicums, internships, and student teaching) for University teacher education candidates.

A. **Purpose.** It is recognized that school districts (and other partners), clinical educators and the University engage in a shared partnership to prepare future teachers. Collaboratively arranged clinical experiences allow candidates to develop, practice, and demonstrate content and pedagogical knowledge and skills that promote learning of diverse P-12 students. These experiences integrate application of theory from professional education curriculum to P-12 or community settings and provide opportunities for candidates to critically reflect on their application of knowledge and skills. The development of professional actions, or dispositions, is an embedded goal of clinical experiences.

B. **Definition of Terminology.**

P-12 students: Defined as children or youth attending P-12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.

Candidate: In this report, the term "candidate" refers to individuals preparing for professional education positions.

University: Mayville State University Educator Preparation Program (EPP)

Clinical Educators: All EPP- and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences.

Partner: Organizations, businesses, community groups, agencies, schools, districts, and/or EPP personnel specifically involved in designing, implementing, and assessing the clinical experience.

Partnership: Mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, Professional Development Schools, and partner networks.

Cooperating Teacher: A state-certified teacher in an accredited elementary or secondary school, who guides the development of and assists with the supervision and evaluation of the student teacher. Every cooperating teacher must

- have at least three years of teaching experience,
- have at least one year of teaching experience in the school system in which the student teacher is being supervised,
- meet the necessary essentials in preparing cooperating teachers to supervise student teachers
- be recommended as a high-quality clinical educator by the administration of the school in which student teaching is performed.

University Supervisor: A faculty member assigned by the University EPP to visit, consult, and evaluate the progress of a student teacher during the clinical experience.

Cooperating School: An early childhood, elementary or secondary school that works in partnership with the University EPP to support the design, implementation, and assessment of clinical experiences.

Director of Student Placement: A member of the University EPP who, with the Division Chair, assists in arranging clinical placements and communicating protocols and procedures to teacher candidates and partners.

Coordinator of the Student Teaching Program: An official of the cooperating school or school district, usually a Superintendent and/or Principal, who works with the EPP chair, or his/her designate, in selecting cooperating teachers, placing teacher candidates and monitoring the progress of the clinical experience in his/her cooperating school(s).

C. **Student Teaching.**

Legal Status for Student Teaching. ND Century Code **67.1-02-01-01.**

A. A student teacher is one who teaches in a regular classroom situation as part of the requirements in professional preparation and must have prior classroom-related pre-professional experience. A criminal background investigation including the Bureau of Criminal Investigation and Federal Bureau of Investigation will be completed prior to any student teaching experience.

B. The student teacher will be assigned by the University to a clinical placement on a full-time block (a full day for a minimum of ten consecutive weeks with exceptions documented through program approval). The student teacher must be placed in a classroom where the cooperating teacher is regularly assigned. Additional student teaching experiences shall be determined by the University.

C. In the event of an emergency, the student teacher may once during the student teaching semester be placed as a substitute in the student teacher's regularly assigned classroom for a period of time not to exceed two consecutive days.

D. Student teachers may be placed only in accredited schools.

E. Student teachers may receive a stipend from the school where they have student taught.

F. 15.1-18-04. Student teacher - Legal authority and status. An individual assigned as a student teacher has the same legal authority and status as a licensed teacher employed by the school district. The authority extends to all aspects of student management and discipline, the handling of confidential student records, and to all legal authority granted to a licensed teacher in the state.

G. An individual assigned as a student teacher must be deemed an employee of the school district for purposes of liability insurance coverage under sections 32-12.1-05 and 39-01-08.

The School District or other Partner hereby agrees to:

A. Introduce the teacher candidate to the student teaching experience by offering an orientation session. This may be presented by the school district coordinator or the cooperating teacher during the student teacher's initial visit to the school. This session will be related to school philosophy, general practices within the school, building procedures, school calendar, the organization of the school day, checking in and out procedures, and any other details which will assist in the integration of the student teacher(s) into the professional environment of the school;

B. Provide an environment that ensures the student teacher an opportunity to work under the supervision of a high-quality, certified cooperating teacher in regular classroom conditions and procedures;

C. Encourage a favorable attitude in the school and community toward the student teaching program;

D. Recommend teachers who willingly assume the responsibilities of a cooperating teacher and who have completed a minimum of three years of teaching experience in the area(s) they are supervising, who are certified for the area(s) in which they are supervising student teachers, have completed one year of teaching in a cooperating school and who have completed a 2 S.H. course in the supervision of student teaching OR an in-service requirement that meets the necessary essentials in preparing cooperating teachers;

E. Share in the responsibility of designing, implementing, and assessing clinical experiences;

F. Furnish the necessary supplies, materials, and equipment to support the clinical experience of teacher candidates;

G. Designate Executive Director of Human Resources as Coordinator of the Student Teaching Program. This/These Coordinator(s) will work with the University EPP chair, or his/her designate, in scheduling, sharing accountability and coordinating activities arising under provisions of this agreement. This/These Coordinator(s) will also assist in the evaluation of teacher candidate progress, consult with the University EPP chair, or his/her designate, concerning the status of the experience, propose

suggestions for the improvement of the program as appropriate, and protect the teacher candidate(s) from exploitation.

The University hereby agrees to:

A. Carefully screen teacher candidates and work with the Coordinator of the Student Teaching Program to plan effective placement opportunities for teacher candidates;

B. Work in partnership with the Coordinator(s) of the Student Teaching Program and the Cooperating Teacher(s) to design high-quality clinical experiences that offer candidates the opportunity to develop, practice, demonstrate and reflect upon clinical and academic components of preparation that improve student learning and development;

C. Provide the Coordinator(s) of the Student Teaching Program and the Cooperating Teacher(s) access to University personnel and all information needed to effectively support the candidate throughout the clinical experience;

D. Ensure that candidates understand the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy, and demonstrate positive dispositions of a professional educator which include: the 19 elements that constitute a professional disposition at the University: timeliness, attendance, dress/appearance, attitude & composure, initiative, ethics & confidentiality, organization, flexibility, awareness, sensitivity to diversity, assessment, cooperation/collaboration, rapport/communication, self-reflection, responsiveness to feedback, lifelong learner, attitude towards learners, and ways to contribute;

E. Ensure that candidates purchase liability insurance and complete a criminal background investigation through the North Dakota Education Standards and Practices Board (ESPB) prior to the clinical experience;

F. Ensure that University Supervisor(s) use multiple measures to evaluate the candidates' ability to effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. Evaluations of candidates in the Student Teaching Experience will occur on at least two separate occasions. One additional evaluation for a secondary Clinical Experience/Student Teaching Experience will be completed by faculty representing the candidate's major discipline. University Supervisors will observe the candidate's classroom performance, consult with the Cooperating Teacher, and conference with the candidate to provide guided, constructive feedback that facilitates continued skill development that positively influences P-12 student learning and development;

G. Provide written protocol for Cooperating Teachers and the University Supervisors to guide candidates whose performance is not satisfactory and coordinate efforts to help candidates develop and implement an improvement plan. If the candidate does not demonstrate adequate progress, he/she may be removed from the experience. It is the joint responsibility of the EPP Chair and the coordinator of the experience to make a final decision on whether to allow continued candidate placement or remove the candidate from the clinical experience;

H. Compensate the Partner at the conclusion of each semester and upon submission of all required documentation for services rendered in the supervision of candidates. Compensation is to be at the rate of three hundred dollars ($300) for the supervision of full-time student teacher candidates and ($150) for the supervision of part-time student teacher candidates. Compensation for supervising a student teacher candidate enrolled for less than full-time shall be the base rate specified above in this provision

and in a proportion reflecting the percentage of full-time experience in which the candidate is enrolled. Educators that serve candidates in other designated clinical placements are compensated at the rate of fifty dollars ($50) per student per experience.

The parties agree that the terms of this agreement will continue from **November 1, 2014-November 1, 2019** or until such time as either party notifies the other of its desire to terminate the agreement. This agreement is hereby approved:

Moorhead Area Public Schools	**Mayville State University**
_____	_____
Signature	Signature
_____	Chair, Division of Education & Psychology
Title	
_____	_____
Date	Date

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.054R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 4, 2014

RE: Canvass General Election School Board Returns and Election Resolution

Attached please find the Resolution Canvassing Returns of Votes of Independent School District 152 General Election and Resolution Authorizing Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election Related Duties for the November 4, 2014 School Board election.

Precinct summary information for the general election is available through the Clay County Auditor's office or the Minnesota Secretary of State's office.

Suggested Resolution: Move to approve the Resolution Canvassing Returns of Votes of Independent School District 152 General Election and Resolution Authorizing Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election Related Duties, as presented.

LAK:mde
Attachments

RESOLUTION CANVASSING RETURNS OF VOTES
OF INDEPENDENT SCHOOL DISTRICT NO. 152 GENERAL ELECTION

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

1. It is hereby found, determined and declared that the general election of the voters of the district held on November 4, 2014, was in all respects duly and legally called and held.

2. As specified in the attached Abstract and Return of Votes Cast, a total of 27,619 votes were cast by 13,982 district voters at said election on the election of three (3) school board members for four-year term vacancies on the board caused by expiration of terms on the first Monday in January next following the general election. Votes were cast as follows:

Mark Altenburg	4,366
Cassidy Bjorklund	2,018
Melissa Burgard	1,733
Brian Doucette	881
Scot W. Hagen	1,774
Ryan Jensen	1,321
Laurie A. Johnson	4,344
David Marquardt	2,765
Karen Stensgard	2,308
Karla Swenson	2,638
William K. "Bill" Tomhave	3,355

3. Mark Altenburg, Laurie A. Johnson and William K. "Bill" Tomhave, having received the highest number of votes, are elected to four-year terms beginning the first Monday in January, 2015.

4. The school district clerk is hereby authorized to certify the results of the election to the county auditor of each county in which the school district is located in whole or in part.

Attachment: Abstract & Return of Votes Cast

SCHOOL BOARD ELECTION (GENERAL) – Tuesday, November 4, 2014
FOUR (4) FOUR-YEAR TERMS

CANVASS OF ELECTION RETURNS

	W1P1	W1P2	W2P3	W2P4	W2P5A	W2P5B	W3P6A	W3P6B	W3P7	W3P8	W4P9	W4P10	W4P11	W4P12	Alliance Tn	Dilworth City
Candidates:																
ALTENBURG, Mark	437	353	358	454	33	102	21	303	262	489	227	117	216	397	6	89
BJORKLUND, Cassidy	228	159	133	253	42	51	46	143	107	165	119	65	119	156	1	48
BURGARD, Melissa	248	153	138	152	38	57	30	102	107	124	63	49	127	125	2	54
DOUCETTE, Brian	106	75	72	81	23	20	29	65	44	76	33	23	49	74	1	28
HAGEN, Scot W.	206	142	132	155	38	35	28	128	127	191	93	46	80	130	2	45
JENSEN, Ryan	167	136	72	136	38	33	44	71	52	80	51	40	88	107	3	45
JOHNSON, Laurie A.	471	334	377	401	41	88	39	327	267	450	230	129	210	349	5	111
MARQUARDT, David	329	254	185	344	37	60	25	157	176	208	117	82	149	228	2	79
STENSGARD, Karen	266	194	173	215	22	73	43	151	134	157	102	67	175	201	1	75
SWENSON, Karla	224	198	216	242	56	58	55	156	171	270	143	88	133	245	6	73
TOMHAVE, William K. "Bill"	305	223	243	312	34	68	68	281	284	497	186	96	168	251	2	53
Write-Ins	18	13	6	10	5	11	8	5	1	4	9	7	4	13	0	1
TOTAL VOTES CAST	3,005	2,234	2,105	2,755	407	656	436	1,889	1,732	2,711	1,373	809	1,518	2,276	31	701
Overvotes	6	6	0	3	0	3	0	0	3	0	0	0	3	6	0	0
Undervotes	1,051	916	562	923	229	331	422	880	557	802	469	331	666	781	8	391

SCHOOL BOARD ELECTION (GENERAL) – Tuesday, November 4, 2014
FOUR (4) FOUR-YEAR TERMS

CANVASS OF ELECTION RETURNS

	Elmwood Tn	Georgetown City	Georgetown Tn	Glyndon Tn	Holy Cross Tn	Kragnes Tn	Kurtz Tn	Moland Tn	Moorhead Tn P-1	Moorhead Tn P-2	Morken Tn	Oakport Tn	Sabin City	TOTAL
Candidates:														
ALTENBURG, Mark	39	7	21	2	7	36	42	3	24	0	3	264	54	4,366
BJORKLUND, Cassidy	18	4	5	1	0	11	18	0	13	0	1	82	30	2,018
BURGARD, Melissa	8	4	5	0	0	11	15	1	9	0	0	87	24	1,733
DOUCETTE, Brian	10	2	2	2	0	8	3	1	6	0	1	34	13	881
HAGEN, Scot W.	11	3	3	1	2	13	9	2	11	0	1	115	25	1,774
JENSEN, Ryan	14	5	2	1	0	15	7	2	5	0	4	90	13	1,321
JOHNSON, Laurie A.	33	7	14	1	6	38	47	1	30	1	0	279	58	4,344
MARQUARDT, David	23	4	12	3	3	16	22	2	23	1	1	169	54	2,765
STENSGARD, Karen	19	4	8	2	5	16	15	1	12	0	2	143	32	2,308
SWENSON, Karla	29	6	7	5	4	25	19	1	5	0	1	164	38	2,638
TOMHAVE, William K. "Bill"	16	4	6	3	2	20	22	2	22	2	0	162	23	3,355
Write-Ins	0	0	0	0	0	0	0	1	0	0	0	0	0	116
TOTAL VOTES CAST	220	50	85	21	29	209	219	17	160	4	14	1,589	364	27,619
Overvotes	0	0	0	0	0	0	0	0	3	0	0	3	0	36
Undervotes	101	28	32	3	7	133	69	1	50	2	7	628	164	10,544

CERTIFICATE OF ELECTION
(Full Four-Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 152 on November 10, 2014, canvassed the general election of school board members held on November 4, 2014.

2. _____ received the largest/second largest/third largest number of votes cast for the office of school board member of Independent School District No. 152 for a full four-year term.

3. There are three full four-year term vacancies on the board caused by expiration of terms on the first Monday in January next following the election.

4. Therefore _____ is elected to the office of school board member of Independent School District No. 152 for a full four-year term beginning the first Monday in January, 2015 and expiring the first Monday in January, 2019.

By authority of the School Board of Independent School District No. 152, pursuant to resolution dated November 10, 2014.

Dated: _____ _____
Chair

Dated: _____ _____
Clerk

ACCEPTANCE OF OFFICE
AND OATH OF OFFICE

To: [The recipient of the Certificate of Election]

The following acceptance and oath of office must be filed with the school district clerk within 30 days of the date of mailing or personal service of the certificate of election.

ACCEPTANCE OF OFFICE

I hereby accept the office of school board member of Independent School District No. 152 for a term beginning the first Monday in January, 2015 and expiring the first Monday in January, 2019.

Date: _____ _____
Signature

STATE OF MINNESOTA)
)
COUNTY OF CLAY)

The foregoing instrument was acknowledged before me this _____ day of _____, 2014 by (name of candidate).

_____
Notary Public

OATH OF OFFICE

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 152 to the best of my judgment and ability.

Date: _____ _____
Signature

STATE OF MINNESOTA)
)
COUNTY OF CLAY)

The foregoing instrument was acknowledged before me this _____ day of _____, 2014 by (name of candidate).

_____
Notary Public

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.15.119R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent BML

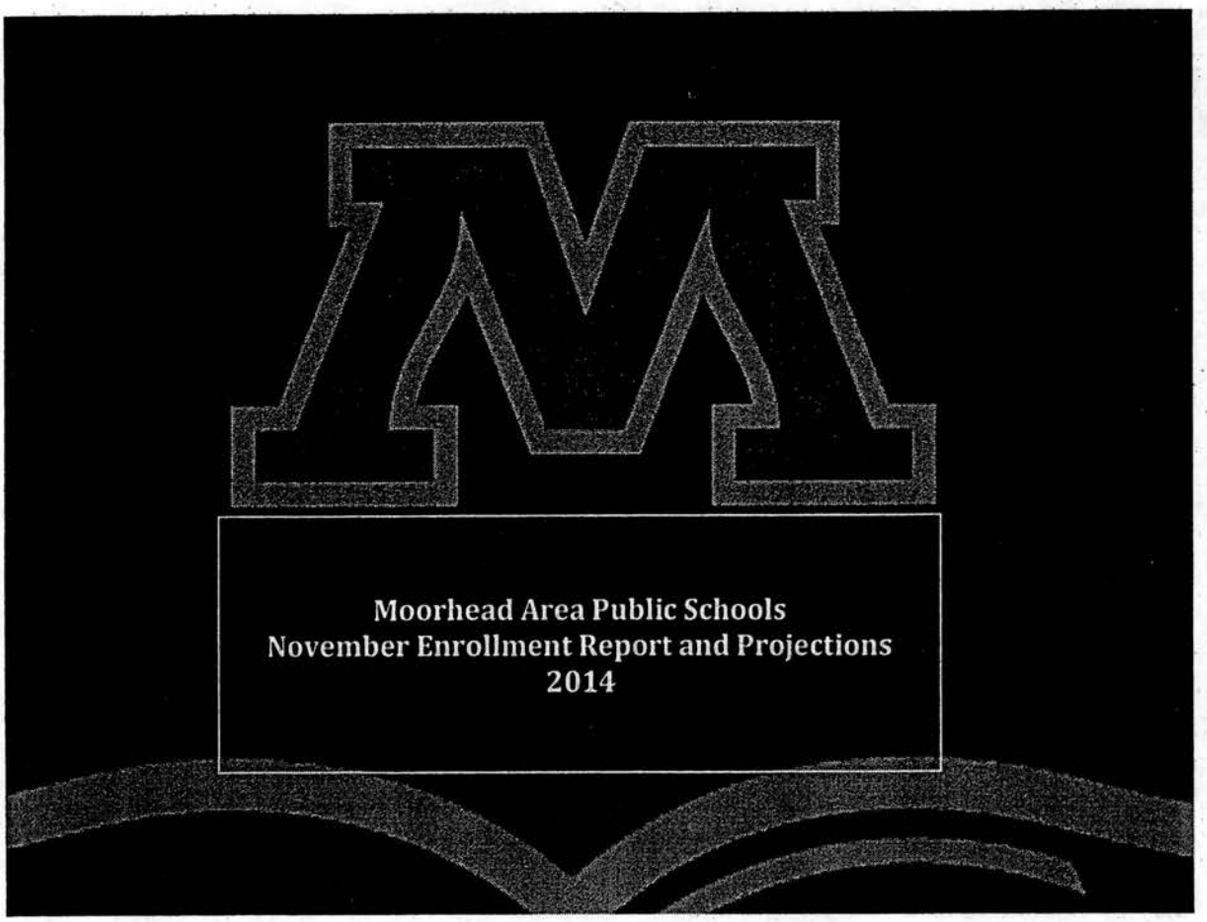
DATE: November 10, 2014

RE: Enrollment Projections

Attached are the enrollment projections based on November 3, 2014 actual enrollment. This data, along with historical information, will be used for planning, facility and staffing determinations in the coming months. The November 1, 2014 enrollment figure of 5891 is 87 students above the projection of 5804 made in November 2013. Compared to actual enrollment of 5648 on November 1, 2013, the current year November 1 figure represents an increase of 243 students over last year. The projections indicate an average growth of 3% or 191 students per year for the next five years.

The secondary grade with the largest enrollment is 10th with 461 students; the secondary grades with the smallest enrollments are 7th and 9th with 417 students. The elementary grade with the largest enrollment is 2nd with 515 students; the elementary grade with the smallest enrollment is 4th with 436 students.

BML:dmb
Attachment

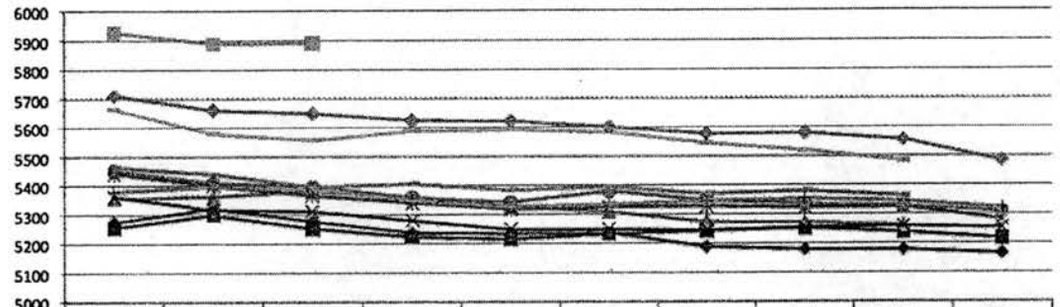


Enrollment Projections

- November Enrollment used for planning purposes
  - Five-year history used to project future five-year trends
- Adjusted Daily Membership (ADM) data from Minnesota Department of Education is also used once finalized (December)
- Enrollment projections are used during budget development process
- Enrollment projections are used in planning future facility needs
- Other factors
  - Economic conditions of Minnesota and North Dakota
  - Local economy appears to be strong
  - Total housing starts by calendar year (Source: City of Moorhead)

	UNITS CONSTRUCTED				
	MOORHEAD				OAKPORT
YEAR	SINGLE FAM ATTACHED/ DETACHED	TWO, THREE, & FOUR UNITS	FIVE OR MORE UNITS	MOORHEAD TOTAL UNITS	OAKPORT TOTAL UNITS
2014 YTD	170	24	245	439	3
2013 CY	129	2	274	405	2
2012 CY	86	3	60	149	1
2011 CY	80	21	60	161	4
2010 CY	160	0	0	160	5
2009 CY	175	0	124	299	2
2008 CY	190	5	217	412	2
2007 CY	225	38	68	331	8
2006 CY	329	8	145	482	5
2005 CY	320	62	132	514	9
2004 CY	293	4	178	475	14
2003 CY	196	4	160	359	10
2002 CY	200	38	124	362	12
2001 CY	108	6	36	148	10
2000 CY	93	44	0	137	7

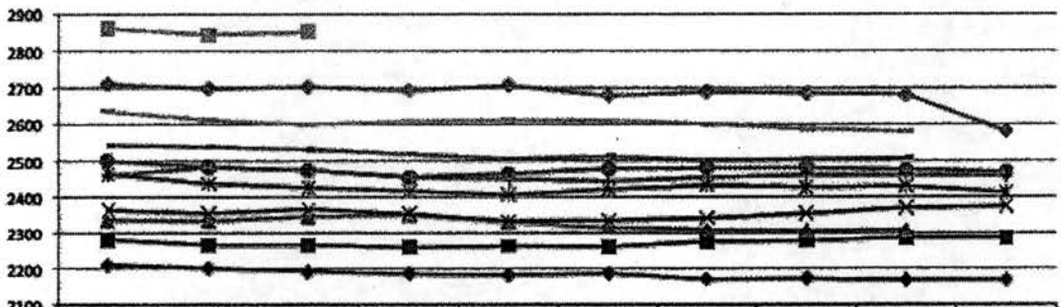
MOORHEAD AREA PUBLIC SCHOOLS
Monthly Enrollment
Grades K-12



	September	October	November	December	January	February	March	April	May	June
2004-05	5274	5320	5276	5237	5233	5235	5188	5178	5177	5164
2005-06	5255	5297	5252	5222	5214	5231	5242	5251	5237	5216
2006-07	5357	5362	5381	5358	5326	5308	5273	5271	5262	
2007-08	5362	5317	5311	5278	5248	5248	5244	5254	5258	5252
2008-09	5442	5399	5365	5340	5318	5324	5327	5322	5324	5281
2009-10	5452	5409	5396	5358	5342	5379	5348	5335	5327	5308
2010-11	5379	5396	5388	5347	5325	5334	5345	5353	5345	5321
2011-12	5463	5440	5395	5405	5383	5394	5370	5380	5363	
2012-13	5664	5578	5556	5587	5591	5582	5545	5519	5483	
2013-14	5712	5660	5648	5624	5621	5600	5577	5579	5556	5483
2014-15	5928	5889	5891							

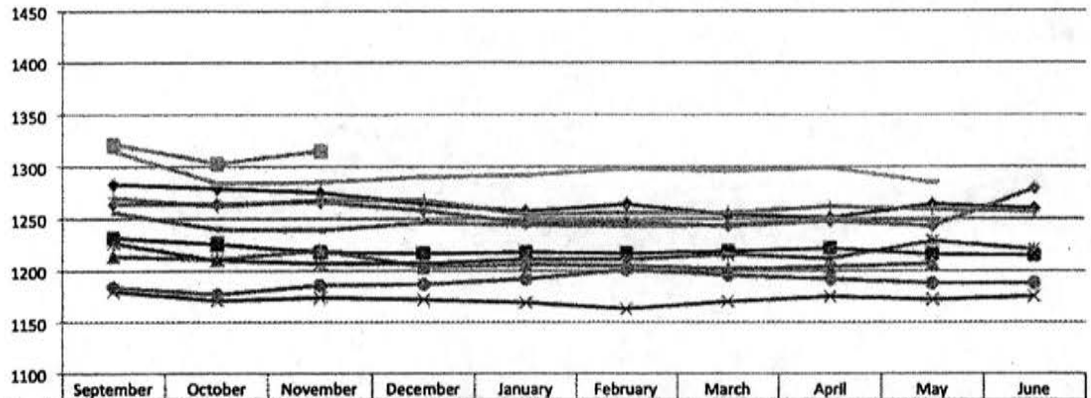
Accent on Excellence

MOORHEAD AREA PUBLIC SCHOOLS
Monthly Enrollment
Grades K-5



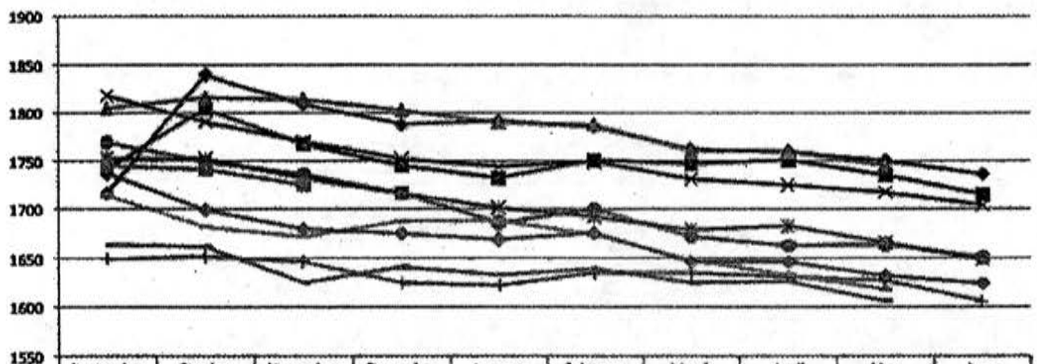
	September	October	November	December	January	February	March	April	May	June
2004-05	2211	2201	2192	2185	2182	2186	2170	2171	2167	2168
2005-06	2282	2267	2267	2260	2264	2262	2276	2278	2286	2286
2006-07	2338	2335	2347	2351	2331	2316	2311	2307	2310	
2007-08	2364	2356	2367	2354	2335	2336	2343	2354	2369	2373
2008-09	2463	2437	2426	2417	2406	2421	2432	2427	2429	2412
2009-10	2499	2483	2474	2455	2464	2478	2480	2480	2475	2469
2010-11	2460	2482	2474	2454	2449	2443	2454	2460	2459	2458
2011-12	2543	2538	2531	2518	2506	2512	2501	2504	2508	
2012-13	2635	2612	2599	2609	2611	2610	2601	2587	2580	
2013-14	2711	2697	2702	2691	2706	2677	2688	2685	2681	2580
2014-15	2861	2845	2851							

MOORHEAD AREA PUBLIC SCHOOLS
Monthly Enrollment
Grades 6-8 (Horizon Middle School & Alternative Education Programs)



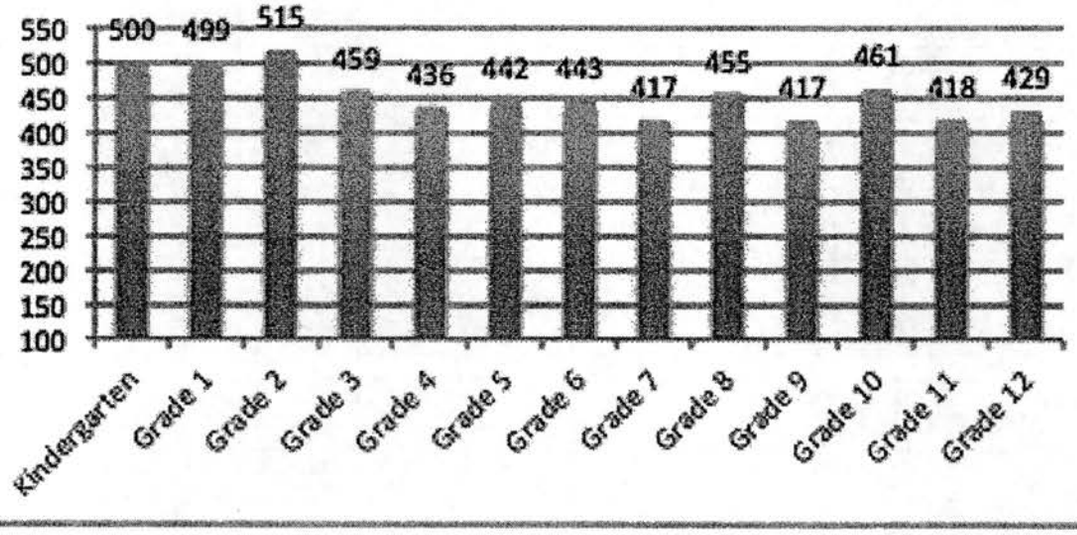
	September	October	November	December	January	February	March	April	May	June
2004-05	1283	1279	1275	1264	1257	1264	1254	1251	1264	1260
2005-06	1232	1226	1218	1217	1218	1217	1219	1222	1216	1215
2006-07	1214	1211	1220	1204	1206	1205	1202	1204	1207	
2007-08	1180	1171	1174	1172	1169	1163	1170	1175	1172	1175
2008-09	1227	1210	1207	1207	1211	1211	1216	1212	1229	1221
2009-10	1184	1177	1186	1187	1192	1201	1196	1192	1188	1188
2010-11	1270	1262	1268	1268	1254	1256	1256	1262	1259	1257
2011-12	1256	1240	1239	1246	1244	1243	1244	1250	1249	
2012-13	1315	1284	1285	1290	1292	1298	1296	1299	1285	
2013-14	1264	1264	1266	1258	1246	1247	1243	1248	1243	1279
2014-15	1322	1303	1315							

MOORHEAD AREA PUBLIC SCHOOLS
Monthly Enrollment
Grades 9-12 (Moorhead High School & Alternative Education Programs)



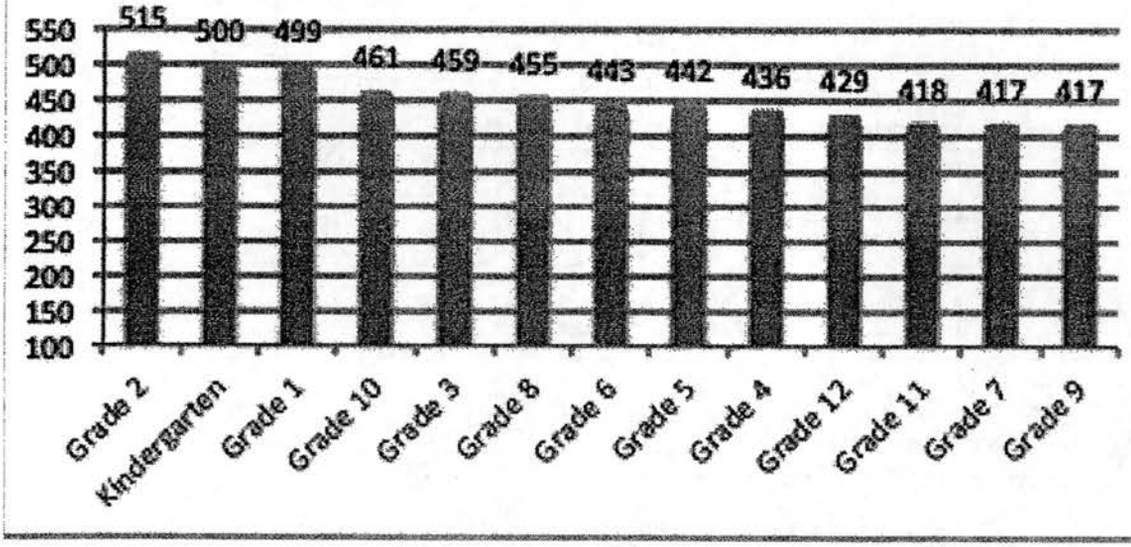
	September	October	November	December	January	February	March	April	May	June
2004-05	1716	1840	1809	1788	1791	1785	1762	1759	1750	1736
2005-06	1741	1804	1767	1745	1732	1751	1747	1751	1735	1715
2006-07	1805	1816	1814	1803	1789	1787	1760	1760	1745	
2007-08	1818	1790	1770	1752	1744	1749	1731	1725	1717	1704
2008-09	1752	1752	1732	1716	1701	1692	1679	1683	1666	1648
2009-10	1769	1749	1736	1716	1686	1700	1672	1663	1664	1651
2010-11	1649	1652	1646	1625	1622	1635	1635	1631	1627	1606
2011-12	1664	1662	1625	1641	1633	1639	1625	1626	1606	
2012-13	1714	1682	1672	1688	1688	1674	1648	1633	1618	
2013-14	1737	1699	1680	1675	1669	1676	1646	1646	1632	1624
2014-15	1745	1741	1725							

ENROLLMENT BY GRADE, ARRANGED BY GRADE
November 1, 2014



Accent on Excellence

ENROLLMENT BY GRADE, ARRANGED BY SIZE
November 1, 2014



Accent on Excellence

MOORHEAD AREA PUBLIC SCHOOLS
NOVEMBER 2014 ENROLLMENT PROJECTIONS
(WEIGHTED AVERAGE METHOD)
490 Kindergarten

GRADE	Actual November 3 Enrollment					11/3/14	PROJECTED ENROLLMENT						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020	November 2013 Projection for 2014-15	Variance Between Actual and Projected
Kindergarten	417	387	429	483	494	500	490	490	490	490	490	475	25
Grade 1	402	432	405	441	490	499	529	518	518	518	518	523	-24
Grade 2	407	421	427	413	434	515	505	535	525	525	525	496	19
Grade 3	440	396	421	437	433	459	522	512	543	532	532	440	19
Grade 4	391	446	405	418	433	436	467	531	521	552	541	440	-4
Grade 5	417	392	444	407	418	442	441	472	537	527	558	438	4
Grade 6	397	435	400	445	414	443	443	442	473	538	528	419	24
Grade 7	405	420	417	402	450	417	460	460	459	492	559	430	-13
Grade 8	384	413	422	438	402	455	413	456	456	455	487	446	9
Grade 9	446	397	414	425	453	417	469	426	470	470	469	414	3
Grade 10	395	442	406	422	431	461	421	474	430	474	474	457	4
Grade 11	419	383	422	398	407	418	458	418	470	427	471	428	-10
Grade 12	476	424	383	427	389	429	409	448	409	460	417	398	31
Grades K-5	2474	2474	2531	2599	2702	2851	2954	3058	3133	3143	3163	2812	39
Grades 6-8	1186	1268	1239	1285	1266	1315	1316	1358	1389	1485	1574	1295	20
Grades 6-12	2922	2914	2864	2957	2946	3040	3073	3123	3167	3316	3405	2992	48
Grades 9-12	1736	1646	1625	1672	1680	1725	1757	1765	1778	1831	1831	1697	28
Grades K-12	5396	5388	5395	5556	5648	5891	6027	6181	6300	6458	6569	5804	87
+/- Prior Year		-8	7	161	92	243	136	155	118	159	110		
% +/-		-0.15%	0.13%	2.98%	1.66%	4.30%	2.30%	2.57%	1.92%	2.52%	1.71%		

Accent on Excellence

MOORHEAD AREA PUBLIC SCHOOLS
NOVEMBER 2014 ENROLLMENT PROJECTIONS
(WEIGHTED AVERAGE METHOD)
Grade Configurations Extended

GRADE	Actual November 3 Enrollment					11/3/14	PROJECTED ENROLLMENT						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020	November 2013 Projection for 2014-15	Variance Between Actual and Projected
Kindergarten	417	387	429	483	494	500	490	490	490	490	490	475	25
Grade 1	402	432	405	441	490	499	525	515	515	515	515	523	-24
Grade 2	407	421	427	413	434	515	536	564	552	552	552	496	19
Grade 3	440	396	421	437	433	459	529	550	579	567	567	440	19
Grade 4	391	446	405	418	433	436	466	537	559	588	576	440	-4
Grade 5	417	392	444	407	418	442	446	477	550	572	601	438	4
Grade 6	397	435	400	445	414	443	452	456	488	562	585	419	24
Grade 7	405	420	417	402	450	417	444	453	457	489	563	430	-13
Grade 8	384	413	422	438	402	455	433	460	470	474	507	446	9
Grade 9	446	397	414	425	453	417	453	430	458	467	472	414	3
Grade 10	395	442	406	422	431	461	431	468	445	474	483	457	4
Grade 11	419	383	422	398	407	418	466	436	473	450	479	428	-10
Grade 12	476	424	383	427	389	429	424	473	442	480	456	398	31
Grades K-5	2474	2474	2531	2599	2702	2851	2992	3132	3244	3283	3302	2812	39
Grades K-4	2057	2082	2087	2192	2284	2409	2546	2655	2694	2712	2700		
Grades 1-5	2057	2087	2102	2116	2208	2351	2502	2642	2754	2793	2812		
Grades 5-6	814	827	844	852	832	885	898	933	1037	1134	1186		
Grades 6-8	1186	1268	1239	1285	1266	1315	1329	1370	1415	1525	1635	1295	20
Grades 7-8	789	833	839	840	852	872	876	913	927	963	1070		
Grades 5-8	1603	1660	1683	1692	1684	1757	1775	1847	1965	2097	2256		
Grades 6-12	2922	2914	2864	2957	2946	3040	3102	3177	3233	3396	3545	2992	48
Grades 9-12	1736	1646	1625	1672	1680	1725	1774	1807	1818	1871	1890	1697	28
Grades K-12	5396	5388	5395	5556	5648	5891	6094	6309	6477	6680	6847	5804	87
+/- Prior Year		-8	7	161	92	243	203	215	168	202	167		
% +/-		-0.15%	0.13%	2.98%	1.66%	4.30%	3.45%	3.53%	2.66%	3.12%	2.50%		

MOORHEAD AREA PUBLIC SCHOOLS
NOVEMBER 2014 ENROLLMENT PROJECTIONS
(WEIGHTED AVERAGE METHOD)
500 Kindergarten

GRADE	Actual November 3 Enrollment					11/3/14	PROJECTED ENROLLMENT						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020	November 2013 Projection for 2014-15	Variance Between Actual and Projected
Kindergarten	417	387	429	483	494	500	500	500	500	500	500	475	25
Grade 1	402	432	405	441	490	499	525	525	525	525	525	523	-24
Grade 2	407	421	427	413	434	515	536	564	564	564	564	496	19
Grade 3	440	396	421	437	433	459	529	550	579	579	579	440	19
Grade 4	391	446	405	418	433	436	466	537	559	588	588	440	-4
Grade 5	417	392	444	407	418	442	446	477	550	572	601	438	4
Grade 6	397	435	400	445	414	443	452	456	488	562	585	419	24
Grade 7	405	420	417	402	450	417	444	453	457	489	563	430	-13
Grade 8	384	413	422	438	402	455	433	460	470	474	507	446	9
Grade 9	446	397	414	425	453	417	453	430	458	467	472	414	3
Grade 10	395	442	406	422	431	461	431	468	445	474	483	457	4
Grade 11	419	383	422	398	407	418	466	436	473	450	479	428	-10
Grade 12	476	424	383	427	389	429	424	473	442	480	456	398	31
Grades K-5	2474	2474	2531	2599	2702	2851	3002	3153	3276	3327	3357	2812	39
Grades K-4	2057	2082	2087	2192	2284	2409	2556	2676	2726	2755	2755		
Grades 1-5	2057	2087	2102	2116	2208	2351	2502	2653	2776	2827	2857		
Grades 3-6	814	827	844	852	832	885	898	933	1037	1134	1186		
Grades 6-8	1186	1268	1239	1285	1266	1315	1329	1370	1415	1525	1633	1295	20
Grades 7-8	789	833	839	840	852	872	876	913	927	963	1070		
Grades 5-8	1603	1660	1683	1692	1684	1757	1775	1847	1965	2097	2256		
Grades 6-12	2922	2914	2864	2957	2946	3040	3102	3177	3233	3396	3545	2992	48
Grades 9-12	1736	1646	1625	1672	1680	1725	1774	1807	1818	1871	1890	1697	28
Grades K-12	5396	5388	5395	5556	5648	5891	6104	6329	6509	6723	6902	5804	87
+/- Prior Year		-8	7	161	92	243	213	225	179	214	179		
% +/-		-0.15%	0.13%	2.98%	1.66%	4.30%	3.62%	3.69%	2.83%	3.29%	2.66%		

MOORHEAD AREA PUBLIC SCHOOLS
NOVEMBER 2014 ENROLLMENT PROJECTIONS
(WEIGHTED AVERAGE METHOD)
525 Kindergarten

GRADE	Actual November 3 Enrollment					11/3/14	PROJECTED ENROLLMENT						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020	November 2013 Projection for 2014-15	Variance Between Actual and Projected
Kindergarten	417	387	429	483	494	500	500	525	525	525	525	475	25
Grade 1	402	432	405	441	490	499	525	525	551	551	551	523	-24
Grade 2	407	421	427	413	434	515	536	564	564	592	592	496	19
Grade 3	440	396	421	437	433	459	529	550	579	579	608	440	19
Grade 4	391	446	405	418	433	436	466	537	559	588	588	440	-4
Grade 5	417	392	444	407	418	442	446	477	550	572	601	438	4
Grade 6	397	435	400	445	414	443	452	456	488	562	585	419	24
Grade 7	405	420	417	402	450	417	444	453	457	489	563	430	-13
Grade 8	384	413	422	438	402	455	433	460	470	474	507	446	9
Grade 9	446	397	414	425	453	417	453	430	458	467	472	414	3
Grade 10	395	442	406	422	431	461	431	468	445	474	483	457	4
Grade 11	419	383	422	398	407	418	466	436	473	450	479	428	-10
Grade 12	476	424	383	427	389	429	424	473	442	480	456	398	31
Grades K-5	2474	2474	2531	2599	2702	2851	3002	3178	3327	3406	3465	2812	39
Grades K-4	2057	2082	2087	2192	2284	2409	2556	2701	2777	2835	2864		
Grades 1-5	2057	2087	2102	2116	2208	2351	2502	2653	2802	2881	2940		
Grades 3-6	814	827	844	852	832	885	898	933	1037	1134	1186		
Grades 6-8	1186	1268	1239	1285	1266	1315	1329	1370	1415	1525	1655	1295	20
Grades 7-8	789	833	839	840	852	872	876	913	927	963	1070		
Grades 5-8	1603	1660	1683	1692	1684	1757	1775	1847	1965	2097	2256		
Grades 6-12	2922	2914	2864	2957	2946	3040	3102	3177	3233	3396	3545	2992	48
Grades 9-12	1736	1646	1625	1672	1680	1725	1774	1807	1818	1871	1890	1697	28
Grades K-12	5396	5388	5395	5556	5648	5891	6104	6334	6560	6802	7010	5804	87
+/- Prior Year		-8	7	161	92	243	213	230	206	242	208		
% +/-		-0.15%	0.13%	2.98%	1.66%	4.30%	3.62%	4.10%	3.24%	3.69%	3.06%		

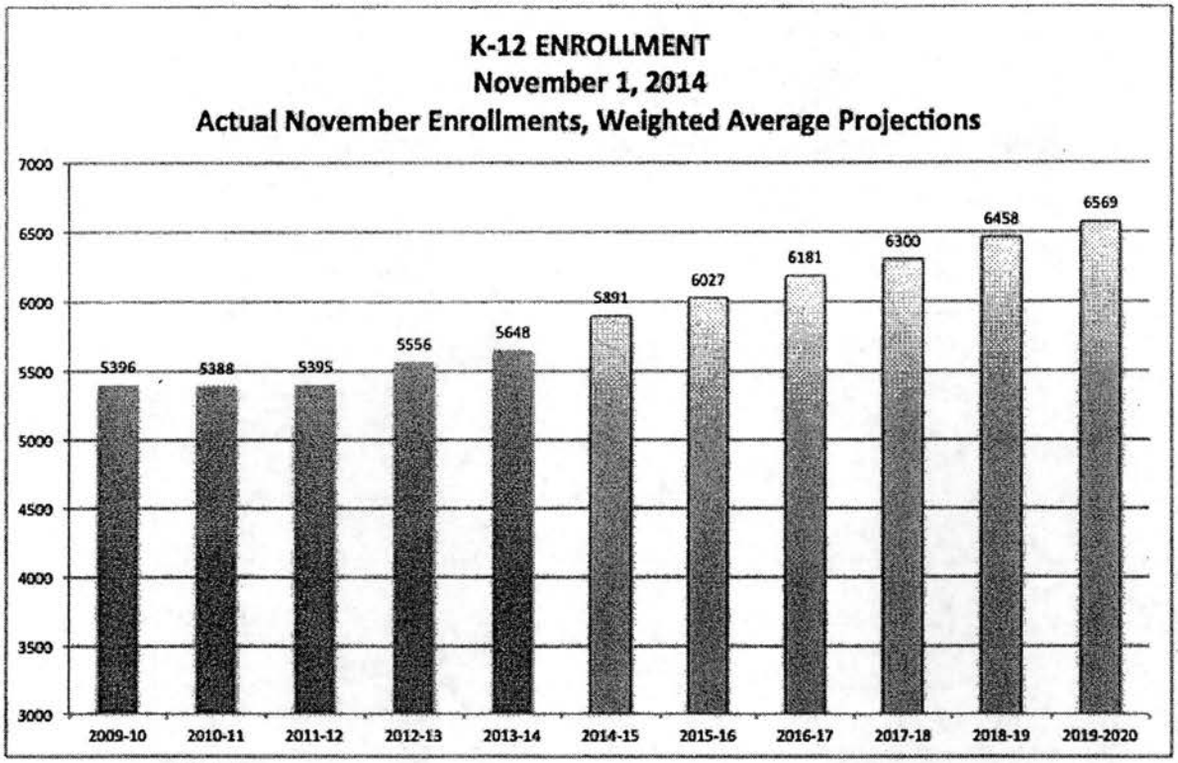
MOORHEAD AREA PUBLIC SCHOOLS
NOVEMBER 2014 ENROLLMENT PROJECTIONS
(WEIGHTED AVERAGE METHOD)
550 Kindergarten

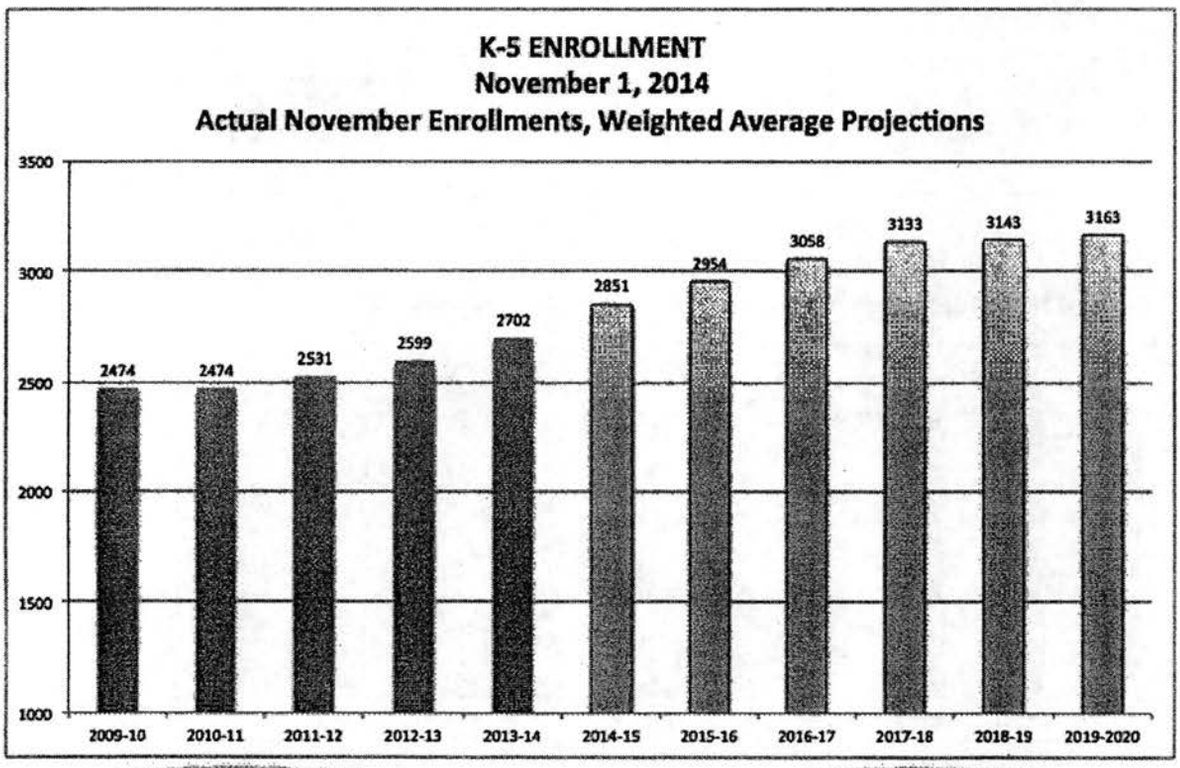
GRADE	Actual November 3 Enrollment					11/3/14	PROJECTED ENROLLMENT						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020	November 2013 Projection for 2014-15	Variance Between Actual and Projected
Kindergarten	417	387	429	483	494	500	525	525	550	550	550	475	25
Grade 1	402	432	405	441	490	499	525	551	551	578	578	523	-24
Grade 2	407	421	427	413	434	515	536	564	592	592	620	496	19
Grade 3	440	396	421	437	433	459	529	550	579	608	608	440	19
Grade 4	391	446	405	418	433	436	466	537	559	588	617	440	-4
Grade 5	417	392	444	407	418	442	446	477	550	572	601	438	4
Grade 6	397	435	400	445	414	443	452	456	488	562	585	419	24
Grade 7	405	420	417	402	450	417	444	453	457	489	563	430	-13
Grade 8	384	413	422	438	402	455	433	460	470	474	507	446	9
Grade 9	446	397	414	425	453	477	453	430	458	467	472	414	3
Grade 10	395	442	406	422	431	461	431	468	445	474	483	457	4
Grade 11	419	383	422	398	407	418	466	436	473	450	479	428	-10
Grade 12	476	424	383	427	389	429	424	473	442	480	456	398	31
Grades K-5	2474	2474	2531	2599	2702	2851	3027	3204	3380	3486	3574	2812	39
Grades K-4	2057	2082	2087	2192	2284	2409	2581	2727	2830	2915	2972		
Grades 1-5	2057	2087	2102	2116	2208	2351	2502	2679	2830	2936	3024		
Grades 5-6	814	827	844	852	832	865	898	933	1037	1134	1186		
Grades 6-8	1186	1268	1239	1285	1266	1315	1329	1370	1415	1525	1655	1295	20
Grades 7-8	789	833	839	840	852	872	876	913	927	963	1070		
Grades 5-8	1603	1660	1683	1692	1684	1757	1775	1847	1965	2097	2256		
Grades 6-12	2922	2914	2864	2957	2946	3040	3102	3177	3233	3396	3543	2992	48
Grades 9-12	1736	1646	1625	1672	1680	1725	1774	1807	1818	1871	1890	1697	28
Grades K-12	5396	5388	5395	5556	5648	5891	6129	6381	6613	6882	7119	5804	87
+/- Prior Year		-8	7	161	92	243	238	252	233	269	237		
% +/-		-0.15%	0.13%	2.98%	1.66%	4.30%	4.04%	4.11%	3.65%	4.07%	3.44%		

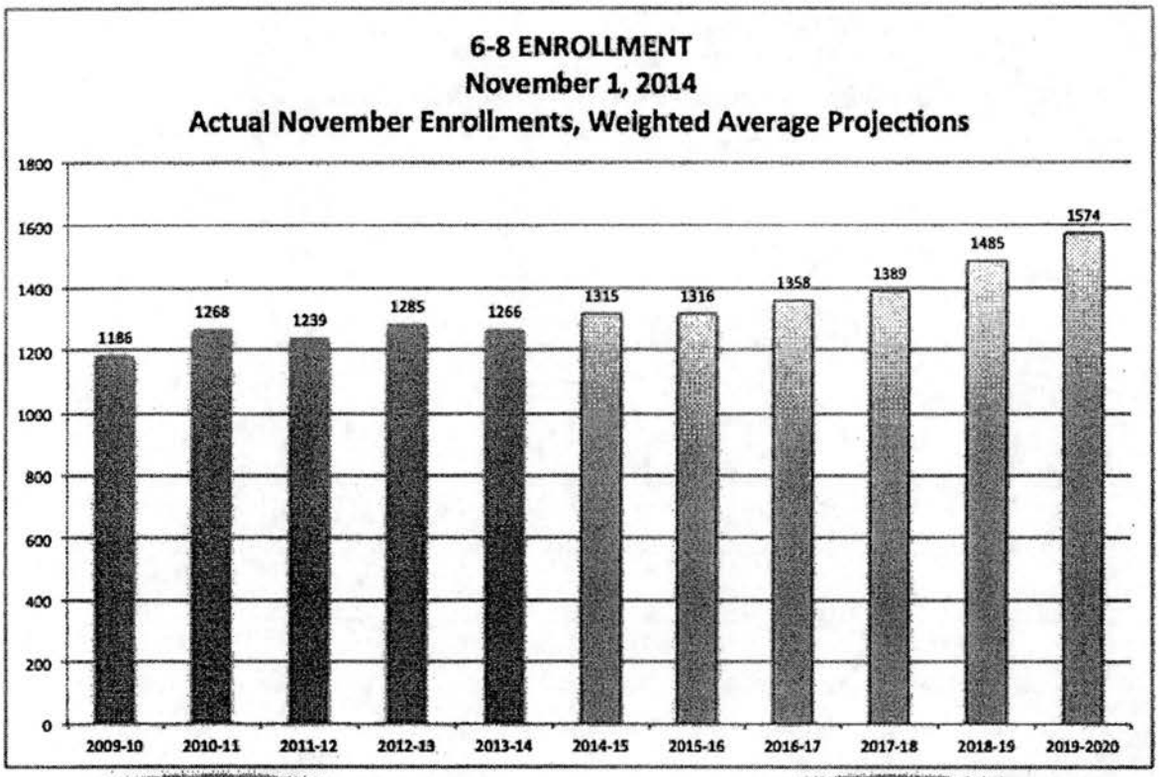
Metro Cog Demographic Study
December 2012

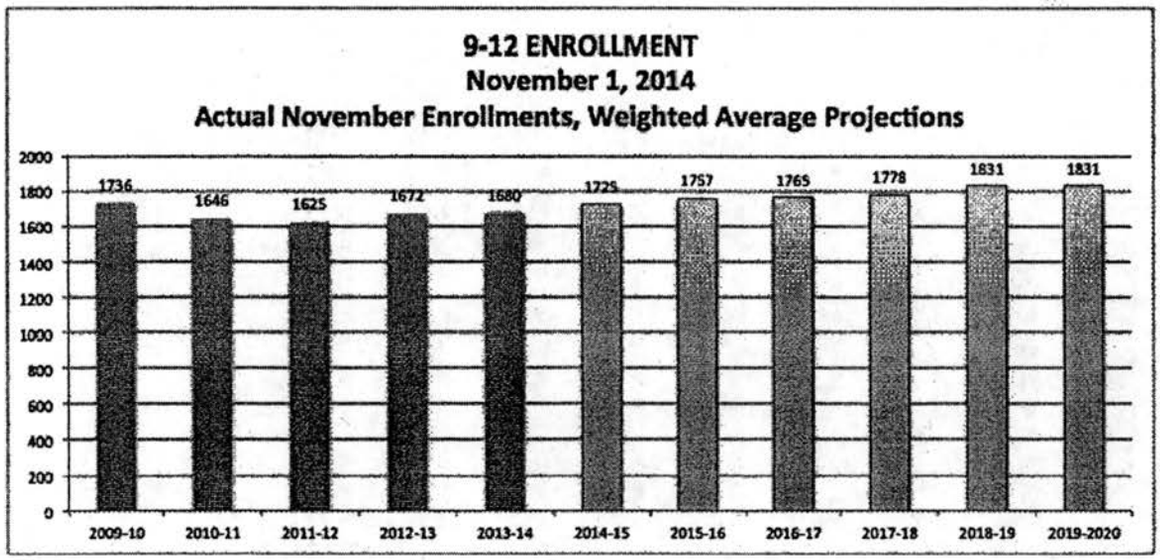
MOORHEAD
AREA PUBLIC SCHOOLS

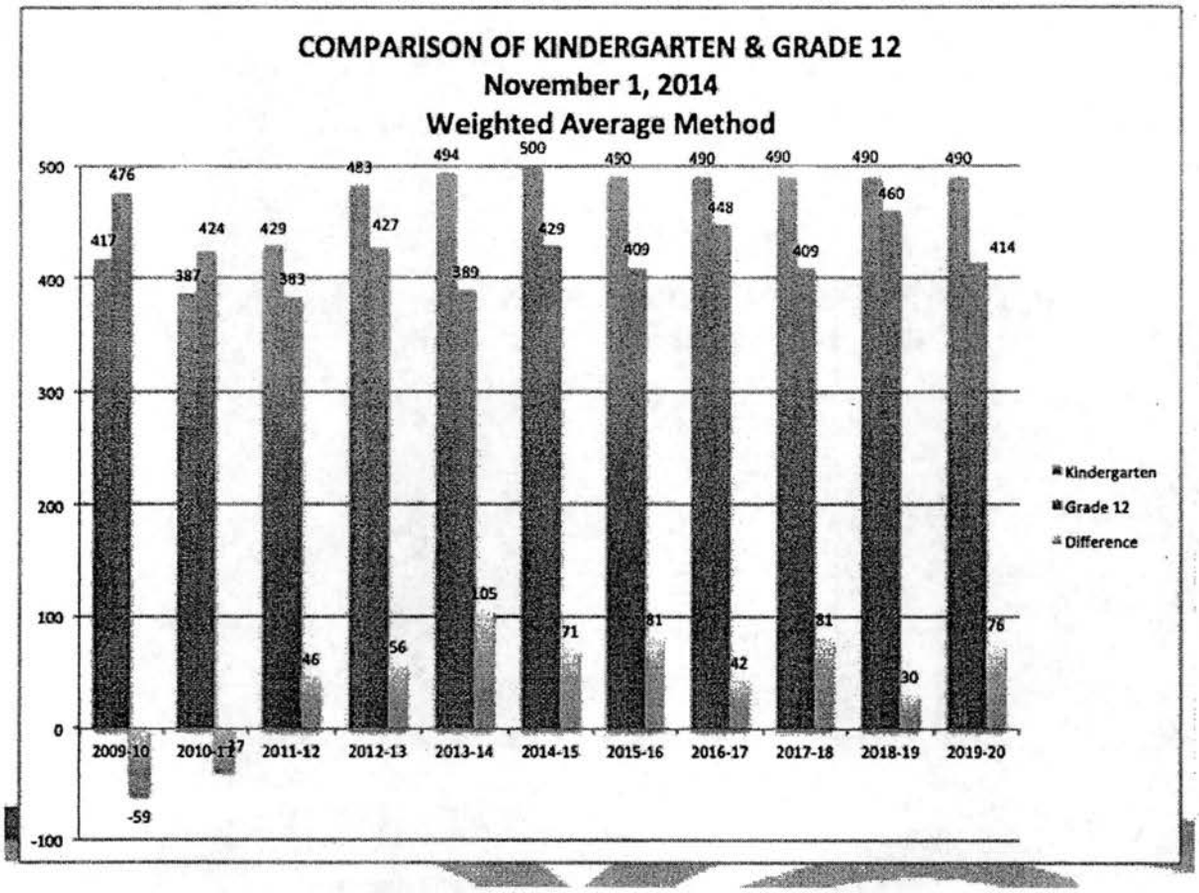
Scenario A				
AGE	2010	2015	2020	2025
0-04	2478	2520	2570	2670
5-9	2158	2740	2670	2730
10-14	2053	2340	2810	2750
15-19	4009	4120	4400	4780
	12708	13735	14470	14955
Scenario B				
AGE	2010	2015	2020	2025
0-04	2478	2520	2430	2450
5-9	2158	2700	2650	2550
10-14	2053	2330	2760	2710
15-19	4009	4110	4410	4530

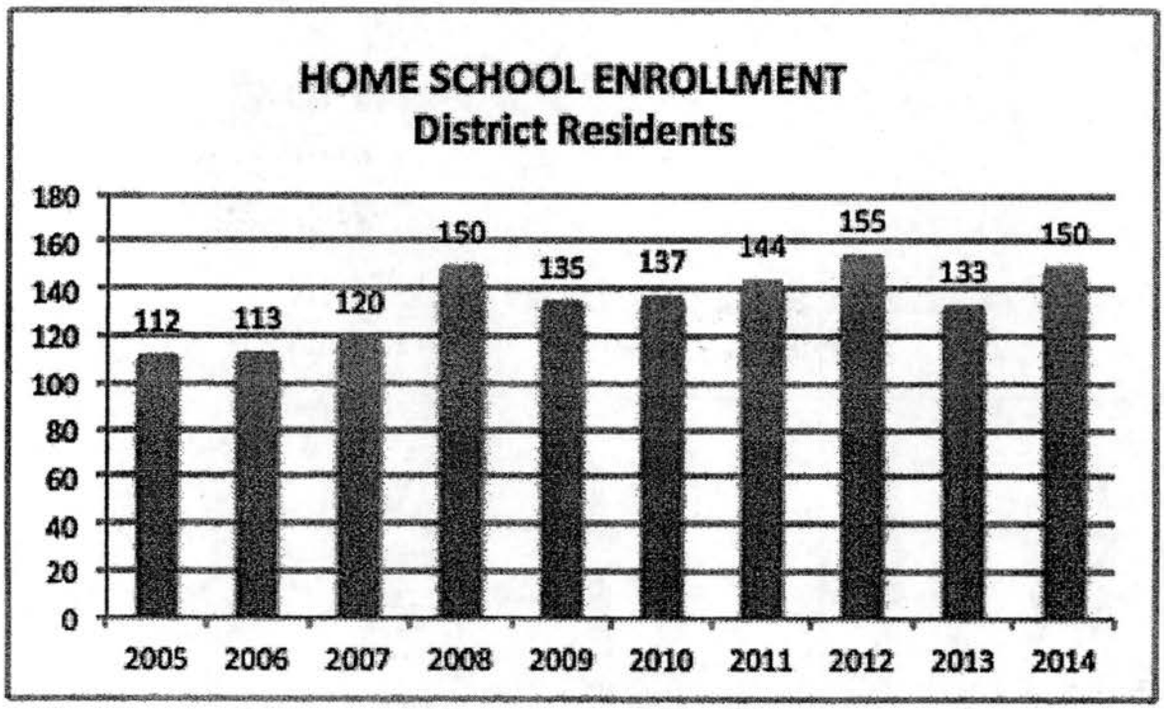

K-12 ENROLLMENT
November 1, 2014
Actual November Enrollments, Weighted Average Projections
7000
6500
6000
5500
5000
4500
4000
3500
3000
5396
5388
5395
5556
5648
5891
6027
6181
6300
6458
6569
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
2019-2020


K-5 ENROLLMENT
November 1, 2014
Actual November Enrollments, Weighted Average Projections
3500
3000
2500
2000
1500
1000
2474
2474
2531
2599
2702
2851
2954
3058
3133
3143
3163
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
2019-2020


6-8 ENROLLMENT
November 1, 2014
Actual November Enrollments, Weighted Average Projections
1800
1600
1400
1200
1000
800
600
400
200
0
1186
1268
1239
1285
1266
1315
1316
1358
1389
1485
1574
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
2019-2020

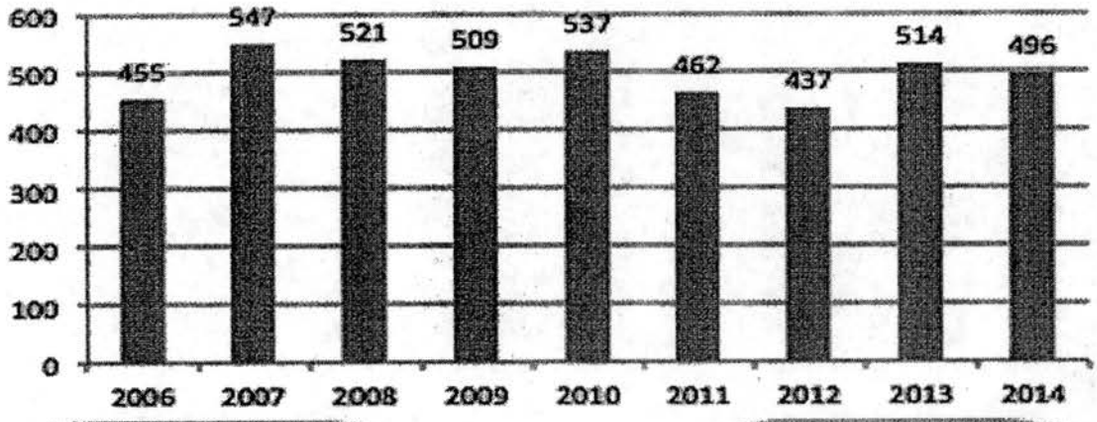

9-12 ENROLLMENT
November 1, 2014
Actual November Enrollments, Weighted Average Projections
2000
1800
1600
1400
1200
1000
800
600
400
200
0
1736
1646
1625
1672
1680
1725
1757
1765
1778
1831
1831
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
2019-2020


COMPARISON OF KINDERGARTEN & GRADE 12
November 1, 2014
Weighted Average Method
500
400
300
200
100
0
-100
417
476
-59
387
424
-37
429
383
46
483
427
56
494
389
105
500
429
71
490
409
81
490
448
42
490
409
81
490
460
30
490
414
76
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
2019-20
Kindergarten
Grade 12
Difference


HOME SCHOOL ENROLLMENT
District Residents
180
160
140
120
100
80
60
40
20
0
112
113
120
150
135
137
144
155
133
150
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014

MOORHEAD
AREA PUBLIC SCHOOLS

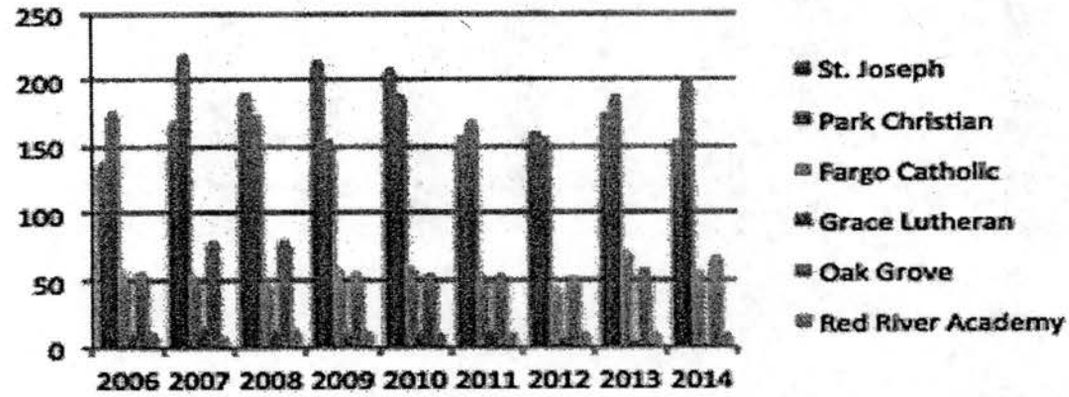
PRIVATE SCHOOL ENROLLMENT
District Residents



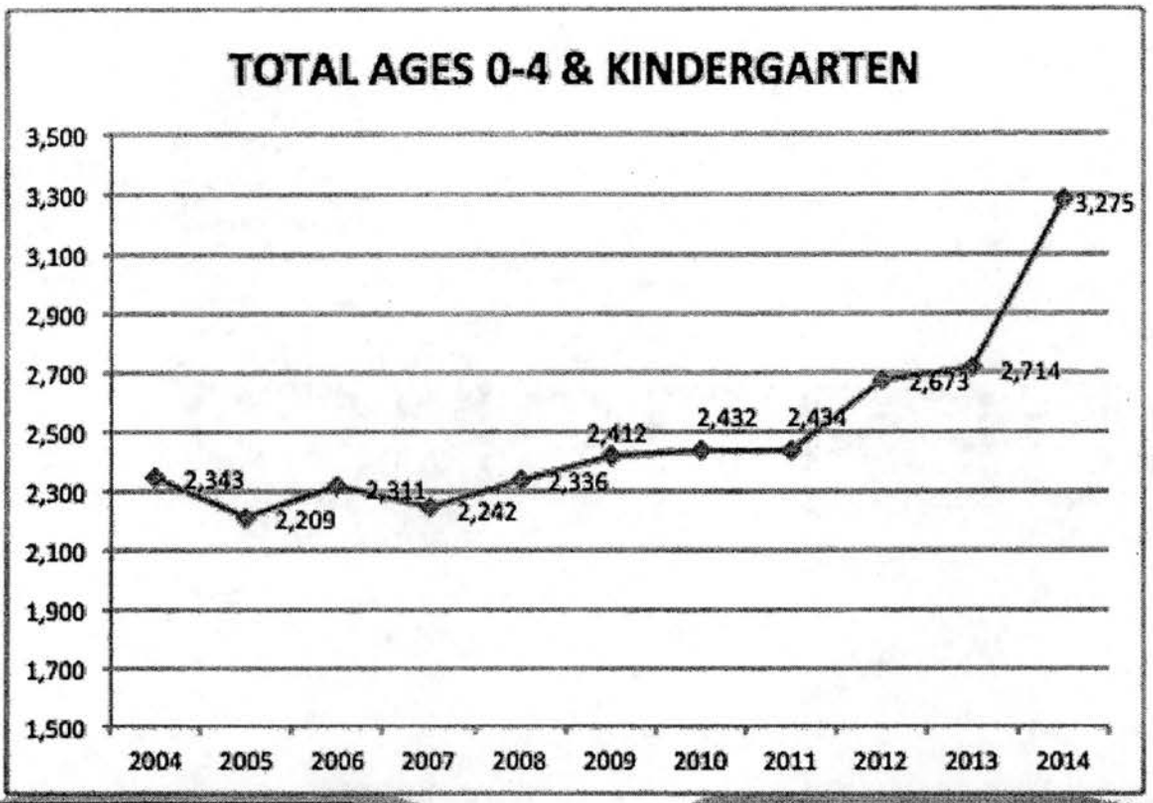
Accent on Excellence

MOORHEAD
AREA PUBLIC SCHOOLS

PRIVATE SCHOOL ENROLLMENT BY SCHOOL
District Residents



Accent on Excellence



MOORHEAD
AREA PUBLIC SCHOOLS

Facility	Capacity	Enrollment	Difference
Ellen Hopkins Elementary	875	833	42
Probsfield Center for Education	525	295	230
Red River Learning Center	70	146	-76
Robert Asp Elementary	875	884	-9
SG Reinertsen Elementary	775	833	-58
Horizon Middle School	1300	1286	14
Moorhead High School	1800	1608	192
Totals:	6220	5885	335

MOORHEAD
AREA PUBLIC SCHOOLS

QUESTIONS?

Accent on Excellence

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.041R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent *for*

DATE: October 22, 2014

RE: Approval of Policy

Attached please find policy State and Federal Law Prohibiting Discrimination 102.

Suggested Resolution: Move to approve the policy, State and Federal Law Prohibiting Discrimination 102, as presented.

LAK:mde
Attachment

State and Federal Law Prohibiting Discrimination

Type:	School Board Policy
Section:	100 SCHOOL DISTRICT
Code:	102
Adopted Date:	4/24/1984
Revised Date(s):	09/12/2005, 10/12/2009, 12/13/2010
Reviewed Date(s):	10/22/1990, 03/13/1995, 12/13/1999, 02/09/2004, 09/12/2005, 10/12/2009, 12/13/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ~~outline~~ establish the Moorhead Area Public Schools responsibility in complying with state and federal law regarding discrimination.

II. GENERAL STATEMENT

Moorhead Area Public Schools shall comply with federal and state law prohibiting discrimination and with the requirements imposed by or pursuant to regulations issued thereto, to the end that no person in the Moorhead Area Public Schools shall on the grounds of race, color, national origin, creed, religion, sex, marital status, age, limited English proficiency, sexual orientation, status with regard to public assistance, family care leave status, veteran status, or disability be excluded from any educational program or activity, or in employment, or recruitment, consideration, or selection therefore, including hiring, discharge, promotion, compensation, facilities or privileges of employment, whether full time or part time, under an educational program or activity for which the school is responsible. The Moorhead Area Public Schools also make reasonable accommodations for disabled employees and students.

Any inquiries concerning this policy may be referred to:

Office of the Superintendent
Probstfield Center for Education
2410 14th Street South
Moorhead, MN 56560
(218) 284-3330

The school district prohibits the harassment of any individuals ~~for any of the categories listed above~~. For information about the types of conduct that constitute impermissible harassment and the district's internal procedures for addressing complaints of harassment, please refer to the district's policy on harassment and violence.

III. REPRISAL

The Moorhead Area Public Schools will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination based on race, color, national origin, creed, religion, sex, sexual orientation, marital status, age, limited English proficiency, status with regard to public assistance,

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or disability toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Legal References:
29 U.S.C. 794 et. seq. (~~B~~ Section 504 of Rehabilitation Act of 1973, Title I and Title V of the Americans with Disabilities Act of 1990)
Minne~~sota~~, Stat~~ute~~, 123B.03 (Background Check)
Minne~~sota~~, Stat~~ute~~, 43A.11 (Veteran's Preference)
Title VII of the Civil Rights Act of 1964
Equal Pay Act of 1963
Age Discrimination in Employment Act of 1967
Civil Rights Act of 1991
Minne~~sota~~, Stat~~ute~~, 363 (Minnesota Human Rights Act)
29 U.S.C. 2615 (Family and Medical Leave Act)
38 U.S.C. 4301 *et seq*. (Vietnam Era Veterans Readjustment Assistance Act)
38 U.S.C. 4211 *et seq*. (Veterans Reemployment Rights Act)

Cross References:
Moorhead School Board Policy 401: Equal Employment Opportunity Statement
Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity
Moorhead School Board Policy 404: Employment Disability Nondiscrimination
Moorhead School Board Policy 410: Employment of Faculty and Staff
Moorhead School Board Policy 411: Veteran's Preference Hiring
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
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.042R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: November 4, 2014

RE: Approval of Policy

Attached please find policy Out-of-State Travel by School Board Members 216.

Suggested Resolution: Move to approve the policy, Out-of-State Travel by School Board Members 216, as presented.

LAK:mde
Attachment

Accent on Excellence

An equal opportunity employer

Out-of-State Travel by School Board Members

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	216
Adopted Date:	4/10/2006
Revised Date(s):	05/11/2009, 06/14/2010, 12/13/2010
Reviewed Date(s):	01/08/2007, 11/26/2007, 05/11/2009, 06/14/2010, 12/13/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ~~control~~ regulate out-of-state travel by Moorhead School Board members as required by law.

II. GENERAL STATEMENT

School Board members have an obligation to become informed on the proper duties and functions of a School Board member, to become familiar with issues that may affect the Moorhead Area Public Schools, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state and local laws, rules, regulations and school district policies that relate to their functions as School Board members. Occasionally, it may be appropriate for School Board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the School Board finds it proper for School Board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as School Board members. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose.Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the School Board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the Superintendent. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

B. Automobile travel shall be reimbursed at the mileage rate set by the School Board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

C. Amounts to be reimbursed shall be within the School Board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rate of approval has been developed through the business office (Administrative Procedure 824.1)

Legal References:
Minn. Stat. 123B.09, Subd. 2 (School Board Member Training)
Minn. Stat. 471.661 (Out-of-State Travel)
Minn. Stat. 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

Cross References:
Moorhead School Board Policy 203: School Board Member Development
Moorhead School Board Policy 824: Reimbursement for Travel, Professional Meetings and Conferences
MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.043R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: November 4, 2014

RE: Approval of Policy

Attached please find policy School Board Policy Development, Adoption, Implementation and Review 221.

Suggested Resolution: Move to approve the policy, School Board Policy Development, Adoption, Implementation and Review 221, as presented.

LAK:mde
Attachment

School Board Policy Development, Adoption, Implementation, and Review

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	221
Adopted Date:	8/27/2001
Revised Date(s):	05/11/2009, 06/14/2010, 08/09/2010
Reviewed Date(s):	10/27/2003, 05/09/2005, 04/09/2007, 11/26/2007, 05/11/2009, 06/14/2010, 08/09/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the Moorhead School Board to provide guidance on the ongoing structured review of policy and to clarify the responsibility of the school administration for implementation of Moorhead School Board policy.

II. GENERAL STATEMENT

A. Formal guidelines are necessary to ensure our school community and the Moorhead Area Public School system respond to its mission and operate in an effective, efficient and consistent manner. Therefore, a set of written policy statements shall be maintained and modified as needed. These policies define the desire and intent of the Moorhead School Board and are to be in a format which is sufficiently explicit to guide administrative action.

B. It shall be the responsibility of the Moorhead Area Public Schools Superintendent to implement School Board policy and to recommend additions or modifications as needed. The administration is authorized to develop guidelines and procedures to implement School Board policies. These guidelines and procedures shall not be inconsistent with said policies. These written procedures shall be reviewed along with the School Board policies they are intended to implement.

C. Employee and student handbooks shall be subject to an annual review and approval by the Moorhead School Board. Building administrators and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the Superintendent/designee to assure compliance with School Board policy before presenting to the School Board for approval.

III. DEVELOPMENT

A. The Moorhead School Board has the jurisdiction to legislate policy for the Moorhead Area Public Schools with the force and effect of law. School Board policy provides the general direction as to what the School Board wishes to accomplish while delegating implementation of the policy to administration.

B. The School Board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and procedures by the administration. The School Board shall determine the effectiveness of the policies by evaluating periodic reports

from the administration.

C. Policies may be proposed by a School Board member, employee, student or resident of the school district. Proposed policies or ideas shall be submitted to the Superintendent for review prior to possible placement on the School Board agenda.

IV. ADOPTION

A. Moorhead School Board will give notice of proposed policy changes or adoption of new policies by placing the item on the agenda for discussion at two School Board meetings. The policy changes shall be reviewed by the school district's Policy Review Committee if possible before placing them on the School Board agenda. Proposals will be distributed and School Board and public comment will be allowed at both meetings prior to final School Board action.

B. The final action taken to adopt proposed new policies or revised policies shall be by simple majority vote of the School Board subsequent to the second meeting. The policy will become effective on the date the policy is adopted or a date stated in the motion, whichever is later.

C. In case of an emergency or due to legislative, legal or state department required modifications or time lines in which the School Board has no control, a new or modified policy may be adopted by a majority vote of a quorum of the School Board. A statement regarding the need for immediate adoption of the policy shall be included in the minutes. The School Board has the discretion to determine what constitutes an emergency situation.

D. If an educational policy is modified because of a legal change over which the School Board has no control, the modified policy may be approved at one meeting at the discretion of the School Board.

V. IMPLEMENTATION

A. It shall be the responsibility of the Superintendent to implement Moorhead School Board policies and to develop administrative guidelines and procedures to provide greater specificity and consistency in the process of implementation. ~~These guidelines and procedures, including~~ eEmployee and student handbooks~~,~~ shall be subject to annual review and approval of the School Board.

B. A paper copy of the policy manual will be kept and maintained by the Superintendent. Moorhead School Board members, employees and the public will be able to access the policy manual at the school district's Web site (www.moorheadschools.org). It shall be the responsibility of the Superintendent, School Board secretary, individual School Board members, and others designated by administration to keep the policy manuals current.

C. The School Board shall review policies at least once every ~~four~~ three years. In addition, the School Board shall review the following policies annually: Family and Medical Leave 422, ~~Policies Incorporated by Reference for Employees/Personnel 499,~~ Mandated Reporting of Child Neglect or Physical or Sexual Abuse 534, Maltreatment of Vulnerable Adults 535, Student Discipline 551, Prohibition of Harassment and Violence 570, ~~Prohibiting Intimidation and~~ Bullying Prohibition 578, ~~Policies Incorporated by Reference for Students 599,~~ School District System Accountability 650, School District Crisis Management 710, ~~Student Transportation Safety 721,~~ Health and Safety 714, and Moorhead Area Public Schools Electronic Network Acceptable Use and Safety 731.

D. When ~~there is~~ no Moorhead School Board policy ~~in existence~~ exists to provide guidance on a matter, the Superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the Superintendent shall advise the School Board of the need for a policy and present a recommended policy to the School Board for approval.

VI. POLICY REVIEW

~~A. Administrative procedures supporting board policies will be reviewed by the administration at the same time.~~ The Moorhead Policy Review Committee when possible will review and make recommendations to current policy as they come forward for periodic review. Their recommendations will be brought forward to the School Board by the Superintendent. Administrative procedures supporting board policies will be reviewed by the administration and School Board at the second reading of the policy.

Legal References:
Minn. Stat. 123B.02 Subd. 1 (School District Powers)
Minn. Stat. 123B.09 Subd. 1 (School Board Powers)

Cross References:
Moorhead School Board Policy 201: School Board Legal Status
Moorhead School Board Policy 233: Policy Review Committee
Moorhead School Board Policy 310: School Superintendent
MSBA/MASA Model Policy 208 (Development, Adoption and Implementation of Policies)

MOORHEAD
AREA PUBLIC SCHOOLS

Memo S.15.044R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 4, 2014

RE: Approval of Policy

Attached please find policy School District Administration 301.

Suggested Resolution: Move to approve the policy, School District Administration 301, as presented.

LAK:mde
Attachment

School District Administration

Type:	School Board Policy
Section:	300 ADMINISTRATION
Code:	301
Adopted Date:	8/27/2001
Revised Date(s):	10/09/2006, 12/13/2010
Reviewed Date(s):	09/09/2002, 10/09/2006, 12/13/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to clarify the role of the school district administration and its relationship with the Moorhead School Board.

II. GENERAL STATEMENT

A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of the school district administration to provide leadership and management that recognizes the dignity of each student and employee, and the right of each student to access educational programs and services ~~which~~ and promotes quality educational programs and services within the context of the school district's goals and budget.

B. The School Board expects all activities related to the operation of the school district to be administered in a well-planned manner, conducted in an orderly fashion, consistent with the policies of the School Board, and conducted in an honest, respectful, and ethical tone.

C. The School Board shall seek specific recommendations, background information and professional advice from the school district administration, and will hold the administration accountable for sound management of the schools.

D. Although the School Board holds the Superintendent ultimately responsible for administration of the school district and annual evaluation of each building administrator, the School Board also recognizes the Superintendent's ~~authority~~ ability to delegate ~~authority~~ responsibility to subordinate administrators. The School Board also recognizes the direct responsibility of building administrators for educational results and effective administration, supervisory and instructional leadership at the school building level.

E. The School Board and school administration shall work together to share information and decisions that best serve the needs of Moorhead Area Public Schools students within ~~the~~ financial and facility constraints ~~that may exist~~.

Legal References:
Minne~~sota~~, Stat~~ute~~, 123B.143 (Superintendent)
Minne~~sota~~, Stat~~ute~~, 123B.147 (Principals)

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Cross References:
Moorhead School Board Policy 310: School Superintendent
MSBA Service Manual, Chapter 3, Superintendent of Schools
MSBA/MASA Model Policy 301 (School District Administration)

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.045R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: November 4, 2014

RE: Approval of Policy

Attached please find policy Equal Employment Opportunity Statement 401.

Suggested Resolution: Move to approve the policy, Equal Employment Opportunity Statement 401, as presented.

LAK:mde
Attachment

Accent on Excellence

An equal opportunity employer

Equal Employment Opportunity Statement

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	401
Adopted Date:	8/12/1980
Revised Date(s):	10/13/2008, 12/13/2010
Reviewed Date(s):	02/13/1990, 04/26/1994, 04/12/1999, 11/10/2003, 01/14/2008, 10/13/2008, 12/13/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for employment and school district employees of the Moorhead Area Public Schools.

II. GENERAL STATEMENT

A. ~~It is t~~The policy of Moorhead Area Public Schools is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status or veteran status. The school district also makes reasonable accommodations for ~~disabled~~ employees with disabilities.

B. The Moorhead Area Public Schools prohibit the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to Moorhead School Board Policy 570 Prohibition of Harassment and Violence.

C. This policy applies to all areas of employment including hiring, retention, discharge, promotion, compensation, facilities or privileges of employment.

D. It is the responsibility of every employee of Moorhead Area Public Schools to follow this policy.

E. Any person having ~~any~~ questions regarding this policy should discuss it with the Director of Human Resources.

III. REPRISAL

The Moorhead Area Public Schools will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination based on race, color, national origin, creed, religion, sex, sexual orientation, marital status, age, limited English proficiency, status with regard to public assistance, or disability toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Legal References:
Minnesota. Statute. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. 621 *et seq*. (Age Discrimination in Employment Act)
29 U.S.C. 2615 (Family and Medical Leave Act)
38 U.S.C. 4301 *et seq*. (Employment and Reemployment Rights of Members of the Uniformed Services)
38 U.S.C. 4211 *et seq*. (Employment and Training of Veterans)
42 U.S.C. 2000e *et seq*. (Title VII of the Civil Rights Act)
42 U.S.C. 12101 *et seq*. (Equal Opportunity for Individuals with Disabilities)

Cross References:
Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity
Moorhead School Board Policy 404: Employment Disability Nondiscrimination
Moorhead School Board Policy 410: Employment of Faculty and Staff
Moorhead School Board Policy 411: Veteran's Preference Hiring
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.046R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 4, 2014

RE: Approval of Policy

Attached please find policy Grievance Procedures for Equal Opportunity 402 and Administrative Procedure 402.1 Discrimination Complaint Form, for your review.

Suggested Resolution: Move to approve the policy, Grievance Procedures for Equal Opportunity 402, as presented.

LAK:mde
Attachments

Grievance Procedures for Equal Opportunity

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	402
Adopted Date:	12/13/1983
Revised Date(s):	01/08/2007, 08/09/2010, 12/13/2010
Reviewed Date(s):	05/17/1988, 04/26/1994, 02/08/1999, 11/10/2003, 01/08/2007, 08/09/2010, 12/13/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure that the Moorhead Area Public Schools provides the opportunity for students, parents, guardians of students, or school district employees to grieve matters pertaining to discriminatory practices. ~~Where grievance procedures are established through master contracts/agreements with employee organizations, either this or the employee organization's procedure may be implemented to resolve the problem.~~

~~This procedure addresses itself to discriminatory acts or policies regarding race, color, national origin, creed, religion, sex, sexual orientation, marital status, age, limited English proficiency, status with regard to public assistance or disability. This procedure may be used as a complaint against an individual or the school district for alleged discriminatory acts in violation of state or federal statutes or school district policy. Nothing provided herein shall abridge or limit the right of any individual to seek enforcement of state and/or federal laws, or to be represented by counsel.~~

II. GENERAL STATEMENT

Where grievance procedures are established through master contracts/agreements with employee organizations, either this or the employee organization's procedure may be implemented to resolve the problem.

This procedure addresses itself to discriminatory acts or policies regarding race, color, national origin, creed, religion, sex, sexual orientation, marital status, age, limited English proficiency, status with regard to public assistance or disability. This procedure may be used as a complaint against an individual or the school district for alleged discriminatory acts in violation of state or federal statutes or school district policy. Nothing provided herein shall abridge or limit the right of any individual to seek enforcement of state and/or federal laws, or to be represented by counsel.

Section 1: Definition

Grievance: A complaint about an alleged violation, misinterpretation, or inequitable application of state and/or federal laws and regulations or school district policy and procedures affecting equality in the educational program and/or employment practices.

Grievant: Any student, parent or guardian of a student, or employee of the school district who

believe(s) that there is, or has been, a violation, misinterpretation or inequitable application of state and/or federal laws and regulations or school district policy and procedures affecting equality in the educational program and/or employment practices.

Respondent: Person, persons, or group named in grievance who allegedly discriminated.

Supervisor: Any school district administrator, i.e. Superintendent, Building and Site Administrators, Assistant Principal, Assistant Superintendent, Human Resources Director, members of the Supervisor's bargaining unit, or Moorhead School Board.

Days: "Days" shall mean all weekdays, excluding Saturday, Sunday and days designated as holidays by state law.

Section 2: Waiver of Steps and Time Limits

The Moorhead Area Public Schools encourages grievants to initiate the procedure described in Section 4 as soon as possible after an alleged violation, misinterpretation, or inequitable application of state and/or federal laws and regulations or school district policy and procedures affecting equality in the education program and/or employment pactices occurs. Postmarks or dates or initialed receipts shall serve for counting days to comply with this grievance procedure. Communications must be transmitted through U.S. certified mail or hand delivered and witnessed. The parties, by mutual written agreement, may waive any step and extend any time limit in the grievance procedure. If the respondent/supervisor does not respond within the time limits, the grievant may proceed to the next step immediately.

Section 3: Withdrawal

A grievance may be withdrawn by the grievant at any step.

Section 4: Procedure

The grievant should first make and attempt to resolve the complaint through open discussion with the respondent and/or respondent's immediate supervisor, building supervisor, or his/her designee. The discussion should take place as soon as possible after the alleged incident. The informal complaint shall include the following information: (1) nature of the grievance; (2) facts, including dates, places, persons, and actions; and, (3) relief requested. If the grievance is not resolved in or with the Human Resources Department the informal discussion stage, the grievant may file a formal oral or written complaint (see Administrative Procedure 402.1: Discrimination Complaint Form) with the immediate supervisor of the respondent.

The formal complaint shall include the following information: (1) nature of the grievance; (2) facts including dates, places, persons, and actions; and, (3) relief requested. The formal written grievance shall be certified mailed or hand delivered and witnessed to the immediate supervisor of the respondent or the Human Resources Department who will determine whether the grievance is filed at the correct level. The grievant will be notified if the placement is not appropriate. If filed at the appropriate step, the supervisor will have five (5) days to respond, during which time the supervisor and the Human Resources Director shall have held a conference with interested parties before ~~the~~ a response will be sent to the next step.

If the grievant is not satisfied with the response of the previous step, an appeal may be filed with the Superintendent within a period of five (5) days following the supervisor's/Human Resource

Director's response. The Superintendent will respond in the same manner as any other supervisor, and will render a decision and mail by certified mail or hand deliver with witness the response within the five (5) day period. A copy of the response will be sent to the district's Human Resources Director and, if applicable, to the School Board.

If the grievant is not satisfied with the response of the Superintendent, an appeal may be filed with the School Board within a five (5) day period following the Superintendent's response. The School Board will have the following options to consider the matter: 1) within 14 days, appoint an independent hearing officer; 2) within 14 days, appoint a subcommittee of the School Board to hear the grievance; or, 3) within 14 days, take the grievance to the full School Board to be considered at the next regularly scheduled School Board meeting unless the School Board is next scheduled to meet within seven (7) days of receipt of the grievance appeal.

The School Board decision shall be rendered within five (5) days of the hearing of the grievance. A copy of the response shall be sent to the Superintendent, and to the ~~district's~~ Human Resources Director and the grievant.

Nothing in this grievance procedure shall preclude the grievant from filing a complaint with any or all of the following agencies at any time:

MN Department of Human Rights
190 East 5th Street, Suite 700-
St. Paul, MN 55101
1-800-657-3704

U.S. Equal Employment Opportunity Commission
1801 L Street NW
Washington, D.C. 20507
(202) 663-4900

Equal Employment Opportunity Commission (Regional Office)
Reuss Federal Plaza
310 W. Wisconsin Avenue
Suite 800
Milwaukee, WI 53203-2292
1-800-669-4000

Equal Employment Opportunity Commission
330 2nd Avenue South, Suite 720
Minneapolis, MN 55401-2224
612/335-4040

III. REPRISAL

The Moorhead Area Public Schools will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination based on race, color, national origin, creed, religion, sex, sexual orientation, marital status, age, limited English proficiency, status with regard to public assistance or disability, toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation,

reprisal or harassment.

Legal References:
Minnesota, Statute, 363 (Minnesota Human Rights Act)
29 U.S.C. 621 *et seq*. (Age Discrimination in Employment Act)
29 U.S.C. 2615 (Family and Medical Leave Act)
38 U.S.C. 4301 *et seq*. (Vietnam Era Veterans Readjustment Assistance Act)
38 U.S.C. 4211 *et seq*. (Veterans Reemployment Rights Act)
42 U.S.C. 2000e *et seq*. (Title VII of the Civil Rights Act)
42 U.S.C. 12101 *et seq*. (Americans with Disabilities Act)
20 U.S.C. 1681 *et seq*. Title IX of the Education Amendments of 1972)

Cross References:
Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 401: Equal Employment Opportunity Statement
Moorhead School Board Policy 404: Employment Disability Nondiscrimination
Moorhead School Board Policy 410: Employment of Faculty and Staff
Moorhead School Board Policy 411: Veteran's Preference Hiring
Moorhead School Board Policy 570: Prohibition of Harassment and Violence

Moorhead Area Public Schools

Independent School District 152

Probstfield Center for Education • 2410 14th St. S. • Moorhead, Minnesota 56560
Fax: (218) 284-3333 • www.moorhead.k12.mn.us

Superintendent of Schools: (218) 284-3330
Assistant Superintendent: (218) 284-3370 • Human Resources: (218) 284-3350

Discrimination Complaint Form

Administrative Procedure: 402.1
Date Adopted: 10/30/2006
Dates Reviewed: 8/9/2010

Section: 400 EMPLOYEE/PERSONNEL
Date Revised: 8/9/2010

GENERAL STATEMENT OF POLICY PROHIBITING UNLAWFUL DISCRIMINATION

Moorhead Area Public Schools maintains a firm policy prohibiting all forms of unlawful discrimination. All students and parents/guardians of students or school district employees are to be treated with respect and dignity. Unlawful discrimination by any teacher, administrator or other school personnel will not be tolerated under any circumstances.

Directions: Completed forms are to be given to either your supervisor or to the Human Resources Department. This complaint may be in either oral or written form. If assistance is needed to complete this form in either an oral or written manner, please request help from the Human Resources Department (218/284-3350).

Grievant: _____

Home Address: _____

Work Address: _____

Home Phone: _____ Work Phone: _____

Date of Alleged Incident(s): _____

Name of person(s) you believe unlawfully discriminated against you: _____

_____

If the alleged discrimination was against another person, identify that person: _____

_____

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

_____

_____

Where did the incident(s) occur: _____

_____

List any witnesses that were present: _____

_____

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

_____ _____

Grievant Signature Date

Received by: _____ _____

Date

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.047R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 4, 2014

RE: Approval of Policy

Attached please find policy Employment Disability Nondiscrimination 404.

Suggested Resolution: Move to approve the policy, Employment Disability Nondiscrimination 404, as presented.

LAK:mde
Attachment

Accent on Excellence

An equal opportunity employer

Employment Disability Nondiscrimination

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	404
Adopted Date:	8/12/2002
Revised Date(s):	01/08/2007, 12/13/2010
Reviewed Date(s):	01/08/2007, 12/13/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT

A. Moorhead Area Public Schools shall not discriminate against qualified individuals with disabilities, because of the disabilities of such individuals, in regard to job application procedures, hiring, advancement, discharge, compensation, retention, job training, or any other terms, conditions or privileges of employment.

B. Moorhead Area Public Schools shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.

C. Moorhead Area Public Schools shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.

D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy should contact his or her supervisor. The applicant or employee may be referred to the Human Resources Department or the appointed ADA/Section 504 coordinator. Moorhead Area Public Schools will work with otherwise qualified individuals with a disability in an effort to identify a reasonable accommodation. Examples of possible accommodations include modified work areas or schedules.

III. REPRISAL

The school district will discipline or take appropriate action against any ~~pupil~~ student, teacher, administrator or other school personnel who retaliates against any person who requests an accommodation. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

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Legal References:
29 U.S.C. 794 et seq. (504 Rehabilitation Act of 1973~~, 504~~)
42 U.S.C. Ch. 126, Section 12112 (Americans with Disabilities Act)
29 C.F.R. Part 32
34 C.F.R. Part 104
Minn~~esota~~, Stat~~ute~~, Ch~~apter~~, 363A (Minnesota Human Rights Act)

Cross References:
Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 401: Equal Employment Opportunity Statement
Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)

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MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.048R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 4, 2014

RE: Approval of Policy

Attached please find policy Employee License Status 412.

Suggested Resolution: Move to approve the policy, Employee License Status 412, as presented.

LAK:mde
Attachment

Employee License Status

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	412
Adopted Date:	8/12/2002
Revised Date(s):	01/08/2007, 05/09/2011
Reviewed Date(s):	01/08/2007, 05/09/2011
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. Moorhead Area Public Schools will not place itself at risk by employing a teacher who does not hold a valid teaching license from the State of Minnesota. This policy does not negate a teacher's duty and responsibility to maintain a current and valid Minnesota teaching license.

II. GENERAL STATEMENT

A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district. ~~For purposes of the federal No Child Left Behind Act, a highly qualified teacher is one who holds a valid license under this chapter to perform the particular service for which the teacher is employed in a public school or who meets the requirements of a Highly Objective Uniform State Standard of Evaluation (HOUSSE).~~

B. No person shall be a qualified teacher until ~~that person has filed for record with the Superintendent of Moorhead Area Public Schools, a license, or a copy thereof, authorizing that person to teach school in the district and perform the particular service for which the teacher is employed by the school district.~~ the school district verifies through the Minnesota education licensing system available on the Minnesota Department of Education website that the person is a qualified teacher consistent with state law. (On rare occasions where a licensed teacher cannot be obtained, the district will seek a variance or a community expert authorization from the State of Minnesota.)

C. Moorhead Area Public Schools ~~will establish~~ has a procedure for annually reviewing its teacher license files to verify that every teachers license is current and appropriate to the particular service for which the teacher is employed in the school district.

III. REQUIREMENTS

A. The Superintendent/designee shall establish a schedule for the annual review of teacher licenses.

B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the Superintendent/designee will advise the teacher in writing or electronic notification of the approaching expiration and that the teacher must complete the renewal process and file the license with the Superintendent/designee prior to the expiration of the current license.

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However, failure to provide this notice, does not relieve the teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.

C. If it is discovered that a teacher's license has expired, the Superintendent/designee will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the Superintendent's/designee's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment. This also applies to teachers working with a variance or community expert authorization. They must reapply for a community expert authorization or variance each year if a teacher's license is not obtained.

Legal References:
Minn. Stat. 122A.16 (Highly Qualified Teacher Defined)
Minn. Stat. 122A.22 (District Verification of Teacher Licenses)
Minn. Stat. 122A.40, Subd. 13 (Employment; Contracts; Termination - Immediate Discharge)
Minn. Stat. 127A.42 (Reduction of Aid for Violation of Law)
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

Cross Reference:
MSBA/MASA Model Policy 424 (License Status)

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.049R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 4, 2014

RE: Approval of Policy

Attached please find policy Equal Educational Opportunity 501.

Suggested Resolution: Move to approve the policy, Equal Educational Opportunity 501, as presented.

LAK:mde
Attachment

Accent on Excellence

An equal opportunity employer

Equal Educational Opportunity

Type:	School Board Policy
Section:	500 STUDENTS
Code:	501
Adopted Date:	12/16/1996
Revised Date(s):	02/09/2009, 12/13/2010
Reviewed Date(s):	04/23/2001, 02/28/2005, 02/09/2009, 12/13/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of Moorhead Area Public Schools.

II. GENERAL STATEMENT

A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.

B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to policy 570: Prohibition of Harassment and Violence.

C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

D. It is the responsibility of every school district employee to comply with this policy conscientiously.

E. Any student, parent or guardian having any questions regarding this policy should discuss it with an appropriate school official. In addition, an inquiry or a complaint should be referred to the Department of Human Resources or the Superintendent.

III. REPRISAL

The school district will discipline or take appropriate action against any ~~pupil~~ student, teacher, administrator or other school personnel who retaliates against any person who reports alleged harassment or violence related to race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, and age or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

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Legal References:
Minnesota Statute Ch. 363A (Minnesota Human Rights Act)
Minnesota Statute 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
42 U.S.C. 12101 *et seq*. (Americans with Disabilities Act)
20 U.S.C. 1681 *et seq*. (Title IX of the Education Amendments of 1972)

Cross References:
Moorhead School Board Policy 502: Student Disability Nondiscrimination
Moorhead School Board Policy 503: Student Parental, Family and Marital Status Nondiscrimination
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
MSBA/MASA Model Policy 102 (Equal Educational Opportunity)

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MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.050R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 4, 2014

RE: Approval of Policy

Attached please find policy Students in Homeless Situations 514.

Suggested Resolution: Move to approve the policy, Students in Homeless Situations 514, as presented.

LAK:mde
Attachment

Students in Homeless Situations

Type:	School Board Policy
Section:	500 STUDENTS
Code:	514
Adopted Date:	8/26/2002
Revised Date(s):	01/08/2007, 06/13/2011
Reviewed Date(s):	01/08/2007, 06/13/2011
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to define the rights and responsibilities to students in homeless situations.

II. GENERAL STATEMENT

The Moorhead Area Public School Board recognizes that maintaining 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, trailer parks, 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. awaiting foster care placement; or

6. a migratory child who qualifies as homeless because he or she is living in circumstances described above.

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.

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. 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.

Legal References:
McKinney-Vento Homeless Assistance Act, 2002
Education Law 3209(1)(a)

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.051R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 4, 2014

RE: Approval of Policy

Attached please find policy Severe Weather-Related School Closings 711.

Suggested Resolution: Move to approve the policy, Severe Weather-Related School Closings 711, as presented.

LAK:mde
Attachment

Accent on Excellence

An equal opportunity employer

Severe Weather-Related School Closings

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	711
Adopted Date:	12/9/2002
Revised Date(s):	10/09/2006, 04/11/2011
Reviewed Date(s):	10/09/2006, 04/11/2011
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide information regarding severe weather-related school closings.

II. GENERAL STATEMENT

A. School Closings

When conditions prevail at the school which a building administrator considers to be of an emergency nature or hazardous to staff and students, he/she shall notify the Superintendent or designee of the circumstances.

Emergency or hazardous conditions are defined as those situations which make it impossible to carry on the normal teaching activities in the school and/or create a situation which could be harmful to the safety of the students and staff. Examples include, but are not restricted to, ~~bomb threats~~ tornadoes, blizzards, floods, ~~weather~~ and utility failures related to weather.

Building administrators will follow individual building action plans as outlined in the School District Crisis Management policy (710) and Crisis Management Emergency Plan (Weather Emergencies). The Superintendent or designee may determine an alternate plan of action. Once a plan is determined, ~~school~~ designated district staff will contact the media, other public and nonpublic schools, and others as necessary.

~~Emergency or hazardous conditions are defined as those situations which make it impossible to carry on the normal teaching activities in the school and/or create a situation which could be harmful to the safety of the students and staff. Examples include, but are not restricted to, bomb threats, floods, weather and utility failures.~~

B. Weather Emergencies

School district officials will work jointly with the U.S. Weather Bureau in monitoring conditions during times of inclement weather or anticipated weather conditions.

The Superintendent (or designee), with consultation from the Director of Property Services and Transportation, will determine appropriate actions to be taken relating to early dismissal, late start or the closing of school. ~~Once a decision has been made, local media outlets will be notified and~~

~~an announcement will be posted on the district website.~~

There may be times when weather conditions are not severe enough to justify the closing of schools but bus schedules and routes may have to be modified or canceled. Once a decision has been made, local media outlets will be notified and an announcement will be posted on the district website.

C. After-School Activities

In the event schools are closed due to severe weather conditions, all after-school activities, including practices and non-school events, will be canceled and the building completely vacated of all but custodial personnel.

Cross References:
Moorhead School Board Policy 710: School District Crisis Management

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.052R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 4, 2014

RE: Approval of Policy

Attached please find policy Research Studies 922 and Administrative Procedure 922.1 Research Study Request Form, for your review.

Suggested Resolution: Move to approve the policy, Research Studies, as presented.

LAK:mde
Attachments

Research Studies

Type:	School Board Policy
Section:	900 SCHOOL DISTRICT - COMMUNITY RELATIONS
Code:	922
Adopted Date:	3/11/1980
Revised Date(s):	02/13/2006, 12/14/2009
Reviewed Date(s):	01/26/1991, 03/11/1996, 05/08/2000, 02/13/2006, 12/14/2009
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide guidelines for individuals and/or organizations to conduct educational research in Moorhead Area Public Schools.

II. GENERAL STATEMENT OF POLICY

It is the intention of the Moorhead School Board that all research projects carried out in the district shall be approved in advance by the Superintendent or his/her designee. Only those studies which have an apparent value to the school district will be approved. All persons, Moorhead Area Public School employees as well as personnel from outside the district, wishing to conduct research in the Moorhead Area Public Schools must make a written request to the Superintendent's office using the Research Study Request Form (Administrative Procedure 922.1).

A. Topics needing study should be kept on file in the Superintendent's office. Staff members and graduate students should be encouraged to submit topics for possible study.

B. Research Study Request

1. The researcher will submit a Research Request Form to the Superintendent or designee for his/her consideration and action.

2. All research requests are reviewed by the Superintendent or designee and routed to appropriate departments/buildings. Within one week, departments or building administrators should take action on the request and return the form to the Superintendent's office.

3. Upon approval, the researcher shall conduct the research in a professional manner and to assure the anonymity and rights of individual students, schools or staff members in reporting results.

Federal regulations require that when human subjects are to be involved in research there must be adequate protection of their rights and welfare. Consideration shall include the following:

1) An explanation of procedures and their purpose
2) A description of any attendant discomforts or risks
3) A description of any reasonable benefits expected
4) An offer to respond to inquiries on procedures

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5) Instruction of the right to withdraw consent and to discontinue participation at any time without prejudice to the subject.

Permission from the research institution's Institution Research Board (IRB) is required when human subjects are involved in research.

4. Curriculum assessment or building assessment for the purpose of curriculum development and/or program evaluation are exempt from completing and following the research request process but requires approval of the Superintendent or designee.

5. All publications resulting from studies in the schools should acknowledge the contribution of Moorhead Area Public Schools except for anonymous research projects. The researcher shall agree to provide at least one ~~bound~~ copy of the completed study to the school district. No release of findings will be made until a copy is on file in the school district offices.

6. Research requests will be kept on file for a minimum of three years.

Legal Reference:
45 C.F.R. 46 (Protection of Human Subjects)

Cross References:
Moorhead School Board Policy 440: Employee Publications, Instructional Materials, Inventions, and Creations
Moorhead School Board Policy 504: Protection and Privacy of Student Records

Moorhead Area Public Schools

Independent School District 152

Probstfield Center for Education • 2410 14th St. S. • Moorhead, Minnesota 56560
Fax: (218) 284-3333 • www.moorhead.k12.mn.us

Superintendent of Schools: (218) 284-3330
Assistant Superintendent: (218) 284-3370 • Human Resources: (218) 284-3350

Research Study Request Form

Administrative Procedure: 922.1
Date Adopted: 3/11/1980
Dates Reviewed: 1/14/99, 2/27/2006, 11/16/2009

Section: 900 COMMUNITY RELATIONS
Date Revised: 2/27/2006, 11/16/2009

RESEARCH REQUEST FORM

Required Approval	Department	Signature	Date	Approval	
				Yes	No
	Superintendent				
	Bldg. Administrator				
	Other Administration				

Please indicate reactions to this project in writing to the Superintendent or designee.

Name _____ Date _____

Address _____

E-mail _____

Phone Number _____ Organization _____

Other _____

If the study is part of your work for a degree, indicate type of degree:

Undergraduate _____ Masters _____ Specialist _____ Ed.D. _____ Ph.D. _____

Other:

1. DATE OF STUDY:

2. PURPOSE OF STUDY:

3. What request are you making of the Moorhead Area Public Schools? Give specific information on sampling, measuring instrument, time schedule, amount of time required by staff, and number and names of schools to be involved (if known). If non-standardized instruments are to be used, please attach copies.

4. If you have discussed this proposal with Moorhead Area Public School personnel, indicate whom you have talked to and the nature of your discussion.

5. What practical implications does your study have for the Moorhead Area Public School system? (If none, say none, but describe what value the study may have for children in general.)

6. Have you conducted previous studies in the Moorhead Area Public Schools? Yes _____ No _____
If yes, give sufficient information about the most recent or pertinent study so that it can be located, i.e., date, who your contact was, and title of nature of the study.

7. List the names of all personnel who will be involved in carrying out field operations.

8. Do you have any objection to publicity of your study at this time? Yes _____ No _____

9. Do you have the support of your supervisor? (For staff members only) Yes _____ No _____

10. If you have a formal research proposal, please include it with this request.

If this request is granted, I agree to abide by School Board Policy 922 and Administrative Procedures for implementation.

Signature of Researcher _____ Date _____

Institution of Higher Education _____

Signature of Advisor _____ Date _____

Return to:
Superintendent
Moorhead Area Public Schools
2410 14th Street South
Moorhead, MN 56560

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.055R

TO: School Baoard

FROM: Dr. Lynne A. Kovash, Superintendent *fax*

DATE: November 4, 2014

RE: Approval to Schedule Special School Board Meeting

A special School Board meeting is recommended for Monday, November 24, 2014 at 5:00 p.m. in the Probstfield Center for Education Board Room 224 to discuss Facilities Master Plan progress.

Suggested Resolution: Move to approve scheduling Monday, November 24, 2014 at 5:00 p.m. to conduct a special School Board meeting for the purpose of discussing Facilities Master Plan progress.

LAK:mde

S-M9-B05
24 Nov 2014

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

November 24, 2014
5:00 p.m.

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

ATTENDANCE:

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

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

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

   (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

2. **FACILITIES MASTER PLAN UPDATE AND REVIEW**: Kovash

3. **ADJOURNMENT**

CALENDAR OF EVENTS

Activities Advisory Council	November 25	7:15 a.m.	MHS
District Technology Committee	November 25	3:45 p.m.	PCE
MHS PTAC	December 1	6:30 p.m.	Conf Rm
Continuing Educ Committee	December 2	6:30 a.m.	Village Inn
Hopkins PTAC	December 2	6:30 p.m.	Media Center
Joint Powers Committee	December 4	7 a.m.	PCE
RRALC Family Night	December 4	5:30 p.m.	RRALC
Asp PTAC	December 9	6:30 p.m.	Media Center
Reinertsen/Probstfield PTAC	December 9	6:30 p.m.	Media Center
Spec Educ Parent Adv Com	December 10	12-1 p.m.	PCE
Instr and Curr Advisory Com	December 11	7 a.m.	PCE
Health/Safety/Wellness Com	December 11	9:30 a.m.	PCE
Citizen Finance Advisory Com	December 11	6 p.m.	PCE
Special School Board	December 15	5 p.m.	PCE
School Board	December 15	7 p.m.	PCE
Horizon PTAC	December 16	6:30 p.m.	Media Center
Health Insurance Committee	December 18	4 p.m.	PCE

S-M9-BOS
24 Nov 2014

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

November 24, 2014
7:00 p.m.

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

ATTENDANCE:

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

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. We Are Proud

   We Are Proud of Moorhead High School's speech team and speech coach Rebecca Meyer-Larson for earning a top recognition by the National Speech and Debate Association. Association. Moorhead High speech team members achieved more than 200 degrees last year, ranking it among the top 5% of speech team's nationwide and earning Moorhead membership into the association's 200 Club. This milestone demonstrates outstanding commitment to teaching students essential life skills, including communication, research, listening, writing and organization.

   We Are Proud of Asp Reward School - We Are Proud of Robert Asp Elementary School's students and staff for achieving designation as a 2014 Reward School based on Minnesota's Multiple Measurement Rating. Reward Schools are the 15 percent highest-performing Title I schools in the state. Accepting the recognition on

behalf of Robert Asp Elementary's students and staff are Principal Chris Triggs and representatives from the Student Leadership Team and Building Leadership Team.

We Are Proud of the Red River Area Learning Center robotics team for receiving the Hub Director's Choice Award at the Oct. 31-Nov. 1 Bison BEST Robotics competition. The award recognizes the team's dedicated, continued and exceptional improvement over several years. Team members are Aiden Ali, Angel Ballesteros, Brianna Clark, Haylee Elliot, Gracie Garcia, Keanu Moreno, Gilbert Munoz, Moses Munoz, Anahi Serrata and Muhamed Zuka. Team advisors are Red River ALC teachers Aura Lee Mohror and Wylie Wisnewski, and mentors are Glen Meyer and Eric Surma from John Deere.

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

(Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

2. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash
(1) Approval of November 10, 2014 Meeting Minutes - Pages 5-9

B. ASSISTANT SUPERINTENDENT MATTERS - Lunak

C. HUMAN RESOURCES MATTERS - Lunak
(1) Approval of Family/Medical Leaves - Page 10
(2) Approval of Change in Contracts - Page 11
(3) Approval of Resignations - Page 12
(4) Approval of New Employees - Page 13

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

Moved by _____ Seconded by _____
Comments _____

3. **APPROVAL TO SCHEDULE SPECIAL SCHOOL BOARD MEETING**: Kovash
   Page 14

   Suggested Resolution: Move to approve scheduling Monday, December 15, 2014 at 5:00 p.m. to conduct a special School Board Facilities Master Plan study session.

   Moved by _____ Seconded by _____
   Comments _____

4. **MOORHEAD HIGH SCHOOL REGISTRATION BOOK**: Kovash
   Page 15

5. **FIRST READING OF POLICIES**: Kovash
   Pages 16-74

6. **S.G. REINERTSEN ADDITION AND 2015-2016 KINDERGARTEN LOCATION**: Lunak
   Pages 75-82

7. **SCHOOL DISTRICT FACILITIES UPDATE**: Lunak

8. **SUPERINTENDENT REPORT**

9. **COMMITTEE REPORTS**

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

11. **ADJOURNMENT**

CALENDAR OF EVENTS

Activities Advisory Council	November 25	7:15 a.m.	MHS
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Continuing Educ Committee	December 2	6:30 a.m.	Village Inn
Hopkins PTAC	December 2	6:30 p.m.	Media Center
Joint Powers Committee	December 4	7 a.m.	PCE
RRALC Family Night	December 4	5:30 p.m.	RRALC
Asp PTAC	December 9	6:30 p.m.	Media Center
Reinertsen/Probstfield PTAC	December 9	6:30 p.m.	Media Center
Spec Educ Parent Adv Com	December 10	12-1 p.m.	PCE
Instr and Curr Advisory Com	December 11	7 a.m.	PCE
Health/Safety/Wellness Com	December 11	9:30 a.m.	PCE
Citizen Finance Advisory Com	December 11	6 p.m.	PCE
Special School Board	December 15	5 p.m.	PCE
School Board	December 15	7 p.m.	PCE
Horizon PTAC	December 16	6:30 p.m.	Media Center
Health Insurance Committee	December 18	4 p.m.	PCE

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Carol Ladwig, Bill Tomhave, Matt Valan, and Dr. Lynne A. Kovash.

MEMBER ABSENT: Scott Steffes.

CALL TO ORDER: Chair Fagerlie called the meeting to order at 7:01 p.m. and led everyone in attendance with the Pledge of Allegiance.

PREVIEW OF AGENDA: Superintendent Kovash recommended approval of the agenda to proceed with revisions to pages 14 and 91.

APPROVAL OF AGENDA: Erickson moved, seconded by Tomhave, to approve the agenda with revisions. Motion carried 6-0.

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

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

Minutes - Approve the October 27, 2014 Meeting Minutes.

Claims - Approve the November Claims, subject to audit, in the amount of $2,561,762.76.

General Fund:	$2,363,144.29
Food Service Fund:	$167,336.01
Community Service Fund:	$31,282.46
TOTAL	$2,561,762.76

The October Wire Payments, subject to audit, in the amount of $1,805,519.47.

General Fund:	$1,802,534.45
Post Employment Irrevocable Trust Fund:	$3,285.02
TOTAL	$1,805,519.47

Family/Medical Leaves

Mindi Knutson - Food and Nutrition Server, Moorhead High School, effective November 5, 2014 through November 17, 2014.

Katie Russell - Teacher, S.G. Reinertsen Elementary, effective November 11, 2014 for approximately 4-6 weeks.
Danni Schiltz - Paraprofessional, Moorhead High School, effective November 12, 2014 through December 23, 2014.
Joni Grant - Teacher, Robert Asp Elementary, effective December 17, 2014 thru January 20, 2015.

Change in Contracts
Ellen Gianotti - Lunchroom Supervisor, Ellen Hopkins Elementary, 2.5 hours per day, $10.00 per hour with the addition of Bus Assistant at 4 hours per day, $13.36 per hour, effective September 23, 2014 (replaces Barb Brecke).
Jason Natal - Paraprofessional, Robert Asp Elementary, 3 hours per day to 6.75 hours per day, effective October 22, 2014 (replaces Lynn Tkachuk).
William Franklin - Middle Level School within a School Teacher, Horizon Middle School, to Guidance Counselor, Ellen Hopkins Elementary, effective January 5, 2015 (replaces Melodye Brewster).

Resignations
Molly Andrews - Food and Nutrition Server, Ellen Hopkins Elementary, effective October 8,
Jacob Mueller - Night Custodian, Probstfield Elementary, effective November 6, 2014.

Retirement
Joann Lien - Paraprofessional, Horizon Middle School, effective November 28, 2014.

New Employees
Lisa Grafstrom - Paraprofessional, Robert Asp Elementary, B21 (0-2) $15.37 per hour, 3 hours per day, effective October 30, 2014 (replaces Jason Natal).
Morgan Tiani - AVID Tutor, Horizon Middle School, 2-3 days a week for 2 hours per day, $12.00 per hour, effective November 3, 2014 (new position).
Lynne Olson - Food and Nutrition Server, Ellen Hopkins Elementary, A11 (3) $14.97 per hour, 4 hours per day, effective November 4, 2014 (replaces Rose Husel).
Alishia Dittes - Food and Nutrition Server, Moorhead High School, 2.75 hours per day, $10.00 per hour, effective November 4, 2014 (replaces Stacey Swanson).
Tanya Ochoa - Administrative Assistant, School Improvement and Accountability, District Office, B23 (13) $19.76 per hour, 8 hours per day, effective November 17, 2014 (replaces Julie Hanson).

St. Catherine University Clinical Experience Agreement - Approve the Clinical Experience Agreement with St. Catherine University as presented. Terms of this agreement are for the period of October 28, 2014 until August 1, 2019.

Mayville State University Clinical Experience Agreement - Approve the Agreement for Clinical Experiences with Mayville State University as presented. Terms of this agreement are for the period of November 1, 2014 until November 1, 2019.

Motion carried 6-0.

CANVASS GENERAL ELECTION SCHOOL BOARD RETURNS AND ELECTION RESOLUTION: Ladwig moved, seconded by Erickson, to approve the Resolution Canvassing Returns of Votes of Independent School District 152 General Election and Resolution Authorizing Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election Related Duties, as presented. Motion carried 6-0.

ENROLLMENT PROJECTIONS: Dr. Kovash provided enrollment projections based on November 3, 2014 actual enrollment. This data, along with historical information, will be used for planning, facility and staffing determinations in the coming months. The November 1, 2014 enrollment figure of 5891 is 87 students above the projection of 5804 made in November 2013. Compared to actual enrollment of 5648 on November 1, 2013, the current year November 1 figure represents an increase of 243 students over last year. The projections indicate an average growth of 3% or 191 students per year for the next five years.

The secondary grade with the largest enrollment is 10th with 461 students; the secondary grades with the smallest enrollments are 7th and 9th with 417 students. The elementary grade with the largest enrollment is 2nd with 515 students; the elementary grade with the smallest enrollment is 4th with 436 students.

APPROVAL OF POLICY: Tomhave moved, seconded by Johnson, to approve the policy, State and Federal Law Prohibiting Discrimination 102, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Johnson moved, seconded by Erickson, to approve the policy, Out-of-State Travel by School Board Members 216, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Tomhave, to approve the policy, School Board Policy Development, Adoption, Implementation and Review 221, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Johnson, to approve the policy, School District Administration 301, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Erickson moved, seconded by Tomhave, to approve the policy, Equal Employment Opportunity Statement 401, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Johnson, to approve the policy, Grievance Procedures for Equal Opportunity 402, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Erickson, to approve the policy, Employment Disability Nondiscrimination 404, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Johnson, to approve the policy, Employee License Status 412, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Johnson, approve the policy, Equal Educational Opportunity 501, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Erickson moved, seconded by Tomhave, to approve the policy, Students in Homeless Situations 514, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Ladwig moved, seconded by Erickson, to approve the policy, Severe Weather-Related School Closings 711, as presented. Motion carried 6-0.

APPROVAL OF POLICY: Tomhave moved, seconded by Johnson, to approve the policy, Research Studies 922, as presented. Motion carried 6-0.

APPROVAL TO SCHEDULE SPECIAL SCHOOL BOARD MEETING: Tomhave moved, seconded by Ladwig, to approve scheduling Monday, November 24, 2014 at 5:00 p.m. to conduct a special School Board meeting for the purpose of discussing Facilities Master Plan progress. Motion carried 6-0.

SCHOOL DISTRICT FACILITIES UPDATE: Lunak provided a construction update for Robert Asp and Probstfield Elementary Schools.

SUPERINTENDENT REPORT: Dr. Kovash read a news release from Minnesota School Boards Association (MSBA) related to Bill Tomhave being named to the 2015 All-State School Board, which is MSBA's most prestigious award. The award will be given during a luncheon Thursday, Jan. 15, 2015, at MSBA's annual Leadership Conference at the Minneapolis Convention Center. Tom was one of seven board members chosen for the award this year. There are nearly 2,300 school board members in Minnesota.

COMMITTEE REPORTS: Brief reports were heard regarding the RRALC Family Night, Bison BEST Robotics competition, Special Education Parent Advisory Committee, Facilities Master Plan Steering Committee and Task Force, MHS PTAC, Joint Powers Committee, and Indian Education Parent Committee meetings. Valan noted he served on the theatre community advisory group and said the play "Chicago" was thoroughly vetted. The play is for mature

audiences and is historically accurate, and the goal is to educate students participating. Erickson noted her delight when two MHS students stopped by her home collecting for Fill the Dome.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Kovash reminded board members of the upcoming Learning Walks and asked them to contact Michelle if attending.

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

_____
Laurie Johnson, Clerk

MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.060C

TO: Dr. Lynne Kovash, Superintendent

FROM: Brandon Lunak, Assistant Superintendent BML

DATE: November 17, 2014

RE: Family/Medical Leave

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

Suzy Nelson	Teacher, High School, effective November 10, 2014 thru November 17, 2014.
Janelle Halverson	Teacher, S. G. Reinertsen Elementary, Intermittent Leave from November 10, 2014 thru April 16, 2015.
Kristi Cameron	Teacher, Horizon Middle School, effective January 5, 2015 until approximately March 31, 2015.

Suggested Resolution: Move to approve the Family/Medical Leave for Suzy Nelson, Janelle Halverson and Kristi Cameron as presented.

BML:smw

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.058C

TO: Dr. Lynne Kovash, Superintendent

FROM: Brandon Lunak, Assistant Superintendent BML

DATE: November 17, 2014

RE: Change in Contract

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

Pamela Tangen	Food and Nutrition Server, Ellen Hopkins Elementary, 2.75 hours per day to 4 hours per day, A11 (0) $14.32 per hour, effective September 2, 2014. (New position)
Sarah Score	Food and Nutrition Server, S. G. Reinertsen Elementary, 2.75 hours per day to 4 hours per day, A11 (0) $14.32 per hour, effective October 15, 2014. (New position)
Cindy Noennig	Food and Nutrition Server, High School, 5.75 hours per day, to 6.25 hours per day, effective November 5, 2014. (Increase in FTE)
Tammy Anderson	Food and Nutrition Server, Robert Asp Elementary, 2.75 hours per day to 4 hours per day, A11 (0) $14.32 per hour, effective October 27, 2014. (New position)
Yvonne Ralph	Food and Nutrition Server, High School, 7 hours per day to 7.5 hours per day, effective November 5, 2014. (Increase in FTE)

Suggested Resolution: Move to approve the Change in Contract for Pamela Tangen, Sarah Score, Cindy Noennig, Tammy Anderson and Yvonne Ralph as presented.

BML:smw

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.059C

TO: Dr. Lynne Kovash, Superintendent

FROM: Brandon Lunak, Assistant Superintendent BM

DATE: November 17, 2014

RE: Resignations

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

Rebecca Flores	Food and Nutrition Server, Probstfield Elementary, effective November 14, 2014.
Dave Row	Paraprofessional, High School, effective December 5, 2014.
Aesha Lietaert	Elementary Teacher, S. G. Reinertsen Elementary, effective December 23, 2014.
Al Hunt	Teacher, Adult Basic Education, effective December 31, 2014.

Suggested Resolution: Move to approve the resignation of Rebecca Flores, Dave Row and Al Hunt as presented.

BML:smw

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.057C

TO: Dr. Lynne Kovash, Superintendent

FROM: Brandon Lunak, Assistant Superintendent BML

DATE: November 17, 2014

RE: New Employees

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

April Gordon	Food and Nutrition Server, Robert Asp Elementary, A11 (2) $14.75 per hour, 4 hours per day, effective October 27, 2014. (New position)
Juanita Hines	Food and Nutrition Server High School, 2.75 hours per day, $10.00 per hour, effective November 17, 2014. (Replaces Stacey Swanson)
Lori Swaser	Paraprofessional, High School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective November 21, 2014. (Replaces Sadie Long)
Mark Pederson	Paraprofessional, High School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective November 18, 2014. (Replaces Siham Amedy)

Suggested Resolution: Move to approve the employment of April Gordon, Juanita Jines, Lori Swaser and Mark Pederson as presented.

BML:smw

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.057R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 4, 2014

RE: Approval to Schedule Special School Board Meeting

A special School Board meeting is recommended for Monday, December 15, 2014 at 5:00 p.m. in the Probstfield Center for Education Board Room 224 to conduct a board Facilities Master Plan study session.

Suggested Resolution: Move to approve scheduling Monday, December 15, 2014 at 5:00 p.m. to conduct a special School Board Facilities Master Plan study session.

LAK:mde

MOORHEAD
AREA PUBLIC SCHOOLS

School Improvement and Accountability
Memo SIA.15.012R

TO: Dr. Lynne Kovash, Superintendent

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

DATE: November 18, 2014

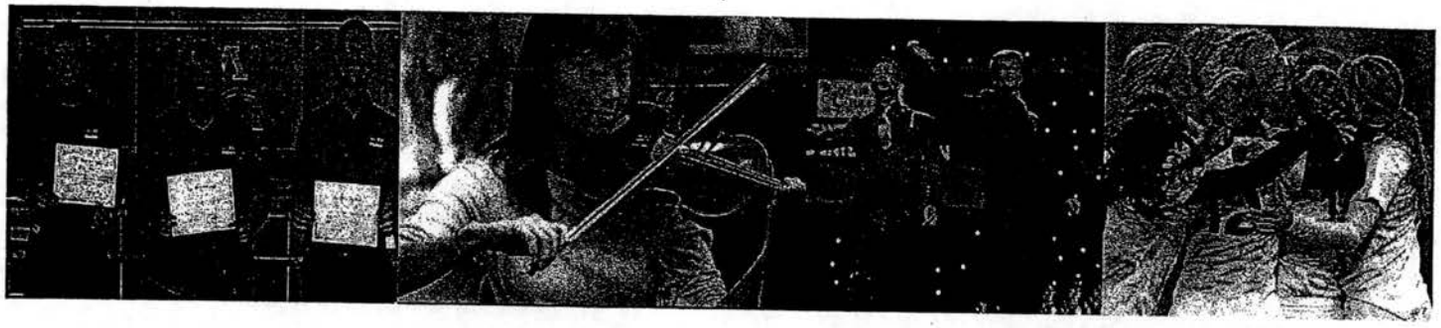
RE: Moorhead High School Registration Book

Attached is the draft copy of the Moorhead High School registration book, which has been updated and aligned to World's Best Workforce and student transitional planning requirements. Dave Lawrence, the principal of Moorhead High School, will discuss the updates and changes to the registration book with the School Board.

Included in this registration book are the graduation requirements, early college credit options, entrance criteria for local colleges and universities, career and life options, and a comprehensive outline of all courses offered at Moorhead High School. Changes to the registration book have been made in collaboration with all departments at Moorhead High.

The draft has been reviewed by the Instructional and Curriculum Advisory Committee (ICAC). Changes and edits will be made to this document, and the final version will be reviewed by ICAC and forwarded to the School Board in December as an action item.

MOE:tro
Attachments



Academics **Arts** **Activities** **Athletics**

MOORHEAD
AREA PUBLIC SCHOOLS

Moorhead Registration Guide
2015–2016

Moorhead High School
Grades 9–12



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

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Dear Students and Parents or Guardians:

MOORHEAD
AREA PUBLIC SCHOOLS

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

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

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

Take the time to carefully read the information in this document. The information will help all students make good academic decisions while at Moorhead High School and will do much to create pathways to the future. If a student has any questions or uncertainty please ask a staff member, make an appointment with a counselor or get information from past graduates. The staff of Moorhead High School looks forward to seeing you in the fall of 2015. All staff join me in wishing you a successful high school career and remind you that we, the staff, are partners in your journey. We measure our success by your success!

Sincerely,

Dave Lawrence
Principal
Moorhead High School

Graduation Requirements

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

Required Subjects	Credits	Minimal Required Courses
Mathematics	3 credits	Algebra II (Intermediate Algebra), Geometry and Statistics and Probability (Advanced Algebra)
Science	3 credits	Physical Science, Biology and either Chemistry, Physics or Chemistry in the Community
Language Arts	4 credits	English 9, 10, 11 and 12
Social Studies	3.5 credits	World History, Geography, United States History, Economics and Government
Fine Arts	1 credit	Options are Visual Arts, Acting, Music, Digi Tools I or II, Web Design I or II, or Housing and Interior Design
Explore	.5 credit	Required in grade 9
Health	.5 credit	Health
Physical Education	1 credit	Physical Education 9 and an elective
Required Credit Total	16.5 credits	
Elective Credits	9.5 credits	
Total for Graduation	26 credits	

Academic Awards

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

Grade 10 - 3.7 cumulative grade point average through the first semester
Grade 11 - 3.65 cumulative grade point average through the first semester
Grade 12 - 3.6 cumulative grade point average through the first semester

Seniors with a cumulative grade point average of 3.7 or higher through the first semester of the senior year are considered Honor Students and are indicated as such on the graduation program and recognized in May

at the Awards Night. Special Honors, Salutatorians and Valedictorians are determined by the high school administration. They are named at the Awards Night program and recognized on the graduation program.

Advanced Placement Award Levels - Recognized by the Advanced Placement Program

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

Earning College Credit While in High School

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

CollegeBoard inspiring minds

Advanced Placement (AP)

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

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

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

M | State

Articulated Agreements

Articulated Agreements enable high school students to earn college credit while in high school. In the case of Moorhead High School all business credits are articulated with Minnesota State Community and

Technical College (M|State), with campuses in Fergus Falls, Detroit Lakes, Moorhead, and Wadena, and Northwest Technical College, with a campus in Bemidji. The automotive classes are articulated with the M|State. A student must attend one of the listed schools to receive the credit. If, at some point a student is thinking of attending a school other than one in the M|State system please check to make sure the credits transfer. Currently, Moorhead High School offers articulation in the following classes:

Computer Applications — Web Design — Microsoft Office Applications
Personal Finance — Accounting I and II (must take both)
Brakes / Steering and Suspension
Introduction to Auto - when 2 auto classes are completed at Moorhead High School

Post-Secondary Enrollment Options

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

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

Concordia — Minnesota State University Moorhead (M|State)

Concurrent Enrollment

Concurrent enrollment classes are college courses taught at Moorhead High School. However, the course is partnered with courses taught at local colleges or universities. It is often called College in the Schools. Classes are taught by trained high school teachers or college instructors. Because it's free, students can save time and money as they work toward a degree. Studies have shown that students who take college-level/AP classes when they are still in high school are more likely to graduate from college in four years with a degree. Students need a 3.2 grade point average at the end of their sophomore year or a 2.8 at the end of the junior year. In addition students need an "acceptable" ACT score or to pass the Accuplacer Test with a 78. When students successfully pass these concurrent classes, they can earn both high school and college credit. It also gives students the chance to explore subjects at a more advanced level.

Options!

Independent Research Study



Students who are interested in taking a course as an independent study should contact a faculty adviser and establish the criteria that meets the state standards for relevant courses or create a rubric for a course that enables a student to pursue an area of interest. This may involve research, reading, interviews, online work, audio-visual resources or other options. Such courses demand a great deal of self-motivation and/or a keen interest in an area of study. Once the faculty contact is established, a principal must be contacted to complete the required paperwork. The student needs to create a schedule of meetings with the faculty adviser and meet the agreed upon criteria to earn credit. This can be a wonderful path to expand an interest, pursue creativity and more. Please note: the course is an "independent" study and demands a great deal of individual fortitude but the path affords unlimited possibilities.

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

Course Credit by Assessment: Students may test out of a class and receive credit in specified courses. The student must make arrangements with his or her counselor and complete the Course Credit by Assessment application by specified deadline. To gain credit the student is required to score a minimum of 80% on a version of the course final. For more information please see the counselor. This corresponds with Administrative Procedure 653.1, which is available on the school district website or in the counseling office.

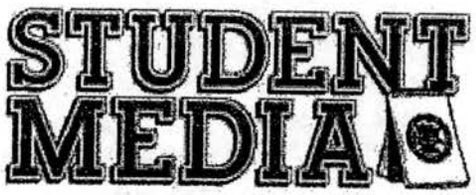
2015 Course Assessments will be administered on October 14, 2015. Application deadline for this option is Wednesday, September 16, 2015.

Pass/Fail Option: Students taking a required course load are eligible to request pass/fail in one or more classes but must be graded in a minimum of four classes. A student should check with his or her counselor for the correct forms. The deadline for a pass/fail option is 15 days from the start of the class. Once a student has been graded, the student may not change the pass/fail option. Students who fail a course and then retake it at a later time will have the original failure replaced by the more recent grade. Students who are missing credits that would place them two grade levels below the average student's credit level will have this option removed.

Internships Within the District and Mentorships



Moorhead Area Public Schools offers a number of competitive internships that also include life skills and potential recommendations for future jobs. A student can support the Spuds and earn skills and experience at the same time! These positions are open to any student who has the desire to be a team player, learn, and do the best possible job every time. Interns are wanted for the following positions: application link and job description



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

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

Secondary Technical Support for students who Bring Their Own Device (BOYD) and teacher support at the high school or Horizon Middle School working with the resident media specialist.

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

Peer Tutoring --Dave

World's Best Workforce

"College, Career and Life 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. While in high school, students may want to consider courses offered at Moorhead High School that will enhance their understanding of career paths. Moorhead Area Public Schools believe in the need to help students chase their dreams.

Moorhead High School is committed to the following:

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

Opportunities Through the Arts, Activities and Athletics

Year-Long Activities

Apollo Strings
Jazz Band
Pep Band
Marching Band
Chess Club
Intramurals
Robotics
Cho-Kio / Yearbook
Dimensions - Newspaper
Knowledge Bowl
Mathematics League (Sept.-March)
Philanthropy and Youth (PaY)
Students Against Destructive Decisions (SADD)
Student Council
Key Club
Ford AAA Auto Skills
Economics Challenge
Writer's Club
SkillsUSA/Small Engines Club

Fall Activities

School musical

Winter Activities

Science Olympiad
Carolers
Destination Imagination
Speech / National Forensics
One Act

Spring Activities

Spring Play

Fall Athletics

Boys:
Cross Country
Soccer
Football

Girls:
Cross Country
Soccer
Swimming
Tennis
Volleyball

Winter Athletics

Boys:
Basketball
Hockey
Swimming
Wrestling

Girls:
Basketball
Hockey
Competitive Dance
Gymnastics

Spring Athletics

Boys:
Baseball
Golf
Tennis
Track

Girls
Track
Softball
Golf

Post High School Planning



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

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

Important: Please note that each college or university sets standards of preparation that it believes will provide the background necessary for students to succeed. In addition to academic preparation and background, for example, a school may consider other factors in making admissions decisions such as activities, leadership potential and work experiences. This is particularly true at more selective schools. If a student plans to be college-bound, he or she is strongly advised to research specific requirements for admission to the schools of her or his choice.

The following information was provided by the colleges and universities and is current as of November 2014.

Minnesota State University Moorhead

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

1. High school rank in the upper one-half of the graduating class with a minimum composite score of 17 on the ACT or 830 on the SAT
   OR
   Achieve the following score(s) on any one of the standardized college admissions tests (ACT is preferred):
   ACT Composite Score of 21 or above (The ACT writing will not be required)
   SAT Verbal and Math Combined Re-centered Score of 1000 or above
   AND
2. Complete Preparation Standards as described below. New entering freshmen who have met preparation standards for university admission in their respective states will be deemed to have met Minnesota preparation standards.
   - 4 years of English (including composition and literature)
   - 3 years of mathematics (two years of algebra, of which one is intermediate or advanced algebra, and one year of geometry)

- 3 years of science (at least one year of a biological and a physical science and at least one course including significant laboratory experiences)
- 3 years of social studies (including American history and at least one course that includes significant emphasis on geography)
- 2 years of world language
- 1 year of world culture or the arts

North Dakota State University

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

- 4 units of English
- 3 units of mathematics (at the level of Algebra I and above)
- 3 units of laboratory science
- 3 units of social science
- Completion of the core courses does not guarantee admission to NDSU

In addition to fulfilling the college preparatory courses, grade point average (GPA) and ACT or SAT scores are considered in evaluating an application. The ACT writing test is not required. The general guidelines used in making admission decisions include a cumulative GPA of 2.5 (4.0 scale) with strong consideration given to grades earned in college preparatory courses. An ACT composite score of 21 or higher or SAT score (math and reading) of 970 or higher is recommended. Students who do not meet these guidelines will be considered if other supporting factors show potential for success.

Concordia College

When making admissions decisions Concordia reviews all applications individually. The academic record (grades and classes taken) are the most important consideration. Other factors would include ACT or SAT results, references and improvement in academic performance from year to year. The examples below represent what would typically be Concordia's minimums.

GPA – 2.8 approximate minimum with strong test scores and references
ACT – 19 approximate minimum with strong GPA and references

Concordia recommends the following curriculum for admissions:

4 years English
3-4 years Math
3-4 years Science
3-4 years Social Science
World Language - two years encouraged

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

University of North Dakota

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

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

- High school GPA and grade trend, difficulty of course work and more
- ACT or SAT score
- 4 units of English

- 3 units of mathematics (at the level of Algebra I and above)
- 3 units of laboratory science
- 3 units of social science
- Completion of the core courses does not guarantee admission to UND

Minnesota State Community and Technical College (M|State)

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

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

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

University of Minnesota Twin Cities

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

- 4 credits in English (emphasis on writing, speaking and literature)
- 3-4 credits in mathematics (1 year each of algebra, geometry, advanced algebra, and FST or college algebra prep)
- 3 credits in laboratory sciences (1 year each of a biological and a physical science)
- 2 years in a single world language (Grades 8-12)
- 3.5 credits in social studies (including United States history)

In addition, the University of Minnesota-Twin Cities requires one year (or 2 credits) in visual and performing arts, including instruction in the history and interpretation of the art form (e.g., theater arts, music, band, chorus, orchestra, drawing, painting, photography, graphic design, etc.). Students are strongly encouraged to take courses beyond these minimum requirements. Additional coursework beyond these minimums increases a student's chances for admission. The rigor of a student's schedule is a factor in admissions. Indeed, while not requiring more courses, almost all, successful applicants present additional classes.

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

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

- 3.5 credits in social studies

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

Common Application

Applying to a college or a list of colleges can be daunting. The Common Application can save a student time if the college or university is a member institution. There are more than 500 member institutions. A student completes the process once, and the application is available to all schools to which a student applies. A student can track his or her application online, check to see if all information has been received and if all recommendations have been submitted. The cautionary note is that a student should not merely apply randomly to schools but try to limit one's scope to about five schools. Select one or two that might be a "stretch," two that are good solid choices and one that is a safe and secure selection. One has to consider not only the factor of being selected, but also the financial aid package that is offered. A student may get into a highly selective school but then find that the aid package is not sufficient for the student's need.

Free Application for Federal Student Aid (FAFSA) and the CSS College Profile

The FAFSA form is a questionnaire that can be filled out and filed online. The submitted information will allow Federal Student Aid to calculate a FAFSA Expected Family Contribution (EFC) number for a student. This Expected Family Contribution figure is not the actual amount that will be required that a student pay for college, rather it is an index that tells the federal government, the state or a college how much and what kind of financial aid that can be provided. The lower the number, the more aid a student can expect. This following video might be helpful, or one can find other help online that will guide a family in completing this form. A family must have filed its income tax for the previous year before the form can be completed.

The CSS College Profile is an alternative tool used by some colleges to determine the level of financial aid and support. Like the FAFSA there is much online support for this tool. Both FAFSA and the Profile require much information regarding a family's and student's financial status. It is useful to gather the information prior to completing the forms. The College Profile website lists supporting resources on the right-hand side.

Military

Each branch of the Service has different requirements. Minimum entrance-age requirements are 17 with parental consent or 18 without parental consent. Because of the varying physical demands on service members in each branch, physical requirements vary greatly. These differences can vary even within each branch of the Service. Generally speaking, potential service members should be in good physical condition, of appropriate weight and able to pass a standard physical screening prior to entry. Success in any branch of the Military depends on a good education, and a high school diploma is most desirable. Candidates with a GED (General Education Development certificate) can enlist, but some Services may limit opportunities. It is very difficult to be considered a serious candidate without either a high school diploma or accepted alternative credential. In any case, staying in school is important for entering the military.

The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants and high school and post-secondary students. The information can help students chart a course of training in any of the branches of the military. The information also can be useful for career planning even if a student decides against entering the military.

Military Academies

The United States has five different academies — United States Air Force, Annapolis (Navy and Marine), Coast Guard Academy, Merchant Marine Academy, and West Point. Nominations must come from government officials, and each have their own application process. Students should check the website of the Senator, member to the House of Representatives or Vice President of the United States. The nomination process is long so it is recommended to start the research process in the junior year and begin making contacts with government representatives. A synopsis of each academy and relevant information is provided with the link above. The academies offer an outstanding education but expect a lot. Be prepared!

AmeriCorps

AmeriCorps offers students a chance to provide community service, travel and explore America. At the same time young people gain valuable life experience while developing the skills that will last a lifetime. Students earn a stipend for living expenses and normally share living expenses with other AmeriCorps members. Participants who complete the program may earn a Segal AmeriCorps Education Award of up to $5,500 that may be used for education. Many colleges will match this award or students may sometime serve for two years and earn a larger stipend. Three programs are available, but it is suggested that recent high school graduates should check out the National Civilian Community Corps (NCCC).

Other Opportunities

Many local and national businesses will hire high school graduates and provide in-house training. Students are hired and trained at company expense. These jobs in the trades offer competitive salaries, benefits and training, and after a good job performance these businesses will pay for further education. These positions can be found in electrical work, plumbing, sheet metal, heating, cooling and ventilation (HVAC), construction and more. Many banks, after a one-year period, will offer tuition reimbursement for courses that apply to the banking business, e.g., human relations, business, security, accounting, etc. Furthermore, such introductory jobs offer a career. As employees increase their skills, their opportunities and income grow with the company, or an employee may decide to start his or her own business. See the Career Counselor for options.

Another consideration is to consider alternative paths to careers. The book Roadtrip Nation inspired the series based upon the premise that young people do not always know the realistic options that are open to them. The book and the series Roadtrip Nation interview a variety of people about how they got their jobs and how they pursued their passion. It is worth the consideration of every student and family – too often we do not know the possibilities that exist and in truth there are possibilities that still do not exist – but will!

Student Support

Students have access to a full range of support for registration and all aspects of their high school career and post high school planning. Students are encouraged to use the contacts and the staff at Moorhead High School. All staff members love to help students! Do not hesitate to ask input from teachers, counselors, administrators, etc. There is a team among staff and families to help each student reach her or his goals.

High School Counselors



High school counselors have a number of responsibilities, but their largest concern is the growth of the individual student — the whole student and person. Counselors help with course selection, crisis intervention and resource information, information about community support and resources, conduct support groups, help with credit and graduation questions, post-secondary questions and enrollment, accessing Red River Area Learning Center, accessing educational support tools and personal student support. Updates and

news from the counseling office can be accessed by clicking Updates on the counseling department's Haiku page. A person will find deadlines for testing and dates for visits from schools, the military, college fairs and more. Students may talk with any counselor however, for administrative purposes students have been divided alphabetically:

A-Fl: Rachel Lerum, 284-2319, rlerum@moorheadschools.org
Fo-La: Janel Simonson, 284-2316, jsimonson@moorheadschools.org
Le-R: Toni Bach, 284-2313, tbach@moorheadschools.org
S-Z: Sarah Miller, 284-2315, smiller@moorheadschools.org

Student Assistance: Scott Matheson, 284-2314, smatheson@moorheadschools.org
Designated counselor helping students and families with dropout prevention, alternative education, credit recovery and chemical health concerns.

A number of additional support staff are available to help all students, however some do require a counselor's referral.

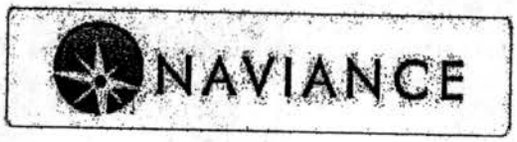
Check and Connect - dropout prevention, credit recovery, homework completion and attendance
Andrea Nyland, 284-2215

Lakeland Mental Health - students who have a mental health diagnosis may receive support in terms of skills and therapy with a referral from a counselor or a member of the learner support services staff
Katie Ross, 284-2469

Career Planning - too often students think of careers from what they think they know and do not have the knowledge of all that is available and the variety of paths that could be followed as one develops a career. This is where assistance from Career Planning is invaluable.
Debbie Grant, 284-2391

School Social Worker: Joni Hubrig, 284-7116

School Psychologist: Tammi Fortney, 284-2468



Naviance is a comprehensive college and career readiness solution for high schools that helps connect academic achievement to post-secondary goals. All students grades 9-12 have access to Naviance by logging in through SPUDS Landing.

Available options through Naviance for the 2015-16 school year include:

College Visit Schedule
College Lookup
College Search
College Resources
College Compare
Scholarship List
National Scholarship Search
Explore Careers and Clusters
Success Plan
Course Planner
Roadtrip Nation

Grades 9-12: District-Wide Testing for [redacted]

Tests	Grades Tested	Dates	Objectives/Uses
Minnesota Comprehensive Assessments in:			To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-III	10	[redacted]	
Mathematics MCA-III	11	[redacted]	
Science MCA-III	Biology students	[redacted]	
ACCESS for ELs (WIDA)	English learners 9-12	[redacted]	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 9-12. ELs take ACCESS and reading MCA-III in grade 10.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 9-12 as identified in IEP	[redacted]	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
Special Education test as applicable	Specific students in all grades	[redacted]	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades		
PLAN (pre ACT)	10	[redacted]	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests; PSAT is the National Merit qualifying test; ACT is one option to meet the graduation requirement
PSAT (pre SAT)	11 (optional)	[redacted]	
ACT	11 (required)	[redacted]	
	12 (optional but recommended)	[redacted]	
SAT / SAT II	11–12 (optional)	[redacted]	
Compass	Specific students 11	[redacted]	Diagnostic test given to selected students to evaluate skills and provide appropriate support
	Specific students 10	[redacted]	
Armed Services Vocational Aptitude Battery (ASVAB)	11–12 (optional)	[redacted]	To determine students' vocational aptitude and interests; one option to meet the graduation requirement
Common Assessments	9-12	[redacted]	To determine a student's level of proficiency in a subject area
Advanced Placement Exams	9-12	[redacted]	To determine college credit related to student scores for students enrolled in AP coursework

Art



The Minnesota Department of Education notes, "The interrelationship of artistic knowledge and processes defines artistic literacy." The Art Department of Moorhead High School seeks to develop "artistic literacy" in all students. At the same time, the Art Department seeks to promote creativity, self-assessment and personal growth. Satisfaction grows when creating a piece of artistic expression. It takes a great deal of effort to take an idea and turn it into a reality that adequately reflects the artist's goals and thinking while seeking to share those feelings with others in a compelling manner. Much can be learned from studying art and through the production of a personal piece of art — skills that can last a lifetime and tell a story.

Minnesota requires one art credit (two ½ credit classes or 1 credit course) for graduation and that can be taken any year between grade 9-12. Foundations of Art must be taken prior to registering for any other art courses. It is highly recommended that students have maintained a C or above in their previous art classes when considering taking upper-level courses.

Chart of progression for Visual Arts courses				
	Foundations of Art 9-12	Crafts 9-12		
2 Dimensional	Foundations of Art 9-12	Painting 9-12	Mixed Media 10-12	Advanced Art 11-12
3 Dimensional	Foundations of Art 9-12	Sculpture 9-12	Pottery 10-12	Advanced Art 11-12
Drawing/Graphic Design	Foundations of Art 9-12	Drawing and Design I 9-12	Drawing and Design II 10-12	Advanced Art 11-12

Twenty-First Century Skills in Visual Arts:

Critical Thinking
Artist statements
Problem solving
Self-assessment
Accountability
Research
Perspective
Setting goals
Brainstorming
Decision making

Communication
Non-verbal communication
Visual
Multi-mediums at once
Written critiques
Presentation
Interpersonal
Literacy development
Individualized instruction
Receiving constructive feedback

Cooperation
Confidence
Focus
Collaboration
Interpersonal
Feedback
Teamwork
Critique
Digital skills

Creativity
Studio production
Perseverance
Dedication
Technique
Medium
Practice
Repetition
Risk taking
Exploration

Jobs involving the visual arts:

Art administration	Artistic director	Freelance artists	Educator
Industrial designer	Floral designer	Illustrator	Merchandise display
Animator	Fashion art	Fashion designer	Interior design
Photography	Set design	Video / film editor	Game design
Advertising	Graphic / web design	Culinary arts	Museums
Animation	Architecture	Art education	Art history
Landscape design	Art history	Ceramics	Curatorial practice
Digital photography	Drawing	Film	Furniture design
Glass work	Medical illustration	Product design	Printmaking
Industrial design	Art therapy	Architecture	Glass blower
Photojournalism	Toy design	Painter	Sculptor
Printmaker			

Choose any field you want! Go chase your dreams!

Course Descriptions

FOUNDATIONS OF ART (ART01F)
Grades 9-12; ½ credit, Quarter Blocked Class
This course is a prerequisite for all art classes.
The primary objective of this course is to explore a broad range of mediums and techniques. Students planning on taking more art classes will receive a visual arts foundation that will prepare them for success in upper-level classes. Students will gain a basic understanding of the art elements and principles of design. A variety of media and techniques will be explored through research, creative problem solving and studio work. Mediums include pencil, acrylic paint, clay, and mixed media. Projects include shape and form drawing, shading, color design, sculpture, mixed media, and gallery critique. Creativity and craftsmanship are important for success in this class. A sketchbook is required for drawings, notes, and problem solving.

CRAFTS (ART01C)
Grades 9-12; ½ credit, Quarter Blocked Class
Prerequisite: Foundations of Art
This course is a basic foundations of art with emphasis on crafts, adapting the elements and principles of design to various craft projects. Composition and structure is emphasized in this course. Students will learn to construct artwork through the proper use of tools, techniques, and products in clay, fiber, paper, and other media. Some of the projects included are jewelry, picture frames, altered book boxes, and greeting cards. Students will learn to express themselves through a variety of mediums and application of craft procedures. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

SCULPTURE (ART04)
Grades 9-12; ½ credit, Quarter Blocked Class
Prerequisite: Foundations of Art
Basic hand-building techniques and decorative methods are primary concerns for Sculpture students. Exploration and elaboration on the fundamental methods of building sculpture by hand should lead students to higher levels of individual expression and creativity. Along with clay, other mediums will be explored, such as fiber, wire, paper mache, and wood. Students learn various sculptural skills such as clay-slab, coil, and drape. A multicultural mixed media project allows students to research and investigate cultures other than their own. Along with learning the techniques of the various mediums, students will learn the terminology used in the three-dimensional areas of art. Students will be encouraged to enter art shows and competitions. Self-expression and creative thinking is a continued focus of instruction. It is highly recommended that the student has maintained a C or above in their previous Art classes when considering this course.

POTTERY (ART05)
Grades 10-12; 1 credit, Semester Blocked Class
Prerequisite: Sculpture
This course is offered to students who were particularly successful in Sculpture and desire to increase their understanding and further their skills. Throwing on the pottery wheel will be introduced along with additional advanced hand-building projects not covered in Sculpture. Students will be encouraged to enter art shows, exhibits, and competitions. It is highly recommended that the student has maintained a C or above in their previous Art classes when considering this course.

PAINTING (ART06)
Grades 10-12; ½ credit, Quarter Blocked Class
Prerequisite: Foundations of Art
Painting is primarily a two-dimensional class focusing on water-based and oil-based painting mediums. These include acrylics and oils. Acrylic techniques included are opaque, transparent, and translucent. Oil techniques are based off monochromatic painting and historical research of master paintings. Drawing and other design elements and principles will be incorporated into the paintings with an emphasis on composition, application, and originality. A thorough understanding of color is reviewed and emphasized. Application of terminology is used to increase students' understanding and familiarity of the mediums and techniques covered within the course. Students analyze the composition, color scheme, techniques and styles by masters. Historical background of painting is studied through the use of various visual media, including Internet exploration, reference books, demonstrations, and videos. Students are encouraged to enter art shows, exhibits, and competitions. Self-expression and creative thinking is a continued focus of instruction. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

MIXED MEDIA (ART07)
Grades 10-12; ½ credit, Quarter Blocked Class
Prerequisite: Painting
Mixed Media is an extension of Painting. The studio focus of this class will be on the use of multiple mediums. Combining mediums, such as watercolor, pen and ink, pastel, acrylic, and other materials will be used to create original pieces of art. Students will continue to analyze, research and study masters from various periods in history. Originality and self-expression is highly encouraged. Students will have the freedom to explore various directions within their personal creativity. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

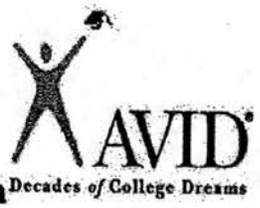
DRAWING AND DESIGN I (ART02)
Grades 9-12; ½ credit, Quarter Blocked Class
Prerequisite: Foundations of Art
The primary objective of this course is to discover how to develop art that has impact and the ability to communicate. A systematic approach to creative problem solving is emphasized and effective use of the art elements and principles of design is constantly reinforced. Critical-thinking skills are challenged through design projects such as logo/symbol design, typestyle design, and trading card design. Projects are created using a variety of media including pencil, colored pencil, charcoal, and Adobe Photoshop. Examples from art history, student work, and everyday life will be used as references and idea spring boards. In this course, students have the opportunity to heighten their drawing skills and learn about the world of graphic design. Career opportunities in the design world are investigated. Students will be encouraged to enter and compete in art shows. Self-expression and creative thinking is a continued focus of instruction. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

DRAWING AND DESIGN II (ART03)
Grades 10-12; ½ credit, Quarter Blocked Class
Prerequisite: Drawing and Design I
This class allows students who have taken Drawing and Design I to continue to develop their design knowledge and skills to an advanced level. Creative problem solving is a continued focus and effective use of the art elements and principles of design is constantly reinforced. Creative-thinking skills are challenged through various design projects based on the elements and principles using a variety of mediums. Some of the projects included are mixed media drawing, quote design, and graphite drawing. Examples from art history, student work, and everyday life will be used as references. In this course, students will have the opportunity to continue to heighten their drawing skills and focus on the impact of the elements of art on the graphic design world. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

ADVANCED ART (ART08)
Grades 11-12; 1 credit, Semester Blocked Class
Prerequisite: Drawing & Design II, Mixed Media, or Pottery
Students who take Advanced Art will be better prepared for college-level art courses.
Students will have an opportunity to work in specific areas of concentration and focus on their medium of interest. They will have an opportunity to produce a portfolio of their work to be used for possible preparation for college entrance review. Students write up individual contracts, which include their area of concentration, artist influences, and their individual goals and intents. Students will learn terminology, techniques, and materials at an advanced level of instruction. They will learn to budget time and meet deadlines, which play a large role in college art courses. Students will learn to critique and exhibit their work. Through advanced instruction, students will learn to use critical and technical thinking. Students will learn to create from self, rather than by the use of total reference. Individual and group art exhibits are highly encouraged. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

AVID

Advancement Via Individual Determination



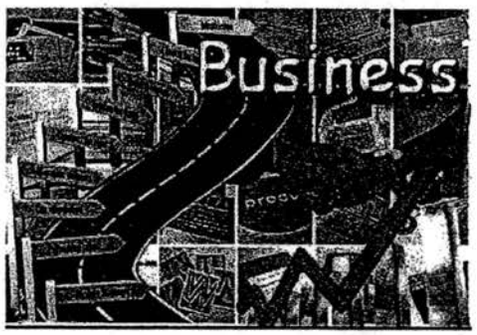
Advancement Via Individual Determination (AVID) is an elective program that helps students achieve the necessary requirements and skills to be eligible for university acceptance. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The program has two major components: tutorials and AVID curriculum. Tutorials occur two times per week. Tutorials are small study groups facilitated by college students who assist students with their studies. Each AVID student is to come prepared for the tutorial with questions from their core or college classes. Field trips may be scheduled to visit local colleges and universities, providing students with the opportunity to visit the institutions firsthand.

AVID students are expected to be motivated and determined to achieve university acceptance at the end of their high school career. It will be necessary for AVID students to manage their time so that school and studies become a top priority. This means they will need to be responsible for making wise and sometimes difficult choices.

Course Description

Grades 9-10 AVID
Offered when? year long skinny 1 credit
Number
This college preparedness and readiness course is designed to provide students with the necessary writing/study skills known to be beneficial for success in college. The AVID student will receive academic instruction and personal support from the AVID elective teacher, AVID coordinator, and AVID college tutors who will assist the student in academic tutorial sessions two times per week. In addition, the AVID student receives intensive college placement test preparation, information on colleges and careers, and engagement in philosophical chairs/Socratic seminars. Students must be recommended and apply for admittance in AVID.

Business Education



Business Education courses relate academic subjects to the real world. Whether it is the jobs one might have or taking care of one's money no one can escape the need for business education and the skills these courses offer.

Coursework in business education enables one to navigate a complex financial and digital world that is changing rapidly. Business education helps students to develop the skills needed to survive in all that we do now and in the future.

The business education department offers skills in accounting, digital technology and design, computer applications, marketing, management, finance, law and related programs and business experience that will last a lifetime. These courses combine knowledge, analysis and creative thinking with opportunities for hands-on application and technology that allows students to experience learning activities in a memorable manner. As students learn these important skills they also will learn communication skills, cooperation, creativity and critical thinking. Partnerships with local businesses enable students to gather real-life experiences while in high school — plus the business education department offers college credit for a number of classes through articulation agreements. Explore what the business education department can offer you — there is something for everyone!

Articulation Agreements offer college credit while enrolled in high school. The Moorhead High School Business Department has worked with local colleges to enable students to earn college credit in the following classes:

Computer Applications
Microsoft Office Applications
Accounting I and II (must take both)
Web Design
Personal Finance

Articulation agreements with the M|State (Minnesota State Community & Technical College campuses in Fergus Falls, Moorhead, Detroit Lakes and Wadena) and Northwest Technical College (campus in Bemidji) have been approved for dual credit. Students in grades 9-12 passing any of these courses with a B or higher will be allowed to receive credit at any of the above institutions, free of charge, at the time of their admission.

Area of Study	9	10	11	12
Business Courses	Sports & Entertainment Marketing	Sports & Entertainment Marketing	Sports & Entertainment Marketing	Sports & Entertainment Marketing
		Personal Law & Ethics	Personal Law & Ethics	Personal Law & Ethics
		Entrepreneurship & Small Business Management	Entrepreneurship & Small Business Management	Entrepreneurship & Small Business Management

Finance Courses	Personal Finance Articulation Agreement (3 cr.)	Personal Finance Articulation Agreement (3 cr.)	Personal Finance Articulation Agreement (3 cr.)	Personal Finance Articulation Agreement (3 cr.)
		Accounting I	Accounting I	Accounting I
		Accounting II Articulation Agreement (3 cr.)	Accounting II Articulation Agreement (3 cr.)	Accounting II Articulation Agreement (3 cr.)
			Accounting III	Accounting III
			Accounting IV	Accounting IV
Careers/ Workplace Skills			Business Mentorship	Business Mentorship
		Community Interactions (Service Learning)	Community Interactions (Service Learning)	Community Interactions (Service Learning)
		College Prep & Career Readiness	College Prep & Career Readiness	College Prep & Career Readiness
Technology Courses	Computer Applications Articulation Agreement (1 cr.)	Computer Applications Articulation Agreement (1 cr.)	Computer Applications Articulation Agreement (1 cr.)	Computer Applications Articulation Agreement (1 cr.)
	Microsoft Office Applications Articulation Agreement (3 cr.)	Microsoft Office Applications Articulation Agreement (3 cr.)	Microsoft Office Applications-- Articulation Agreement (3 cr.)	Microsoft Office Applications-- Articulation Agreement (3 cr.)
	Basic Keyboarding (arranged)	Basic Keyboarding (arranged)	Basic Keyboarding (arranged)	Basic Keyboarding (arranged)
	DigiTools I *(meets fine arts requirement)*	DigiTools I *(meets fine arts requirement)*	DigiTools I *(meets fine arts requirement)*	DigiTools I *(meets fine arts requirement)*
		DigiTools II *(meets fine arts requirement)*	DigiTools II *(meets fine arts requirement)*	DigiTools II *(meets fine arts requirement)*
		TV Productions I	TV Productions I	TV Productions I

		TV Productions II	TV Productions II	TV Productions II
		Web Design I Articulation Agreement (3 cr.) *(meets fine arts requirement)*	Web Design I Articulation Agreement (3 cr.) *(meets fine arts requirement)*	Web Design I Articulation Agreement (3 cr.) *(meets fine arts requirement)*
		Web Design II *(meets fine arts requirement)*	Web Design II *(meets fine arts requirement)*	Web Design II *(meets fine arts requirement)*
Combined Courses (year-long skinny)	Personal Finance/Sports & Entertainment Marketing	Personal Finance/Sports & Entertainment Marketing	Personal Finance/Sports & Entertainment Marketing	Personal Finance/Sports & Entertainment Marketing

Twenty-First Century Skills in Business:

Critical Thinking
Decision making
Problem solving
Self-assessment
Accountability
Research
Perspective
Setting goals
Brainstorming

Communication
Non-verbal communication
Visual
Multi-mediums at once
Written critiques
Presentation
Interpersonal
Literacy development
Individualized instruction
Constructive teamwork feedback

Cooperation
Confidence
Focus
Collaboration
Interpersonal
Feedback
Teamwork
Critique
Digital skills

Creativity
Perseverance
Storyboards
Risk taking
Design
Design prototypes

Jobs Involving Business:

Business:
Accountants & Auditors
Appraisers & Assessors
Financial Analysts
Claims Adjusters/Appraisers
Bank Examiners & Investigators
Banking & Finance
Loan Officers
Financial Advisors
Compensation, Benefits and Job Analysis Specialists
Economic Development Specialists
Administrative Support
Human Resource Management
Labor Relations Specialist
Insurance Underwriters

Technology:
Software Developer
Web Developer
Photography
Graphic Design
Digital Publishing
Video Production
Computer Animation
Computer and Information Research
Computer Networks Architect
Computer Programmer
Computer Support Specialist
Database Administrator
Information Security Analysis
Network and Computer Systems

Contract Law Market Research Analysts Management Entrepreneurship/Small Business Purchasing Managers, Buyers & Agents Tax Examiners & Collectors Revenue Agents Training & Development Specialists Meeting, Convention & Event Planners	

Choose any field you want! Go chase your dreams!

Course Descriptions

Accounting I (BUS08)
Grades 10-12; 1/2 credit Block (Quarter)
This course will introduce accounting concepts and practices. Students will work with journals and ledgers to prepare financial statements manually and will have hands-on experience completing problems on the computer. Students will work with bank reconciliation statements and various other areas of banking and checking accounts. The course will provide a foundation for further study in business and/or accounting in college or vocational school. Time is spent on an overview of career opportunities in the area of accounting. **It is strongly recommended that students registering for this course complete the sequence by taking Accounting II immediately following Accounting I.**

Accounting II (BUS09)
Grades 10-12; 1/2 credit Block (Quarter)
Prerequisite: Accounting I
This course is especially recommended for students interested in a career in accounting, administration, management, finance, or any business career. The course builds upon the financial accounting concepts and practices developed in Accounting I. The areas covered are accounting control systems, professional accounts, departmentalized accounting, and automated accounting. Students also will work with completing a payroll for a company and work with taxes withheld. They will complete a simulation for a small company using all the skills learned. *Students will receive credit at Minnesota State Community & Technical Colleges and Northwest Technical College through articulation agreements approved by the state. See explanation at the end of this Business Education section.*

Accounting III Computerized (BUS10)
Grades 11-12; 1/2 credit Block (Quarter)
Prerequisite: Accounting I & II
This course is especially recommended for students interested in a career in accounting, administration, management, or finance. The course builds upon the financial accounting concepts and practices developed in Accounting I and II. The areas covered are accounting control systems, professional accounts, departmentalized accounting, and automated accounting. Students will review all concepts learned in Accounting I and II and complete an accounting simulation.

Accounting IV Cost & Managerial (BUS11)
Grades 11-12; 1/2 credit Block (Quarter)
Prerequisite: Accounting I & II, Accounting III Computerized
This course builds upon the financial accounting concepts and practices developed in Accounting III Computerized. The areas covered are general accounting adjustments, management accounting, and cost accounting. Students will complete an automated accounting simulation utilizing departmental accounting. They also will study cost accounting and complete a cost accounting simulation. These accounting classes will be a definite asset to students taking college accounting.

Personal Finance (BUS17)
Grades 9-12; 1/2 credit Block (Quarter)
Personal Finance is a course that would benefit everyone. This class will prepare students for a lifetime of worthwhile personal financial planning. The tools students will learn are useful, realistic, and easy to work into their regular routine. They will help students gain control over the financial impact of the choices they make. Students learn to create and use a budget, borrow and invest wisely, make intelligent decisions about insurance, and plan for their financial future. Students will develop a retirement savings plan and will be better prepared to make large purchases and plan for taxes. Areas covered are personal money management and budgeting; savings and investing, money and banking; credit; taxes; real estate and housing Issues; and insuring against loss. *Students will receive 3 credits for BUS1146 at Minnesota State Community & Technical College through an articulation agreement approved by the state. See explanation at the end of this Business Education section.*

Sports & Entertainment Marketing (BUS12)
Grades 9-12; 1/2 credit Block (Quarter)
Explore the intriguing world of sports and entertainment from the perspective of marketing. Sports and entertainment topics are used to learn foundational marketing concepts. Emphasis is on sports and entertainment as a business; marketing strategies, communication, sales, promotion, advertising, international business and e-commerce. Marketing functions are incorporated throughout the sports and entertainment industries and are the perfect vehicles to showcase how marketing plays out in our everyday lives.

Personal Finance/Sports & Entertainment Marketing (BUS25)
Grade 9-12--1 credit (year long skinny)
Personal Finance
Skinny (Semester)
Personal Finance is a course that would benefit everyone. This class will prepare students for a lifetime of worthwhile personal financial planning. The tools students will learn are useful, realistic, and easy to work into their regular routine. They will help students gain control over the financial impact of the choices they make. Students learn to create and use a budget, borrow and invest wisely, make intelligent decisions about insurance, and plan for their financial future. Students will develop a retirement savings plan and will be better prepared to make large purchases and plan for taxes. Areas covered are personal money management and budgeting; savings and investing, money and banking; credit; taxes; real estate and housing Issues; and insuring against loss. *Students will receive 3 credits for BUS1146 at Minnesota State Community & Technical College through an articulation agreement approved by the state. See explanation at the end of this Business Education section.*
Sports & Entertainment Marketing
Skinny (Semester)
Explore the intriguing world of sports and entertainment from the perspective of marketing. Sports and entertainment topics are used to learn foundational marketing concepts. Emphasis is on sports and entertainment as a business; marketing strategies, communication, sales, promotion, advertising, international business and e-commerce. Marketing functions are incorporated throughout the sports and entertainment industries and are the perfect vehicles to showcase how marketing plays out in our everyday lives.

Community Interactions (BUS19)
Grades 10-12; 1/2 credit
Block (Quarter)
This course provides the student the opportunity to develop life and work skills through a partnership with a business, school or community agency. The student will volunteer to help in one of our numerous community agencies helping our community to grow in service to others. The course will focus on students becoming active citizens in meeting the needs of our school and community through service learning — they can make a difference! Students will assist in the agency an average of four hours per week. Class will meet one day per week and will focus on reflection and growing opportunities as well as goal setting, choices, ethics, working with others, decision making, and conflict resolution. Students are responsible for their own transportation. This course may be taken more than once for credit.

Basic Keyboarding (BUS01)
Grades 9-12; 1/2 credit Skinny (Semester)
Arranged
This course is for the student with limited or no previous computer experience, or those keying at a speed of 25 words per minute or lower. It will focus on the basics of operating a computer, learning the keyboard by touch, and introducing basic word processing and communication applications.

Computer Applications (BUS02--Block) (BUS02S--Skinny)
Grades 9-12; 1/2 credit Block (Quarter) or Skinny (Semester)
Students will improve keyboarding skills and use the computer to prepare term papers in MLA report style, personal business letters, spreadsheets and presentations. In this course they will discover the many features of Microsoft Office Suite focusing on Word, Excel and PowerPoint. Knowledge and use of Microsoft Office is becoming an expected skill in the workplace. *Students will receive credit at Minnesota State Community & Technical College through an articulation agreement approved by the state. See explanation at the end of this Business Education section.*

Microsoft Office Applications (BUS03)
Grades 9-12; 1/2 credit Block (Quarter)
Prerequisite: Computer Applications
This class is essential for anyone interested in working in the business world. Students learn introductory and advanced skills using Microsoft Office. Concepts and techniques will cover Microsoft Word, Excel, Access and PowerPoint. The student will learn how word processing, spreadsheets, databases, and presentations can integrate to create many types of business and home documents. Learn to feel comfortable and confident using the current technology used in the business world today. Students will be prepared for the Microsoft Office Specialist (MOS) Certification Exam that is required by many employers. *Students will receive 3 credits at Minnesota State Community & Technical Colleges and Northland Community & Technical College through articulation agreements approved by the state. See explanation at the end of this Business Education section.*

DigiTools (BUS07)
Grades 9-12, ½ credit Block (Quarter)
Meets Fine Arts Requirement
This course is for everyone! Students will learn computer skills that are expected of them in their classes. They will be exposed to the newest software and skills needed to complete high school assignments and simplify their lives. Complete units in a variety of topics including photography, image editing (Photoshop), animation (Flash), and music production (GarageBand).

DigiTools II (BUS072)
Grades 10-12, ½ credit Block (Quarter)
Prerequisite: DigiTools I (with a final grade of a "C" or higher)
Meets Fine Arts Requirement
Are you fascinated and intrigued by the design of magazines, posters, and digital art? Students let their imagination go wild as they learn about design software and techniques used in the area of graphic design. Add creativity and interest to publications by learning how to arrange text and graphics in an attractive, eye-catching fashion. Students will also explore the area of manual photography. Emphasis will be placed on photo composition, camera settings and equipment. This course would be very helpful for students who have an interest in advertising or journalism, enjoy using the computer, or plan a career in graphics or business.

Web Design I (BUS05)
Grades 10-12, ½ credit (Block or Skinny ?)
Prerequisite: DigiTools
**** Meets Fine Arts Requirement.***
In Web Design I, students will incorporate their knowledge of web design principles, web standards, and browser compatibility to make websites that are compliant with industry standards. Students will learn to plan the structure of their websites using Inspiration, plan the overall design of the site and the graphics throughout the site using Photoshop, and then carry out the creation of their websites using XHTML and CSS. *Students will receive credit at Minnesota State Community & Technical Colleges and Northwest Technical College through articulation agreements approved by the state. See explanation at the end of this Business Education section.*

Web Design II (BUS06)
Grades 10-12, ½ credit (Block or Skinny ?)
Prerequisite: Web Design I (with a final grade of a "C" or higher)
**** Meets Fine Arts Requirement.***
This course is recommended for students interested in furthering their experience in web design. A more in-depth look at web layout and design using CSS will be studied, and students will use Dreamweaver, Flash and Photoshop more extensively. This is a great class for those looking at a career in web technology.

Entrepreneurship & Small Business Management (BUS16)
Grades 10-12; ½ credit
Block (Quarter)
Small Business Management is designed to enable students to examine the proper approach to the problems and responsibilities of managing and/or owning a small business. The topical areas covered include: business organization, production, marketing and distribution, employment and personnel management, banking and financing, along with work-related laws. Small Business Management offers students an opportunity to develop a better understanding of the business community and the role that each of us plays in the business world. Students will create a Business Plan, a layout and go through the hiring process for a company of their creation.

Personal Law and Ethics (BUS15)
Grades 10-12; 1/2 credit Block (Quarter)
Personal Law and Ethics provides students an opportunity to obtain a better understanding of everyday law, the structure of our general law, the legal processes available when rights have been violated and the operation of our court system. Students will be able to see that law is a force in everyone's life and that business activities, personal activities and the law are all interdependent. This course is designed for personal use and will help students to develop the power to think clearly and logically and to express themselves accurately and concisely. The area of ethics will be covered in depth with topics such as ethics in the workplace; government and citizenship; technology; bioethics; cultural diversity; nature and entertainment.

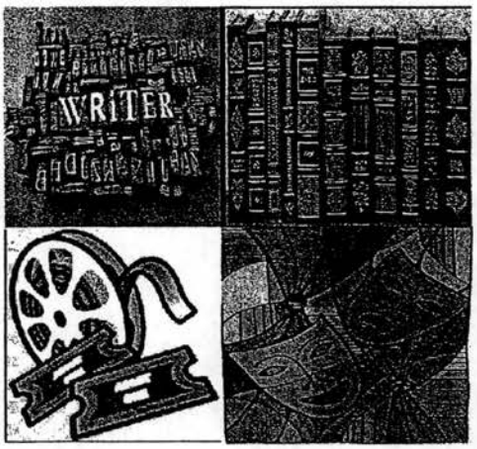
College Prep & Career Readiness (BUS18)
Grades 10-12; 1/2 credit Block (Quarter)
This course equips students with the study and learning skills required in today's academic and workplace environments. Focus is on learning how to learn, critical thinking, reading comprehension, time management, and managing information. This course prepares students to make successful learning an ongoing part of their academic and career development. Time is also spent on preparing for college testing (ACT, SAT), scholarship applications, and college applications. The area colleges and universities are invited to speak to the class regarding admissions and financial aid. The career component addresses career assumptions, major courses of study, the career skills employers require, workplace ethics, professionalism and communication skills.

Business Mentorship (BIS) (BUS13)
Grades 11-12; 1/2 credit Block (Quarter)
Explore a variety of business systems and prepare yourself for the future. Students will be given time to research, explore and experience the different opportunities provided in careers in the field of business. Career areas covered are accounting, law, law enforcement, management, banking, finance, insurance, realty, entrepreneurship and all areas of technology. This course may be taken more than once for credit.

TV Production I (BUS23)
Grades 10-12; 1/2 credit Block (Quarter)
Interested in being behind the scenes or in front of a camera? This course will introduce a number of technical and non-technical skills related to TV production such as camera work, scripting, editing, appearing on camera, and developing stories into broadcast quality news segments. This class will introduce students to state-of-the-art digital editing and studio equipment. This course will also prepare students for the opportunity to be a member of Spud News. Class projects will include news-oriented material and creative assignments. This course is a prerequisite for students wishing to sign up for the TV Production II class.

TV Production II (BUS24)
Grades 10-12; 1/2 credit Block (Quarter)
Prerequisite: TV Productions I (with a final grade of a "C" or higher)
The mission of this course is to inform viewers of events and activities in an accurate and entertaining way through a weekly student newscast (Spud News) that airs throughout Moorhead High School with the possibility of also airing on local cable access television. This course is for highly motivated students with a sincere interest and commitment to television journalism who thrive on independent initiative and work well in high-pressure situations. Students should be willing to learn complex technical skills and apply those skills creatively in communicating with others. A flexible schedule and the ability to work with a variety of people are essential for success in this course. Sophomores may register for up to two quarters each year. Juniors and seniors may register for up to four quarters.

English/Theater Arts



Classes in English help students develop skills for life. Students will be engaged in reading, writing, research, and speaking. Behind each of those skills is the the fundamental skill of thinking. English classes help students think from different perspectives and connect with the ideas and thinking of people throughout the world and throughout time.

These same classes help students enhance their analytical thinking by evaluating evidence and citing examples to defend their thinking. Each of these components increases a person's vocabulary, which provides flexibility in thinking and communicating with others.

English classes help students evaluate communication, whether it be in everyday life, advertisements, business or through material received in a variety of formats and media. Additionally, strong writing skills provide a competitive advantage in the workforce and college. A variety of writing skills not only helps one build a thought structure but also promotes a point of view; the writing skills help all students become better at thinking, and thinking is fundamental to all we do in life.

	9	10	11	12
Required	English 9	English 10	American Literature and Composition	World Literature and Composition
Advanced Placement	Honors English 9	Honors English 10	AP Language and Composition	AP English Literature and Composition
Electives	Beginning Acting Intermediate Acting/Beginning Directing Mythology	Yearbook I Yearbook II Beginning Acting Intermediate Acting/Beginning Directing Advanced Acting/ Intermediate Directing Communication Arts Creative Writing Journalism I Mythology	Yearbook I Yearbook II Beginning Acting Intermediate Acting/Beginning Directing Advanced Acting/ Intermediate Directing Arts Alive Communication Arts Creative Writing Journalism I Journalism II Mythology Film Studies Pre-College Composition	Yearbook I Yearbook II Beginning Acting Intermediate Acting/Beginning Directing Advanced Acting/ Intermediate Directing Arts Alive Communication Arts Creative Writing Journalism I Journalism II Mythology Film Studies Pre-College Composition

Twenty-First Century Skills in English:

Critical Thinking	Communication	Cooperation	Creativity
Verbal reasoning	Speaking	Group work	Writing
Research	Writing	Presentations	Acting
Textual analysis	Reading	Prepare for assessments	Speaking
Understand evidence	Summarize	Sensitivity	
Understand perspective	Write creatively		
Build background	Vary with audience		
	Work with digital media		
	Summarize		
	Correct grammar and syntax		

Jobs involving English:

Law	Politics	Social media manager	Teacher
Broadcast	Sales	Editor	Computer work
Writer	Lobbyists	Grant / proposal writer	Retail
Public relations	Stock broker	Corporate communications	Business
Corporate blogger	Inside sales	Sales account manager	Web design
Policy analyst	eCommerce analyst	Proposal manager	Public service
Nonprofit agencies	Churches	Museums	Marketing
Human resource	Marketing director	Technical writer	Grant writers
Librarians	Research	Congressional aid	

English courses provide skills needed in every field. Go chase your dreams!

Course Descriptions

Required Courses for Grade 9 (Select One):

ENGLISH 9 (ENG019)
Grade 9; 1 credit, Semester Blocked Class
English 9 is a required class for all incoming grade 9 students. The major units that students will study include public speaking, literature (short stories and novels), drama (*Romeo and Juliet*), and learning the formal research process. Throughout the course, students also will study grammar and parts of speech, and they will continue to work on becoming strong writers.

HONORS ENGLISH 9 (ENG02)
Grade 9; 1 credit, Semester Blocked Class
Honors English 9 is an accelerated-level English class that grade 9 students can choose to take with the recommendation of middle school teachers. The major units of study include public speaking, literature (short stories and the novel *To Kill a Mockingbird*), Shakespearean drama and poetry, and an overview of the formal research process. Throughout the semester, students will continue to hone their writing skills by studying grammar, punctuation, parts of speech, the writing process (including revising and peer editing), and writing essays of various lengths and topics.

Required Courses for Grade 10 (Select One):

ENGLISH 10 (ENG03)
Grade 10; 1 credit, Semester Blocked Class
Prerequisite: English 9
Students enrolled in English 10 will read "To Kill a Mockingbird" and independent library books. The composition exercises and projects in this class will emphasize the difference between spoken and written language and encourage students to

become more confident, effective writers. The Six Traits of Writing will be used to prepare students to write a variety of writing genres concentrating on structure and logical paragraph construction. With this knowledge, students will write a formal research paper. Expanding the vocabulary of English 10 students plays a significant role in helping these students to grow and develop in the use of written language. Students will explore examples of drama, poetry, and nonfiction materials. Learners will build skills in critical reading, independent thinking, knowledge of literary terms and introductions to various authors, poets and playwrights.

HONORS ENGLISH 10 (ENG04)
Grade 10; 1 credit, Semester Blocked Class
Available by a combination of counselor placement, teacher recommendation, and standardized test scores.
The objectives of the Honors English 10 course are similar to those of English 10; however, the approach is more suited to the accelerated learner.

Required Courses for Grade 11 (Select One):

AMERICAN LITERATURE AND COMPOSITION (ENG06)
Grade 11; 1 credit, Semester Blocked Class
American Literature and Composition is a survey course primarily devoted to the study of American and contemporary literature and composition. The class will investigate major themes and ideas in literature, various writing styles, literary devices, and historical eras. Tests and writing assignments are given periodically to help evaluate students' progress. Students will study vocabulary related to the selections read and will be asked to practice writing skills in response to the literature being studied.

AP ENGLISH LANGUAGE AND COMPOSITION (ENG07)
Grade 11; 1 credit, Semester Blocked Class
This course will engage students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The goal of the AP English Language and Composition course is accomplished through emphasis on expository, analytical and argumentative writing. This course is intended to prepare grade 11 students to take the AP English Language and Composition exam offered by the College Board.

Required Courses for Grade 12 (Select One):

WORLD LITERATURE AND COMPOSITION (ENG09)
Grade 12; 1 credit, Semester Blocked Class
World Literature and Composition will focus on and feature authors and selections from a variety of time periods and places from around the world. Literature selected for study includes novels, poetry, short stories, drama, myths, and legends. A major outcome of the class is a development not only of the literature of other cultures but also the gaining of a global perspective. Stressing the organization of an idea into written form and the development of an effective style of writing also will be a focus in this course. One major research paper and a number of expository essays are required writing.

AP ENGLISH LITERATURE AND COMPOSITION (ENG10)
Grade 12; 1 credit, Semester Blocked Class
This course will engage the students in careful reading and critical analysis of literature. It will encourage them to appreciate and understand the writers' use of language to provide both meaning and satisfaction through the consideration of structure, style and themes. AP Literature and Composition will encourage a wide and deep reading of literature accompanied by thoughtful discussion and writing. This course is intended to prepare grade 12 students to take the AP English Literature and Composition exam offered by the College Board.

Elective Courses Offered by the English Department
Fill Your Schedule With These:

ADVANCED ACTING/INTERMEDIATE DIRECTING (THT03)
Grades 10-12; 1/2 credit, Quarter Blocked Class
Prerequisite: Intermediate Acting.
The Advanced Acting class will utilize skills learned in Beginning Acting and past theater experience. Students will choose one full-length play or two one-act plays to produce. Focus will be on studying, organizing, rehearsing, advertising and producing the play. Students will be in charge of directing, publicity, costumes and makeup, setting up rehearsal and production schedules, building a simplified set, and designing and running lights. Opportunities for public performances will be provided. May be repeated for credit.

ARTS ALIVE (THT04)
Grades 11-12; 1/2 credit, Quarter Blocked Class
Arts Alive is an advanced arts study course available to junior and senior students actively involved in the theater arts at Moorhead High. Students will design a performance-based project to challenge their artistic interests, positively impact the community, and completely engage in the artistic process. Examples of past projects include play direction, choreography set design, film study and creation, and national scholarship competition. Self-motivated students who may be considering a future career involving theater arts are encouraged to enroll. The semester course may be repeated for credit.

BEGINNING ACTING (THT01)
Grades 9-12; 1/2 credit, Quarter Blocked Class
Beginning acting will focus on the development of individual skills relating to acting on the stage. Performance areas will include movement, characterization, vocal quality, and interpretation of dramatic literature. Students will prepare monologues and scenes of their choice and participate in theater games and improvisations. May be repeated for credit. Beginning acting culminates in a final lip sync performance.

CREATIVE WRITING (ENG16)
Grades 10-12; 1/2 credit, Quarter Blocked Class
Creative writing is a course open to students who are interested in writing poetry, plays, short stories, and nonfiction. Students try their hand at various types of narrative writing, including poetry, personal experiences, short stories, and plays. They also will work with imaginative and factual descriptive writing, in both poetry and prose. Most of the shorter assignments are written in class. In addition, all students are expected to help critique others' work and to share their own. For these reasons, regular attendance is a must. While students are required to complete all major assignments, they may choose which assignments are to be included in their portfolio.

COMMUNICATION ARTS (ENG17)
Grades 10-12; 1 credit, Semester Blocked Class
Communication Arts is a one-semester elective open to all students who have successfully completed English 9. The course is designed to give students opportunities to develop good speaking and listening skills. All of the activities and projects involve class members in individual or group presentations. Work requires student preparation in planning, organizing and rehearsing. This course is designed to help students develop their interpersonal and public speaking skills.

FILM STUDIES (ENG18)
Grades 11-12; 1/2 credit, Quarter Blocked Class
Film studies is a class designed for students capable of interpreting literature within the genre of film and being able to analyze it as work of art from the perspective of the filmmaker, society, and the audience. Students will study films from a variety of different eras and genres and explore how filmmakers shape ideas differently from writers, musicians, visual artists, and theater directors.The goal for this course is to give students an understanding of how the history, innovations, and artistry of filmmaking affects society. Students will learn the history of film making, including the directors/producers who have influenced the medium most profoundly. At the outcome of the course, students will be able to identify key genres, influential authors, and significant works.

INTERMEDIATE ACTING/BEGINNING DIRECTING (THT02)
Grades 9-12; 1/2 credit, Quarter Blocked Class
Prerequisite: Beginning Acting.
This class will build on skills acquired in Beginning Acting. Students will practice focus and concentration as it pertains to acting and directing work, invent and portray characters, develop stage presence and vocal projection, and understand the technical aspects of theatrical performance. Performance units include: slam poetry, Shakespearean scenes, extended improv/"The Harold," acting for film, and an independent project created, performed and critiqued.

JOURNALISM I (ENG11)
Grades 10-12; 1 credit, Year Skinny Class
Prerequisite: Completion of English 9 with grade average of B or higher.
Journalism I explores the many aspects of journalistic writing and newspaper production. The class assumes the responsibility of writing and proofreading for the school newspaper, Dimensions. The main emphasis of Journalism I is placed on the improvement of individual writing. Students work on the development of organization, unity, conciseness, spelling, grammar and journalistic style. Through the year the class will develop additional skills connected with newspaper production such as editing, layout and design, photography, artwork, graphics and the use of the computer to produce a paper. The course examines the newspaper business from the First Amendment to today. Journalism students will write and help produce both the online and print versions of Dimensions.

JOURNALISM II (ENG12)
Grades 11-12; 1 credit, Year Skinny Class
Prerequisite: Completion of Journalism I, with a grade average of a B or higher.
Journalism II students are responsible for producing a high quality newspaper under conditions of commercial production. They serve as production staff, editor-in-chief and section editors. Students experience hands-on learning as they produce the school newspaper. Students design the nameplate and banners and determine the style to be used for production. Journalism II students have the opportunity to continue to develop their writing skills with special assignments. Content selection, layout and design, copy editing, photography and graphics, advertising and computer layout will be performed by Journalism II students. The major emphasis of the class is to continue to develop and refine journalistic skills with the actual production of both print and online versions of Dimensions.

MYTHOLOGY (ENG21)
Grade 9-12; 1/2 credit, Semester Skinny Class
Percy Jackson, Harry Potter, Link, Luke Skywalker, Thor — these are the characters of modern myth popularized in books, films and games. Their stories are not new. They are as old as language itself. In this course we will look at contemporary stories and films which are the primary ways we experience mythology today and explore the ancient sources of these stories in Greek, Norse, Native American, African, British and Indian legend. The course will examine the ways myth is repackaged and repurposed to better understand our culture and the stories we tell ourselves about what constitutes heroism, conflict, redemption and love. The course will focus on meeting Common Core Standards in reading, writing and media literacy and is open to all students. The class will focus on reading and discussion and will require unit projects analyzing a specific modern/ancient mythological connection.

PRE-COLLEGE COMPOSITION (ENG15)
Grades 11-12; 1/2 credit, Quarter Blocked Class
Pre-College Composition provides the college-bound junior or senior with writing experiences intended to prepare them for the entry-level requirements of college-level academic and research writing. The focus is on the development of independent thinking and expression of that thinking in writing. The initial portion of the quarter is devoted to multi-paragraph writing assignments drawn from student interest, experience, and observation. During a major portion of the quarter, students are assigned a research paper. At this time, the techniques of investigation are examined and the elements of style and organization are emphasized.

YEARBOOK I (ENG19)
Grades 10-12; 1/2 credit, Semester Skinny Class
The Yearbook I course will concentrate ultimately on the production of the Moorhead High School yearbook. Students will work collaboratively throughout the yearbook's publication. The primary objectives of this course are effective photographic composition, creative desktop layout methods, and appropriate writing techniques for captions and other featured pieces of writing within the publication. Students will utilize electronic desktop-publishing programs for the creation of each page. As students work together on the yearbook, the course will also concentrate on the individuals' ability to direct their creativity in correlation with the yearbook's chosen theme.

YEARBOOK II (ENG20)
Grades 10-12; 1/2 credit, Semester Skinny Class
Prerequisite: Yearbook I
The Yearbook II course is for students returning after participating in yearbook from the preceding year or preceding semester. The primary objective of the Yearbook II student is to ensure the production of a yearbook of the highest quality in a timely fashion. In order to accomplish this, Yearbook II students will focus their efforts on the yearbook planning process, which includes the entire order of the publication. Yearbook II students also will work with the composition of pages within the yearbook.

English Learners



The goal of Moorhead Area Public Schools is to help every student to quickly learn English while helping students to be successful in classes where English is taught. Moorhead Area Public Schools has developed a comprehensive plan of service that is useful in understanding the scope of English Learner services and processes available in the Moorhead Schools. The English Learner Plan of Service is an important tool for all English Learner students and families. (To see this page in (Kurdish, Somali, Arabic, Spanish)

The classes listed below will be offered in the 2015-2016 school year. Students will start with the class that best fits their score on the ACCESS Test of English Proficiency from WIDA.

	WIDA Levels 1-2	WIDA Levels 2-3	9-12	9-12
Language Development Classes	English Language Development - Fundamental Level	English Language Development - Level A	English Learner - Language Acquisition English Learner - Study Lab	English Learner - READ 180

Sheltered classes are classes that support English-learning students to gain skills in vocabulary and English usage while also learning the material for a specific course like math, social studies, science and English / Language Arts. For the 2015-2016 school year the sheltered classes are listed below. For the 2016-2017 school year, Sheltered classes will be offered in World History, Biology and Geometry. Courses in Sheltered English / Language Arts I and II will be offered each year. Students are advised to sign up for a sheltered course when it is offered. **Sheltered classes are not grade specific, and students who need a specific credit should sign up when the course is offered.**

	English	Social Studies	Science	Mathematics
2015-16	Sheltered English I and II	Sheltered American History	Sheltered Physical Science	Sheltered Algebra II
2016-17	Sheltered English I and II	Sheltered World History	Sheltered Biology	Sheltered Geometry

21st Century Skills: The 21st Century Skills that are gained from enrollment in any of the sheltered courses and the English Language Development courses are the same as those gained from a non-sheltered course.

Course Descriptions

Language Development Courses

English Language Development - Fundamental
Course Offering
Course Number
English Language Development: Foundations is a class designed for students who are at the beginning and/or emerging stages of English language proficiency. ELD: Foundations uses materials that are aligned with the Common Core State Standards from National Geographic Edge and will develop and increase English language skills in the areas of listening, understanding, speaking, reading, and writing. This course helps new English learners develop the language skills needed to achieve social and academic success. Learners develop social and academic literacy skills through content, images, video, and daily oral language practice that are connected to the real world. A clear connection between reading and writing skills helps students master both skills naturally. At the heart of the course is thinking. The objective of this class is to move students toward the English proficiency level necessary to successfully access the curriculum of core classes required for graduation from Moorhead High School. Placement is dependent upon student scores from the English proficiency assessments ACCESS or W-APT.

English Language Development - Level A
Course Offering
Course Number
English Language Development: Level A uses materials that are aligned with the Common Core State Standards from National Geographic Edge to promote an intensive program in all areas of language acquisition: vocabulary, grammar, comprehension, reading, writing, and speaking using academic language forms. The objective of this class is to move students toward the English proficiency level necessary to successfully access the curriculum of core classes required for graduation. Students will increase their English language proficiency skills in all areas of language acquisition necessary to become career and college ready with the skills needed to be successful in the next phase of their lives. Placement is dependent upon student scores from the English proficiency assessments ACCESS or W-APT.

English Learner - Study Lab
Course Offering
Course Number
The English Learner - Study Lab is designed to provide support in the content classes. Students will have help with the acquisition of content and academic vocabulary, assignment completion and study skills. Each student is responsible for his or her own work, but the study lab can help students answer questions that may stand in their way of completing the tasks for a particular course.

English Learner: READ 180
Course Offering
Course Number
READ 180 is a research-based, comprehensive reading program that accelerates the reading skills necessary for students to attain grade-level reading proficiency. This is done through four daily components: whole group instruction, small group skill instruction, independent reading at the student's individualized reading level, and computer-generated instruction, also differentiated for each student. Through READ 180, students will develop reading skills that transfer to other course work in the core classes needed for graduation and increase the ability to comprehend a wide variety of reading materials.

Sheltered Courses

Sheltered English I and II
Course Offering
Course Number
Students will address the same content and standards found in a non-sheltered English course, but these courses are designed to make the content accessible and to accelerate language acquisition in the content area and in the area of academic vocabulary.
English I - English I is a semester-long block class. The major units the students will study include public speaking, literature (short stories and novels), drama ("Romeo and Juliet"), and learning the formal research process. Throughout the course, students also will study grammar and parts of speech, and they will continue to work on becoming strong writers.

English II - Students enrolled in English II will read "To Kill a Mockingbird" and independent library books. The composition exercises and projects in this class will emphasize the difference between spoken and written language and encourage the students to become more confident, effective writers. The Six Traits of Writing will be used to prepare students to write a variety of writing genres concentrating on structure and logical paragraph construction. With this knowledge, students will write a formal research paper. Expanding the vocabulary of English II students plays a significant role in helping these students to grow and develop in the use of written language. Students will explore examples of drama, poetry, and nonfiction materials. Learners will build skills in critical reading, independent thinking, knowledge of literary terms and introductions to various authors, poets and playwrights.

Sheltered Social Studies - American History
Course Offering
Course Number
Students will address the same content and standards found in a non-sheltered American history course, but the course is designed to make the content accessible and to accelerate language acquisition in the content area and in the area of academic vocabulary. The first half the course will be a survey of United States history to about 1876. This will include such topics as indigenous peoples, exploration, colonial times, the American Revolution and Constitution, the young republic, growth of democracy, territorial expansion, slavery, Civil War, and Reconstruction. The second half of the course will survey United States history from about 1877 to the present. This will include such topics as industrialization, Populist protest, U.S. imperialism, progressivism, the Great War, the Great Depression, the New Deal, WWII, and the Cold War era.

Sheltered Science - Physical Science
Course Offering
Course Number
Students will address the same content and standards found in a non-sheltered Physical Science course, but the course is designed to make the content accessible and to accelerate language acquisition in the content area and in the area of academic vocabulary. Physical Science is an introduction to the fields of chemistry and physics. Students will be reviewing and covering topics such as the phases of matter, the atom, chemical bonding, chemical reactions, and acids and bases during the chemistry semester. The physics semester will include motion, forces, Newton's Laws, work, energy and power calculations. Problem solving using the scientific method will prepare the student for further study in science and will emphasize the scientific principles that surround us in our daily lives.

Sheltered Mathematics - Intermediate Algebra (formerly Algebra II)
Course Offering
Course Number
Students will address the same content and standards found in a non-sheltered Intermediate Algebra (formerly Algebra II) course, but the course is designed to make the content accessible and to accelerate language acquisition in the content area and in the area of academic vocabulary. Intermediate Algebra is primarily concerned with further developing students' understanding of topics discussed in Algebra I, including (but not limited to) solving equations and linear and absolute value functions as well as introducing students to piecewise-defined, quadratic, polynomial, rational, exponential, and logarithmic functions, topics necessary to prepare students for advanced mathematics-based courses such as probability and statistics, calculus, chemistry, and physics. The course emphasizes a multi-representational approach to these topics with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. A graphing calculator (TI-83+ or TI-84+) is required.

Explore



It sounds like a cliché but — life is a journey. No one knows what opportunities will arise or what opportunities one can create for himself or herself. Chances are good that young people will not have the same job all of their lives. The world is changing so fast that so will jobs. The trick is to prepare for change. Know yourself! Each individual must determine her or his aptitude, abilities, likes and dislikes. From that foundation students start to plot a course that can change as students learn more about themselves and develop new interests and abilities.

The Explore class is a start. This class is about the student! Students begin to quantify what they value and begin to understand what they really are seeking in life. There are hundreds of jobs in the world that the average student knows nothing about. Sometimes students may think they know what they may want to do but have no understanding, or appreciation, of what the job entails. The Explore class is an opportunity for a student to start a meaningful process that creates a "career vision." Moorhead High School offers other opportunities after Explore to continue the process. Careers (Family and Consumer Science) and College Prep & Career Readiness (Business) are other classes that can help define a map for a student's journey. Our advice is to take every positive opportunity possible and gather experiences — one never knows where it may lead.

Course Description

Explore
Grade 9: Required
½ credit
Explore is a required course for all grade 9 students. Students will develop a four-year academic plan, work on study skills, explore career opportunities, participate in service learning, explore their learning style and develop rapport with the Explore teacher. Students also will explore the 7 Mindsets, which will help them to create meaningful goals for the future and a positive outlook that will help them reach their biggest dreams. Studies Strategies 9 maybe substituted for Explore with permission from a Child Study Team or the administration.

Family and Consumer Science

FAMILY & CONSUMER SCIENCES
Creating Healthy & Sustainable Families

Family and Consumer Science courses offer opportunities that prepare students for life. Subject matter in these courses help students as they move through the different stages of their lives and prepare for their careers and community involvement. Courses address specific content skills, 21st century workforce skills, and relationship skills that students will need to be successful in their careers, community and family life.

Family and Consumer Science classes prepare students for the rest of their lives!

Please observe the prerequisites listed in the course descriptions.

Category	9	10	11	12
Foods	Food Basics	Food Basics	Food Basics	Food Basics
		Advanced Foods	Advanced Foods	Advanced Foods
		International Foods	International Foods	International Foods
		Nutritional Food Choices	Nutritional Food Choices	Nutritional Food Choices
Life Management Skills	Relationships	Relationships	Relationships	Relationships
	Living in Family Environments (LIFE)	Living in Family Environments (LIFE)	Living in Family Environments (LIFE)	Living in Family Environments (LIFE)
		Child Development	Child Development	Child Development
			Living on Your Own (L.O.Y.O.)	Living on Your Own (L.O.Y.O.)
			Housing and Design (May count for fine arts requirement)	Housing and Design (May count for fine arts requirement)
Careers		Careers	Careers	Careers

Twenty-First Century Skills in Family and Consumer Sciences:

Critical Thinking	Communication	Cooperation	Creativity
Perspective	Non-verbal communication	Teamwork	Design
Problem solving	Interpersonal communication	Feedback	Personal expression
Self-assessment	Presentations	Collaboration	Flexible thinking
Accountability	Written critiques	Interpersonal	
Research	Digital literacy	Shared responsibility	
Brainstorming	Listening skills	Management	
Setting goals		Time management	
Decision making			
Inventive thinking			
Organization			
Prioritizing			

Jobs Involving Family and Consumer Sciences:

Management	Child care	Social work	Food service
Hospitality industry	Foster care	Designing	Financial consultant
Counseling	Teaching	Nutrition	Sales
Interior design	Chef / Culinary skills	Career counseling	Job services
Family therapy	Marriage counseling	Personal finance	Retail
Real estate	Negotiator	Pediatric care	Psychology
Architecture	Caterer	Event manager	Grocery store owner
Produce manager	Grocery warehouse		

Life itself — food, children, family, housing, personal living including a career. Skills needed to function in society today!

Choose any field you want! **Go chase your dreams!**

Course Descriptions

Foods

Food Basics (FCS01)
Grades 9-12; 1/2 credit, Quarter Blocked
Let's cook! Food Basics is a beginning foods class, recommended for all students who would like to improve their skills in the kitchen. This class will help students learn the basics of food preparation, including proper measuring techniques, food/kitchen safety, nutritional value of food, selection and storage of food, and more. Areas of study include resource management, fruits and vegetables, eggs, breads, and pastry. The class will give students a chance to learn interpersonal and small-group skills that will allow them to function as part of the team. Working in the foods lab will provide an excellent opportunity for students to work cooperatively.

Advanced Foods (FCS02)
Grades 10-12, (Grades 9-12 if taken Food Basics), 1/2 credit, Quarter Blocked
Prerequisite: MUST have had Food Basics
Have you heard of Rachel Ray or Chopped? This class is designed for students who want to expand their food preparation knowledge and skills. Emphasis is on planning and preparing well-balanced meals while including advanced resource management and food/kitchen safety and sanitation skills. Students learn about small appliances, knife skills, the art of seasoning, salad and soup preparation, pasta making, and cake decoration. Come and enjoy the aroma that will surely delight your appetite. Let's cook!

International Foods (FCS03)
Grades 10-12; 1/2 credit, Quarter Blocked
Prerequisite: Food Basics; Advanced Foods encouraged
Pack your bags and here we go! Students gain exposure to the foods and cultures of the world. Students will study and prepare foods from Mexico, British Isles, France, Germany, Scandinavia, Italy, China, and country of choice. For each country, students will learn about the climate, geography and culture and how they relate to the development of food customs and cuisine. Students should come with a desire to learn how to cook exciting new foods while exploring new tastes and adventures in the world of foods.

Nutritional Food Choices (FCS10)
Grades 10-12; 1/2 Credit, Quarter Blocked
Whether students are athletes who need to fuel an active lifestyle or are simply hoping to learn how to make smarter food choices, Nutritional Food Choices will give students the tools they need to fuel their bodies right. In this class students will investigate their current eating habits and how small changes can help to make a big difference in how they feel and even think while at school or work. Students will learn about the basics of nutrition and the importance of the six classes of nutrients through study, in-class activities and labs, which will have them exploring the methods and foods that will lead to a healthier lifestyle for them and their families.

Life Management

Living in a Family Environment (LIFE) (FCS04)
Grades 9-12; 1/2 credit; Semester Skinny and Quarter Blocked
This class is for you because it is about you! Students learn about the power and effectiveness of communication by strengthening their communication skills. Students begin to examine themselves by exploring their personal values, goals and responsibilities they have to themselves and to others. They will examine their self-concept and self-esteem and how to improve it. Through class discussions, group work, and individual study, students learn more about meaningful relationships they will establish with peers, their families and adults. The importance and quality of friendships are studied, which are a valued asset in your life.

Living on Your Own (LOYO) (FCS05)
Grades 11-12, 1/2 credit, Semester Skinny or Quarter Blocked
Will your paycheck cover your needs? Do you have renters insurance? No worries, use a credit card and charge it! Living On Your Own prepares students for finding a place to live and living with roommates, buying a car, using and managing credit wisely, understanding insurance, planning, choosing and purchasing food and clothing on a budget, doing laundry to extend the life of clothes, and managing online checking and saving accounts, including reconciling checkbooks. Students will learn about experiencing life on their own, visiting community sites and listening to the experts in the industry. Topics will be covered through the use of websites, class discussions, videos, field trips, guest speakers, projects, group and individual research.

Relationships (FCS07)
Grades 9-12; 1/2 credit, Semester Skinny and Quarter Blocked
Students learn lifelong skills for building and maintaining relationships. This course focuses on social and personal issues that provide an opportunity for students to better understand themselves regarding their relationships. Personal growth occurs as students strive to achieve goals and work to improve themselves and their relationships with others. These efforts will impact the individual, his or her family, their employer, and the community. Relationships class covers personality analysis, dating, healthy and unhealthy relationships, ending a relationship, love and infatuation, engagement/marriage and building a strong relationship. Both males and females can benefit from this course, as everyone is involved in relationships in their lives.

Child Development (FCS08)
Grades 10-12, 1/2 Credit, Quarter Blocked
Ever wonder why babies chew on books and toddlers throw temper tantrums? Child Development is a course that will prepare students for child-related occupations and parenthood or will help anyone who wants to learn more about children. A real understanding of the "world of a child" is achieved by observing children at licensed child care centers. The fascinating development of a child from conception to age four is studied, including social, emotional, intellectual, and physical

developmental patterns. This class generates involvement and activities in the community. This class is for students interested in a career with children or for those hope to be exceptional parents someday.

Housing and Design (FCS09)
Grades 11-12, 1/2 Credit, Quarter blocked
Your neighborhood will never look the same to you again! Students learn to identify architectural styles, read and evaluate floor plans, and choose furnishings. Students show their unique personalities and interests while coordinating their living space by using color, design elements and principles, and use of backgrounds. Enjoy an onsite visit to an apartment and a newly built home, and talk with the experts at flooring and wall covering businesses. In culmination of all that students have learned they will construct design boards using appropriate scale and design principles to share with the class.

Careers

Careers (FCS11)
Grades 10-12, 1/2 Credit, Quarter blocked
Do you know what you want to do with your future? Are you career and college ready? Whether you plan to be a nurse, dentist, culinary artist, or entrepreneur this class is designed to help students learn to discover who they are, what they want to do, and how to go about getting there. This class is all about YOU. Students look into the World of Work, identify key aspects of themselves in self-discovery, and find career options that fit. Local post-secondary education representatives will visit and inform students how they would fit with them, and they will give tips on what to do to be successful during post-secondary experience. Finally, students will learn places to look for a job and what to do to prepare for that job opportunity. This course has the potential to open important doors into your future. Students will create a portfolio to use after high school for the endeavor of their choosing. Take this class and "Get Ready!"

Health, Wellness and Physical Education



We are only given one body, and if we want it to last for all that we hope to do then we have to take care of it! Coursework in health, wellness and physical education helps students make responsible decisions that can help them to live healthier and more fulfilling lives. A healthy person must be healthy mentally as well as physically. A healthy person must provide the body with the tools to grow and sustain itself into the future. A combination of the required health class with additional department coursework will help any student lead a more fulfilling and productive life. In addition, the department offers courses that can help athletes improve their performance and maximize the opportunities for each sport's season and for life!

Minnesota requires ½ credit in health and 1 credit in physical education for graduation. Please note that some courses have a prerequisite that must be completed.

	GRADE 9 Select one	GRADE 10	GRADE 11	GRADE 12
Required	PE 9 - Coed PE 9 - Girls PE 9 - Boys Human Performance 9	Health		
One of the following is required or may be an elective class		• Advanced Health •PE Sports 10 •Weight Training I •Weight Training / Acceleration •Weight Training II •Team Sports •Individual Sports - Off-campus •Self Defense •Human Performance	•Advanced Health •Weight Training I •Weight Training / Acceleration •Weight Training II •Team Sports •Individual Sports-Off-campus •Self Defense •Human Performance	•Advanced Health •Weight Training I •Weight Training / Acceleration •Weight Training II •Team Sports •Individual Sports-Off-campus •Self Defense •Human Performance

Twenty-First Century Skills in Health, Wellness and Physical Education:

Critical Thinking	Communication	Cooperation	Creativity
Data analysis	Positive reinforcement	Teamwork	Strategies in sports
Skills for healthy living	Vocabulary of health/fitness	Safety	Alternative paths to a goal
Practice is needed	Sportspersonship	Positive attitude	Variety in exercise and eating
Social skills			

Jobs involving health, wellness and physical education:

Gerontology	Education	Coaching	Fitness instruction
Sports development	Physical therapy	Sports medicine	Dietician
Sports	Entertainment	Life coach	Respiratory therapist
Nutrition	Corporate health / fitness	Sports sales	Community health
Medicine	Advocacy groups	Nursing	Parks and recreation
Sports physician	Athletic trainer	Sports facilities	Occupational therapist
Professional sports	Hospital work	Epidemiologist	Strength and conditioning

Choose any field you want! **Go chase your dreams!**

Course Descriptions

HEALTH (HPE01)
Grade 10, ½ credit, quarter blocked class
Required course for graduation to be completed *sophomore year*
Personal Health: Wellness, Fitness, Self-Assessment, Decision Making
Mental and Emotional Wellness: Emotions and Behavior, Communication Skills, Stress Management, Suicide Prevention and Intervention, Conflict Resolution
Nutritional Wellness: Label Reading, Weight Management, Disordered Eating
ATOD: Alcohol, Tobacco, Marijuana, Club Drugs, Chemical Dependency, Alcohol Poisoning, Intervention
Sexuality and Healthy Relationships: Abstinence, Teen Pregnancy Prevention, STDs, Sexual Violence, Love and Infatuation, and Establishing Boundaries.
Emergency First Aid and CPR: Triage, AHA AED/CPR and First Aid Certification, Choking, Adult and Child rescue.

ADVANCED HEALTH (HPE02)
Grades 11-12; ½ credit, quarter blocked class
Prerequisite: Health (HPE01)
This class is designed for students who would like the opportunity to investigate, participate in and discuss current health and wellness topics. Students will get actively involved in promoting community health and creating a student Wellness Fair. Students will need to provide for their own transportation to and from the facilities that may be attended.

Required Courses for Grade 9 (choose one of the following):

PE 9 COED (HPE03)
PE 9 GIRLS (HPE04)
PE 9 BOYS (HPE05)
Grade 9; ½ credit, quarter blocked class
In this course students will participate in a wide variety of activities and will develop skills for recreation. The course is co-educational and may include the following activities: tennis, soccer, softball, football, ultimate frisbee, lacrosse, volleyball, swimming, basketball, badminton, pickleball, and boot hockey.

HUMAN PERFORMANCE 9 (HPE07)
½ credit, quarter blocked class
In this co-educational course students will participate and will be divided into a wide variety of team activities and individual fitness. They will develop skills for recreation by combining individualized weight training and cardio exercises based on ability.

HUMAN PERFORMANCE 10-12 (HPE08)
Prerequisite: PE 9 or Human Performance 9
In this co-educational course students will participate and will be divided into a wide variety of team activities and individual fitness. They will develop skills for recreation by combining individualized weight training and cardio exercises based on ability.

Grades 10-12 students must select .5 credit of PE for graduation

PE 10 COED (HPE06)
Grade 10; ½ credit, quarter blocked class
Prerequisite: PE 9 or Human Performance 9
In this course students will participate in a wide variety of activities and will develop skills for recreation. The course is co-educational and includes the following activities: tennis, soccer, softball, football, ultimate frisbee, lacrosse, volleyball, swimming, basketball, badminton, pickleball, and boot hockey.

WEIGHT TRAINING/SPORT ACCELERATION (HPE15Y)
Grades: 10-12; 1 credit, year skinny
WEIGHT TRAINING/SPORT ACCELERATION (HPE15S)
Grades 10-12; ½ credit, semester skinny
Prerequisite: PE 9 or Human Performance 9
This class is a coeducational physical education course in which students will participate in a supervised program of basic weight training activities. A combination of weight training, plyometrics and speed training are the main focus of this course. This course is a great option for multi-sport athletes. Measurement of fitness, core strength and endurance will be a part of this course. Students will be responsible for recording daily progress.

WEIGHT TRAINING I (HPE13S)
Grades 10-12; ½ credit, semester skinny
Prerequisite: PE 9 or Human Performance 9
This class is a coeducational physical education course in which students will participate in a supervised program of basic weight training activities. Measurement of fitness, core strength and endurance will be part of this course. Group stretching, plyometric routines and core workouts will be a standard part of the weekly routine. Students may incorporate one or more of their preferred lifts. Students will be responsible for recording daily progress.

WEIGHT TRAINING II (HPE14S)
Grades 10-12; ½ credit; semester skinny
Prerequisite: Weight Training I
Students must:

1. Successfully complete weight training I and have instructor approval.
2. Have no physical limitations that would limit the student from performing the required lifts.
3. Not substitute this class for a required physical education course.

Advanced weight training routines and techniques will be used extensively. There will be no deviation from class core lifts. Students will be able to demonstrate proficiency in core strength and olympic lifts. Group stretching, plyometric routines and core workouts will be a standard part of the weekly routine. Students may incorporate one or more of their preferred lifts. Students will be responsible for recording daily progress.

INDIVIDUAL SPORTS OFF CAMPUS (HPE10)
Grades 10-12; ½ credit, quarter blocked class
Prerequisite: PE 9 or Human Performance 9

Are you interested in a different type of physical education? Activities may include horseshoes, tennis, frisbee golf, golf, snowshoeing, billiards, bowling, rock climbing, skiing, sand volleyball, paintball and various aerobic activities at local fitness centers. An activity fee of $40 is required for this course, and students need to provide their own transportation to and from each of the facilities attended. This course cannot be used to substitute for a required physical education course.

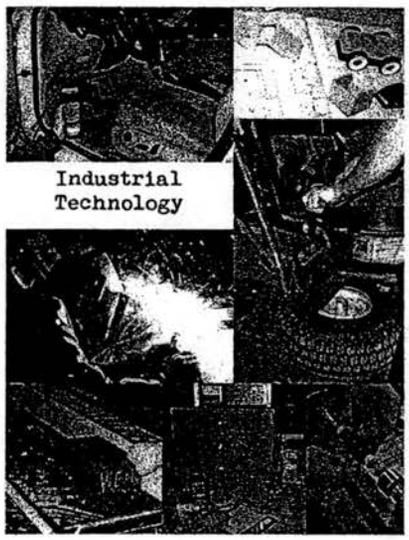
TEAM SPORTS FALL & SPRING (HPE11)
Grades 10-12; ½ credit, quarter blocked class
TEAM SPORTS WINTER (HPE12)
Grades 10-12; ½ credit, quarter blocked class
Prerequisite: PE 9 or Human Performance 9

Activities included are softball, flag football, team handball, badminton, pickleball, boot hockey, eclipse ball, basketball, volleyball, soccer, ultimate frisbee, and water sports. Activities will vary depending on the time of the year the course is offered. This course cannot be used as a substitute for a required PE 9 course.

SELF-DEFENSE (HPE16)
Grades 10-12; 1/2 credit, quarter blocked class
Prerequisite: PE 9 or Human Performance 9

This class is designed for students to acquire a knowledge of personal safety. Students will understand principles of training necessary to improve mental and physical fitness. Students will be taught the basic fundamentals of self-defense and will be able to apply these skills if needed. Personal and community violence will be taught through lecture, videos, guest speakers and current media resources. Issues such as sexual harassment, sexual violence, and date rape will be units covered throughout the course. Students will receive hands-on experience through simulations. This course cannot be used as a substitute for PE 9.

Industrial Technology


Industrial Technology

Industrial Technology coursework includes studies in areas that readily lead to immediate careers in high demand jobs. Industrial technology coursework can lead to careers as engineers, technicians, business owners and more. A student could try a little piece of each area or immerse one's self in an area of study like automotive, woodworking, and drafting. Engineering and Industrial Technology courses offer additional opportunities to explore careers of high interest and high demand.

The safety and well-being of each student is of paramount concern. Safety information and assessment is given to every student prior to any lab work and each student MUST pass all safety tests. Should a student transfer into a class after the safety preparation has been completed, additional work may be required of the student before participating in lab work. Please note that a lab fee will be applied to all "take home" projects.

Special note: Automotive classes are designed to serve both the beginning student who seeks a basic automotive knowledge and the student who wants to gather additional skills. Those additional skills could lead to immediate employment or further education at a two-year or four-year college.

The automotive program is nationally certified by the National Automotive Technicians Education Foundation (NATEF), an arm of the National Institute for Automotive Service Excellence (ASE). The program is also a national high school Automotive Youth Educational Systems (AYES) program. This is a tremendous opportunity for high school students to earn certification and work experience that will lead to high-paying jobs after high school or create a fast track to other careers or certification.

Articulation Agreements offer college credit while enrolled in high school. The Moorhead High School Industrial Technology Department has worked with Minnesota State Community and Technical College - Moorhead to enable students to earn college credit in the following classes:

Brakes / Steering and Suspension
Introduction to Auto (when two auto classes are completed at Moorhead High School)
Small Engines I & II - for TRNS 1100 (4 credits) at M|State Detroit Lakes Campus

Students must attend M|State to have the credit entered on their transcript.

Please note that some courses have a prerequisite.

	9	10	11	12
Drafting	Introduction to Drafting	Introduction to Drafting Architectural Drafting Technical Drafting	Introduction to Drafting Architectural Drafting Technical Drafting	Introduction to Drafting Architectural Drafting Technical Drafting
Welding	Welding I Welding II	Welding I Welding II	Welding I Welding II	Welding I Welding II
Automotive	Automotive Technology I	Automotive Technology I Automotive Brakes,	Automotive Technology I Automotive Brakes,	Automotive Technology I Automotive Brakes,

		Steering and Suspension Auto Electrical / Electronics and Engine Performance I Maintenance and Light Repair	Steering and Suspension Auto Electrical / Electronics and Engine Performance I Maintenance and Light Repair Automotive Internship	Steering and Suspension Auto Electrical / Electronics and Engine Performance I Maintenance and Light Repair Automotive Internship
Woodworking	Woodworking and Cabinetry	Woodworking and Cabinetry Advanced Cabinetry Exploring Carpentry	Woodworking and Cabinetry Advanced Cabinetry Exploring Carpentry	Woodworking and Cabinetry Advanced Cabinetry Exploring Carpentry
Small Engines	Small Engines I Small Engines II	Small Engines I Small Engines II	Small Engines I Small Engines II	Small Engines I Small Engines II
Engineering / STEM / PLTW	Introduction to Engineering Design Digital Electronics Principles of Engineering	Introduction to Engineering Design Digital Electronics Principles of Engineering	Introduction to Engineering Design Digital Electronics Principles of Engineering	Introduction to Engineering Design Digital Electronics Principles of Engineering

Twenty-First Century Skills in Industrial Technology:

Critical Thinking	Communication	Cooperation	Creativity
Organization	Planning	Design	Prototyping
Self-assessment	Constructing	Problem Solving	Troubleshooting

Jobs involving Industrial Technology

Machinist	Parts manager	Fabricator
Cabinet Maker	Engine technician	Welder
Cabinet Installer	Mechanical drafter	Welding inspector
Finish Carpenter	Technical Drafter	Architect
Plumber	3D Protyper	Civil Engineer
Electrician	Sheet metal fabricator	Electrical Engineer
Carpenter	Industrial Technology Teacher	Automotive technician
Concrete Finisher	Vocational - Agriculture Teacher	Diesel Technician

Go chase your dreams!

Course Descriptions

Science, Technology, Engineering and Mathematics (STEM)

STEM - DIGITAL ELECTRONICS (STEM01)
Grades 9-12; 1 credit, Semester Blocked Class
Digital Electronics students will spend time exploring electrical circuitry and how it affects their daily lives. Students will evaluate real-world circuit designs utilized in our everyday electrical devices. Students create and send their electrical designs to a circuit board where they wire and test the circuits — similar to a real-world example of designing electronics and solving problems. This course is an excellent option for students looking to further their organization skills, learn more about electricity and circuitry, test their problem-solving skills, learn the Binary number system, and learn to write programming code to control robots.

STEM - INTRODUCTION TO ENGINEERING (STEM02)
Grades 9-12; 1 credit, Semester Blocked Class
Introduction to Engineering students will explore many careers categorized as engineering. The focus of this course is real-world problem solving through engineering processes. Regularly, students will be given an example of a real-world problem, devise a strategy to solve the problem, design, build and test their solutions. After testing, they will evaluate whether their solution was adequate or needs modification. Students will brainstorm ideas and evaluate different solutions for solving problems found in society today. This course is a great option for students looking to enhance their organization skills, explore engineering and related careers, and hone their practical real-world problem-solving skills.

STEM - PRINCIPLES OF ENGINEERING (STEM03)
Grades 9-12; 1 credit, Year Long Skinny
This survey of engineering exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for students who have completed Algebra I.

Drafting

INTRODUCTORY DRAFTING (INT09)
Grades 9-12; ½ credit, Quarter Blocked Class
Do you enjoy sketching and drawing floor plans, or parts and objects? Introductory Drafting will teach students how to turn those sketches into technical drawings. In this course students will learn how to create detailed drawings of parts and objects by hand, with an emphasis on basic skills such as organization, neatness, line quality, accuracy in measuring, technical representation, and dimensioning procedures. Once students have gained the skills necessary to produce detailed technical drawings they will learn how to use the AutoCAD Inventor software to create 3D working parts. Students will design a project of their choice, and AutoCAD Architecture will be used to design floor plans. Note: Introductory Drafting is a prerequisite for both Technical Drafting and Architectural Drafting.

TECHNICAL DRAFTING (INT11)
Grades 9-12; ½ credit, Quarter Blocked Class
Prerequisite: Introductory Drafting
Do you enjoy taking things apart to understand how they work? Technical Drafting is the study of drafting as it relates to the manufacturing industry. In this course you will learn to analyze different objects so that you can recreate them using AutoCAD Inventor 3D computer-aided design software; you also have the option to learn the AutoCAD 2D software. It is a practical course for students considering a career in the engineering field, or students who are interested in any type of manufacturing or fabrication. Students will learn to analyze different parts and objects to understand how they work together, they will create detailed drawings of different parts, build the parts using the AutoCAD Inventor software, and put the parts together to make a working 3D computer-aided project of their choice, complete with an animation of their creation.

ARCHITECTURAL DRAFTING (INT10)
Grades 9-12; ½ credit, Quarter Blocked Class
Prerequisite: Introductory Drafting

Do you enjoy drawing floor plans or have an interest in the construction industry? This course will guide you in applying the correct steps to create floor plans. You will create floor plans based on a set of given constraints and problem solve how to build within those constraints. You also will be able to design floor plans of your choice and turn these designs into a 3D computer-aided design by modeling your designs with the AutoCAD Architecture or AutoCAD Revit software.

Automotive

AUTOMOTIVE TECHNOLOGY I (INT16)
Grades 9-12; ½ credit, Quarter Blocked Class
Automotive Technology I is the first class in auto and is a prerequisite to all the other automotive classes. The class is for anyone who plans to own our drive an automobile and wishes to learn more about how they operate, how to maintain them, and how to perform some repair work. Students study the principles of operation and service of today's automobile, shop skills, and hand tools. They will learn to check, rotate, mount, repair, and balance tires and wheels. Students learn engine basics and how to check the mechanical condition of engines using electronic and mechanical test equipment. Students learn about cooling and lubrication systems as well. Students apply these skills in Moorhead High School's modern lab on shop and student/customer-owned vehicles.

AUTOMOTIVE BRAKES AND STEERING AND SUSPENSION (INT17)
Grades 10-12; 1 credit, Semester Blocked Class
Prerequisite: Automotive Technology I
The first nine weeks of this class is Automotive Brakes and the second half is Steering/Suspension. In the brake unit students will learn the hydraulic and mechanical theory and operation of automotive brake systems. Students will then learn how to check, service, and repair drum and disc brake systems. Students will perform work in the lab on brake components, shop vehicles, and other vehicles. During the second nine weeks they will study vehicle steering and suspension systems. This will include wheel and tire service, front and rear suspension systems, and alignment and handling problems and repair. Students will perform work on these systems in the lab using components, shop-owned vehicles, and other vehicles. The National Automotive Technicians Education Foundation (NATEF) program is followed for this class.

MAINTENANCE AND LIGHT REPAIR (INT19M)
Grades 10-12; 1 credit, Semester Blocked Class
Prerequisite: Automotive Technology
This auto class is taken after Automotive Technology and focuses on maintaining and performing light repair work on modern automobiles and trucks. After a refresher on general shop safety, the students learn how to perform multi-point inspections on vehicles including battery and charging system condition, belt and hose condition, steering and suspension condition and lubrication, fluid level and condition, tire wear and condition, general brake inspection, and the operation of interior and exterior lights. The rest of the course is focused on the repair and maintenance of the above systems based on the findings of the inspection. The students will repair leaks, flush fluids, perform tune ups, and replace light bulbs, hoses, filters and belts. The students also will be able to identify brakes and steering/suspension issues. The repairs of these systems are taught in Brakes/Steering and Suspension. The Maintenance and Light Repair class is designed to teach students to inspect and care for the modern automobile and truck.

AUTO ELECTRICAL/ELECTRONICS & ENGINE PERFORMANCE I (INT18)
Grades 10-12; 1 credit, Semester Blocked Class
Prerequisite: Automotive Technology I
Students study the National Automotive Technician Education Foundation (NATEF) standards for the areas of Electronics and Engine Performance for this class. They will study basic electrical circuits and general electrical system testing and repairs. Students will work with the starting, ignition, and fuel systems of the vehicle. They will learn the theory and operation of each system, including testing and repair. The course covers computerized engine controls including emission systems and OnBoard Diagnostics. Students will apply these skills to shop vehicles and student/customer-owned vehicles.

AUTOMOTIVE INTERNSHIP (INT20I)
Grades 11-12; 1 credit
Prerequisite: Automotive Technology I & one more auto class
A student may qualify for an internship during his or her junior or senior year in the auto program. A student has to have taken at least two auto classes. The student may receive 1 credit for work done at an automotive or diesel repair facility. The work has to be documented and reported to the instructor and must cover a broad range of repair categories under maintenance and light repair. The work must also be done under the supervision of a mentor. The internship can take place during the student's junior or senior year or in the summer between. The work should be equivalent to at least 135 hours of a mix of light repair work.

Welding

WELDING I (INT12)
Grades 9-12; ½ credit, Quarter Blocked Class
Students who want to learn how to join metal together by melting it, should register for the welding class. Students will learn how to weld steel with multiple welding processes, work with sheet metal, and apply those skills to fabricate projects. They will tour manufacturing facilities and explore career and educational opportunities in the manufacturing field.

WELDING II (INT13)
Grades 9-12; ½ credit, Quarter Blocked Class
Prerequisite: Welding I
Students extend their welding skills in advanced welding course. Students will spend more time in the lab fine-tuning their welding skills, learning new techniques and welding processes. This class is geared toward fabricating skills, and students will design and manufacture their own project designs using their fabrication skills. Examples of fabrication projects include go karts, mini bikes, trailers, deer stands, tree stands, benches, stools, tables, furniture, tool boxes, and other custom projects. Students will be financially responsible for the materials/projects they fabricate.

Small Engines

SMALL ENGINES I (INT14)
Grades 9-12; ½ credit, Quarter Blocked Class
Are you interested in working on gas engines? Take small engines classes to learn more about power equipment like ATVs, dirt bikes, snowmobiles, mowers, chainsaws, and snow throwers. In this class students will be working on engines, doing important maintenance, disassembling, and discovering the inner working of engines so they will be able to thoroughly understand how to fix power equipment. Fixing your own equipment can save you thousands of dollars over the course of your life! Students also tour and explore education and future careers in the power equipment industry.

SMALL ENGINES II (INT15)
Grades 9-12; ½ credit, Quarter Blocked Class
Prerequisite: Small Engines I
Want to do more troubleshooting to fix power equipment and recreational powersports equipment like dirt bikes and ATVs? This class is about 75% lab and hands-on learning for troubleshooting and fixing lawn, garden, snow and recreational power equipment. Students also will tour and explore careers and educational opportunities for future occupations.

Woodworking

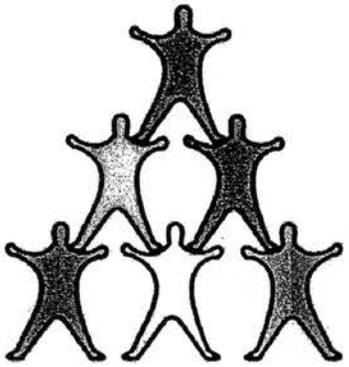
WOODWORKING AND CABINETRY (INT06)
Grades 9-12; 1 credit, Semester Blocked Class
This woodworking technology class will incorporate textbook information and basic hands-on skills in the construction of low-cost projects. The course will guide students through principles of shop safety and the proper use of hand tools and shop equipment in the construction of a variety of projects. Throughout the course, students will develop and demonstrate an understanding of project planning, design, and the basics of cabinet construction. Students will select a project from a variety of options taking into consideration the time available, level of difficulty, the size of the project, and the cost of the project.

ADVANCED CABINETRY (INT07)
Grades 10-12; 1 credit, Semester Blocked Class
Prerequisite: Woodworking and Cabinetry
Advanced Cabinetry is open to all students who have successfully completed Woodworking and Cabinetry. Students will progress beyond the basic machine operations to more intricate operations. The students will then proceed to a lab situation, choosing a major project that will be a challenge to their woodworking abilities. Examples of projects would be entertainment centers, gun cabinets, wood turnings, china hutches and other types of cabinets. A unit on the use and application of plastic and wood laminates will be included to make students aware of innovative ways that plastic and wood laminates can be used to enhance the beauty and practicality of cabinetry.

EXPLORING CARPENTRY (INT08)
Grades 10-12; 1 credit, Semester Blocked Class
Prerequisite: Woodworking and Cabinetry
Students will be given the opportunity to explore the more intricate woodworking procedures used commercially and in residential construction. They will observe firsthand construction methods through field trips to various industries and

Northwest Technical College's carpentry program. After being introduced to basic construction procedures the students will construct a small storage shed. Six to seven students will work as a group to construct each shed. The storage sheds will be sold, with the students being given first opportunity to purchase them. This project will give the students experience in construction of a framed structure, and they will gain skills in home maintenance, home repair, and remodeling.

Learner Support Services



All courses listed below serve to help students enhance their learning opportunities. Students must meet state disability criteria and have a specific need to enroll in these programs. Case managers, parents/guardians, and students will work together to schedule classes that meet individual student needs. The goal of Learner Support Services is to increase students' ability to facilitate their transition toward independent living (community participation), employment, and postsecondary training. Students' progress will be reviewed annually to ensure the best individualized education plan is developed and followed. This will occur through programming at Moorhead High School.

Please note that some classes have prerequisites or require permission prior to enrollment.

	9	10	11	12
Fundamental Academics	Basic English 9 Strategic Algebra Strategic Geometry	Basic English 10 Strategic Algebra Strategic Geometry	Basic English 11 Strategic Algebra Strategic Geometry	Basic English 12 Strategic Algebra Strategic Geometry
Work Experience	Discovering Careers I Community and Work	Discovering Careers I Discovering Careers II Community and Work Community Work Experience	Vocational Seminar I Volunteer Experience Community and Work Community Work Experience	Vocational Seminar I Vocational Seminar II Volunteer Experience Community and Work Community Work Experience
Support Skills	Assistive Technology Instructional Studies Study Strategies 9 Strategies for Interpersonal and Academic Success (SIAS) Social Emotional Learning Strategies (SELS)	Assistive Technology Instructional Studies Study Strategies 10 Strategies for Interpersonal and Academic Success (SIAS) Social Emotional Learning Strategies (SELS)	Assistive Technology Instructional Studies Study Strategies 11/12 Strategies for Interpersonal and Academic Success (SIAS) Social Emotional Learning Strategies (SELS)	Assistive Technology Instructional Studies Study Strategies 11/12 Strategies for Interpersonal and Academic Success (SIAS) Social Emotional Learning Strategies (SELS)

	Language Connections I Language Connections II Life Skills Strategies	Language Connections I Language Connections II Life Skills Strategies	Language Connections I Language Connections II	Language Connections I Language Connections II
Functional Skills	Independent Functional Education Functional Living Skills Basic Consumer Life Skills Developmental Adaptive Physical Education (DAPE)	Independent Functional Education Functional Living Skills Basic Consumer Life Skills Developmental Adaptive Physical Education (DAPE)	Independent Functional Education Applied Life Skills Math Applied Life Skills English ExCEED Transition Setting Developmental Adaptive Physical Education (DAPE)	Independent Functional Education Applied Life Skills Math Applied Life Skills English ExCEED Transition Setting Developmental Adaptive Physical Education (DAPE)

21st Century Skills from Learner Support Services

Critical Thinking	Communication	Cooperation	Creativity
Problem solving	Writing	Group projects	Projects
Planning ahead	Speaking	Working with adults	Writing
Self-assessment	Listening	Team member	Presentations

Four Transitional Pathways

1. Supported Employment and Independent/Supported Living
   - High School - Functional academics, social and life skills courses
   - Beyond High School - Community agency support

2. Competitive Employment and Independent Living
   - High School - A blend of fundamental academics and functional skills with career vocational electives
   - Beyond High School - Seek independent employment/living in community

3. Career Technical Training (certificate program, apprenticeship, two-year college)
   - High School - Core academics with supported skills classes
   - Beyond High School - Independently enroll and meet criteria for a career technical training program

4. Academic (four-year college)
   - High School - Core academics with supported skills classes
   - Beyond High School - Independently enroll and meet criteria for a four-year college degree

Careers from the skills learned in Learner Support Services

Health care	Art	Law enforcement	Construction
Electrical	Welding	Dental assistant	Farm management
Cosmetology	Home health care	Custodial	Assembly work
Chef	Business	Education	Plumbing
Auto	Maintenance	Retail	Graphic design
Child care	Veterinary Tech	Cashier	Nursery/Greenhouse

Choose any field you want! Go chase your dreams!

Course Descriptions

FUNDAMENTAL ACADEMICS

Basic English 9 (LSS_____)
Grade 9; 1 Credit, Year Skinny Class
Special Services Team Approval Required
Read & Write I/II can fulfill the graduation requirement for English 9. The overall goal of this class is to increase student independence in reading and writing skills. This class builds on students' phonemic awareness, improving their ability to apply the alphabetic principle in the analysis, recognition, and pronunciation of words. This is done through the direct and explicit instruction of phonics rules, along with a number of high-frequency, age-appropriate words that pertain to each. Students are given ample opportunities to apply these rules and practice these words to increase reading comprehension through daily word, computer, collaborative oral reading, and homework activities. Through participation in class reading and writing activities, students develop and improve their ability to: 1) Apply phonics knowledge to difficult and challenging words; 2) Accurately spell words frequently seen in print; 3) Correctly pronounce words with multiple syllables; 4) Recognize words automatically in context; and 5) Read with increasing fluency. Another goal of this class is to increase students' vocabulary knowledge and promote oral reading fluency through direct and explicit instruction of high-frequency, age-appropriate words and their definitions. Through participation, students: 1) Improve their ability to recognize and pronounce words accurately and automatically; 2) Expand their vocabulary; 3) Use context to determine the meaning of words in print; and 4) Increase fluency in all reading activities.

Basic English 10 (LSS_____)
Grade 10; 1 Credit, Year Skinny Class
Special Services Team Approval Required
Read & Write III/IV builds on the skills taught in Read & Write I/II. It can fulfill one credit toward English requirements for graduation. The overall goal of this class is to continue to increase student independence in reading and writing skills. Students will increase the depth and breadth of their vocabularies while improving their ability to comprehend informational/expository text. This program builds on students' basic vocabulary knowledge and provides them with direct and explicit instruction in advanced, high frequency, and age-appropriate words. In class, students are given ample opportunities to apply acquired vocabulary knowledge in a variety of contexts through daily reading, writing, and homework activities, as well as word games. Through active class participation, students 1) Improve their ability to recognize and understand higher level vocabulary words; 2) Actively use vocabulary in reading, writing, speaking, and listening; 3) Increase their background knowledge and capacity to read silently; and 4) Improve their ability to comprehend informational text.

Basic English 11 (LSS36E)
Grade 11; 1 Credit, Year Skinny Class
Special Services Team Approval Required
In this small group English class taught in the resource room setting, students will further develop their knowledge and skills in reading, writing, and American literature. Students will read and respond (both orally and in writing) to a variety of types of literature (short stories, novels, poetry, biographies, plays, etc.) using correct sentence structure, paragraph development, and essay composition to demonstrate their knowledge of the writing components (clear ideas, organization, voice, word choice, and conventions) and processes (plan, organize, write, evaluate/edit, revise). Students also will be graded on classroom behavior/participation and organization/time management. The curriculum is modified to meet student needs. Teacher and counselor recommendation required.

Basic English 12 (LSS36T)
Grade 12; 1 Credit, Year Skinny Class
Special Services Team Approval Required
Students will further develop their knowledge and skills in reading, writing, and world literature. Students will read and respond (both orally and in writing) to a variety of types of world literature (short stories, novels, poetry, biographies, plays, etc.) using correct sentence structure, paragraph development, and essay composition and will complete a research paper to demonstrate their knowledge of the writing components (clear ideas, organization, voice, word choice, and conventions) and processes (plan, organize, write, evaluate/edit, revise). Students will also be graded on classroom behavior/participation and organization/time management. The curriculum is modified to meet student needs. Teacher and counselor recommendation required.

Strategic Algebra (LSS____)
Grade 9-12; 1 Credit, Year Skinny Class
Special Services Team Approval Required
Basic Applied Algebra is specially designed to provide extra help in understanding algebraic concepts. The course teaches the key elements of algebra using a sequential approach and strategies for problem solving. It meets the needs of the individual learner by adjusting the pace of instruction based on student performance.

Strategic Geometry (LSS ____)
Grades 9-12; 1 Credit, Year Skinny Class
Special Services Team Approval Required
Basic Applied Geometry is specially designed to provide extra help in understanding geometry concepts. The course teaches the key elements of geometry using a sequential approach and strategies for problem solving. It meets the needs of the individual learner by adjusting the pace of instruction based on student performance.

Physical Education (LSS31)
Grade 9; 1-2 credits
Special Services Team Approval Required
This adaptive fitness class is designed to develop and prepare students physically and mentally for their successful integration and participation in as many lifetime recreational and leisure activities as possible. Activities include darts, swimming, horseshoes, volleyball, bowling, basketball, weight lifting, badminton, frisbee and golf activities, archery and various adaptive games. Through the carefully planned programs of special and regular physical education activities, the aims of the adaptive physical education class are directed toward the physical, mental, emotional and social development of each student to reach his or her potential.

DAPE (LSS31)
Year Blocked Class
Grades 9-12; 2 credits
Counselor and Teacher Permission
The DAPE class is designed to develop and prepare students physically and mentally for their successful integration and participation in as many lifetime recreational and leisure activities as possible. Activities include darts, swimming, horseshoes, volleyball, bowling, basketball, weight lifting, badminton, frisbee and golf activities, archery and various adaptive games. Through the carefully planned programs of special and regular physical education activities, the aims of the adaptive physical education class are directed toward the physical, mental, emotional and social development of each student to reach his or her potential. Special education qualification is required.

WORK EXPERIENCE

Discovering Careers I (LSS251)
Grades 9-10; 1 credit, Year Skinny Class
Special Services Team Approval Required
Career Readiness: In Discovering Careers I, students will focus on developing their communication skills, self-advocacy, self-awareness, career interests, and exploration of careers expectations. Students will learn more about their learning styles and interests. Students will read their I.E.Ps and become familiar with goals, objectives and accommodations and start creating transitional goals. Students will start using this information to brainstorm occupational matches to their skills and interests.

Discovering Careers II (LSS261)
Grade 10; 1 credit, Year Skinny Class
Prerequisite - Discovery Careers I
Special Services Team Approval Required
Finding a Job: In Discovering Careers II, students will review previously taught communication skills, self-awareness and career explorations. The focus of the class will address understanding job requirements, how to complete an application, mock interview practice, workplace expectations, and skills needed to live independently.

Vocational Seminar I (LSS271)
Grades 11-2; 1 credit, Year Skinny Class
Special Services Team Approval Required
Advocating for Your Future: Vocational Seminar I students will use a transition curriculum to empower students with skills, goals, and choices they will need to make for a full life in their communities. Students will address the question, "What action can I take to have the future I want?" Vocational Seminar I will focus on developing skills used to advocate for oneself and steps needed to take to enter the careers they have chosen.

Vocational Seminar II (LSS272)
Grade 12; 1 credit, Year Skinny Class
Prerequisite - Vocational Seminar I
Special Services Team Approval Required
Succeeding as an Employee: Vocational Seminar II will use a transition curriculum to empower students with skills, goals, and choices they will need to make for a full life in their communities. Students will address the question, "What action can I take to have the future I want?" Vocational Seminar II will focus on actions it takes to become a valued, successful employee, and ways to become responsible members of the community.

Volunteer Experience (LSS28)
Grades 11-12; 2 credit, Year Block Class
Special Services Team Approval Required
This class will assist student development of soft skills. Soft skills include communication, enthusiasm/attitude, teamwork, networking, problem solving/critical thinking, and professionalism and will be addressed in a supported community volunteer site. The school-based program is designed for students to improve and gain skills needed to be successful as an adult in the workforce and to make connections with community agencies and members. Students in grades 11 and 12 may experience two to three volunteer opportunities in a given year. Support is provided as needed to ensure student success.

Community and Work (LSS32)
Grades 9-12; 1 Credit, Year Skinny Class
Special Services Team Approval Required
Community and Work is a resource class for students who have Individual Education Planned Programs. The curriculum pertains to soft skills needed to be more successful at school, work, and in the community. Skills explored may include communication, attitude, teamwork, networking, problem solving, and professionalism.

Community Work Experience (LSS33)
Grades 9-12; 1 Credit, Year Block Class
Special Services Team Approval Required
Community Work Experience is a resource class for students who have Individual Education Planned Programs. Students who participate in this program may be placed at school or community volunteer sites. The community sites offer students an alternative setting to work on various skills. The main focus of this experience will be on the soft skills needed to be more successful on the job. Students must be 16 years old or older to participate in the program.

SUPPORT SKILLS

Assistive Technology (LSS29)
Grades 9-12; 1 Credit, Year Skinny Class
Special Services Team Approval Required
The Assistive Technology class assists students with meeting individual needs in reading, math and writing and organizational skills as outlined on their IEP. Students are able to utilize technology that will allow them the ability to expand their learning and develop more independence in math, reading and writing skills. The Assistive Technology class will explore programming that students may use in their general and special education classes. Those who have been active users of assistive technology will continue to utilize programming that has allowed success and independence.

Instructional Studies (LSS17)
Grades 10-12; 1 Credit, Year Skinny Class
Special Services Team Approval Required
Instructional Studies focuses on social skills and organizational strategies that assist students in understanding and dealing with emotional/behavioral/organizational challenges. Issues covered in the social skills curriculum include, but are not limited to, assertiveness, independent coping strategies, conflict resolution, and dealing with peer pressure and bullying. Organizational strategies focus on consistency and planning skills.

Study Strategies 9 (LSS01)
Grade 9; 1 Credit, Year Skinny Class
Special Services Team Approval Required
Study Strategies 9 is a class in the resource room. It is not a study hall. Students who successfully complete the class earn one credit toward graduation. Through participation in lessons and activities in SS9, students learn valuable strategies related to helping them achieve their IEP (Individual Education Plan) goals such as improving academic and self-advocacy skills, with a long-term goal of reaching independence and being successful on their own after completion of high school. Students will be expected to participate in all IEP meetings and transition activities to facilitate a better understanding of their educational program. Students will be given planners/assignment books the first week of school and will be responsible for bringing their planners to each class. This can be a helpful tool, along with PowerSchool and Haiku, for students and their family members to monitor homework and prepare for tests.

Study Strategies 10 (LSS02)
Grade 10; 1 Credit, Year Skinny Class
Special Services Team Approval Required
This course is designed for grade 10 students and focuses on learning strategies that continue to improve reading, writing, and self-advocacy skills and assist students in their organizational process. Students also will learn and practice prioritizing their coursework to meet the students' mainstream curriculum requirements. Students are graded on participation in strategy and transition lessons and activities, keeping an accurate system for organization, prioritizing work, and using their time wisely. Curriculum is driven by the individual needs of the students and the goals and objectives within a student's Individual Education Plan (IEP).

Study Strategies 11/12 (LSS03)
Grades 11-12; 1 Credit, Year Skinny Class
Special Services Team Approval Required
This course focuses on learning strategies to continue to improve reading, writing, organization, and/or self-advocacy/transition skills. Students are graded on participation in academic strategies as well as self-advocacy/transition lessons and activities, keeping an accurate and complete assignment book, prioritizing their work, setting and completing goals, and using their time wisely. It is important to remember that the curriculum is driven by the individual needs ofthe students and the goals and objectives within a student's Individual Education Plan (IEP).

Strategies for Interpersonal and Academic Success (SIAS) (LSS34S)
Grades 9-12; 1 Credit, Year Skinny Class
Special Services Team Approval Required
The purpose of this course is to help students be successful in their academic courses and throughout their adult life. Students will learn strategies to become better learners and strategies to interact with others. Students will learn how to regulate their behavior/emotions, adhere to social expectations in a variety of settings, focus and maintain their attention, stay organized, maximize their memory, and plan for short and long-term goals. These skills play into every aspect of a student's life, including school. This course is here to help students be successful in high school and get ready for the next stage of their lives.

Social Emotional Learning Strategies (SELS) (LSS40)
Grades 9-12; 1 Credit, Year Skinny Class
Special Services Team Approval Required
The purpose of this course is to provide students with strategies to develop awareness, understanding, and management of their behavior to facilitate positive interactions and success in current and future environments. Instruction specifically designed to teach these strategies will be integrated into class activities according to individual student needs. The class will also incorporate decision making and leadership curriculum to allow application of strategies to school expectations and daily living needs.

Language Connections I (LSS30)
Grades 9-12; 1 credit, Year Skinny Class
Special Services Team Approval Required
The English language can be confusing and complicated. This course is designed to to target transition skills through improving expressive and receptive language skills, self-advocacy, and developing language through content. Targeted language skills are reinforced by reviewing strategies related to reading, writing and speaking/signing and how they relate to the English language. Classroom assignments, academic content, projects and real-life experiences are incorporated into Language Connections I & II to practice and reinforce targeted language development.

Language Connections II (LSS30B)
Grades 9-12; 2 credit, Year Block Class
Special Services Team Approval Required
The English language can be confusing and complicated. This course is designed to to target transition skills through improving expressive and receptive language skills, self-advocacy, developing language through content. Targeted language skills are reinforced by reviewing strategies related to reading, writing and speaking/signing and how they relate to the English language. Classroom assignments, academic content, projects and real-life experiences are incorporated into Language Connections I & II to practice and reinforce targeted language development.

Life Skills Strategies (LSS24S)
Grade 9-10; 1 Credit, Year Skinny Class
Special Services Team Approval Required
This course is designed to support students who are currently enrolled in life skills classes. The focus of this course is to familiarize students with different strategies to assist them in becoming more independent in their daily lives. A large focus of instruction is on social and life skills. The second half of the period is focused on organization and completing mainstream coursework.

FUNCTIONAL SKILLS

Independent Functional Education (LSS34P)
Grades 9-12
Special Services Team Approval Required
The focus of this course is on life skills curriculum with an emphasis on achieving the maximum level of functional independence (based on each individual) in each of the three transition areas. The three areas are community (home living and recreation), post-secondary planning, and employment. A portion of this program is community based.

Functional Living Skills (LSS23)
Grade 9-10; 1 Credit, Year Skinny Class
Special Services Team Approval Required
This course is designed to instruct students in the skill area of using functional reading and writing in their daily lives. The goal is to maximize their independence across all settings. There is a strong focus on increasing the students' vocabulary. Some of the units covered are using the newspaper and phone book, reading for information, following instructions, completing forms and applications, reading schedules, and journaling. Students work on increasing skills at their level of independence during the second half of the period.

Basic Consumer Life Skills (LSS22)
Grades 9-10; 1 Credit, Year Skinny Class
Special Services Team Approval Required
This course is designed to instruct students in the functional skill area of math used in their daily lives. The goal is to maximize their independence across all settings. Some of the units covered include checking accounts, budgeting, money, time, and consumer skills. There is a strong focus on decoding word problems to determine the needed operations. Students work on increasing skills at their level of independence during the second half of the period.

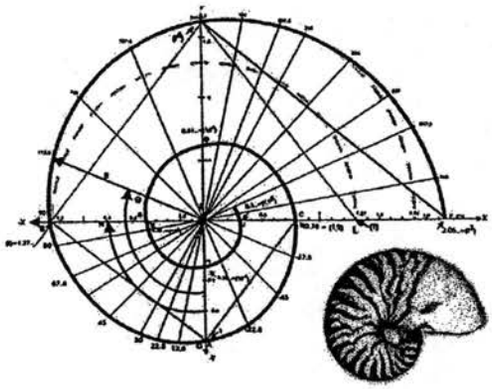
Applied Life Skills Math (LSS24M)
Grades 11-12, 1 Credit, Year Skinny Class
Special Services Team Approval Required
This course makes math relevant for students in transition from school to adult life. The practical course content helps students improve their computational skills by applying them to real-life experiences to offer learning necessary for living independently.

Applied Life Skills English (LSS24E)
Grades 11-12, 1 Credit, Year Skinny Class
Special Services Team Approval Required
This course makes reading and writing relevant for students in transition from school to adult life. This course content targets reading and writing skills students will need in real-life situations. Students will use practical course content in both purposeful and leisure activities designed for improving their skills necessary for living independently.

ExCEED Transition Setting (LSS38)
Grades 11-12, 2 Credit, Year Block Class
Special Services Team Approval Required
The ExCEED setting is an on-campus mock-apartment setting within the high school serving as a transition component for students to generalize daily and functional living skills outside the typical classroom setting. Through this setting and its options for learning transition skills, students can optimize their successful transition into adult life outside the high school.

Developmental Adaptive Physical Education (DAPE) (LSS31)
Grades 9-12, 1 credit, Year Skinny Class
Special Services Team Approval Required
The DAPE class is designed to develop and prepare students physically and mentally for the successful integration and participation in as many lifetime and recreational/leisure activities as possible. Activities include darts, swimming, horseshoes, volleyball, bowling, basketball, weight lifting, badminton, frisbee and golf activities, archery, plus various adapted games. Through the carefully planned programs of special and regular physical education activities, the aims of the adaptive physical education class are directed toward the total physical, mental, emotional and social development of each student to his or her potential.

Mathematics



"Why do I need to know this?" is a common phrase heard in every math class. Cardiff University gives a sound response: "Mathematics is a universal part of human culture. It is the tool and language of commerce, engineering and other sciences – physics, computing, biology etc. It helps us recognize patterns and to understand the world around us. Mathematics plays a vital, often unseen, role in many aspects of modern life. As society becomes more technically dependent, there will be an increasing requirement for people with a high level of mathematical training. Analytical and quantitative skills are sought by a wide range of employers. A background in mathematics provides you with a broad range of skills in problem solving, logical reasoning and flexible thinking. This leads to careers that are exciting, challenging and diverse in nature."

Mathematics is called the "Queen of Science" but that statement could be expanded to suggest that mathematics is instrumental in all that we do in life. The Moorhead High Math Department is dedicated to enriching your life.

Minnesota requires three credits in mathematics for graduation: Intermediate Algebra, Geometry and Advanced Algebra.

	9	10	11	12
Required for Graduation	Intermediate Algebra (formerly Algebra II)	Geometry	Advanced Algebra (Formerly SPA)	(Recommended) Pre-College Algebra and/or Trigonometry
AP [illegible] Grade 9	Honors Advanced Algebra	Honors Pre-Calculus and Honors Trigonometry	Advanced Placement Statistics	AP Calculus or Calculus
[illegible]	Linear Algebra (formerly Algebra I)	Intermediate Algebra	Geometry	Advanced Algebra (Formerly SPA)

Please check the prerequisites needed for each course. Courses may be taken in any year as long as the prerequisites have been met.

Twenty-First Century Skills in Mathematics:

Critical Thinking
Deductive thinking
Problem solving
Manipulate ideas
Probability
Check for mistakes
Problem solving
Attention to detail

Communication
Mathematical language
Presenting a process
Read for meaning
Extract meaning from symbols or words
Present a solution
Listen effectively
Note taking

Cooperation
Teamwork
Working with a teacher
Learn a sequence

Creativity
Tackle problems with many steps
Seeing more than 1 solution
Not giving up
Interpret data / analyze

Using diagrams

Jobs involving Mathematics:

One would be challenged to find any career or component of life that does not use mathematics. The following is a listing of potential career choices:

Actuarial work	Biotech work	Welding	Statistics
Biomathematics	Teaching - any level	Petroleum work	Sales / marketing
Security work	Stock broker	Environmental work	Aeronautics
Electrician	Investments	Computer science	Systems analyst
Cryptography	Operations research	Web development	Electrical
Finance	Plumbing	Athletics	Carpentry
Statistics	Political research	Pollster	Surveying
Electrical	Nursing	Information technology	Heating and cooling

Choose any field you want! Go chase your dreams!

Course Descriptions

Linear Algebra (formerly Algebra I) (MTH395)
1 credit; year long skinny
Students expand their problem-solving abilities by learning problem-solving strategies, logical reasoning skills and modeling methods. Topics examined in depth are field properties, linear equations and linear models. Students will be exposed to graphing calculators and Geometer's sketchpad as ways to deepen the conceptual understanding of mathematics.
A graphing calculator (TI-83+ or TI-84+) is recommended.

Intermediate Algebra (formerly Algebra II) (MTH05)
Intermediate Algebra for Freshmen (MTH059)
1 credit, Year Long Skinny
Prerequisite: Linear Algebra (Algebra I)
Intermediate algebra is primarily concerned with further developing students' understanding of topics discussed in Algebra I, including (but not limited to) solving equations and linear and absolute value functions and introducing students to piecewise-defined, quadratic, polynomial, rational, exponential, and logarithmic functions, which are topics necessary to prepare students for advanced mathematics-based courses such as probability and statistics, calculus, chemistry, and physics. The course emphasizes a multi-representational approach to these topics with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. A graphing calculator (TI-83+ or TI-84+) is required.

Honors Algebra II (MTH06)
1 credit, Year Long Skinny
Prerequisite: Algebra I (8th grade) and recommendation of teacher
This is a strong Algebra II course for students who do well in math. This course includes an in-depth study of piecewise, quadratic, exponential and rational functions. Honors Algebra II is intended for students who (1) are interested in covering topics in a greater depth and at a faster pace; (2) have a serious intent to pursue a career in mathematics, science, engineering, or similar areas; and/or (3) enjoy the structure and rigor of formal mathematics. A graphing calculator (TI-83+ or TI-84+) is required.

Geometry (MTH04)
1 credit, Year Long Skinny
Prerequisite: Algebra II (Intermediate Algebra)
Geometry is designed for students to review and expand basic mathematical knowledge introduced in Algebra II such as problem-solving equations and linear functions, as well as enhance visual thinking while improving logical reasoning and deductive thinking. The course explores two- and three-dimensional figures, including angles, parallel and perpendicular lines, triangles, polygons, similarity, circles, solids and transformations. A graphing calculator (TI-83+ or TI-84+) is recommended.

Advanced Algebra (formerly SPA) (MTH15)
Grades 10-12; 1 credit, year-long skinny
Prerequisite: Algebra II (Intermediate Algebra)
Advanced Algebra is primarily concerned with reviewing topics discussed in Algebra I and Algebra II, including (but not limited to) linear, quadratic, absolute value, piecewise-defined, and polynomial functions and further developing students' understanding of rational, exponential, and logarithmic functions as well as sequences and series. The course emphasizes a multi-representational approach to these topics with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Additionally, this course will introduce students to the basics of probability and statistics, including data collection, exploratory data analysis, measures of central tendency and spread, theoretical probabilities in simple and compound events, basics of experimental design, and evaluating predictions and arguments of data. A graphing calculator (TI-83+ or TI-84) is required.

Trigonometry (MTH07)
½ Credit Semester Skinny
Prerequisite: Advanced Algebra (SPA), Geometry
The study of Trigonometry covers six right triangle functions, the Law of Sines and the Law of Cosines. Emphasis is given to practical applications of trigonometry such as navigation and physics. Trigonometry is necessary for students planning to take calculus and for students planning further work in electronics and other technical fields. A graphing calculator (TI-83+ or TI-84+) is required.

Honors Trigonometry (MTH08)
½ credit, Semester Skinny
Prerequisite: Honors Algebra II, Geometry, (Pre-Calc recommended)
This course utilizes a graphing approach to the study of trigonometric functions. The course develops the theory, skill and applications of right triangle trigonometry, the Law of Sines and Cosines, circular functions including modeling real-world data, and the application of trigonometry to complex numbers, vectors and the use of trigonometric functions. Students should have obtained an A or B in prerequisite courses. A graphing calculator (TI-83+ or TI-84+) is required.

Pre-College Algebra (MTH09)
1 credit; Semester block
Prerequisite: Advanced Algebra (SPA), Geometry
In this course, students are introduced to the standard concepts and language needed for beginning college mathematics courses. The course will extend and review algebraic concepts, especially functions and graphs. Topics may also include sequences and series, logarithmic and exponential functions, rational functions, and conic sections. A graphing calculator (TI-83+ or TI-84+) is required.

Honors Pre-Calculus (MTH10)
½ credit, Semester Skinny
Prerequisite: Honors Algebra II, Geometry
This course strengthens and extends mathematical concepts learned in previous classes and prepares students for calculus and college mathematics courses. Topics include review of all basic algebraic and transcendental functions, including polynomials, rational functions, logarithmic and exponential functions, sequences and series, and probability topics. An emphasis is placed on graphing approaches to most of these topics. A graphing calculator (TI-83+ or TI-84+) is required.. Students should have obtained an A or B in prerequisite courses.

AP Statistics (MTH17)
Grades: 10-12; 1 credit, Year long skinny
Prerequisite: Algebra II (Intermediate Algebra), Geometry, and SPA (Advanced Algebra) OR Honors Pre-Calculus. A grade of either an A or B is recommended in these courses.
At many universities, students are taking at least one introductory statistics course in response to the many different occupations that apply statistical concepts. This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It will cover four major themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The course follows the College Board's statistics course syllabus, the Advanced Placement course expectations, and Advanced Placement grading practices. The course's homework expectations is generally 45 minutes to an hour each day. Students also will be expected to complete reports and projects outside of class time. By successfully scoring on the Advanced Placement statistics exam, a student may receive college

credit, advanced placement or both for a one-semester introductory college statistics course. A graphing calculator (TI-83+ or TI-84+) is required.

Calculus (MTH11)
Grade 12; 1 credit, Semester Blocked Class
Prerequisite: Honors Algebra II or Algebra II (Intermediate Algebra), Honors Geometry or Geometry, Honors Pre-calculus and Honors Trigonometry or SPA and Pre-College Algebra and Trigonometry
Calculus is fundamentally different from the mathematics students have studied previously. Calculus is less static and more dynamic; it is concerned with change in motion; it deals with quantities that approach other quantities. This course is primarily concerned with developing students' understanding of topics including functions and models, limits, derivatives, integrals, differential calculus, and infinite sequences and series. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically, and verbally. Through the use of these unifying themes, the course becomes a cohesive whole rather than collections of unrelated topics. Technology (graphing calculators: TI-83+ or TI-84+) will be used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Unlike AP Calculus, a student may earn only high school credit by successfully completing the class.

ADVANCED PLACEMENT CALCULUS (MTH12)
Grade 12; 2 Credits; Full Year Blocked Class
Prerequisites: Honors Geometry or Geometry, Honors Algebra II or Algebra II (Intermediate Algebra), Honors Precalculus and Honors Trigonometry or SPA (Advanced Algebra), Pre College Algebra and Trigonometry
Calculus is fundamentally different from the mathematics that you have studied previously (calculus is less static and more dynamic; it is concerned with change in motion; it deals with quantities that approach other quantities). This course is primarily concerned with developing students' understanding of topics including functions and models, limits, derivatives, integrals, differential calculus, and infinite sequences and series. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Through the use of these unifying themes, the course becomes a cohesive whole rather than a collection of unrelated topics. Technology (graphing calculators: TI-83+ or TI-84+) will be used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

In order to fully comprehend daily material, it is imperative to complete homework assignments. Students should expect to spend on average 30–45 minutes per day reviewing notes and other resources and working all assigned problems.

Students may earn high school credit, advanced placement credit (for a one-semester college Calculus 1 course and/or a one-semester college Calculus 2 course), or both by successfully scoring on the Advanced Placement Calculus (AB or BC) exam.

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.

Minnesota requires one art credit (two ½ credit classes or 1 credit course) for graduation and that can be taken any year between grade 9-12. Be sure to read the registration catalog carefully. Some of the music options are based upon auditions or advanced experience in the respective music area.

	9	10	11	12
Choir	Varsity Choir Music Theory	Varsity Choir Treble Choir Concert Choir Chorale Vocal Chamber Music Vocal Sectional Music Theory	Varsity Choir Treble Choir Concert Choir Chorale Vocal Chamber Music Vocal Sectional Music Theory	Varsity Choir Treble Choir Concert Choir Chorale Vocal Chamber Music Vocal Sectional Music Theory
Orchestra	String Ensemble String Sectional Freshman Orchestra Music Theory	String Ensemble String Sectional Concert Orchestra Symphony Orchestra Chamber Orchestra Music Theory Independent Studies in Strings	String Ensemble String Sectional Concert Orchestra Symphony Orchestra Chamber Orchestra Music Theory Independent Studies in Strings	String Ensemble String Sectional Concert Orchestra Symphony Orchestra Chamber Orchestra Music Theory Independent Studies in Strings
Band	Concert Band Band Sectional Symphonic Band Music Theory	Concert Band Band Sectional Symphonic Band Wind Ensemble Music Theory	Concert Band Band Sectional Symphonic Band Wind Ensemble Music Theory	Concert Band Band Sectional Symphonic Band Wind Ensemble Music Theory

Apollo Strings, Carolers, Jazz Band, Marching Band and Pep Band are extracurricular activities that afford additional music experience and fun!

Twenty-First Century Skills in Music:

Critical Thinking	Communication	Cooperation	Creativity
Confidence	Non verbal	Collaboration	Self-discipline
Perseverance	Symbolic		Improvisation
Constructive feedback			Problem solving
Accountability			Self-confidence
Self-correction			

Jobs involving Music: (also - see the report from Berklee College of Music)

Performance instrumental	Recording	Commerical	Radio shows
Performance vocal	Composition	Advertisement	Film scoring
Performance conducting	Arranger	TV shows	Video games
Music editor	Instrument maker	Instrument repair	Music sales
Piano tuner	Education	Music distributor	Marketing/Advertising
Recording industry	Publishing	Music attorney	Sound production
Artist manager / agent	Web work	Audiology/Acoustic technician	
Musical therapy	Accompanist	Church music	Event Coordinator
Wedding coordinator			

Choose any field you want! **Go chase your dreams!**

Course Descriptions

MUSIC THEORY I & II (MUS20)
Grades 9-12; 1/2 credit, Semester Skinny for each class
Music Theory is open to any grades 9-12 student. In Music Theory I, students will learn basic music fundamentals, ear-training, melodic dictation, and four-part writing. In Music Theory II, students will learn chord analysis, counterpoint, and composition. Music Theory II is open to students who have successfully completed Music Theory I.

CONCERT BAND (MUS01C)
Grades 9-10; 1 credit, Year Skinny Class
Concert Band is open to students in grades 9-10 who have previous experience on a band instrument. Students will continue to develop tone and technique on their chosen instrument and play daily in a large group ensemble setting. Concert band performs a variety of styles of music for several public performances throughout the year.

SYMPHONIC BAND (MUS02S)
Grades 9-12; 1 credit, Year Skinny Class
Students selected through audition
Symphonic Band is an advanced instrumental ensemble which is comprised of students who have been selected by audition. Students in Symphonic Band will continue to develop tone and technique on their chosen instrument, as well as play daily in a large group ensemble setting. Students will perform a variety of music styles at several public performances throughout the year. Students are encouraged to be involved in the Moorhead High School Marching Band and Pep Band. This group tours every other year.

WIND ENSEMBLE (MUS03)
Grades 10-12; 1 credit, Year Skinny Class
Students selected through audition
The Wind Ensemble is the most advanced instrumental ensemble for students in grades 10-12 who have been selected through audition. Students in Wind Ensemble will participate daily in rigorous rehearsals that focus on tone and technique

building as well as ensemble musicianship. Students will perform a variety of music styles at several public performances throughout the year. Students should anticipate being involved in the Moorhead High School Marching Band and Pep Band. This group tours every other year.

BAND SECTIONAL
(MUS05) 1ST SEMESTER
(MUS052) 2ND SEMESTER
Grades 9-12; 1/2 credit, Semester Skinny (offered both semesters)
This course will offer more intensive, small group study of ensemble literature and performance issues specific to individual instruments. Various ensembles will be formed based on the instrumentation available. Students who wish to audition for various state honor bands or participate in solo and ensemble contest are encouraged to register for this course. This course is open to any instrumental music student.

FRESHMEN ORCHESTRA (MUS06)
Grade: 9; 1 credit, year long skinny
Freshmen Orchestra is open to grade 9 students who have previous experience on a string instrument. Students will improve on fundamental musical skills including bowing technique, quality tone production, intonation, second through fifth positions, and vibrato. The Freshmen Orchestra performs several concerts throughout the school year and participates in the MNSOTA Tier I Orchestra Festival.

CONCERT ORCHESTRA (MUS062)
1 Credit, Year Skinny Class
Concert Orchestra, an intermediate ensemble, is open to any grades 10-12 string student. Concert Orchestra is intended to be a preparatory ensemble for Symphony and Chamber Orchestras. Concert Orchestra meets daily and performs a variety of string literature ranging from Baroque to contemporary works. Performances will be scheduled throughout the year.

SYMPHONY ORCHESTRA (MUS08)
1 credit, Year Skinny Class
Students selected through audition
Students auditioning for Symphony Orchestra are required to demonstrate proficiency in the fundamentals of string performance. Symphony Orchestra meets daily and performs a variety of string literature ranging from Baroque to contemporary works. Performances will be scheduled throughout the year. The Symphony Orchestra tours every other year.

CHAMBER ORCHESTRA (MUS07)
1 credit, Year Skinny Class
Students selected through audition
The Chamber Orchestra is comprised of serious instrumental students selected through audition and meeting the required proficiency standards of the ensemble. Emphasis will be placed on advanced orchestral literature and techniques. The Chamber Orchestra tours every other year. Students in Chamber Orchestra are required to take private lessons.

STRING ENSEMBLE (MUS09)
Grades 9-12; 1 credit, Year Skinny Class
This course will offer an intensive, small group study of ensemble literature and performance issues specific to individual instruments. This course is open to any orchestra student.

STRING SECTIONAL
(MUS10) 1ST SEMESTER
(MUS102) 2ND SEMESTER
Grades 9-12; 1/2 credit, Semester Skinny Class
This course is designed to address technical aspects of string instrument playing. Emphasis will be placed on playing technique, tone production, sight-reading, and advanced string skills.This course is open to any orchestra student.

VARSITY CHOIR (MUS11)
Grades 9-12; 1 credit, Year Skinny Class
Varsity Choir is the place for all students to begin singing at MHS. The course includes instruction in the fundamentals of singing, music theory, music reading and sight-singing. The choir performs mixed music from a variety of genres. No audition or prior singing experience needed. Peer tutors are often sought for the Varsity Choir.

TREBLE CHOIR (MUS12)
Grades 10-12; 1 credit, Year Skinny Class
This is an intermediate ensemble open to all treble voices grades 10-12 with a focus on vocal training and preparation. Performs a variety of music from all cultures. No audition needed.

CONCERT CHOIR (MUS13C)
Grades 10-12; 1 credit, Year Skinny Class
Students selected through audition
The Concert Choir is open to students who demonstrate a high level of proficient singing and open by audition only. Please contact the choir director to set up an audition time and obtain audition material. This ensemble performs music from all eras and will tour every two years.

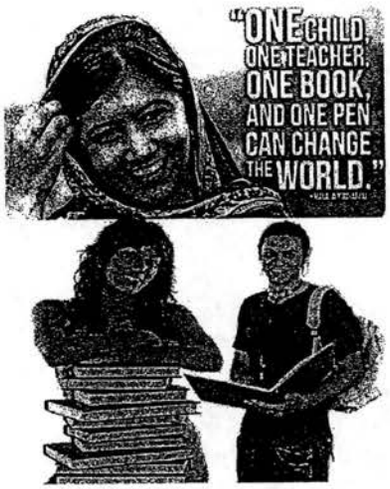
CHORALE (MUS14)
Grades 10-12; 1 credit, Year Skinny Class
Students selected through audition
The Chorale is comprised of the most serious choral students, selected by audition and meeting the required proficiency standards of the ensemble. Students will perform advanced level repertoire from all genres and will tour every two years.

VOCAL CHAMBER MUSIC (MUS15)
Grades 9-12; 1 credit, Year Skinny Class
The Vocal Chamber ensemble is open to students in grades 10-12 with permission from the director to register. It performs a variety of small chamber music such as vocal jazz and pop music.

INDEPENDENT STUDIES IN STRINGS (MUS16)
Grades 9-12; 1/2 credit, Semester Skinny Class
This course allows students to independently discover a variety of string repertoire from etudes to solo works. Technical aspects of string instrument playing including playing technique, tone production, and sight-reading, and advanced string skills will be emphasized. This course is open to any orchestra student.

MUSIC SECTIONAL (MUS17)
Grades 9-12; 1 credit, Year Skinny Class
Music sectional is open to all music students grades 10-12 and is designed to provide individual practice time, small ensemble or sectional practice time on performance music, and audition preparation time.

Reading



Becoming a strong reader is a key to success in all other classes and careers. Reading is much more than merely "knowing the words." Reading is thinking! Reading is getting meaning from what is read and being able to apply the ideas to other thoughts and other classes. Every reader can become a stronger reader. This may mean reading more complex articles or books. It may mean becoming more fluent or better able to understand what is read. To be a "better reader" means different things to different people, and the reading classes at Moorhead High School are designed to help each student to achieve their own unique reading goals.

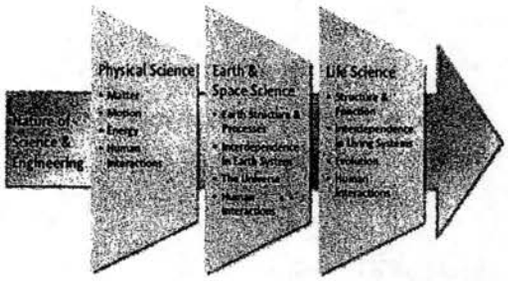
Parents are encouraged to contact the reading teachers at anytime with concerns of their students or concerns that they might have. The reading program staff want to work in a partnership with families to improve the reading skills of all students.

Course Descriptions

READ 180 / System 44 (READ 180)
Grades 9-12; 2 credits
Placement is based upon reading scores and district criteria. As such, the course may become a required course. The READ 180 course is intensive and based upon sound national research designed to improve the reading, comprehension and writing skills of students. It is intended to be a "turnaround" point for students who struggle with reading and comprehension by focusing on specific reading strategies. The staff for this course are specifically trained to use the Scholastic products READ 180 and System 44 approved by the U.S. Department of Education. Using a combination of large group, small group, computer assistance and independent work, students can grow to become confident readers. Students may take this course for two years if they meet the district criteria.

Reading Enhancement (ELE07)
Grade 9-12; 2 credits
Placement is based upon reading scores and district criteria. This course targets students who possess reading skills but need improvement to be successful with the intense reading requirements of high school. Reading Enhancement uses the research-based program Reading Plus to accelerate the reading capability of a student. The course is designed to assist students to improve their reading efficiency, comprehension and application of specific skills to what is read. The course addresses both fiction and content reading skills as well as reading for enjoyment and educational purposes. The program is customized for each student, targets areas for improvement, and provides constant feedback to measure how a student is mastering the skills needed to be a better reader. Successful students leave the course with increased confidence in their reading skills. The course may be taken more than once with the permission of the instructor.

Science



Science is composed of what one knows about the "stuff" of life from the smallest subatomic particle in an atom to the human body and the nature of the environment and space that surrounds each of us. Science also explores the processes of our environment and the space around us. Another crucial component of science is the process by which observers learn about the "stuff" in the universe and how that "stuff" relates to other things in the universe. However, science is different from many other ways of learning because of the way that it is done. Science relies on testing ideas with evidence gathered from the natural world.

In science classes students will learn about the "stuff" that creates the world around us as well as skills in organization, communication, intellectual thinking, numeracy, research, critical thinking, analysis, synthesis, application of principles and more. These are the skills of life!

Please check the prerequisites needed for each course.

	9	10	11	12
Required for Graduation	Physical Science	Biology	Chemistry or Physics or Chemistry in the Community (one of these must be taken to meet the Minnesota graduation standards)	Chemistry or Physics or Chemistry in the Community (one of these must be taken to meet the Minnesota graduation standards unless completed in an earlier grade)
AP [illegible]	Honors Physical Science / Honors Biology	Honors Biology AP Biology Chemistry	Chemistry AP Chemistry AP Physics AP Biology	AP Chemistry AP Physics AP Biology
Electives		Zoology Botany Human Anatomy and Physiology I	Zoology Botany Human Anatomy and Physiology I Human Anatomy and Physiology II Biochemistry Environmental Science Forensic Science	Zoology Botany Human Anatomy and Physiology I Human Anatomy and Physiology II Biochemistry Environmental Science Forensic Science

Twenty-First Century Skills in Science:

Critical Thinking	Communication	Cooperation	Creativity
Searching	Listening	Gathering data	Planning ahead
Investigation	Observing	Experiments	Designing
Evaluating	Ask questions	Caring for equipment	Inventing
Tabulating	Discussing		Synthesizing
Compare	Explaining / defending		Calibrating
Contrast	Graphing / charting		Constructing
Classifying	Writing		
	Reporting		

Jobs involving Science:

Aquacultural manager	Electrician	Power production	Patent lawyer
Aquarist	Chemist	Forensics	Technical writer
Cartographer	Education	Mortician	Micro / nano scientist
Climate change analyst	Plumber	Computer science	Athletic trainer
Environmental scientist	Film and video	Alternative energy	Aerospace
Geoscientist	Sound / lighting	Sustainable living	Automotive
Hydrologist	Medical	Research	Civil engineer
Industrial health and safety engineer	Food science	Security	Robotics
	Nuclear energy	Disease control	Game design
Meteorologist	Engineers	Animal trainer	Landscape architecture
Park Ranger	Heating and cooling	Zoo	Biofuel development
Surveyor		Veterinarian work	Geographic information
Meteorologist	Pilot	Marine biology	
Zoologist and wildlife biologist			

Choose any field you want! **Go chase your dreams!**

Course Descriptions

HUMAN ANATOMY & PHYSIOLOGY I (SC106)
Grades 10-12; 1 Credit, Semester Blocked Class
Prerequisite: Biology or Honors Biology (Biology or Honors Biology can be concurrent)
The focus of this course is the human body. It is excellent preparation for students interested in a career in the medical field such as sports medicine, athletic trainer, nursing, doctor, physical therapist, veterinarian, dentist, etc. It is also excellent preparation for students interested in any major in science. Students will use labs to study human tissues and organ systems including integumentary, skeletal, muscular, digestive and circulatory. The labs will include the use of preserved specimens, computer-assisted technologies and the testing of the students' own bodies.

HUMAN ANATOMY & PHYSIOLOGY II (SC1062)
Grades 11-12; 1 Credit, Semester Blocked Class
Prerequisite: Human Anatomy & Physiology I
This course continues the study of the human body. It is excellent preparation for students interested in a career in the medical field such as sports medicine, athletic trainer, nursing, doctor, physical therapist, veterinarian, dentist, etc. It is also excellent preparation for students interested in any major in science. Students will use labs to study organ systems including nervous, lymphatic and immunity, endocrine, urinary, reproductive, and a continuation of circulatory. The labs will include the use of preserved specimens, computer-assisted technologies and the testing of the students' own bodies.

BIOLOGY (SC103)
Grade 10; 1 credit, Year Long Skinny
Prerequisite: Physical Science
Biology is a course that studies life. Course topics includes the nature of science, biochemistry, cellular biology, ecology, genetics and evolution. Emphasis is placed on the biochemical processes of life, including life cycles and the interaction of life with nonliving things. Several theories of science also are examined.

HONORS BIOLOGY (SC105)
Grades 9-10; 1 credit, Year Long Skinny
Prerequisite: Physical Science or evidence of Middle School science excellence
The focus of the class will be equipping students with knowledge and skills to successfully complete AP Biology and/or Human Anatomy and Physiology. Normal biology curriculum will be followed with added emphasis in the areas that will enhance student performance in future science classes. Course may be taken at the same time as Honors Physical Science

ZOOLOGY (SC113)
Grades 10-12; 1/2 credit, Quarter Blocked Class
Prerequisite: Biology or Honors Biology
This class will explore the animal kingdom. Topics studied include the scientific method, classification, development and evolution of the various animal phyla and classes. This class will require student to actively participate in dissections, which will include, but are not limited to, worms, clams, crayfish, grasshoppers, sea-stars, squid, fish and various mammals.

AP BIOLOGY (SC107), (SC1072), (SC1073) REGISTER FOR ALL THREE
Grades 10-12; 1.5 credits, Three quarters of Blocked Class
Prerequisite: Biology or Honors Biology, Chemistry (Chemistry can be concurrent)
AP Biology is designed to be the equivalent of a two-semester introductory college biology course, usually taken by biology majors during their first year of college. AP Biology will include topics regularly covered in a college biology course, including molecular biology, genetics, ecology, evolution, and anatomy/physiology of both plants and animals. The college course in biology differs significantly from the usual first high school course in biology with respect to the textbook used, the range and depth of topics covered, the type of laboratory work done, and the time and effort required outside of class by the students. It is recommended that students are prepared for 30-45 minutes of work daily outside of the classroom. The AP biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry.

FORENSIC SCIENCE (SC112F)
Grades 11-12; 1/2 credit, Quarter Block Class
Prerequisite: Biology or Honors Biology
Forensic Science is an interdisciplinary science, which will bring in topics from physics, biology, chemistry, anthropology, psychology, mathematics, engineering and law. In addition, reasoning, critical thinking, reading, and writing skills will be developed. The units in this course will include crime labs, evidence collection, hair and fiber analysis. blood typing and blood spatter, fingerprinting, DNA fingerprinting, toxicology, document analysis, and accident reconstruction.

ENVIRONMENTAL SCIENCE (SC112)
Grades 11-12; 1/2 credit, Semester Skinny
Prerequisite: Biology or Honors Biology
Environmental Science is an interdisciplinary study, which will bring in topics from physics, biology, chemistry, geology, sociology, and economics. The topics covered include mammals, birds, and plant identification. Basic processes such as ecology, weather, climate, resource use and human impact on the natural world will be covered.

BOTANY (SC114)
Grades 11-12; 1/2 credit, Quarter Block Class
Prerequisite: Biology or Honors Biology
This class will study plants and their importance as food and their role in the ecosystems around us. Plant structure and function will be covered. Different plant groupings also will be examined. Labs will include microscope examination of plant structures and developing studies of the effects of environmental conditions on plant growth.

CHEMISTRY IN THE COMMUNITY (SC108)
Grades 11-12; 1 credit, Semester Blocked Class
Prerequisite: Algebra II, Physical Science

Chemistry is the study of what substances are made of and the changes they undergo. In this class, chemistry is taught as students learn how it applies to real-life situations. Students will learn many of the concepts taught in a regular chemistry course, but topics will be addressed using real-life examples. This is a lab course in which students will get hands-on experience using chemicals and doing experiments while applying the scientific method. Topics are broken down into units based on resources, water, petroleum, air, and food.

CHEMISTRY (SC1095)
Grades 10-12; 1 credit, Year Long Skinny
Prerequisite: Algebra II, Physical Science, (grade 9 teacher recommendation for grade 10 students)
Chemistry is a study of the composition of materials and the changes these materials undergo. It is the design of the course that the students may gain more than just knowledge of materials. Proper thought processes and useful habits will be developed. Laboratory work is emphasized as an important means of learning scientific methods. Fundamental knowledge of algebraic concepts is necessary to understand the principles of stoichiometry, gas laws and the Laws of Conservation. The nature of chemistry is such that students must be willing to apply themselves diligently if they are to successfully complete the requirements of the course.

AP CHEMISTRY (SC110), (SC1102), (SC1103) REGISTER FOR ALL THREE
Grades 11-12; 1.5 credits, Three Quarters Blocked Class
Prerequisite: Chemistry, Honors Pre Calc or Pre College Algebra (can be concurrent)
The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year in college. This course is to be taken after the successful completion of a first course in high school chemistry. Students enrolled in the class will be expected to develop an understanding of the following topics: structure and states of matter, stoichiometry, equilibrium, kinetics and thermodynamics. The course involved in-depth discussion on each of the topics along with extensive lab experience that requires the student to maintain their own lab manual. It would be expected that the student spend 30-45 minutes daily outside of class. Students that complete the Advanced Placement Chemistry course will have an opportunity to take the Advanced Placement Exam for determination of college credit.

BIOCHEMISTRY (SC109B)
Grades 10-12; 1/2 credit, Quarter Block Class
Prerequisite: Chemistry
Biochemistry is intended to build upon those concepts students learned in chemistry and biology courses and expose students to current biochemical lab techniques. This course would be helpful to those students interested in a career involving chemistry, biology or medicine. Topics covered will include an overview of organic chemistry including lipids, carbohydrates, and proteins.

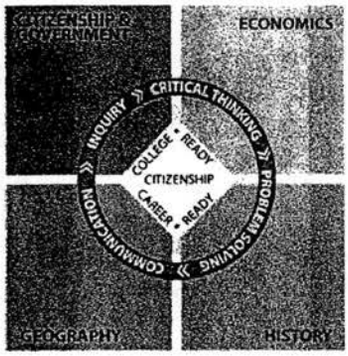
PHYSICAL SCIENCE (SC1019)
Grade 9; 1 credit
Prerequisite: None
Physical Science is an introduction to the fields of chemistry and physics. Students will be reviewing and covering topics such as the phases of matter, the atom, chemical bonding, chemical reactions, and acids and bases during the chemistry semester. The physics semester will include motion, forces, Newton's Laws, work, energy and power calculations. Problem solving using the scientific method will prepare the student for further study in science and will emphasize the scientific principles that surround us in our daily lives.

HONORS PHYSICAL SCIENCE (SC1115)
Grade 9; 1 credit
Prerequisite: Honors Math (Grade 8)
This course is to teach students scientific theory with emphasis on research, discussion, and problem solving. Students will work in laboratory investigations to acquire the skills of the scientist. Scientific theory will be examined as how it applies to everyday life situations. The course will show the importance of using science and technology in rapidly advancing society. This study will prepare students for additional science coursework during high school in preparation for post-secondary education.

PHYSICS (SC111)
Grades 11-12; 1 credit, Semester Blocked Class
Prerequisite: Algebra II and Trig (concurrent enrollment useful but not required)
Physics is the study of matter and energy and how various forms of energy are interrelated. Physics develops basic principles fundamental to all sciences. Areas of study typical in an introductory course include mechanics, heat, sound, optics, electricity, and magnetism. A major course emphasis is on mechanics. Class and laboratory assignments will apply mathematics skills to analyze data, illustrate relationships between variables, and solve both written and applied problems.

Equations, graphing, and elementary trigonometric analysis are essential parts of the course. In addition, computers will be used for selected laboratory exercises and data analyses. Algebra II is a prerequisite for enrollment in physics and concurrent registration in trigonometry is useful, but not required. Prior knowledge of computer applications is not essential, as these will be taught in class.

Social Studies



Preparing students for the 21st century cannot be accomplished without a strong and sustaining emphasis on the social studies. The social studies provide cornerstone skills that are the key to opening doors for a more diverse, competitive workforce and responsible citizenry. Students use critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways as they progress through social studies education. These standards outline the knowledge and skills needed to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. These same skills do much to prepare future citizens for further education and careers.

The courses required for graduation are listed below in the corresponding row. The social studies department is the only department at Moorhead High School to offer a four-year continuum in Advanced Placement (AP) coursework. The AP courses will count for graduation in lieu of the corresponding courses needed for graduation.

	Grade 9	Grade 10	Grade 11	Grade 12
Required for graduation	World History	Modern Geography	United States History	Economics Government
AP AP course work may be applied towards graduation	AP Human Geography (counts as Modern Geography credit)	AP European History (Counts as World History credit)	AP United States History	AP Microeconomics and / or AP Macroeconomics --- AP US Government and / or AP Comparative Government (Only one course in AP economics or government is needed for graduation)
Electives		• AP Human Geography • Contemporary Public Policy	• AP Human Geography • AP Psychology • Contemporary Public Policy • Mentorship • Sociology • Psychology	• AP Human Geography • AP Psychology • Contemporary Public Policy • Mentorship • Sociology • Psychology

Alternative course work may be taken in the form of Advanced Placement (AP) courses or through independent study with a faculty adviser and Department Chair approval.

Twenty-First Century Skills in Social Studies:

Critical Thinking	Communication	Cooperation	Creativity
Acquire information	Presentations	Group Work	Writing
Listening	Speaking	Global Awareness	Innovation
Primary sources	Writing	Perspective	Creativity
Expository reading	Listening	Participatory skills	Technology Innovation
Use information	Vocabulary-academic	Online collaboration	Software
Development			
Problem solving	Online communication		
Use of primary sources			
Evaluation			
Analysis			
Historical awareness			

Jobs Involving Social Studies

Business	Publishing	Politics	Government
Grant writer	Writer / editor	Sales	Archeology
Non-profit	Writing	Anthropology	Museums
Human Resources	National / State Parks	Real estate	Fashion Marketing
Youth work	Law	Art work	Intelligence work
College professor	Teacher	Research analyst	Investments
Linguistic anthropologist	Consultant	Insurance/reinsurance	Public Office
Fashion design	City manager	Business	Environmental work
Social activist	Trades	Human resource	Political activist
International field	Military	Management	Ministry
Broadcast	Paralegal	Pollster	Insurance
Market research	Economist	Psychologist	Police Officer

Choose any field you want! **Go chase your dreams!**

Course Descriptions

REQUIRED COURSES FOR GRADE 9 (choose one of the following)

WORLD HISTORY (SOC05)

Grade 9; 1 credit, Semester Blocked Class

This course will provide a solid understanding of world history. It will enable students to better understand and evaluate the world and time in which they live by having a fundamental understanding of the past. This course will also cover major events and trends from ancient civilizations to the turn of the 21st century. Within this chronology, the course will look at the history of culture, politics, diplomacy, society, education, economics, and more.

AP HUMAN GEOGRAPHY (SOC219)

Grade 9; 1 Credit, Semester Blocked Class

This course introduces students to the patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will examine human social organization and its environmental consequences. Topics covered will include geography, population, cultural patterns and processes, political organization of space, agriculture and rural land use, industrialization and economic development, and cities and urban land use. The course aids students in looking at geography in a completely different way. Students will be required to complete nightly reading assignments to gain a basis for the topics of discussion, which is the main source of homework for the class. Also, students need to know that there is a writing component for the tests that require students to formulate their thoughts with well laid-out ideas supported with curriculum information. Upon completion of this course, the student will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

REQUIRED COURSES FOR GRADE 10 (choose one of the following)

MODERN GEOGRAPHY (SOC211)

Grade 10; 1/2 Credit, Quarter Blocked Class

Modern Geography will be a study of Human Geography and Physical Geography. This course will examine where things are on Earth, and *why* every place on Earth is unique and in other ways related to other locations. Students also will be using modern technology throughout the course (GIS, GPS, etc.) to study Modern Geography. Along with the use of technology there will the study of modern religion, world cultures, the impact humans have on the Earth, as well as local, national and world current events.

AP EUROPEAN HISTORY (SOC15)

Grade 10; 1 credit, Year Long Skinny Class

Advanced Placement European History is a year-long course designed for college-bound high school students that surveys European political, social, economic, and cultural history from the Renaissance to the present. Students will do extensive essay writing, reading in a college-level text, and analysis of primary documents and other sources materials. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

REQUIRED COURSES FOR GRADES 11-12 (each required course has an AP option)

(Students need a ½ credit of Government, ½ credit of Economics, and 1 credit of U.S. History)

AMERICAN GOVERNMENT (SOC10)

Grades 11-12; 1/2 credit, Quarter Blocked Class

This course is to prepare students for the role of national citizenship. A democratic people must understand and appreciate the character of their society, its goals, purposes, limitations, methods of operation, and the boundaries or reasonable choice in their nation and world. Units to be studied include the executive, the legislative and the judicial branches of the U.S. government. Current events are considered to be an important part of each unit

AP U.S. GOVERNMENT AND POLITICS (SOC16)

Grades 11-12; 1 credit, Semester Blocked Class

AP American Government and Politics gives students an analytical perspective on government and politics in the United States. The course examines the structures and functions of government institutions, political parties and elections, and basic issues regarding civil rights and civil liberties. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

AP COMPARATIVE GOVERNMENT (SOC17)

Grades 11-12; 1 credit, Semester Blocked Class

AP Comparative Government gives students a basic understanding of the world's diverse political structures and practices by examining the governments of six very different countries – China, Russia, Great Britain, Iran, Mexico and Nigeria. The course encompasses the study both of specific countries and of general concepts used to interpret the key political

relationships found in virtually all national politics. Upon completion of this course, the student will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

ECONOMICS (SOC07S) (SOC07)
Grades 11-12; 1/2 credit, Semester Skinny (SOC07S) or Quarter Blocked Class (SOC07)
Economics is a course designed to give students knowledge about, and appreciation of, the American economy and its position and role in a global economy. Specific issues examined include: economic choices, economic systems, the market economy (microeconomics) which includes income, business organization, market structures, financial institutions, supply and demand, competition, entrepreneurship; the national economy (macroeconomics) which includes measure and analyze overall economic performance, federal budget, federal reserve system, economic growth; and essential skills which include analyze current events from an economic perspective and exposure to personal finance. The main goal for economics is to prepare students with a foundation in the basics of economics to succeed at a two or four year college.

AP MACROECONOMICS (SOC19)
Grades 11-12; 1 credit, Year Long Skinny Class
AP Macroeconomics examines the principles of economics that apply to the economic system as a whole. Students will analyze the business cycle (why do we have recessions?), indicators of economic performance such as inflation and unemployment, monetary and fiscal policy, international trade, and currency exchange. The course emphasizes analysis of current economic problems and examines different economic schools of thought. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

AP MICROECONOMICS (SOC20)
Grades 11-12; 1 credit, Year Long Skinny Class
AP Microeconomics gives students a thorough understanding of the principles of economics that apply to individuals and businesses within the context of the larger economic system. The course evaluates the efficiency of the market system by examining supply and demand, various market structures such as competitive markets and monopolies, market failures, and the role of government in the market. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

UNITED STATES HISTORY (SOC23)
Grades 11-12; 1 credit, Semester Blocked Class
In this course, students will study the development of the political, social, economic and diplomatic history of the United States. Programs of various presidential administrations and major economic and political ideas that have influenced the development of our American system will be studied. The first half the course will be a survey of U.S. history to about 1876. This will include such topics as indigenous peoples, exploration, colonial times, the American Revolution and Constitution, the young republic, growth of democracy, territorial expansion, slavery, Civil War, and Reconstruction. The second half of the course will survey U.S. history from about 1877 to the present. The emphasis will be on industrialization, U.S. imperialism, progressivism, the Great War, the Great Depression, the New Deal, WWII, and the Cold War era.

AP UNITED STATES HISTORY (SOC23A)
Grades 11-12; 1.5 credits, Three Quarters Blocked Class
Advanced Placement U.S. History is a three quarter blocked course that will explore the development of the political, social, economic and diplomatic history of the United States. Programs of various presidential administrations and major economic and political ideas that have influenced the development of our American system will be studied. Students will participate in extensive essay writing and reading in a college-level text. Students will be expected to provide an analysis of primary documents and other sources of historical materials in developing document-based essays in preparation for the AP Exam. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

SOCIAL STUDIES ELECTIVE COURSES

AP HUMAN GEOGRAPHY (SOC219) (Upper level elective option)
Grades 10-12; 1 Credit, Semester Blocked Class

This course introduces students to the patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will examine human social organization and its environmental consequences. Topics covered will include geography, population, cultural patterns and processes, political organization of space, agriculture and rural land use, industrialization and economic development, and cities and urban land use. The course aids students in looking at geography in a completely different way. Students will be required to complete nightly reading assignments to gain a basis for the topics of discussion, which is the main source of homework for the class. Also, students need to know that there is a writing component for the tests that require students to formulate their thoughts with well laid-out ideas supported with curriculum information. Upon completion of this course, the student will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

CONTEMPORARY PUBLIC POLICY(Debating The Issues) (SOC12)
Grades 10-12; 1/2 Credit, Quarter Blocked Class
This class will be a debate-oriented class revolving around topics chosen by the students. Topics for debate could be current events, historical issues, policy issues, etc. The first week of class the instructor and students will collaboratively determine eight topics that will be debated throughout the class. The Media Center tools of SIRS Researcher and Opposing Viewpoints will be the main curriculum tools for debate selection and preparation. In addition to selecting the topics there will be a determination of debate format for each topic chosen. A typical week in this course will include research and preparation on Monday-Thursday. Friday will be the day to debate the issue, debrief the outcomes, and self-evaluate performance. There is a lot of potential here to expand your knowledge base, learn important thinking skills, enhance your argumentative writing and speaking skills. Join up, debate, learn, and have fun!

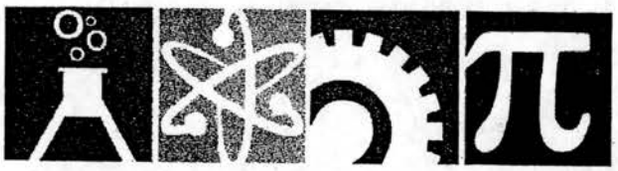
MENTORSHIP (ELE02)
Grades 11-12; 1/2 credit, Quarter Blocked Class
The Mentorship class is available to junior and senior high school students. The course is designed for students who are interested in a full spectrum of career options. These options may range from what has been traditionally termed the trades (electrical, carpentry, welding, masonry, etc.) to the professional areas (medicine, law, teaching, business, architecture, engineering, etc.). Students will have the opportunity to learn about a trade or profession and to participate in an on-the-job experience with participating people in the Fargo-Moorhead community. This is an advanced-level course requiring classroom work, on-the-job participation, research and independent work. Students will be required to provide their own transportation to and from the mentor's place of business. This course may be taken more than once for credit.

PSYCHOLOGY (SOC09)
Grades 11-12; 1/2 credit, Quarter Blocked Class
Psychology is a behavioral science primarily concerned with the actions of humans. The purpose is to achieve an overview of the psychology field. Students will develop an understanding of themselves and others. Areas of study include human development, perception, learning, thinking, intelligence, creativity, emotions, motivations, personality, abnormal behavior and mental health.

AP PSYCHOLOGY (SOC18) - (SOC182) - (SOC183) REGISTER FOR ALL THREE
Grades 11-12; 1.5 credits, Three Quarters Blocked Class
The purpose of the AP course in psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub fields within psychology. They also learn about the methods psychologists use in their science and practice. The aim is to provide students with a learning experience equivalent to that obtained in most college introductory psychology courses. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

SOCIOLOGY (SOC08)
Grades 11-12; 1/2 credit, Quarter Blocked Class
Sociology is an elective course that will introduce students to the study of human social behavior. Students will develop an understanding of themselves and others from a social standpoint. Students will study culture, change, relationships, socialization, family, and social structure. Social problems such as changing family patterns and sex roles, delinquency and crime, poverty, and health will be important parts of this course.

Science, Technology, Engineering and Math - STEM



STEM Science, Technology, Engineering, Mathematics

One of the fastest growing segments of the American business community is in areas that demand skills in science, technology, engineering and math and yet, even in Minnesota, businesses cannot find a large enough supply of capable workers to fill all the jobs. In fact, many of the well-paying jobs do not require a college degree and those jobs still go unfilled.

Course work in STEM helps students to learn about such jobs as well as jobs that require a college degree or more. However, the course work is fun, challenging and engaging. **Student learn by doing.** The four areas of STEM are not taught separately but are integrated as students learn how the four areas become tools to craft a single end project.

At the same time students learn about possible careers. The manufacturing sector faces an alarmingly large shortage of employees with the necessary skills — nearly 600,000. The field of cloud computing alone will create 1.7 million jobs between 2011 and 2015, according to recent research. The U.S. Bureau of Labor Statistics projects that by 2018, the bulk of STEM careers will be:

- Computing – 71 percent
- Traditional engineering – 16 percent
- Physical sciences – 7 percent
- Life sciences – 4 percent
- Mathematics – 2 percent

STEM jobs do not all require higher education or even a college degree. Less than half of entry-level STEM jobs require a bachelor's degree or higher. However, a four-year degree is incredibly helpful with salary — the average advertised starting salary for entry-level STEM jobs with a bachelor's requirement was 26 percent higher than jobs in the non-STEM fields, according to the STEM connect report. For every job posting for a bachelor's degree recipient in a non-STEM field, there were 2.5 entry-level job postings for a bachelor's degree recipient in a STEM field. Start now to learn about future careers and exciting opportunities. Enroll in STEM courses through the Industrial Technology Department.

STEM - DIGITAL ELECTRONICS (STEM01)
Grades 9-12; 1 credit, Semester Blocked Class
Digital Electronics students will spend time exploring electrical circuitry and how it affects their daily lives. Students will evaluate real-world circuit designs utilized in our everyday electrical devices. Students create and send their electrical designs to a circuit board where they wire and test the circuits — similar to a real-world example of designing electronics and solving problems. This course is an excellent option for students looking to further their organization skills, learn more about electricity and circuitry, test their problem-solving skills, learn the Binary number system, and learn to write programming code to control robots.

STEM - INTRODUCTION TO ENGINEERING (STEM02)
Grades 9-12; 1 credit, Semester Blocked Class
Introduction to Engineering students will explore many careers categorized as engineering. The focus of this course is real-world problem solving through engineering processes. Regularly, students will be given an example of a real-world problem, devise a strategy to solve the problem, design, build and test their solutions. After testing, they will evaluate whether their solution was adequate or needs modification. Students will brainstorm ideas and evaluate different solutions for solving problems found in society today. This course is a great option for students looking to enhance their organization skills, explore engineering and related careers, and hone their practical real-world problem-solving skills.

STEM - PRINCIPLES OF ENGINEERING (STEM03)
Grades 9-12; 1 credit, Year Long Skinny
This survey of engineering exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers and to develop

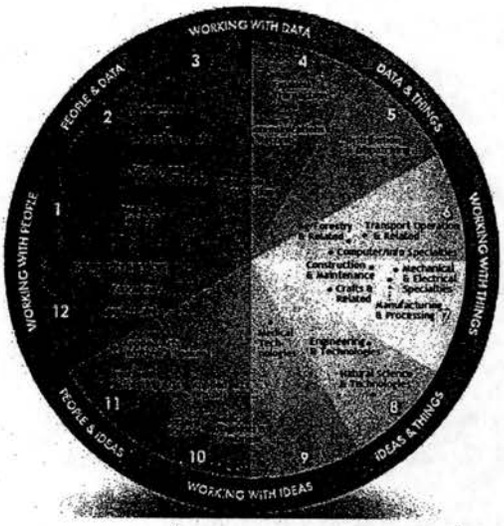
skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for students who have completed Algebra I.

21st Century Skills:

Critical Thinking	Communication	Cooperation	Creativity
Organization	Planning	Design	Prototyping
Self-assessment	Constructing	Problem Solving	Troubleshooting

Jobs Involving STEM

Work Experience



The Work Experience Program is a cooperative vocational program. Prospective students may be self-selected or identified by the staff and administration at Moorhead High School. In Work Seminar I, students will develop an understanding of succeeding in the world of work. In Work Seminar II, students will expand their ability to understand the skills necessary for success in the workplace.

Work Experience will allow students to develop and expand the technical and soft skills learned while at Moorhead High School. Skills gained in work experience will last a lifetime. Students successfully completing work experience are developing a strong reference and will gain skills that serve as a sound foundation for future jobs.

A student may elect to only be involved in the Work Experience Seminar. Students must be in the Work Experience Seminar to be given Work Experience credit/release time. Students who are unable to secure or hold a job may receive partial or no credit for the work experience. A maximum of one block is allowed for work release.

	9	10	11	12
	Work Seminar I	Work Seminar I	Work Seminar II	Work Seminar II
		Work Experience - on the Job Training	Work Experience - on the Job Training	Work Experience - on the Job Training

Twenty-First Century Skills in Work Experience:

Critical Thinking	Communication	Cooperation	Creativity
Decision making	Reading	Teamwork	Problem solving
Business decisions	Speaking	Accept responsibility	Planning
Setting goals	Writing	Empathy	Balance a budget
Math problems	Self-advocacy	Self-control	Living on your own
Evaluating reading	Listen actively	Conflict resolution	
Reflect and evaluate			
Career decisions			
Preparing to work			

Possible Jobs involving part-time Work Experience: Any job involves work

Athletics	Restaurant / Chef	Automotive	Farming
Auto Repair	Construction	Communication	Technical
Education	Health	Child care	Nursing Home
Business	Hardware	Retail	Music
Manufacturing	Welding	Hospitality	

Any field you want! Go chase your dreams!

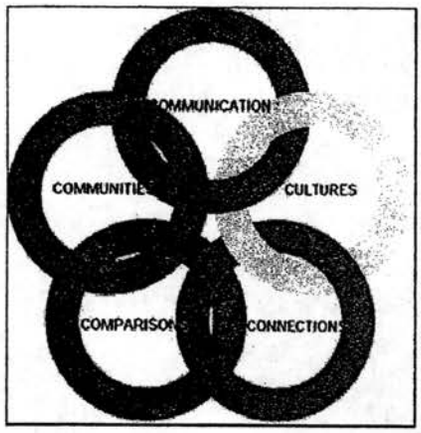
Course Descriptions

Work Experience Seminar 10 (BUS20)
Grades 10-11; 1 credit, Year Long Skinny Class
The Work Experience Seminar will help prepare students in developing critical job skills to provide them with job opportunities in the Moorhead / Fargo area. Students will learn positive job preparation, attitudes, responsibilities, and the rewards of paid entry-level employment. Specific topics to be covered in the classroom will include career exploration, job applications, interview skills, employment skills, interpersonal relationships at work, on-the-job safety, and appropriate job-exit procedures. Students also will have an understanding and become familiar with employment laws and regulations, personal aptitudes, interests and personality characteristics.

Work Experience Seminar 11 & 12 (BUS21)
Grades 11-12; 1 credit, Year Long Skinny Class
This course is an advanced continuation of Work Experience Seminar I. Through discussions, application and review, students will have an understanding of methods that are successful in the world of work, making decisions, understanding the market economy and changing demands of the workplace.

Work Experience - On the Job Training (BUS22B)
Blocked All Year
Prerequisite: Work Experience Seminar
This course is taken in conjunction with the Work Experience Seminar. Students will be employed and earn wages on a job approved by the work coordinator. Work requirements will include the following: performing assigned job tasks, following prescribed job-related safety procedures and proficient use of any job related equipment. Students are expected to practice sound employer / employee relationships according to the MHS job-training agreement and the MHS Student Handbook. Evaluations and grades will be based upon the work coordinator's and employer's evaluations, attendance, job performance and student attitude.

World Language



In the past decades there has been a renewal of interest in learning a second or third language. The economic and political forces of a shrinking world, coupled with the changing demographics of America, sharpen the focus on the material and personal benefits from learning another language. Not only does the study of a foreign language carry intrinsic benefits, but it also advances one's learning and test performance on college entrance examinations while broadening a student's perspective regarding the world and the people in it.

The Moorhead High World Language Department offers three different languages. Each language offers the opportunity to take college placement tests that could advance one's standing after high school. Knowledge of a second language can greatly enhance travel and magnify fun and enjoyment as one visits new regions of the world. A background in foreign languages easily transfers to the world of work in addition to offering self-enrichment.

Please note that while a course may be taken at any time it is necessary to meet the prerequisites.

	9	10	11	12
American Sign Language	American Sign Language I	American Sign Language I	American Sign Language I	American Sign Language I
Spanish	Spanish I Spanish II Spanish III Spanish IV Spanish V	Spanish I Spanish II Spanish III Spanish IV Spanish V	Spanish I Spanish II Spanish III Spanish IV Spanish V	Spanish I Spanish II Spanish III Spanish IV Spanish V
Chinese	Mandarin Chinese I Mandarin Chinese II Mandarin Chinese III	Mandarin Chinese I Mandarin Chinese II Mandarin Chinese III	Mandarin Chinese I Mandarin Chinese II Mandarin Chinese III	Mandarin Chinese I Mandarin Chinese II Mandarin Chinese III

Twenty-First Century Skills in World Language:

Critical Thinking
Perspective
Range of thinking
Curiosity
Global awareness
Cultural awareness

Communication
Flexible communication
Listening
Vocabulary / etymology
Public speaking
Presenting
Multicultural literacy
Oral and written communication

Cooperation
Diversity
Sensitivity
Collaboration
Cooperation
Adaptability

Creativity
Problem solving
Exposure
Self direction
Perseverance
Imagination
Personal Expression
Self-Direction

Jobs involving world language: Many jobs available at the domestic or international level benefit from or require knowledge of a world language. Knowledge of a world language can easily become the reason one person earns a job over a person who does not speak a world language. Every profession benefits from the knowledge of a world language or sign language.

Medical professions	Agriculture	Fitness	Physical therapy
FBI	CIA	Homeland Security	Education - domestics or foreign
Non-profit	Industry	Translator	Trade - import / export
Interpreter	International Health	Airline	National Security Agency
Automobile	Peace Corps	Performing arts	Manufacturing Research
Missionary work	Church work	Art	Consultant
Linguist	Sports agent	Travel agent	Banking - international
Investment analyst	Law	Patents	Community worker
Public relations	Market research	Political aid	Military
Corrections	Hospitality	Technical writer	US Government
Human resources	Online translator	Computer/technology	
Journalism	Medical secretary	Customs	
Pharmacy	Insurance	Dental	

Choose any field you want! **Go chase your dreams!**

Course Descriptions

Spanish I (WLG05) Blocked
(WLG05S) Skinny
Grades 9-12; 1 Credit Semester Blocked Class or Year Skinny Class
Sí, everyone is able to learn Spanish! With Spanish being the most widely used second language in the United States, Spanish will be very beneficial to your future. Increased job opportunities, travel and the confidence to communicate in the Spanish-speaking world await you.

Students in Spanish I will:
* Discover Hispanic celebrations
* Learn about places in the city, leisure activities, and school
* Study sports, family, and introducing and describing people
* Improve proficiency by speaking, understanding, reading and writing in Spanish

Spanish II (WLG06) Blocked
(WLG06S) Skinny
Grades 9-12; 1 Credit Semester Blocked Class or Year Skinny Class
Prerequisite: Spanish I or demonstrated proficiency
Students in Spanish II will:
* Describe their daily routine and good health habits
* Describe travel and weather
* Study food, clothing and shopping
* Learn about celebrations of the Spanish-speaking world

Note: Frequently in Spanish II students realize they are developing a useful real-life skill.

Spanish III (WLG07) Blocked
(WLG07S) Skinny
Grades 9-12; 1 Credit Semester Blocked Class or Year Skinny Class
Prerequisite: Spanish II or demonstrated proficiency
Note: Four years of Spanish is recommended for minimum proficiency in the use of the language. Spanish III will reinforce and extend previously-learned skills.

Students in Spanish III will:
* Continue to describe past events, express hopes and wishes, and tell someone what to do
* Discuss community and environmental issues
* Discover Central America and its development of ecotourism
* Read authentic short stories and articles in Spanish
* Study the novel "Don Quixote"
* Have opportunities for travel to Spanish-speaking countries (juniors and seniors)

Learning will be through video, CDs, text and workbook, projects, quizzes, tests, and teacher assistance. A Spanish/English dictionary and the book "501 Spanish Verbs" are recommended but not required.

Spanish IV (WLG08)
Grades 9-12; 1 Credit Semester Blocked Class or Year Skinny Class
Prerequisite: Spanish III or demonstrated proficiency
Note: Four years of Spanish is recommended for minimum proficiency in the use of the language.

Students in Spanish IV will:
* Speak, listen, read and write meaningfully in Spanish
* Learn and use vocabulary for job interviews and the workplace
* Begin studying literature and art in the Hispanic world
* Learn the advanced verb tenses
* Study the politics, music and art of Spain and the New World
* Use computers, skits, music, DVDs and many social activities to practice Spanish

Spanish V (WLG12) SPRING SEMESTER
Grades 9-12; 1 Credit Semester Blocked Class
Prerequisite: Spanish IV or demonstrated proficiency
Now that you have a strong understanding of the language, it's time to have fun by putting those skills into practice.

Students in Spanish V will:
* Use Spanish daily in conversations and activities
* Review grammatical concepts in the Spanish language
* Learn about different Spanish-speaking authors and explore a variety of types of literature in the Spanish language
* Focus on important and influential people in the Spanish-speaking world
* Experience new countries and regions through photos, culture and technology

Notes: Levels IV & V will build up your skills before taking college placement tests.

Course work in Mandarin Chinese connects your child with the riches of a 5,000-year-old culture – one that also is a rising economic power and one of the top U.S. trading partners. Learning Chinese makes it possible for students to communicate in the most widely spoken first language that is spoken by 1/5 of the world population.

Mandarin Chinese I (WLG16) Blocked
(WLG16S) Skinny
Grades 9-12; 1 Credit Semester Blocked Class or Year Skinny Class
Chinese I is for beginning learners with no prior exposure to Chinese. This course builds students' understanding of Chinese language and culture with themes that are relevant to their daily lives. The curriculum of this course creates a culture-rich, activity-rich learning environment that allows for language acquisition through a wide range of activities, such as Chinese songs, rhymes, games, stories and culture celebrations. Online lessons that correspond with the curriculum series will make learning more fun and effective while encouraging learning beyond the classroom. Through one year of study, students will build their Chinese language proficiency at novice low to novice high level with an emphasis on interpersonal and interpretive

communicational skills. After one year of study, students will be able to greet people in Chinese with culturally appropriate manners and to exchange information regarding name, age, birthday, nationality, school, family, food, fruits and drinks, etc.

Mandarin Chinese II (WLG17) Blocked
(WLG17S) Skinny
Grades 9-12; 1 Credit Semester Blocked Class or Year Skinny Class
Prerequisite: Mandarin Chinese I or demonstrated proficiency
This course builds students' understanding of Chinese language and culture with themes that are relevant to their daily lives. The curriculum of this course creates a culture-rich, activity-rich learning environment that allows for language acquisition through a wide range of activities, such as Chinese songs/chants, games, skits, stories and culture celebrations. Students will build their Chinese language proficiency at novice high to intermediate low level with an emphasis on interpersonal, interpretive and presentational communication skills while becoming acquainted with relevant Chinese cultural studies such as Chinese calligraphy, Chinese ink painting, Chinese music, Chinese folk art, Chinese cooking, and Chinese holiday customs and traditions. After two years of study, students will be able to exchange information regarding topics of color, daily routine, hobbies, courses, animals, ordering in a Chinese restaurant, etc.

Mandarin Chinese III (WLG18) Blocked
(WLG18S) Skinny
Grades 9-12; 1 Credit Semester Blocked Class or Year Skinny Class
Prerequisite: Mandarin Chinese II or demonstrated proficiency
Chinese III is for students with two years of experience in learning Chinese. This course builds students' understanding of Chinese language and culture with themes that are relevant to their daily lives and target culture. The curriculum of this course creates a culture-rich, activity-rich learning environment that allows for language acquisition through a wide range of activities, such as Chinese songs, chants, stories, skits and culture celebrations. Through this third year of study, students will build their Chinese language proficiency at intermediate mid to intermediate high level, while becoming acquainted with relevant Chinese cultural studies such as Chinese calligraphy, Chinese ink painting, Chinese music, Chinese folk art, Chinese cooking, and Chinese holiday customs and traditions. After three years of study, students will be able to explain an action in progress, past and future actions, discuss the weather, ask/tell directions, make and talk about schedules, make simple invitations, appointments and phone calls in Chinese, describe different positions of objects, and describe a room and its arrangement, etc.

American Sign Language I
(WLG11)
Grades 9-12; ½ credit Quarter blocked Class
Learn how to communicate in one of the most intriguing languages of the world. American Sign Language I will teach students the basis of communicating in the native language of the deaf. It also will introduce students to the cultural aspects of daily living situations. Some colleges and universities are accepting American Sign Language as a world language credit. It is a fascinating language and a lot of fun to learn. If a student is interested in the field of teaching Deaf / Hard of Hearing students or if one wants to learn the beautiful language of ASL, this class will meet that need. The offering of this class is annually contingent on the hiring of a certified teacher.

MOORHEAD
AREA PUBLIC SCHOOLS

Memo S.15.058R

TO: School Baoard

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: November 4, 2014

RE: First Reading of Policies

The board will conduct a first reading of the attached policies, School Board Public Hearings 212, Gifts to Employees 449, Protection and Privacy of Student Records 504, Hazing Prohibition 571, Drug-Free Workplace/Drug-Free School 572, Student Dress and Appearance 577, Field Trips 632, Facility and Site Improvement and/or Development 701, Student Transportation Eligibility Guidelines 720, School District Owned Vehicle Reservation 722, and Fund Balance 802.

LAK:mde
Attachments

School Board Public Hearings

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	212
Adopted Date:	8/27/2001
Revised Date(s):	01/14/2008, 12/13/2010
Reviewed Date(s):	10/10/2005, 01/14/2008, 12/13/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to establish procedures to efficiently receive public input and to ensure that the School Board of ~~the~~ Moorhead Area Public Schools recognizes the importance of obtaining public input on matters properly before the School Board.

II. GENERAL STATEMENT

In order for the School Board to efficiently receive public input on matters properly before the School Board, the ~~following~~ procedures ~~have been adopted~~ set forth in this policy are established by the School Board.

III. PROCEDURES

A. Public Hearings

Public hearings are required by law to be held concerning certain issues, including but not limited to, school closings (Minne~~sota~~, Stat~~ute~~, 123B.51), education district establishment (Minne~~sota~~, Stat~~ute~~, 123A.15) and agreements for secondary education (Minne~~sota~~, Stat~~ute~~, 123A.30). Additionally, other public hearings may be held by the School Board on school district matters at the discretion of the School Board.

B. Notice of a Public Hearing

Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in ~~a~~ the manner ~~as~~ required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a ~~or~~ special ~~School Board~~ meeting if held in conjunction with a special meeting, or as otherwise determined by the School Board.

C. Public Participation

The School Board retains the right to require that those in attendance at a public hearing indicate their desi~~rinse~~ to address the School Board to complete a written request (Administrative Procedure 212.1: Sign-up Form for Visitors/Public Input) that includes the name, address of the person or group, and a brief statement on the subject to be covered or the issue to be addressed. This is to be given to the School Board Clerk or School Board Secretary before addressing the School Board.

1. Format of Request: If required by the the School Board, a written request of an individual or a group to address the School Board shall contain the name and address of the person or group seeking to address the School Board. It shall also contain the name of the group represented, if any, and a brief statement of the subject to be covered or the issue to be addressed.

2. Time Limitation: The School Board retains the discretion to limit the time for each presentation as needs dictate;

~~2~~ 3. Groups: The School Board retains the discretion to require that any group of persons who desire to address the School Board designate one representative or spokesperson. In the event that the School Board requires the designation of a representative or spokesperson, no other person in the group will be recognized to address the School Board, except as otherwise determined by the School Board.

~~2~~4. Privilege to Speak: Only those speakers recognized by the Chair will be allowed to speak. A School Board member will direct any remarks or questions through the Chair. The Chair may request administration to respond to a question or issue. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the School Board, or the proceedings, may be directed to leave.

~~3~~5. Personal Attacks: Personal attacks by anyone addressing the School Board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the School Board. This assures open and orderly public discussion as well as protects the due process and privacy rights of individuals under the law.

~~4~~6. Limitations on Participation: Depending upon the number of persons in attendance seeking to be heard, the School Board reserves the right to impose other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

Legal References:
Minne~~sota~~, Stat~~ute~~, 123A.15 (Education District Establishment)
Minne~~sota~~, Stat~~ute~~, 123A.30 (Agreements for Secondary Education)
Minne~~sota~~, Stat~~ute~~, 123B.51 (School Closings)

Cross References:
Moorhead School Board Policy 210: School Board Meeting Rules of Order
Moorhead School Board Policy 211: Open and Closed School Board Meetings
MSBA/MASE Model Policy 207 (Public Hearings)

Gifts to Employees

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	449
Adopted Date:	11/10/2014
Revised Date(s):	
Reviewed Date(s):	
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to Moorhead Area Public Schools employees.

II. GENERAL STATEMENT

A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. It is the policy of the school district, however, to discourage gift-giving to employees, and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.

B. It shall be a violation of this policy for any employee to solicit, accept, or receive either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.

C. It shall be a violation of this policy for any employee to solicit, accept, or receive a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature. The superintendent has discretion to determine what value is "insignificant."

D. Teachers may accept from publishers free samples of textbooks and related teaching materials.

E. This policy applies only to gifts given to employees where the donor's relationship with the employee arises out of the employee's employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee's employment with the school district.

III. DEFINITION

"Gift" means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment, that is given without something of equal or greater value being received in return.

IV. PROCEDURES

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

V. VIOLATIONS

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

Legal References:
Minn. Stat. § 10A.07 (Conflicts of Interest)
Minn. Stat. § 10A.071 (Prohibition of Gifts)
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

Cross References:

Moorhead School Board Policy 205: School Board Conflict of Interest
Moorhead School Board Policy 206: School Board Code of Ethics
MSBA/MASA Model Policy 209 (Gifts to Employees)

Protection and Privacy of Student Records

Type:	School Board Policy
Section:	500 STUDENTS
Code:	504
Adopted Date:	4/27/1982
Revised Date(s):	04/10/2006, 06/13/2011
Reviewed Date(s):	10/27/1997, 11/12/2001, 04/12/2006, 06/13/2011
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide information ~~related to the protection and privacy of student records~~ regarding collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT

Moorhead Area Public Schools recognizes its responsibility in regard to the collection, maintenance and dissemination of student records and the protection of the privacy rights of students as provided in federal law and state statutes.

The following procedures and policies regarding the protection and privacy of parents/guardians and students are adopted by the school district, pursuant to the requirements of 20 U.S.C. 1232g, et seq., (Family Educational Rights and Privacy Act (FERPA)) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and Minn. Rules Parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for authorized recognition of an individual (e.g., fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics, and handwriting).

~~B~~C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, satellite, internet, or other electronic communication technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

~~C~~D. Directory Information

Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student's name, grade level, ~~date and place of birth,~~ enrollment status (i.e., full-time or part-time), ~~major field of study,~~ participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, ~~degrees~~ graduation status, honors and awards received, and the most recent previous educational agency or institution attended, 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 a student's social security number or a student's identification number ("ID") if the ID may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number, password, or other factor known or possessed only by the authorized user. It also does not include personally identifiable data which references religion, race, color, social position or nationality. Data collected from nonpublic school students, other than those who receive shared time educational services, shall not be designated as directory information unless written consent is given by the student's parent or guardian~~.

Directory information does not include:

1. a student's social security number;

2. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

3. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

4. personally identifiable data which references religion, race, color, social position, or nationality; or

5. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

~~D~~E. Education Records

1. What constitutes "education records." Education records means those records which are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute an education record. The term "education records" does not include:

a. Records of instructional~~, supervisory and administrative personnel and educational~~ personnel ~~ancillary thereto~~ which ~~are~~:

(1) are in the sole possession of the maker thereof;

(2) are not accessible or revealed to any other individual except a temporary substitute for the maker of the record; and

(3) are destroyed at the end of the school year.

b. Records of a law enforcement unit of the school district, provided educational records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

(1) maintained separately from education records;

(2) maintained solely for law enforcement purposes; and

(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which ~~are~~:

(1) are made and maintained in the normal course of business;

(2) related exclusively to the individual in that individual's capacity as an employee; and

(3) are not available for use for any other purpose.

However, these provisions shall not apply to records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, which are:

(1) made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records that only contain information about an individual after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

E. Eligible Student

Eligible student means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

F. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

G. Legitimate Educational Interest

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

1. perform an administrative task required in the school or employee's contract or position description approved by the School Board;

2. perform a supervisory or instructional task directly related to the student's education; or

3. perform a service or benefit for the student and/or the student's family such as health care, counseling, student job placement or student financial aid.

H. Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

I. Personally Identifiable

Personally identifiable means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other direct identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

J. Record

Record means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche.

K. Responsibility Authority

Responsibility authority means the Superintendent, and/or ~~other administrators~~ designee such as an assistant superintendent, a building administrator, or other administrative supervisor.

L. Student

Student includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district, and individuals who receive shared time educational services from the school district.

M. School Official

School official includes: (a) a person duly elected to the school board; (b) a person employed by the Moorhead School Board in an administrative, supervisory, instructional or other professional position; (c) a person employed by the School Board as a temporary substitute in a professional position for the period of his or her performances as a substitute; and (d) a person employed by, or under a contract to, the School Board to perform a special task such as a secretary, a clerk, an attorney or an auditor for the period of his or her performances as an employee or contractor.

N. Summary Data

Summary data means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristics that could uniquely identify the individual is ascertainable.

O. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received or maintained by a school district is public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relate to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and

7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the educational records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 C.F.R. 99.31(a).

C. Disabled Students

The school district shall follow 34 C.F.R. 300.610-300.627 with regard to the confidentiality of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

a. a specification of the records to be disclosed;

b. the purpose or purposes of the disclosure;

c. the party or class of parties to whom the disclosure may be made;

d. the consequences of giving informed consent; and

e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

a. identifies and authenticates a particular person as the source of the electronic consent; and

b. indicates such person's approval of the information contained in electronic consent.

5. If the responsibility authority seeks an individual's informed consent to the release of private data to an insurer, informed consent shall not be deemed to have been given unless the statement is:

a. in plain language;

b. dated;

c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

d. specific as to the nature of the information the subject is authorizing to be disclosed;

e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

f. specific as to the purpose or purposes for which the information may be used by any of the parties named in clause e., both at the time of the disclosure and at any time in the future; and

g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or medical assistance under Minn. Stat. Ch. 256B or Minnesota Care under Minn. Stat. Ch. 256L, which shall be ongoing during all terms of eligibility, for individualized education program health related services provided by a school district that are subject to third party reimbursement.

6. Eligible student consent. Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

Moorhead Area Public Schools may disclose personally identifiable information from the education records of a student without written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party;

a. performs an institutional service or function for which the school district would otherwise use employees;

b. is under the direct control of the school district with respect to the use and maintenance of education records; and

c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made.

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7165 of the federal No Child Left Behind Act, and if applicable, data regarding a student's history of violent behavior (refer to Moorhead School Board Policy 555: Notification of Staff Regarding Placement of Students with Violent Behaviors). The records also shall include a copy of any probable cause notice or any disposition or court order under Minn. Stat. 260B.171, unless the data are required to be destroyed under Minn. Stat. 120A.22, Subd. 7(c) or 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy.

4. To authorized representatives of the Comptroller General of the United States, the Secretary of the U.S. Department of Education, or an official or employee of the Department of Education acting for the Secretary under a delegation of authority, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

a. determine eligibility for the aid;

b. determine the amount of the aid;

c. determine conditions for the aid; or

d. enforce the terms and conditions of the aid.

"Financial aid" for purposes of this provision means of payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution.

6. To state and local officials or authorities to whom such information is specifically required to be reported or disclosed by state statute adopted:

a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and the date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers.

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization, and the information is destroyed when on longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (1) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy or return to the school district all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be returned or destroyed. For purposes of this provision, the term "organizations" includes, but is not limited to, federal, state and local agencies and independent organizations. <u>In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years</u>;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)

(B), ~~or~~ an act of domestic or international terrorism as defined in 18 U.S.C. 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the educational records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent diseases or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and

photographs, if any; and any parents' names, home addresses, and telephone numbers;

b. the existence of the following information about a student, not the actual data or other information contained in the student's educational record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the building administrator or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the building administrator where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a Superintendent under Minn. Stat. 260B.171, Subd. 3. The building administrator must notify the counselor immediately and must place the disposition order in the student's permanent education record. The building administrator also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the building administrator believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The building administrator may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the building administrator determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the building administrator must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the building administrator where the student attends if it is information from a peace officer's record of children received by a Superintendent under Minn. Stat. 260B.171, Subd. 5. The building administrator must place the information in the student's educational record. The building administrator also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the building administrator believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The building administrator may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the building administrator determines that these individuals need the information to work with the

student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the building administrator must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law. The building administrator must delete the peace officer's record from the student's educational record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the Superintendent of such action; or

21. ~~Information provided to the school district concerning sex offenders and other individuals required to register in accordance with the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and applicable federal guidelines~~ To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents/guardians by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations and performance measurements.

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in section 450b of Title 25), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs

and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Classification

Directory information is public except as provided herein.

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," Moorhead Area Public Schools may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure the school district shall:

1. Annually, give public notice by any means that are reasonably likely to inform the parents and eligible students of:

a. the types of personally identifiable information that the school district has designated as directory information;

b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student as directory information; and

c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student designated as directory information.

2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district, in writing, that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.

3. A parent or eligible student may not opt out of the directory information disclosures to:

a. prevent the school district from disclosing or requiring the student to disclose the student's name, identifier, or school district e-mail address in a class in which the student is enrolled-; or

b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a

student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of data requests that the responsible authority deny such access. The minor

student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

e. whether the data concerns medical, dental or other health services provided pursuant to Minn. 144.341 to 144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access private data concerning financial records and statements of the student's parent or any information contained therein.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or an eligible student.

B. Reports under the Maltreatment of Minors Reporting Act

Pursuant to Minn. Stat. 626.556, reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The data subject, however, may obtain a copy of the report from either the local welfare agency, county sheriff or the local police department subject to the provisions of Minn. Stat. 626.556, Subd. 11.

Regardless of whether a written report is made under Min. Stat. 626.556, Subd. 7, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected nonpublic or confidential pursuant to this subdivision accessible to any person, agency or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement provided by the complainant to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minn. Stat. 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing the student, the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. 127.26 et seq.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS

A. Moorhead Area Public Schools will release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

(1) 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

(2) cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

C. A parent or eligible student has the right to refuse the release of the above information to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority (building administrator) in writing by September 1 each year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable; and

6. Specific category or categories of information which are to be released to military recruiting officers and post-secondary educational institutions; and

7. Specific category or categories of directory information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.

D. Annually, Moorhead Area Public Schools will provide public notice by any means that are reasonably likely to inform the parents and eligible students of the parent's or eligible student's right to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy must be followed. Accordingly, to the extent the school district has designated the name and grade level of student as directory information, absent a request from a parent or eligible student not to release such data, this information will be

public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees and agents of any party receiving personally identifiable information under this Section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

a. The disclosures meet the requirements of Section VI. of this policy; and

b. The school district has complied with the recordkeeping requirements of Section XIII. of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student, or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 U.S.C. 14071. However, the school district must provide the notification required under Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, or except for disclosures to a parent or student, disclosures to parents of a dependent student, or to disclosures concerning sex offenders and other individuals required to register under 42 U.S.C. 14071, inform the party to whom a disclosure is made of the requirements set forth in this section. In the event that the Family Policy Compliance Office determines that a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY, RECORD SECURITY; AND RECORD KEEPING

A. Responsibility Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The building administrator of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building administrator shall submit to the responsible authority a written plan for securing student records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Recordkeeping

1. The building administrator shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:

a. the parties who have requested or received personally identifiable information from the education records of the student;

b. the legitimate interests these parties had in requesting or obtaining the information; and

c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that further disclose of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII. of this policy, the record of disclosure required under this section shall also include:

a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 C.F.R. 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI. of this policy, or to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United State Attorney General (or designees not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism.

4. The record of requests of disclosures may be inspected by:

a. the parent of the student or eligible student;

b. the school official or his or her assistants who are responsible for the custody of the records; and

c. the parties authorized by law to audit the recordkeeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

a. the articulate and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure and

b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a

Dependent Student

The school district shall permit the parent of a student or an eligible student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VI. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested, or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the educational records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall 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.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photo copies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

a. the cost of materials, including paper, used to provide the copies;

b. the cost of the labor required to prepare the copies;

c. any schedule of standard copying charges established by the school district in its normal course of operations;

d. any special costs necessary to produce such copies from machine based recordkeeping systems, including but not limited to computers and microfilm systems; and

e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and instead, the charge shall be not more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, would impair the parent or eligible student from exercising their right to inspect or review the student's education records.

5. The school district reserves the right to make a charge for copies such as transcripts it forwards to potential employers or post-secondary institutions for employment or admissions purposes. The fee for such copies and other copies forwarded to third parties with prior consent as a convenience will be the actual search/retrieval and copying costs, plus postage, if that is involved.

XV. REQUESTS TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Requests to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading or violates the privacy or other rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requester 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 requester wishes the school district to make. The request shall be signed and dated by the requester.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall so inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district shall, on request, provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly, so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this section shall:

a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the data, place and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The School Board attorney shall be in attendance to present the School Board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of the Minn. Stat. Chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means Superintendent or designee.

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the Family Policy and Regulations Office, U.S. Department of Education, Washington, D.C. 20202.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Content of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records;

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2. That the parent 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;

3. That the parent 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 disclosure without consent;

4. That the parent 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 FERPA, and the rules promulgated thereunder;

5. That the parent or eligible student has a right to obtain a copy of the school district's policy regarding protection and privacy of student records; and

6. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's office and the district's Web site (www.moorheadschools.org).

B. Notification to Parents of Students Having a Primary Home Language Other Than English.

The school district shall provide for the need to effectively notify parents of students identified as having a primary home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the office of the Superintendent and the district's website (www.moorheadschools.org).

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. 120A.22 (Compulsory Instruction)
Minn. Stat. 121A.75 (Sharing Disposition Order and Peace Officer Records)
Minn. Stat. 121A.40 - 121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. 363A.42 (Public Records; Accessibility)
Minn. Stat. 626.556 (Reporting of Maltreatment of Minors)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory

Information)
18 U.S. C. 2331 (Definitions)
18 U.S.C. 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. Sec 1232g *et seq*. (Family Educational Rights and Privacy Act)
20 U.S.C. 6301 *et seq*. (No Child Left Behind)
20 U.S.C. 7908 (Armed Forces Recruiting Information)
26 U.S.C. ~~Sees.~~ 151 and 152 (Internal Revenue Code)
~~42 U.S.C. 14071 (Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program)~~
34 C.F.R. ~~Sees.~~ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. 300.610-300.627 (Confidentiality of Information)
42 C.F.R. 2.1 *et seq*. (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)

Cross References:
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 505: Student Surveys
MSBA/MASE Model Policy 515 (Protection and Privacy of Pupil Records)

PUBLIC NOTICE

Independent School District No.152 gives notice to parents/guardians of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding student records.

1. Parents/guardians and eligible students are hereby informed that they have the following rights:

a. That parent/guardian or eligible student has a right to inspect and review the student's education records. A parent/guardian or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent/guardian or eligible student will be notified of the time and place where the records may be inspected.

b.That the parent/guardian or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent/guardian or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. Such a request must be in writing, shall identify the item the parent/guardian or eligible student believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the parent/guardian or eligible student wishes the school district to make. The request shall be signed and dated by the parent/guardian or eligible student. If the school district decides not to amend the record as requested by the parent/guardian or eligible student, the school district will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

c. That the parent/guardian or eligible student has a right to consent to disclosures of personally

identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent.

d. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the School Board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;

e. That the school district forwards education records on a request to a school in which a student seeks or intends to enroll, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to section 4155 of the federal No Child Left Behind Act and data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;

f. That the parent/guardian or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C 1232g (FERPA), and the rules promulgated thereunder. Said complaint should be directed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605.

g. That the parent/guardian or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of student records.

h. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's office or the district's Web site (www.moorheadschools.org).

2. Independent School District No.152 has adopted a School Board policy in order to comply with state and federal laws regarding education records. The policy does the following:

a. It classifies records as public, private or confidential.

b. It establishes procedures and regulations to permit parents/guardians or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.

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c. It establishes procedures and regulations to allow parents/guardians or students to request the amendment of student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

d. It establishes procedures and regulations for access to and disclosure of education records.

e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent/guardian or student when required prior to disclosure.

3. Copies of the School Board policy and accompanying procedures and regulations are available to parents/guardians and students upon request to the Superintendent.

4. Pursuant to applicable law, Independent School District No.152 gives notice to parents/guardians of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."

"Directory information" includes the following information relating to a student: the student's name; grade level; date of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and photos in the normal course of school activities and other similar information to include data recorded by cameras on school property, including school buses. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

a. The information listed above shall be public information which the school district may disclose from the education records of a student.

b.Should the parent/guardian of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's/guardian's or eligible student's prior written consent except to school officials as provided under federal law.

c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent/guardian or eligible student must make a written request to the building administrator within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:

(1) Name of student and parent/guardian, as appropriate;

(2) Home address;

(3) School presently attended by student;

(4) Parent's/guardian's legal relationship to student, if applicable;

(5) Specific category or categories of directory information which is not to be made public without the parent's/guardian's or eligible student's prior written consent.

5. Pursuant to applicable law, Independent School District No. 152 hereby gives notice to parents/guardians of secondary students and eligible students of their rights regarding release of information to military recruiting officers. The school district must release, without parent/guardian or student consent, the names, addresses, and home telephone numbers of

secondary students to military recruiting officers within 60 days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

SHOULD A PARENT/GUARDIAN OF A STUDENT OR THE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED TO MILITARY RECRUITING OFFICERS.

IN ORDER TO REFUSE THE RELEASE OF THIS INFORMATION, THE PARENT/GUARDIAN OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE RESPONSIBLE AUTHORITY (BUILDING ADMINISTRATOR) BY SEPTEMBER 1 EACH YEAR. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:

(1) NAME OF STUDENT AND PARENT/GUARDIAN, AS APPROPRIATE;

(2) HOME ADDRESS;

(3) STUDENT'S GRADE LEVEL;

(4) SCHOOL PRESENTLY ATTENDED BY STUDENT;

(5) PARENT'S/GUARDIAN'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;

(6) SPECIFIC CATEGORY OR CATEGORIES OF INFORMATION WHICH IS NOT TO BE RELEASED TO MILITARY RECRUITERS.

(7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITERS.

NOTICE: Refusal to release the above information to military recruiting officers alone does not affect the school district's release of directory information to the public, including military recruiting officers. In order to make any directory information about a student private, the procedures contained in the Protection and Privacy of Student Records Policy also must be followed. If you do not want your child's or eligible student's directory information released to military recruiting officers, you also must notify the school district that you do not want this directory information released to any member of the public, including military recruiting officers.

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA

Dated:
Signed:
Chair:

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Hazing Prohibition

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

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the Moorhead Area Public Schools and are prohibited at all times.

II. GENERAL STATEMENT

A. No student, teacher, administrator, coach/advisor, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.

B. No teacher, administrator, coach/advisor, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. This policy applies to behavior that occurs on or off school property and during and after school hours.

E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, coach/advisor, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a

restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health, or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "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.

lV. REPORTING PROCEDURE

A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. Moorhead Area Public Schools encourages the reporting party or complainant to use the report form (Administrative Procedure 571.1: Hazing Report Form) available from the building administrator or the school district office, but oral reports shall be considered complaints as well.

B. The building administrator, the administrator's designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the Superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Superintendent or the school district human rights officer (Human Resource Director) by the reporting party or complainant.

C. Teachers, administrators, coaches/advisors, volunteers, contractors 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 received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building administrator immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing in a timely manner may be subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

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V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The Moorhead Area Public School District may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

D. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a hazing incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

Vl. 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 retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Vll. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in ~~each school's building and staff handbooks~~ the employee handbook. The building administrator is responsible for the annual review of the handbook with students and staff.

Legal References:
Minn. Stat. 121A.69 (Hazing Policy)
Minn. Stat. 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)

Cross References:
Moorhead School Board Policy 541: Student Activity Eligibility
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 578: Bullying Prohibition
MSBA/MASE Model Policy 526 (Hazing Prohibition)

Drug-Free Workplace/Drug-Free School

Type:	School Board Policy
Section:	500 STUDENTS
Code:	572
Adopted Date:	6/24/1995
Revised Date(s):	10/13/2008
Reviewed Date(s):	02/12/2001, 01/24/2005, 02/11/2008, 10/13/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students of Moorhead Area Public Schools by prohibiting the use of alcohol, toxic substances and controlled substances without a physician prescription.

II. GENERAL STATEMENTS

A. Use of controlled substances, toxic substances, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

B. ~~It shall be a~~A violation of this policy ~~for~~ occurs when any student, teacher, administrator, or other school district personnel, or member of the public ~~to~~ uses alcohol, toxic substances or controlled substances in any school location.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. 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.

D. "Use" includes to sell, buy, distribute, dispense, possess, use or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

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E. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.

F. "School location" includes any school building or in any school premise; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

IV. EXCEPTIONS

A. ~~It shall not be a~~A violation of this policy ~~for~~ does not occur when a person to brings onto a school location, for such person's own use, a controlled substance which has a currently accepted medical use in treatment in the United States and the person has a physician prescription for the substance. The person shall comply with the relevant procedures of this policy.

B. ~~It shall not be a~~A violation of this policy ~~for~~ does not occur when a person ~~to~~ possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minn. Stat. 624.701, Subd. 1a (experiments in laboratories).

V. PROCEDURES

A. Students who have a prescription from a physician for medical treatment with a controlled substance are permitted to possess such controlled substances and associated necessary paraphernalia, such as an inhaler or syringe. The student must provide a copy of the prescription to the school nurse or building administrator or other designated staff to be kept on file, along with other emergency information. The Moorhead Area Public Schools licensed school nurse, trained health clerk, building administrator or teacher will administer the prescribed medication in accordance with school district procedures. It is the responsibility of the student to provide a copy of a renewal after prescription has expired.

B. Employees who have a prescription from a physician for medical treatment with a controlled substance are permitted to possess such controlled substances and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

E. Members of the public are not permitted to possess controlled substances in a school location except with the express permission of the Superintendent.

F. Possession of alcohol on school grounds pursuant to the exceptions of Minn. Stat. 624.701, Subd. 1a, shall be by permission of the Moorhead School Board only. The applicant for permission shall apply in writing and shall follow School Board procedures for placing an item on the agenda.

55 VI. ENFORCEMENT

A. Students

1. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

2. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or law enforcement officials where appropriate.

B. Employees

~~3~~1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

~~1~~2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination or discharge as deemed appropriate by the School Board.

~~2~~3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol assistance abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension or termination as deemed appropriate by the School Board.

4. Sanctions against employees, including nonrenewal, suspension, termination or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References:
Minne~~sota~~, Stat~~ute~~. 121A.22 (Administration of Drugs and Medicine)
Minne~~sota~~, Stat~~ute~~. 340A.403 (3.2 Percent Malt Liquor Licenses)
Minne~~sota~~, Stat~~ute~~. 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minne~~sota~~, Stat~~ute~~. 609.684 (Sale of Toxic Substances to Children; Abuse of Toxic Substances)
Minne~~sota~~, Stat~~ute~~. 624.701 (Liquor in Certain Buildings or Grounds)
20 U.S.C. 7101-7165 (Safe and Drug-Free Schools and Communities Act)
21 U.S.C. 812 (Schedules of Controlled Substances)
21 C.F.R. 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)
41 U.S.C. ~~701-707~~ 8101-8106 (Drug-Free Workplace Act)

Cross References:
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 421: Employee Drug and Alcohol Testing
Moorhead School Board Policy 532: Medication
Moorhead School Board Policy 551: Student Discipline
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

Student Dress and Appearance

Type:	School Board Policy
Section:	500 STUDENTS
Code:	577
Adopted Date:	8/11/2003
Revised Date(s):	06/11/2007, 12/13/2010
Reviewed Date(s):	06/11/2007, 12/13/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to enhance the education of Moorhead Area Public School K-12 students by establishing expectations of dress and grooming that are related to educational goals and community standards.

II. GENERAL STATEMENT

A. The policy of Moorhead Area Public Schools is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s)/guardian(s).

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

1. Clothing appropriate for the weather.

2. Clothing that does not create a health or safety hazard.

3. Clothing appropriate for the activity (i.e., physical education or the classroom).

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

1. "Short shorts," skimpy tank tops, tops that expose the midriff, clothing that exposes undergarments and other clothing that is not in keeping with community standards.

2. Clothing bearing a message that is lewd, vulgar, or obscene.

3. Apparel promoting products or activities that are illegal for use by minors.

4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Moorhead School Board Policy 570: Prohibition of Harassment and Violence.

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

D. Hats or head coverings are not allowed in the building except with the approval of the building

administrator (i.e., student undergoing chemotherapy; medical situations, religious purposes, class outside the building).

E. ~~It is not~~ tThe intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane or do not advocate violence or harassment against others.

F. "Gang," as defined in this policy, means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. "Pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

III. PROCEDURES

A. When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parent(s)/guardian(s) will be notified.

B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parent(s)/guardian(s).

C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

Legal References:
U. S. Const., amend. I
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Stephenson v. Davenport Community Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
D.B. ex rel. Brogdon v. Lafen, 217 Fed.Appx. 518 (6th Cir. 2007)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F. Supp. 1415 (W.D. Okla. 1992)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820~~, 44 Educ. L. Rep. 205~~ (N.D. Ill. 1987)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)

Cross References:
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 551: Student Discipline
MSBA/MASE Model Policy 504 (Student Dress and Appearance)

Field Trips

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

I. PURPOSE

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

The purpose of this policy is to provide general guidelines and expectations regarding field trips.

II. GENERAL STATEMENT

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

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

III. DEFINITIONS

Student field trips will be categorized within three general areas:

A. Instructional Field Trips

Trips that take place during the school day, relat~~inge~~ directly to a course of study~~,~~ and require student participation ~~shall fall into this category~~. These trips shall be subject to review and approval ~~of~~ by the building administrator~~,~~ and shall ~~generally~~ be financed by the Moorhead Area Public Schools' general funds within the constraints of the school district budget. Fees may not be assessed against students to defray direct costs of instructional trips according to ~~(Minnesota, Statute,~~ 123B.37 (Prohibited Fees)~~)~~. The approved field trips for each grade level shall be listed in the student handbook. Administrative Procedure 632.1: Regular/Extended Day Field Trip Request Form ~~Administrative Procedure Form 632.1~~ shall be completed and approved by the building administrator and sent to the transportation office one week before the scheduled activity.

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B. Supplementary Field Trips

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

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

C. Major Magnitude Field Trips

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

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

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

b. Pre-Approval

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

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

d. Approval is required both from the School Board and the Superintendent/designee. Staff will discuss the proposal with the building administrator and Superintendent. The Superintendent may

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approve, modify~~,~~ or disapprove the proposal. School Board approval must be obtained at least 60 days prior to the proposed date of departure.

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

(1) The educational purpose of the trip (including: how the trip is related to the activity, if activity is curricular or co-curricular, and how the trip is related to the course content and academic standards);
(2) The location to be visited and general trip itinerary;
(3) Number of school days involved (attempts shall be made to consider non-school days when possible);
(4) Transportation plans;
(5) Housing plans;
(6) ~~Probable~~ Approximate number of students involved;
(7) Approximate individual and district costs;
(8) Plans for funding or fundraising for the trip;
(9) Tour company involved; and
(10) An accommodation plan for any student with an IEP or 504 plan.

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

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

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

a. Transportation:

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

b. Finances:

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

c. Supervision

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

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

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

d. Student Conduct

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

e. Final Trip Information and Forms

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

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

(2) Major Magnitude Field Trips:

(a) A Major Magnitude Field Trip Request ~~form~~ (Administrative ~~Form~~ Procedure 632.2, Section II);
(b) Authorization/approval by the building administrator, Superintendent or designee and School Board;
(c) A roster of students going on the trip with written parent/guardian approval;
(d) A list of chaperones going on the trip;

(e) A detailed trip itinerary with hotel~~/motel~~ accommodations and phone numbers, activities planned, and estimated timelines;
(f) A list of emergency phone numbers where an advisor~~/~~ or chaperone can be reached in case of an emergency;
(g) An accommodation plan for students with an IEP or 504 plan;
(h) Trip expenses, funds raised, and the cost for individual students;
(i) An approved school district Transportation Request Form including cost, estimated time, and type of bus if needed (Administrative ~~Form~~ Procedure 632.1, Section I);
(j) An ~~evaluation~~ itemized expense report of the trip to be turned in after the trip to the building administrator and Superintendent~~/assistant superintendent~~ or designee.~~:~~(Administrative ~~Form~~ Procedure 632.2, Section III).

(3) Activity/Athletic Season Competition Trips:

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

Legal References:
Minne~~sota~~, Stat~~ute~~, 123B.36 (Authorized Fees)
Minne~~sota~~, Stat~~ute~~, 123B.37 (Prohibited Fees)
Minne~~sota~~, Stat~~ute~~, 123B.49 (~~Cocurricular and~~ Extracurricular Activities; Insurance)
Sonkonsky v. Board of Education for Indep. Sch. Dist. No. 721, 327F.3d 675 (8th Cir 2003)
Lee v. Pine Bluff Sch. Dist., 472 F3d 1025 (8th Cir 2007)

Cross References:
Moorhead School Board Policy 413: Employment Background Checks
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 572: Drug-Free Workplace/Drug-Free School
Moorhead School Board Policy 573: Tobacco-Free Environment
Moorhead School Board Policy 71~~3~~1: ~~Winter~~ Severe Weather-Related ~~Emergencies~~ School Closings
Moorhead School Board Policy 721: Student Transportation Safety

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Facility and Site Improvement and/or Development

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	701
Adopted Date:	3/23/1987
Revised Date(s):	10/09/2006, 04/11/2011
Reviewed Date(s):	02/07/1997, 01/27/2003, 10/09/2006, 04/11/2011
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure that facilities of Moorhead Area Public Schools allow students to reach their maximum potential as a learner, while using said facilities in a fiscally responsible manner.

II. GENERAL STATEMENT

The school district shall:

A. Ensure long-range needs are considered when facility changes are made.

B. Determine impact on other buildings.

C. Consider short/long range implications.

D. Determine economic impact on all facilities.

E. Analyze the impact on instruction.

All facility/site improvement work must be approved by the Assistant Superintendent and the Director of Property Services and Transportation. Prior to review, Administrative Procedure 701.1: Facility/Site Improvement Request must be completed. The recommendation will be forwarded to the Superintendent for consideration in the context of the School District's Annual Operating Plan, Capital Budget and Long-Range Facility Plan.

In accordance with Minn~~esota.~~ Stat~~ute.~~ 123B.52, capital improvements exceeding $100,000 must be competitively bid as authorized by the Moorhead School Board.

Legal Reference:
Minn. Stat. 123B.52 (Contracts)

Student Transportation Eligibility Guidelines

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	720
Adopted Date:	10/31/1981
Revised Date(s):	06/11/2007, 08/23/2010
Reviewed Date(s):	04/25/1989, 01/14/1992, 05/11/1998, 01/27/2003, 10/10/2005, 06/11/2007, 08/23/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide eligibility guidelines for transportation of Moorhead Area Public School students.

II. GENERAL STATEMENT

Moorhead Area Public Schools will provide regular school day transportation, to and from, to students who reside within the school district boundaries and meet the following criteria:

A. Kindergarten through grade 12 students~~,~~ who reside one (1) mile or more from the building to which the school district assigns the student;

B. Students who must cross or use an area identified as being an extraordinary traffic hazard to and from school (refer to eligibility guidelines);

~~C. Kindergarten students who live .5 mile or more from the building to which they are assigned will receive noon transportation services. Morning and afternoon service will follow the same guidelines as other elementary students. Students may be assigned to either morning or afternoon kindergarten as class sizes dictate.~~

III. ELIGIBILITY GUIDELINES

A. The following will be used as guidelines for reviewing and developing school bus transportation for the Moorhead Area Public Schools. (Refer to Administrative Procedure 720.1: Special Education Transportation and Administrative Procedure 720.2: Transportation Plan.)

Recommended maximum walking distances to bus stops:

Grade Level	Distance to Stop
K - 5	.15 mile (1-2 blocks)
6 - 8	.3 mile (4-5 blocks)
9 - 12	.5 mile (6-7 blocks)

These are recommended distances to bus stops and will not be possible in all areas of the school

district.

B. Regular school day transportation services will be provided within the normal walk zone (one (1) mile walking distance) of a specific school if it is determined that a hazardous crossing or walking area exists. The following are determined to be hazardous crossing or walking areas:

1. Robert Asp Elementary School:
o 1st Avenue North - This is a high volume traffic area and is a primary vehicle access to Minnesota Highway 10.

2. Park Christian School:
o 1st Avenue North - Same rationale as for transportation to Robert Asp Elementary.
o Highway 75 - This is a state highway which does not have appropriate sidewalks or crossing signals.

3. Ellen Hopkins Elementary School:
o 8th Street South - This state highway does have walk/do not walk signals; however, this is a very busy and hazardous crossing for students in K-5 grades.
o 12th Avenue South from 8th Street South to 20th Street South.

4. S.G. Reinertsen Elementary School:
o 8th Street South/Highway 75 South.

5. St. Joseph School:
o 8th Street South.
o Main Avenue South.

6. Horizon Middle School:
o None.

7. Moorhead High School:
o Highway 75 North of Highway 10 - This highway has no sidewalks or pedestrian crossing areas.

8. Any areas as determined by the Superintendent as hazardous where new development is occurring.

C. Hazardous Areas Near Schools - Student or adult crossing guards will be identified by the Director of Property Services and Transportation in consultation with the building administrator.

D. Service to Private Roads - Buses being used to serve Moorhead Area Public School students will not be allowed to use private drives except for handicapped transportation vehicles whose students cannot walk to a regular bus stop and regular transportation vehicles with specific approval from the Director of Property Services and Transportation.

E. Transportation to Alternate Addresses - Moorhead Area Public Schools will accept responsibility for one AM address and one PM address for a child. If a parent wishes to have a daycare site as the regular stop for their child, that stop must be the same every day. Any changes in bus stop will require a five (5) day written notice to the Transportation Office. The new address must be for a permanent change. Emergency address changes must be approved by the building administrator and will not be accepted by the Transportation Office or the bus driver.

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F. Authorized Riders - Moorhead Area Public Schools' 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.

Legal Reference:
Minn~~esota.~~ Stat~~ute.~~ 123B.88 (Independent School Districts; Transportation)

Cross References:
Moorhead School Board Policy 721: Student Transportation Safety
Moorhead School Board Policy 514: Students in Homeless Situations

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School District Owned Vehicle Reservation

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	722
Adopted Date:	1/27/2003
Revised Date(s):	10/09/2006, 04/11/2011
Reviewed Date(s):	10/09/2006, 04/11/2011
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure the proper and legal utilization of school-owned vehicles.

II. GENERAL STATEMENT

The school district shall:

A. Make available a means of transportation for employees and other passengers for district-related travel that meets current safety regulations.

B. Provide a reservation procedure that is equitable to all users.

C. Authorize the school district to monitor usage of school district vehicles.

All Moorhead Area Public Schools employees and students are required to adhere to Administrative Procedures 722.1: School District Owned Vehicle Reservation Procedures, 722.2: Drivers of School District Owned Vehicles and 722.3: Car Rental Procedures related to this policy.

Legal Reference:
Minn. Stat. 471.666 (Personal Use of Publicly Owned Automobiles Prohibited)

Fund Balance

Type:	School Board Policy
Section:	800 BUILDINGS AND SITES
Code:	802
Adopted Date:	1/26/2009
Revised Date(s):	06/27/2011
Reviewed Date(s):	06/27/2011
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure the financial stability of the Moorhead Area Public Schools, to provide a sound basis to justify a strong financial rating, and to provide a reserve enabling the school district to deal with unforeseen budget expenditures and revenue shortfalls.

II. GENERAL STATEMENT

The policy of this school district is to classify its fund balances based on the nature of the particular net resources reported in the separate funds of the district. The district will report fund balances in compliance with reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB). To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

To ensure the financial strength and stability of the school district, the Moorhead School Board will endeavor to maintain an unassigned fund balance of at least 25% of the district's General Fund operating budget.

III. DEFINITIONS

A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the Moorhead School Board and that remain binding unless removed by the School Board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge or otherwise mandate payment of resources from external providers and includes a legally

enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.

E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale or the permanent principal of endowment funds.

F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted and committed fund balances exceed the total net resources of that fund.

H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

A. The School Board will endeavor to maintain a minimum unassigned General Fund balance of at least 25% of the district's General Fund operating budget. When the unassigned General Fund balance is projected to decrease below 17% of the General Fund budget, the district shall initiate one or more of the following measures to ensure that the year-end General Fund unassigned balance for the budget year in question does not fall below 17%:

1. Reduce expenditures through implementation of cost containment measures.

2. Seek opportunities to increase revenue. Consider fee increases where appropriate. Examine options to increase enrollment.

3. If permitted by state law, request from voters additional revenue through an increase in the operating referendum or other financial options.

7 3 ıbination of the above.

B. When the fund balance in the General Fund budget approaches 17%, the district shall implement other budget control measures that do not adversely affect delivery of instructional programs.

C. The Fund Balance policy shall also apply to the administration of the Food Service Operating Fund and the Community Education Fund with proper consideration and adjustment to conform with reserve limits established by statute.

Please refer to Administrative Procedure 802.1: Fund Balance Procedures.

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

VII. COMMITTING FUND BALANCE

A majority vote of the School Board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The School Board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: Superintendent and Assistant Superintendent. Assignments so made shall be reported to the School Board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the School Board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. REVIEW

The School Board will conduct a semi-annual review of the sufficiency of the minimum unassigned general fund balance level.

Legal Reference:
Statement No. 54 of the Governmental Accounting Standards Board

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.15.120R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent BML

DATE: November 24, 2014

RE: S.G. Reinertsen Addition and 2015-2016 Kindergarten location

The construction on the addition to S.G.Reinertsen is slated to begin in the spring of 2015. Included in this addition is a new gymnasium, three music rooms, one additional classroom room, a bathroom suite, gym office and gym storage. The remodeled portion also includes two refurbished classrooms. The total cost of this 17,606 sq. ft. project is estimated at $3,527,996.16. Financing will breakdown with $217,996.16 coming from the General Fund while the remaining balance of $3,310,000.00 will come from the Lease Levy.

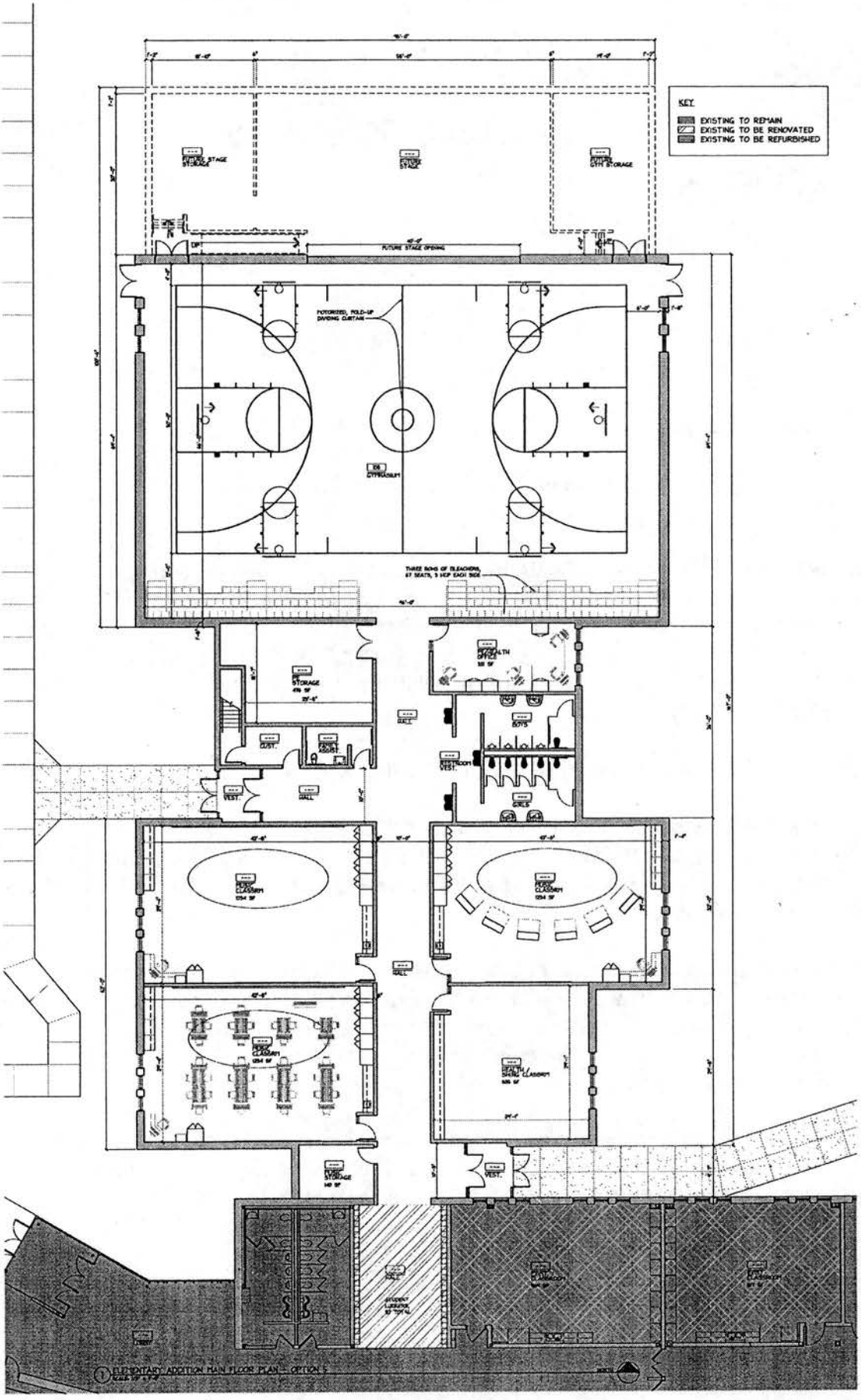
Also included are two optional scenarios to be included as a part of the Master Facilities Plan.

Option 1: This option details the impact of the SGR Addition on the Lease Levy Capacity. When the project is completed, the overall lease levy total will increase to $1,098,013.67. The SGR Project increases the lease total by $289,635.00 per year until June 30, 2015. This leaves the Moorhead Public Schools with a leasing capacity of $279,731.93.

Option 2: This option details the impact of the potential purchase of the RRALC building. The potential purchase of this building would allow two existing programs to move to the RRALC building. By purchasing the RRALC building and moving the Outreach and ABE programs from their current location to the RRALC building decreases our lease total by $185,597.03 per year. This increases our leasing capacity to $465,328.96

Administration has been planning for the 2015-2016 school year. One of these topics is how to generate space at the elementary buildings. With the completion of the additional classrooms at PCE, the decision has been made to house all kindergarten students at PCE for the 2015-2016 school year.

BML: dmb
Attachments

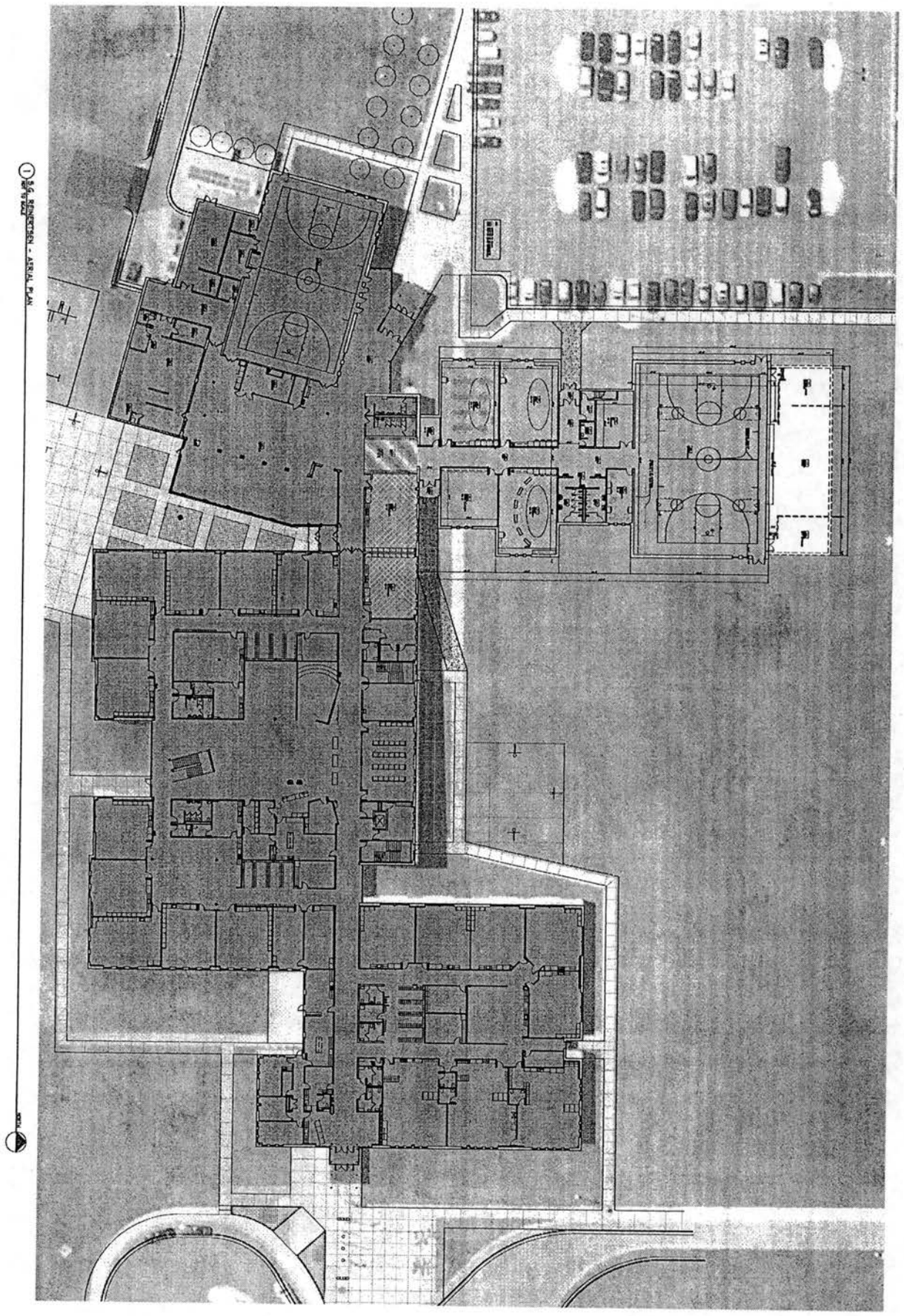


ZERR BERG

Moorhead Area Public Schools
S.G. Reinertsen Elementary
Moorhead, Minnesota

S.G. Reinertsen Gymnasium, Music & Stage Addition
Option #5

November 21, 2014
ZBA Project Number 13-042



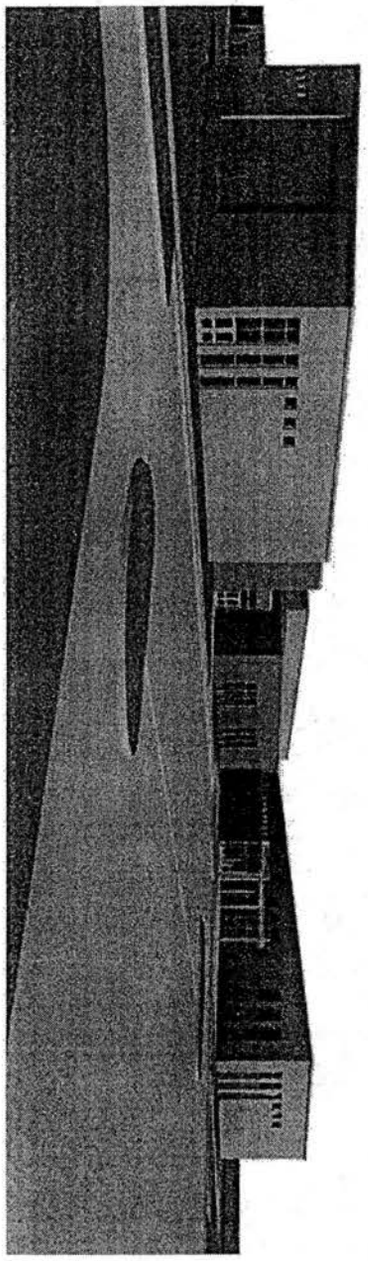
ZERR BERG

Moorhead Area Public Schools
S.G. Reinertsen Elementary
MOORHEAD AREA PUBLIC SCHOOLS
Moorhead, Minnesota

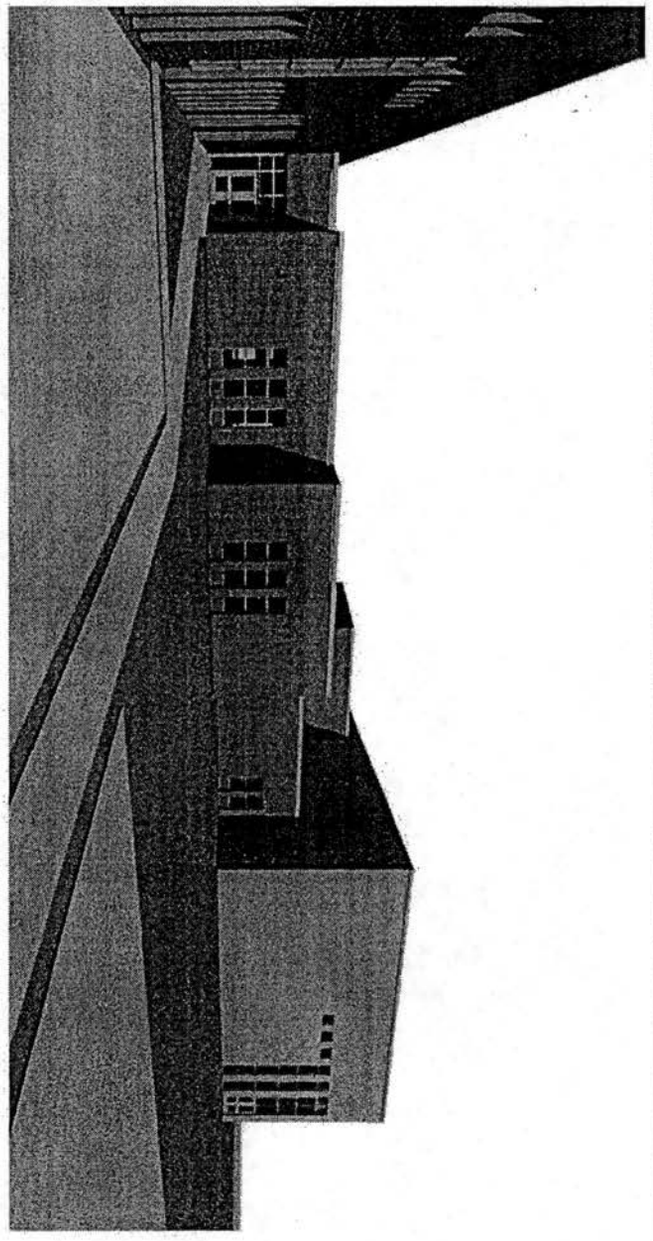
S.G. Reinertsen Gymnasium, Music & Stage Addition
Option #5

November 21, 2014
ZBA Project Number 13442

VIEW FROM NW ENTRY / PARKING



VIEW FROM EAST ENTRY / HARD SURFACE PLAY AREA



ZERR BERG

MOORHEAD AREA PUBLIC SCHOOLS

Moorhead Area Public Schools
S.G. Reinertsen Elementary

Moorhead, Minnesota

S.G. Reinertsen Gymnasium, Music & Stage Addition
Option #5

NOVEMBER 21, 2014
ZBA Project Number 13-042

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

Moorhead School District No. 152

November 20, 2014

Estimated Financing Schedules for Proposed Lease Purchase
S.G. Reinertsen Elementary Addition (Option 5)

Estimated Sources and Uses of Funds

Lease Amount	**$3,310,000**
Sources of Funds	
Par Amount of Lease	$3,310,000
Other District Funds	0
Total Sources	$3,310,000
Uses of Funds	
Financial Advisor Fee	$12,560
Bond Attorney	7,500
Other Potential Fees	4,575
Net Available for Project Costs	**3,285,365**
Total Uses	$3,310,000

\# Other potential fees may include fees for lessor legal counsel, title insurance, environmental analysis, and appraisal.

Estimated Tax Impact Schedule

Type of Property	Estimated Market Value	Estimated Annual Taxes*
Residential Homestead	$100,000	$6
	150,000	10
	200,000	15
	300,000	24
	400,000	33
	500,000	41
Commercial/ Industrial	$250,000	$35
	500,000	76
	1,000,000	158
Agricultural Homestead**	$500,000	$56
	1,000,000	76
	2,000,000	132
Agricultural Non-Homestead (dollars per acre)	$5,000	$0.41
	7,000	0.58
	9,000	0.74
Seasonal Recreational Residential (Cabins)	100,000	$8
	300,000	25
	600,000	51

Estimated Payment Schedule

Amount:		$3,310,000	
Est. Closing Date		3/1/2015	
Interest Rate:		3.75%	
No. of Years		15	
Semi-Annual Payment		$144,818	
Annual Payments		$289,635	
Payment No.	Date	Principal	Interest
1	8/1/2015	$93,099	$51,719
2	2/1/2016	84,501	60,317
3	8/1/2016	86,085	58,733
4	2/1/2017	87,699	57,118
5	8/1/2017	89,344	55,474
6	2/1/2018	91,019	53,799
7	8/1/2018	92,725	52,092
8	2/1/2019	94,464	50,354
9	8/1/2019	96,235	48,582
10	2/1/2020	98,040	46,778
11	8/1/2020	99,878	44,940
12	2/1/2021	101,750	43,067
13	8/1/2021	103,658	41,159
14	2/1/2022	105,602	39,216
15	8/1/2022	107,582	37,236
16	2/1/2023	109,599	35,218
17	8/1/2023	111,654	33,164
18	2/1/2024	113,748	31,070
19	8/1/2024	115,880	28,937
20	2/1/2025	118,053	26,764
21	8/1/2025	120,267	24,551
22	2/1/2026	122,522	22,296
23	8/1/2026	124,819	19,999
24	2/1/2027	127,159	17,658
25	8/1/2027	129,543	15,274
26	2/1/2028	131,972	12,845
27	8/1/2028	134,447	10,371
28	2/1/2029	136,968	7,850
29	8/1/2029	139,536	5,282
30	2/1/2030	142,152	2,665
Totals		$3,310,000	$1,034,528
Estimated Annual Payments		$289,635	
Est. Tax Rate, Payable in 2016		0.82%	

* The figures in the table are based on school district taxes for the potential new lease levy only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the state Homestead Credit Refund program. Many owners of homestead property will qualify for a refund, based on their income and total property taxes. This will decrease the net effect of the proposed lease levy for many property owners.

** For agricultural homestead property, a value of $150,000 was assumed for the house, garage, and one acre.

EHLERS
LEADERS IN PUBLIC FINANCE

S.G. Reinertsen Elementary Addition Option #5-2015					
Description	Sq Ft	$/Sq Ft	General	Lease	Total
New Addition	15,000	$ 160.00		$ 2,400,000.00	$ 2,400,000.00
New Mechanical Room	800	$ 110.00		$ 88,000.00	$ 88,000.00
Existing Remodel	480	$ 110.00	$ 52,800.00		
Existing Refurbished	1,806	$ 20.00	$ 36,120.00		$ 36,120.00
Site Work				$ 250,000.00	$ 250,000.00
Sub Total	**17,606**		**$ 88,920.00**	**$ 2,738,000.00**	**$ 2,826,920.00**
Construction Management Fee (4%)			$ 3,556.80	$ 109,520.00	$ 113,076.80
Total Construction Costs:			**$ 92,476.80**	**$ 2,847,520.00**	**$ 2,939,996.80**
Architectural & Engineering Fees (7%)			$ 6,473.38	$ 199,326.40	$ 205,799.78
FF&E/Technology (7%)			**$ 113,497.38**	**$ 92,302.40**	**$ 205,799.78**
Miscellaneous, Permits, Review & Tests (1%)			$ 924.77	$ 28,475.20	$ 29,399.97
Contingency (5%)			$ 4,623.84	$ 142,376.00	$ 146,999.84
Total Project Costs:			**$ 217,996.16**	**$ 3,310,000.00**	**$ 3,527,996.16**

Lease Levy Summary 2014-2015

Facility Description	Owner	Rent	Operational Cost	CPI	Total Lease	Notes
Moorhead Sports Center	City of Moorhead	$ 90,389.97	$ 7,860.00	$ 0.00	$ 98,249.97	
Outreach/Instruction	City of Moorhead	$ 66,016.47	$ 5,740.56	$ 0.00	$ 71,757.03	
Dry Floor, Golf	City of Moorhead	$ 2,687.03	$ 233.66	$ 0.00	$ 2,920.69	
Ice Arena	City of Moorhead	$ 40,976.02	$ 3,563.13	$ 0.00	$ 44,539.15	
YES Building	LCSC	$ 21,000.00	$ 0.00	$ 0.00	$ 21,000.00	
Red River Alt Learning	LaFamiglia LTD	$ 98,580.56	$ 8,572.00	$ 0.00	$ 107,152.56	
Gymnastics	FPS	$ 8,000.00	$ 2,000.00	$ 584.00	$ 10,584.00	
Storage	Starlite Builders	$ 3,216.00	$ 0.00	$ 0.00	$ 3,216.00	
SGR Project	Kinetic Leasing	$ 54,314.00	$ 0.00	$ 0.00	$ 54,314.00	November 15, 2026
PCE & Asp Projects	Capital One	$ 417,366.28	$ 0.00	$ 0.00	$ 417,366.28	February 1, 2029
SGR Addition	TBD	$ 289,635.00	$ 0.00	$ 0.00	$ 289,635.00	February 1, 2030
West Central Juvenile Center		$ 5,832.34	$ 507.16	$ 0.00	$ 6,339.50	June 30, 2015
	TOTALS:	$ 1,098,013.67	$ 28,476.51	$ 584.00	$1,127,074.18	

Levy Capacity

Adjusted Pupil Units	6498.8
Dollars/Pupil	$ 212.00
Maximum Limit	$ 1,377,745.60
Dollars Available to Lease	**$ 279,731.93**

Option 1- No Change

Option 1-No Change

Lease Levy Summary 2014-2015

Facility Description	Owner	Rent	Operational Cost	CPI	Total Lease	Notes
Moorhead Sports Center	City of Moorhead	$ 90,389.97	$ 7,860.00	$ 0.00	$ 98,249.97	
Outreach/Instruction	City of Moorhead	$ 0.00	$ 5,740.56	$ 0.00	$ 5,740.56	
Dry Floor, Golf	City of Moorhead	$ 2,687.03	$ 233.66	$ 0.00	$ 2,920.69	
Ice Arena	City of Moorhead	$ 40,976.02	$ 3,563.13	$ 0.00	$ 44,539.15	
YES Building	LCSC	$ 0.00	$ 0.00	$ 0.00	$ 0.00	
Red River Alt Learning	LaFamiglia LTD	$ 0.00	$ 8,572.00	$ 0.00	$ 8,572.00	
Gymnastics	FPS	$ 8,000.00	$ 2,000.00	$ 584.00	$ 10,584.00	
Storage	Starlite Builders	$ 3,216.00	$ 0.00	$ 0.00	$ 3,216.00	
SGR Project	Kinetic Leasing	$ 54,314.00	$ 0.00	$ 0.00	$ 54,314.00	November 15, 2026
PCE & Asp Projects	Capital One	$ 417,366.28	$ 0.00	$ 0.00	$ 417,366.28	February 1, 2029
SGR Addition	TBD	$ 289,635.00	$ 0.00	$ 0.00	$ 289,635.00	February 1, 2030
West Central Juvenile Center		$ 5,832.34	$ 507.16	$ 0.00	$ 6,339.50	June 30, 2015
	TOTALS:	$ 912,416.64	$ 28,476.51	$ 584.00	$ 941,477.15	

Levy Capacity

Adjusted Pupil Units	6498.8
Dollars/Pupil	$ 212.00
Maximum Limit	$ 1,377,745.60
Dollars Available to Lease	**$ 465,328.96**

Option 2- Purchase RRALC Building:

1. Outreach/Instruction
2. Adult Basic Education

S-M9-B05
15 Dec 2014

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

December 15, 2014
5:00 p.m.

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

ATTENDANCE:

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

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

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

   (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

2. **FACILITIES MASTER PLAN STUDY SESSION**: Dr. Kovash

3. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Horizon PTAC	December 16	6:30 p.m.	Media Center
Winter Break Begins	December 24		
Indian Education Parent Committee	January 5	5:30 p.m.	PCE
MHS PTAC	January 5	6:30 p.m.	Conf Rm
Special School Board	January 5	6-8 p.m.	PCE
Hopkins PTAC	January 6	6:30 p.m.	Media Center
Joint Powers Committee	January 8	7 a.m.	City Hall
Instr and Curriculum Advisory Com	January 8	7 a.m.	PCE
Early Chldhd Family Educ Adv Com	January 8	6:30 pm	PCE
School Board	January 12	7 p.m.	PCE
Asp PTAC	January 13	6:30 p.m.	Media Center
Reinertsen/Probstfield PTAC	January 13	6:30 p.m.	Media Center
District Staff Development Committee	January 19	7-8 a.m.	MHS 252
Policy Review Committee	January 19	7 p.m.	PCE
Horizon PTAC	January 20	6:30 p.m.	Media Center
Health Insurance Committee	January 22	4 p.m.	PCE
Intergovernmental Retreat	January 23	9 a.m.-4:30 p.m	Hjemkomst
School Board	January 26	7 p.m.	PCE
Activities Advisory Council	January 27	7:15 a.m.	MHS Conf Rm
District Technology Committee	January 27	3:45 p.m.	PCE
Superintendent's Advisory Council	January 29	7 p.m.	PCE

S-M9-B05
15 Dec 2014

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

December 15, 2014
7:00 p.m.

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

ATTENDANCE:

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

AGENDA

1. **CALL TO ORDER**

   A. Pledge of Allegiance

   B. Preview of Agenda - Dr. Lynne A. Kovash, Superintendent

   C. Approval of Meeting Agenda

   Moved by _____ Seconded by _____
   Comments _____

   D. We Are Proud

   We Are Proud of Mario Valdez, a paraprofessional at Moorhead High School, who received the Enderle Severson Transition Rating (ESTR) Award at the Community Transition Interagency Committee's Transition Expo for students with disabilities in October. This award is given annually to an individual who has been instrumental in ensuring youth with an Individual Education Plan are equipped to successfully transition from high school to adulthood.

   We Are Proud of Mary Flesberg, business teacher at Moorhead High School, for receiving the 2014 President's Award from Minnesota Business Educators, Inc. (MBEI) on Nov. 7, 2014. This is an award of merit given annually by the current president of MBEI to a member who has gone beyond the call of duty to assist the

organization. Flesberg was selected for her service to MBEI as a long-time board member, past president and awards chair and for her support of all members of MBEI, including mentoring new teachers and assisting with state meetings and conferences.

We Are Proud of Travis Henry, Web and application developer, Pam Gibb, communications coordinator, and Dan Markert, executive director of Information Systems and Instructional Support, whose work on the responsive-designed public website was recognized by the Minnesota School Public Relations Association. The district's public website received a MinnSPRA Star Award for Electronic Media at the MinnSPRA fall conference in November. Judges noted the consistent appearance, ease of navigation, responsive design, and use of bright graphics.

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

(Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three minutes. Speakers must complete the sign-up form, which outlines the public input process, and submit it to the School Board secretary.)

2. **CONSENT AGENDA**

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

A. SUPERINTENDENT MATTERS - Kovash
   (1) Approval of November 24, 2014 Special Meeting Minutes and November 24, 2014 Regular Meeting Minutes - Pages 8-15

B. ASSISTANT SUPERINTENDENT MATTERS - Lunak
   (1) Approval of December Claims - Page 16
   (2) Acceptance of Donations - Pages 17-18

C. HUMAN RESOURCES MATTERS - Dehmer
   (1) Approval of Family/Medical Leaves - Page 19
   (2) Approval of Change in Contract - Page 20
   (3) Approval of Resignations - Page 21

(4) Approval of Retirement - Page 22
(5) Approval of New Employees - Page 23

D. LEARNER SUPPORT SERVICES MATTERS - Skarvold
(1) Approval of American Indian Education Transmittal of Resolution Renewal - Pages 24-37
(2) Approval of Solutions Behavioral Healthcare Professionals Agreement - Pages 38-42

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

Moved by _____ Seconded by _____
Comments _____

3. **FISCAL YEAR 2014 AUDIT REPORT**: Lunak
Page 43

Suggested Resolution: Move to accept the fiscal year 2014 school district audit report as presented by Jaime Fay, Eide Bailly LLP.

Moved by _____ Seconded by _____
Comments _____

4. **WEST CENTRAL REGIONAL JUVENILE CENTER EDUCATION PROGRAM PROPOSAL**: Kovash
Pages 44-48

Suggested Resolution: Move to approve the proposal for the West Central Regional Juvenile Center Education Program effective January 1, 2015.

Moved by _____ Seconded by _____
Comments _____

5. **CERTIFICATION OF FINAL 2014 PAYABLE 2015 PROPERTY TAX LEVY**: Lunak
Pages 49-52

Suggested Resolution: Move to approve the certification of the final 2014 Payable 2015 Property Tax Levy in the amount of $13,265,092.72.

Moved by _____ Seconded by _____
Comments _____

6. **MOORHEAD HIGH SCHOOL REGISTRATION BOOK**: Kovash
Page 53

Suggested Resolution: Move to approve the Moorhead High School Registration and Planning Guide as presented.

Moved by _____ Seconded by _____
Comments _____

7. **APPROVAL OF POLICY**: Kovash
Pages 54-57

Suggested Resolution: Move to approve the policy, School Board Public Hearings 212, as presented.

Moved by _____ Seconded by _____
Comments _____

8. **APPROVAL OF POLICY**: Kovash
Pages 58-60

Suggested Resolution: Move to approve the policy, Gifts to Employees 449, as presented.

Moved by _____ Seconded by _____
Comments _____

9. **APPROVAL OF POLICY**: Kovash
Pages 61-90

Suggested Resolution: Move to approve the policy, Protection and Privacy of Student Records 504, as presented.

Moved by _____ Seconded by _____
Comments _____

10. **APPROVAL OF POLICY**: Kovash
Pages 91-96

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

Moved by _____ Seconded by _____
Comments _____

11. **APPROVAL OF POLICY**: Kovash
Pages 97-101

Suggested Resolution: Move to approve the policy, Drug-Free Workplace/Drug-Free School 572, as presented.

Moved by _____ Seconded by _____
Comments _____

12. **APPROVAL OF POLICY**: Kovash
Pages 102-105

Suggested Resolution: Move to approve the policy, Student Dress and Appearance 577, as presented.

Moved by _____ Seconded by _____
Comments _____

13. **APPROVAL OF POLICY**: Kovash
Pages 106-109

Suggested Resolution: Move to approve the policy, Facility and Site Improvement and/or Development 701, as presented.

Moved by _____ Seconded by _____
Comments _____

14. **APPROVAL OF POLICY**: Kovash
Pages 110-117

Suggested Resolution: Move to approve the policy, Student Transportation Eligibility Guidelines 720, as presented.

Moved by _____ Seconded by _____
Comments _____

15. **APPROVAL OF POLICY**: Kovash
Pages 118-123

Suggested Resolution: Move to approve the policy, School District Owned Vehicle Reservation 722, as presented.

Moved by _____ Seconded by _____
Comments _____

16. **APPROVAL OF POLICY**: Kovash
Pages 124-129

Suggested Resolution: Move to approve the policy, Fund Balance 802, as presented.

Moved by _____ Seconded by _____
Comments _____

17. **APPROVAL TO SCHEDULE SPECIAL SCHOOL BOARD MEETING**: Kovash
Page 130

Suggested Resolution: Move to approve scheduling Monday, January 5, 2015 from 6:00 - 8:00 p.m. to conduct a special School Board meeting for the purpose of administering the Oath of Office for new board members and a Facilities Master Plan work session.

Moved by _____ Seconded by _____
Comments _____

18. **SCHOOL DISTRICT FACILITIES UPDATE**: Lunak

19. **SUPERINTENDENT REPORT**

20. **COMMITTEE REPORTS**

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

22. **ADJOURNMENT**

CALENDAR OF EVENTS

Event	Date	Time	Place
Horizon PTAC	December 16	6:30 p.m.	Media Center
Winter Break Begins	December 24		
Indian Education Parent Committee	January 5	5:30 p.m.	PCE
MHS PTAC	January 5	6:30 p.m.	Conf Rm
Special School Board	January 5	6-8 p.m.	PCE
Hopkins PTAC	January 6	6:30 p.m.	Media Center
Joint Powers Committee	January 8	7 a.m.	City Hall
Instr and Curriculum Advisory Com	January 8	7 a.m.	PCE
Early Chldhd Family Educ Adv Com	January 8	6:30 pm	PCE
School Board	January 12	7 p.m.	PCE
Asp PTAC	January 13	6:30 p.m.	Media Center
Reinertsen/Probstfield PTAC	January 13	6:30 p.m.	Media Center
District Staff Development Committee	January 19	7-8 a.m.	MHS 252
Policy Review Committee	January 19	7 p.m.	PCE
Horizon PTAC	January 20	6:30 p.m.	Media Center
Health Insurance Committee	January 22	4 p.m.	PCE
Intergovernmental Retreat	January 23	9 a.m.-4:30 p.m	Hjemkomst
School Board	January 26	7 p.m.	PCE
Activities Advisory Council	January 27	7:15 a.m.	MHS Conf Rm
District Technology Committee	January 27	3:45 p.m.	PCE
Superintendent's Advisory Council	January 29	7 p.m.	PCE

SPECIAL MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
NOVEMBER 24, 2014

MEMBERS PRESENT: Cindy Fagerlie, Lisa Erickson, Laurie Johnson, Carol Ladwig, Scott Steffes, Bill Tomhave, Matt Valan, and Dr. Lynne A. Kovash.

MEMBER ABSENT: None.

CALL TO ORDER: Chair Fagerlie called the meeting to order at 5:00 p.m. and led everyone in attendance with the Pledge of Allegiance.

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

APPROVAL OF AGENDA: Tomhave moved, seconded by Erickson, to approve the agenda as presented. Motion carried 7-0.

FACILITIES MASTER PLAN UPDATE AND REVIEW: Judy Hoskens, principal at Cuningham Group, provided an update on the district's facilities planning process and task force's work. Hoskens asked facilities master planning task force members who were present to introduce themselves.

Earlier in November, board members heard projections for student enrollment to increase approximately 3 percent each year for the next five years. Enrollment is projected to break 6,000 students next fall. Overcrowded conditions, especially at the elementary schools, have required a creative use of space in recent years.

As a short-term solution, the district has added space to Robert Asp and Probstfield Elementary this year and will add on to S.G Reinertsen Elementary School next year.

For a long-term solution, work continues to prepare a comprehensive facilities master plan to guide facilities planning and improvements for the next 10 years. The final facilities master plan is scheduled to be presented to the School Board in February.

Members of the facilities task force began their work in September by sharing their hopes for the process. At the end of two four-hour meetings, the task force members had created a shared vision and developed facility principles to use to guide the five-month planning process.

The task force agreed to the following vision statement for the process: We envision safe, inviting and inclusive learning environments that support a sustainable culture of excellence in 21st century learning, while fostering meaningful and collaborative community partnerships.

Principles that were developed include serving and inspiring innovative growth and learning, providing adaptable facilities for our changing community, supporting evolving learning approaches through technology, fostering quality and excellence in education, providing safe and secure learning environments, fostering community and engagement within the schools, and being a community development partner.

In October, task force members learned about district initiatives and developed facilities standards using the vision and principles developed by the task force in September. These facilities standards were used to complete a gap analysis for each of the district's current schools to evaluate each facility's ability to support the standards. Results of the gap analysis were reviewed in early November after task force members toured the district's schools and the new high school in Alexandria, Minnesota.

Priorities identified through the gap analysis include:

- Robert Asp and Ellen Hopkins Elementary Schools need more classrooms, storage space and resource rooms and improvements made to mechanical systems and entrance safety. The parking lot at Hopkins needs improvements to address the traffic flow issues.

- At S.G. Reinertsen Elementary School, crowded conditions have converted open learning/ gathering areas to classrooms. Storage space is needed, and the student pick-up and drop-off area needs improvements.

- Probstfield Elementary School needs a clear main entry and varied spaces for different teaching and learning needs with more gathering spaces for young learners and parents and more collaborative spaces.

- Horizon Middle School needs separate and adequate commons and performance areas, HVAC improvements, flexible furnishings and outdoor learning space.

- Moorhead High School needs a safe, clear main entry and safer parking lots, appropriate student gathering spaces and flexible learning spaces with a variety of furnishings, more natural light, updated appearance, and boiler upgrades.

- Red River Area Learning Center needs a front entrance, gathering space, more flexible and adequately sized learning spaces, and a gymnasium.

Throughout the planning process, the Cuningham Group has shared provocation videos to create discussion about topics such as creativity, project-based learning and reforming education.

Discussion has included future challenges facing the district and envisioning the spaces an ideal school might include.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 6:03 p.m.

_____
Laurie Johnson, Clerk

MEMBERS PRESENT: Lisa Erickson, Cindy Fagerlie, Laurie Johnson, Carol Ladwig, Scott Steffes, Bill Tomhave, Matt Valan, and Dr. Lynne A. Kovash.

MEMBER ABSENT: None.

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

PREVIEW OF AGENDA: Superintendent Kovash recommended approval of the agenda to proceed with a revision to page 5.

APPROVAL OF AGENDA: Johnson moved, seconded by Tomhave, to approve the agenda with a revision on page 5. Motion carried 7-0.

WE ARE PROUD:

We Are Proud of Moorhead High School's speech team and speech coach Rebecca Meyer-Larson for earning a top recognition by the National Speech and Debate Association. Moorhead High speech team members achieved more than 200 degrees last year, ranking it among the top 5% of speech team's nationwide and earning Moorhead membership into the association's 200 Club. This milestone demonstrates outstanding commitment to teaching students essential life skills, including communication, research, listening, writing and organization.

We Are Proud of Robert Asp Elementary School's students and staff for achieving designation as a 2014 Reward School based on Minnesota's Multiple Measurement Rating. Reward Schools are the 15 percent highest-performing Title I schools in the state. Accepting the recognition on behalf of Robert Asp Elementary's students and staff are Principal Chris Triggs and representatives from the Student Leadership Team and Building Leadership Team.

We Are Proud of the Red River Area Learning Center robotics team for receiving the Hub Director's Choice Award at the Oct. 31-Nov. 1 Bison BEST Robotics competition. The award recognizes the team's dedicated, continued and exceptional improvement over several years. Team members are Aiden Ali, Angel Ballesteros, Brianna Clark, Haylee Elliot, Gracie Garcia, Keanu Moreno, Gilbert Munoz, Moses Munoz, Anahi Serrata and Muhamed Zuka. Team advisors are Red River ALC teachers Aura Lee Mohror and Wylie Wisnewski, and mentors are Glen Meyer and Eric Surma from John Deere.

RRALC students provided a demonstration of the the robot used in the competition.

MATTERS PRESENTED BY CITIZENS/OTHER COMMUNICATIONS: (Citizens who wish to address a non-agenda item have the opportunity to speak by raising their hand and being recognized by the School Board chair. Speakers must state their name and will be limited to three

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

Andrew Thomason, 2219 18th Street South - Expressed concern regarding the MHS theatre department's choice of the play "Chicago" because content is not appropriate for younger audiences.

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

Minutes - Approve the November 10, 2014 Meeting Minutes as presented.

Family/Medical Leaves
Suzy Nelson - Teacher, Moorhead High School, effective November 10, 2014 through November 17, 2014.
Janelle Halverson - Teacher, S.G. Reinertsen Elementary, Intermittent Leave from November 10, 2014 thru April 16, 2015.
Kristi Cameron - Teacher, Horizon Middle School, effective January 5, 2015 until approximately March 31, 2015.

Change in Contracts
Pamela Tangen - Food and Nutrition Server, Ellen Hopkins Elementary, 2.75 hours per day to 4 hours per day, A11 (0) $14.32 per hour, effective September 2, 2014 (new position).
Sarah Score - Food and Nutrition Server, S.G. Reinertsen Elementary, 2.75 hours per day to 4 hours per day, A11 (0) $14.32 per hour, effective October 15, 2014 (new position).
Tammy Anderson - Food and Nutrition Server, Robert Asp Elementary, 2.75 hours per day to 4 hours per day, A11 (0) $14.32 per hour, effective October 27, 2014 (new position).
Cindy Noennig - Food and Nutrition Server, High School, 5.75 hours per day, to 6.25 hours per day, effective November 5, 2014 (increase in FTE).
Yvonne Ralph - Food and Nutrition Server, Moorhead High School, 7 hours per day to 7.5 hours per day, effective November 5, 2014 (increase in FTE).

Resignations
Rebecca Flore - Food and Nutrition Server, Probstfield Elementary, effective November 14, 2014.
Dave Row - Paraprofessional, Moorhead High School, effective December 5, 2014.
Aesha Lietaert - Elementary Teacher, S. G. Reinertsen Elementary, effective December 23, 2014.
Al Hunt - Teacher, Adult Basic Education, effective December 31, 2014.

New Employees

April Gordon - Food and Nutrition Server, Robert Asp Elementary, A11 (2) $14.75 per hour, 4 hours per day, effective October 27, 2014 (new position).

Juanita Hines - Food and Nutrition Server, Moorhead High School, 2.75 hours per day, $10.00 per hour, effective November 17, 2014 (replaces Stacey Swanson).

Lori Swaser - Paraprofessional, Moorhead High School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective November 21, 2014 (replaces Sadie Long).

Mark Pederson - Paraprofessional, Moorhead High School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective November 18, 2014 (replaces Siham Amedy).

Motion carried 7-0.

APPROVAL TO SCHEDULE SPECIAL SCHOOL BOARD MEETING: Valan moved, seconded by Tomhave, to approve scheduling Monday, December 15, 2014 at 5:00 p.m. to conduct a special School Board Facilities Master Plan study session. Motion carried 7-0.

MOORHEAD HIGH SCHOOL REGISTRATION BOOK: MHS principal Dave Lawrence presented updates and changes made to the draft registration book. The registration book was updated and aligned to the World's Best Workforce and student transitional planning requirements. Included in the book are the graduation requirements, early college credit options, entrance criteria for local colleges and universities, career and life options, and a comprehensive outline of all courses offered at MHS. Changes to the registration book have been made in collaboration with all of the departments at Moorhead High. The draft will be reviewed by the Instruction and Curriculum Advisory Committee and forwarded to the School Board in December as an action item.

FIRST READING OF POLICIES: The board will conduct a first reading of the policies, School Board Public Hearings 212, Gifts to Employees 449, Protection and Privacy of Student Records 504, Hazing Prohibition 571, Drug-Free Workplace/Drug-Free School 572, Student Dress and Appearance 577, Facility and Site Improvement and/or Development 701, Student Transportation Eligibility Guidelines 720, School District Owned Vehicle Reservation 722, and Fund Balance 802.

S.G. REINERTSEN ADDITION AND 2015-16 KINDERGARTEN LOCATION: Brandon Lunak said the construction on the addition to S.G. Reinertsen Elementary is slated to begin in the spring of 2015. Included in this addition is a new gymnasium, three music rooms, one additional classroom room, a bathroom suite, gym office and gym storage. The remodeled portion also includes two refurbished classrooms. The total cost of this 17,606 sq. ft. project is estimated at $3,527,996.16. Financing will breakdown with $217,996.16 coming from the

General Fund while the remaining balance of $3,310,000.00 will come from the Lease Levy.

Also reviewed were two optional scenarios to be included as a part of the Master Facilities Plan.

Option 1: This option details the impact of the SGR Addition on the Lease Levy Capacity. When the project is completed, the overall lease levy total will increase to $1,098,013.67. The SGR Project increases the lease total by $289,635.00 per year until February 1, 2030. This leaves the Moorhead Area Public Schools with a leasing capacity of $279,731.93.

Option 2: This option details the impact of the potential purchase of the RRALC building. The potential purchase of this building would allow two existing programs to move to the RRALC building. Purchasing the RRALC building and moving the Outreach and ABE programs from their current location to the RRALC building decreases our lease total by $185,597.03 per year. This increases our leasing capacity to $465,328.96

Administration has been planning for the 2015-2016 school year. One of the topics is how to generate space at the elementary buildings. With the completion of the additional classrooms at PCE, the decision has been made to house all kindergarten students at PCE for the 2015-2016 school year.

SUPERINTENDENT REPORT: Dr. Kovash reminded board members to return the Lakes Country Service Cooperative election ballots to Michelle and also reminded them to let Michelle know if they plan to attend the MSBA Annual Leadership Conference scheduled for January 15-16, 2015.

COMMITTEE REPORTS: Brief reports were heard regarding the Staff Development Committee (elementary), S.G. Reinertsen PTAC, Community Education Advisory Council, Policy Review Committee, Health Insurance Committee, Facilities Master Plan Task Force and Steering Committee, Special Education Parent Advisory Committee, Safe and Healthy Learners Committee, Early Childhood Family Education Parent Advisory Committee, Probstfield Learning Walk, Horizon PTAC, Clay County Joint Powers Collaborative Governance Board and Executive Committee, and Instruction and Curriculum Advisory Committee meetings. Valan noted he would be attend the MSBA Delegate Assembly on December 5-6 in Minneapolis.

SCHOOL DISTRICT FACILITIES UPDATE: Lunak provided a brief construction update for Robert Asp and Probstfield Elementary Schools and provided information regarding design phase problems with the MHS swimming pool. Lunak also requested board members to let him know a good date to schedule tours of the new additions.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: None.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 8:49 p.m.

_____
Laurie Johnson, Clerk

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.15.121C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent BML

DATE: December 15, 2014

RE: December Claims

The December claims are as follows:

General Fund	$2,413,409.55
Food Service Fund	$235,339.26
Community Service Fund	$14,144.42
TOTAL	$2,662,893.23

The November wire payments are as follows:

General Fund	$1,548,115.23
Post Employment Irrevocable Trust Fund	$0
TOTAL	$1,548,115.23

Suggested Resolution: Move to approve the December claims, subject to audit, in the amount of $2,66,2893.23 and the November wire payments, subject to audit, in the amount of $1,548,115.23.

BML:dmb

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.15.125C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent BML

DATE: December 15, 2014

RE: Donation

Moorhead Area Public Schools has received the following a donation:

- An anonymous donor has donated a variety of new children's clothing, ranging in sizes for children in grades pre-k to primary. The clothing is valued at $600.00.

Suggested Resolution: Move to accept the donation of children's clothing.

BML:dmb

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MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant
Superintendent
Memo OAS.15.124C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent BML

DATE: December 15, 2014

RE: Donation

Moorhead Area Public Schools has received the following a donation of a piano from the Michael Culloton family for the kindergarten music room at Ellen Hopkins Elementary School.

Suggested Resolution: Move to accept the donation of the piano for the kindergarten music classroom at Ellen Hopkins Elementary School and direct administration to send a thank you .

BML:dmb

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.061C

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: December 9, 2014

RE: Family/Medical Leave

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

Sheila Waclawik	Administrative Assistant, Community Education, effective November 11, 2014 for an undetermined amount of time.
Cody Martinson	Teacher, Horizon Middle School, effective November 18, 2014 through November 25, 2014.
Jeanna Krabbenhoft	Paraprofessional, Red River Area Learning Center, effective December 4, 2014 for an undetermined amount of time.
Scott Peterson	Teacher, Horizon Middle School, effective December 9, 2014 through December 24, 2014.
Megan Dahl	Teacher, S. G. Reinertsen Elementary, effective January 9, 2015 for approximately 8 weeks.
Elizabeth Schumacher	Teacher, Robert Asp Elementary, effective March 24, 2015 through June 2, 2015.
Melissa Hagen	Teacher, Robert Asp Elementary, effective April 6, 2015 through June 2, 2015.

Suggested Resolution: Move to approve the Family/Medical Leave for Sheila Waclawik, Cody Martinson, Jeanna Krabbenhoft, Scott Peterson, Megan Dahl, Elizabeth Schumacher and Melissa Hagen as presented.

KLD:smw

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MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.064C

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: December 9, 2014

RE: Change in Contract

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

Ken Manzella	Bus Driver, Transportation to Night Custodian, 1.0 FTE A12 (4) $15.98 per hour, 8 hours per day, effective December 4, 2014. (Replaces Jacob Mueller)

Suggested Resolution: Move to approve the Change in Contract for Ken Manzella as presented.

KLD:smw

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.062C

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: December 9, 2014

RE: Resignations

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

Princess Diagor	Food and Nutrition Server, Probstfield Elementary, effective October 31, 2014.
Sean Herrmann	Bus Driver, Transportation, effective November 10, 2014.
Rebecca Flores	Food and Nutrition Server, Probstfield Elementary, effective November 17, 2014.
Tamara Rasheed	Crossing Guard/Lunchroom Supervisor, S. G. Reinertsen Elementary, effective December 2, 2014.
Vicky Schempp	Food and Nutrition Server, Horizon Middle School, effective December 23, 2014.
Aesha Lietaert	Teacher, S. G. Reinertsen Elementary, effective December 23, 2014.

Suggested Resolution: Move to approve the resignation of Princess Diagor, Sean Herrmann, Rebecca Fores, Tamara Rasheed, Vicky Schempp, and Aesha Lietaert as presented..

KLD:smw

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MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.065C

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources KDehmer

DATE: December 9, 2014

RE: Retirement

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

Jackie Migler Program Manager, Learner Support Services, effective December 1, 2014.

Suggested Resolution: Move to approve the retirement of Jackie Migler as presented.

KLD:smw

MOORHEAD AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.063C

TO: Dr. Lynne Kovash, Superintendent

FROM: Kristin Dehmer, Executive Director of Human Resources

DATE: December 9, 2014

RE: New Employees

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

Ricky Balboa	Paraprofessional, Horizon Middle School, B21 (0-2) $15.37 per hour, 6.75 hours per day, effective December 1, 2014. (Replaces Joanne Lien)
Ben Fraase	Paraprofessional, Ellen Hopkins Elementary, .5 FTE, B21 (3) $15.93 per hour, 3.38 hours per day, effective December 12, 2014. (Tuition)
Katie Carlson	Teacher, S. G. Reinertsen Elementary, 1.0 FTE, BA (0) $34,763.00, effective January 5, 2015. (Replaces Aesha Lietaert)
Heather Reilly	Food and Nutrition Server, Ellen Hopkins Elementary, 2.75 hours per day, $10.00 per hour, effective January 5, 2015. (Replaces Molly Andrews)
Carla Bakken	Bus Driver, Transportation, 4 hours per day, $14.26 per hour, effective December 15, 2014. (Replaces Sean Herrmann)

Suggested Resolution: Move to approve the employment of Ricky Balboa, Ben Fraase, Katie Carlson, Heather Reilly and Carla Bakken as presented.

KLD:smw

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MOORHEAD
AREA PUBLIC SCHOOLS

Learner Support Services
Memo LSS.15.005

TO: Lynne Kovash, Superintendent

FROM: Jill Skarvold, Director of Learner Support Services

DATE: November 18, 2014

RE: American Indian Education Transmittal of Resolution Renewal

Attached is the American Indian Education Transmittal of Resolution renewal form. Moorhead Area Public Schools has ten or more American Indian children enrolled in the district and therefore required to submit the Parent Committee Roster, the Parent Committee Resolution and the Transmittal of Resolution form to the Minnesota Department of Education by December 15, 2014.

SUGGESTED RESOLUTION: Move to approve the American Indian Education Transmittal of Resolution for submission to the Minnesota Department of Education by December 15, 2014.

JS:ds
Attachment

Minnesota Department of
Education

Office of Indian Education
Transmittal of Resolution and Parent Committee Roster

Identification Information		
School District Name: Moorhead Area Public Schools		District Type/No.: 0152
Name of person completing form: Donna Norquay	Title: Indian Home School Liaison	Telephone: 218-284-7323

Resolution/Parent Committee Information

Check all applicable items and attach the requested information:

☐ This district does not have 10 or more American Indian students enrolled, therefore no Parent Committee has been established, and no resolution/recommendations are attached (sign below and return the form to the Office of Indian Education).

☒ Resolution is attached:

Date resolution passed by Parent Committee: 12-1-14

Date resolution presented to Local School Board: 12-15-14

The attached resolution is a resolution of (check one): ☒ Concurrence ☐ Non-concurrence

Recommendations are (check one): ☒ Included ☐ Not included

☐ Resolution is NOT attached. If not attached, explain:

☐ School Board Response is NOT attached. If not attached, explain:

☐ A Parent Committee has NOT been established. If checked, please explain why not, including discussion of any steps that have been taken to establish a parent committee:

The district requests that the Office of Indian Education provide assistance in the following area(s):

☐ Parent Committee Training

☐ Staff Development on American Indian history and culture

☐ Other (explain):

The information provided on this form is true and accurate to the best of my belief and knowledge.

Signature – Superintendent of School District/Authorized Representative

Date signed

2014-15 PARENT COMMITTEE RESOLUTION

WHEREAS, the Moorhead Independent School District # 0152 provides an opportunity for all of its citizens to participate in district program communities, and

WHEREAS, the Indian Education Parent Committee of the Moorhead Independent School District # 0152 is the duly elected and established Parent Committee comprised of parents of children eligible to be enrolled in American Indian programs, secondary students, representatives from community groups, school administrators, and

WHEREAS, the Parent Committee's current responsibilities are addressed in adopted by-laws and apply to programs specifically designed for American Indian learners implemented through Indian Education Program, and

WHEREAS, the Parent Committees responsibilities have been expanded to include involvement in and advisement of all educational programs, programs for elementary and secondary grades, special education programs and support services, and

WHEREAS, the Indian Education Parent Committee of Moorhead Independent School District did meet on Dec 1, 2014 to review, recommend and approve this Resolution, and

WHEREAS, the Parent Committee has found most of the District's educational programs to be adequate in meeting the needs of American Indian students.

THEREFORE BE IT RESOLVED, the Parent Committee of Moorhead School District does concur that the district's programs meet American Indian student needs.

In favor of Resolution 4 Not in favor of Resolution* 0

Betty McCloud
Name
Chairperson
Indian Education Parent Committee

December 1, 2014
Date

**If the committee does not concur with the Resolution, the reasons for the non-concurrence and recommendations shall be submitted with this Resolution. By resolution, the Board must respond, to each recommendation made by the committee and state its reasons for not implementing the recommendation. (Minn. Stat. § 124D.78, Subd.1)*

Parent Committee Membership Roster

Identify the members of your district's American Indian Education Program Parent Committee below. List the chairperson first (include address of chairperson only), and provide the area of representation (parent, teacher, secondary student, counselor, etc.) for each committee member. Check to indicate whether the member is an American Indian. Attach an additional page if more space is needed.

Name of Committee Member	Area of Representation	American Indian?	
		Yes	No
Betty McCloud 1415 5th Ave S, Moorhead MN 56560	Parents	☒ Yes	☐ No
Heather Keeler-Johnson	Parent	☒ Yes	☐ No
Delores Gabbord	Parent	☒ Yes	☐ No
Michael Gabbord	Parent	☒ Yes	☐ No
Lael Hyland	Parent	☒ Yes	☐ No
Shenoa Hyland	Secondary Student	☒ Yes	☐ No
		☐ Yes	☐ No
		☐ Yes	☐ No
		☐ Yes	☐ No
		☐ Yes	☐ No
		☐ Yes	☐ No
		☐ Yes	☐ No
		☐ Yes	☐ No
		☐ Yes	☐ No
		☐ Yes	☐ No
		☐ Yes	☐ No
		☐ Yes	☐ No
		☐ Yes	☐ No
		☐ Yes	☐ No
		☐ Yes	☐ No
		☐ Yes	☐ No
		☐ Yes	☐ No

Continued Indian Education Plan Update 2013 - 5		November 18, 2014		
Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
1. Staff Development/Curriculum Integration				
✓Continue to explore funding sources to purchase additional American Indian curricular materials.	Principals, Superintendent (Lynne Kovash), Media Specialists (Gay Galles), Indian Education Staff (Donna Norquay, Jill Skarvold), Director of School Improvement and Accountability (Missy Eidsness)	Ongoing	-Funding -Coordination with department and library/media selection specialists -List of needed materials.	-Creation of an American Indian page on District Haiku to provide American Indian curricular information/resources to staff. -Library purchases of books for students with American Indian content. -Success for the Future (SFTF) grant funding for materials purchase. -Ojibwe Language cd's and dictionaries purchased for Ojibwe Language classes.

Moorhead Indian Education Resolution 2014-15		November 6, 2014		
Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
✓Continue to offer American Indian cultural training for staff and integration of cultural materials into curriculums.	Principals, Superintendent (Lynne Kovash), Media Specialists (Gay Galles), Indian Education Staff (Donna Norquay, Jill Skarvold), Director of School Improvement and Accountability (Missy Eidsness)	Ongoing	-funding -determination of needed and appropriate trainings	-Continued American Indian Cultural staff development at appropriate professional development sessions. -Continued cultural curriculum integration into all subject areas. -Use of the District Haiku to deliver timely American Indian curriculum information to staff.
2. Special Education/Alternative Programs				

Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
✓Continue to carefully monitor the potential of overrepresentation of American Indian students being referred for Special Education and Alternative Programs.	Learner Support Services Director (Jill Skarvold), Alternative Education Director (Deb Pender), Principals, Indian Education Staff (Donna Norquay, Jill Skarvold)	Ongoing	-Monitoring of yearly student counts and AYP data using District DARS and MDE data -Progress monitoring data/educational interventions -Staff development on reducing bias.	-Continued emphasis on careful consideration of exclusionary factors in Special Education assessment and referral process. -Ongoing staff development regarding Special Education assessment. -Academic interventions and supports have reduced the number of referrals with exclusionary factors. -Continued implementation of PLC's and SIOP model to improve student academic success.
✓The percentage of American Indian students being placed in alternative school classes needs to continue to be monitored. Procedures for determining transfer in and out of alternative programs need to be consistent while also taking into account individual student needs.	Learner Support Services Director (Jill Skarvold), Alternative Education Director (Deb Pender), Principals, Indian Education Staff (Donna Norquay, Jill Skarvold)	Yearly	-Child study facilitator support & principal support -Staff Development on Reducing Bias -Progress monitoring of data/educational interventions	-Child study teams carefully consider exclusionary factors. -Teachers/parents continue to contact Indian Education Staff during assessment process. -Indian Education staff has been included on Students' support teams. -Indian Education staff continues to be involved in Learner Support Services programs. - The addition of American Indian tutors frees up more time for Indian Education Liaison to attend more student problem solving or Child Study meetings.

Montana Indian Education Resolution 2014-15			November 1, 2015	
Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
Other types of academic interventions and research based practices need to continue to be put into place to support student success within the general educational setting and to provide a continuum of services within general education and special education	Learner Support Services Director (Jill Skarvold), Alternative Education Director (Deb Pender), Principals, Indian Education Staff (Donna Norquay, Jill Skarvold), Director of School Improvement and Accountability (Missy Eidsness)	Ongoing	-Funding for research based interventions. -Funding for professional development -Monitoring data of student progress of those receiving interventions. -Progress monitoring of data/educational interventions	-Hiring tutors for American Indian students: -Providing transportation through Success for the Future funds. -Specialized staff development for tutors is ongoing and includes American Indian cultural awareness training, MIEA and JOM workshops. -Continued implementation of PLC's and SIOP model -Increased student achievement at elementary grade levels on benchmarks for American Indian students. -AVID Training for targeted Personnel at Horizon Middle School and High School.

Moorhead Indian Education Resolution 2014-15			November 1, 2014	
Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
3. Collaboration: School, Community, Organizations				
✓Continued collaboration with school and community organizations.	Indian Education Staff (Donna Norquay, Jill Skarvold) School and Community Program Directors	Quarterly and ongoing as needed	-Materials for parents, technology assistance, computer access/training for parents -Conversations with available organizations on possible ways to collaborate. -Search out new presenters.	-Library Literacy Nights at elementary schools to allow parents/ students access to computers and to check out library resources. -Information on area American Indian related events at the colleges and other area organizations sent to staff and American Indian Parents. -American Indian related community education classes offered. -Ojibwe language class continues and is held weekly. -Continued collaboration with Fargo/West Fargo Indian Education Programs to offer joint events/trainings with Moorhead Area Public Schools. Discussion on including wider collaboration including other nearby districts. -Field trips to colleges/ community events. -Collaboration with the Native American Center. -Use variety of media to families with Indian Education and community resources.

Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
4. Curricular & Extra Curricular				
✓Regular review and discussion of proportions of American Indian students in co-curricular and extracurricular activities.	Co-curricular and extracurricular Activities Director, Indian Education Staff (Donna Norquay, Jill Skarvold),	Yearly and Ongoing	-Department and Administration support. -Technical support for data collection.	-Discussions with staff and American Indian parents on issues and possible program offerings. A Culture Club and Ojibwe Language class continues with the addition of a Dakota Language class beginning in December, 2013. -A Native American Girl Scout group has been started. -A drumming group will start January 2015.
Promotion, recruitment & support for American Indian student participation.	Principals, Activities Director, Indian Education Staff (Donna Norquay, Jill Skarvold), American Indian Parent Committee	Ongoing, and particularly before new activities begin	-Power School information on students' activity enrollment -Activities flyers, activity dates, timelines, and specifications, Newsletters, flyers or other media as needed. -Indian Education Haiku page.	-Improving data collection processes. -Funding for field trips to White Earth Career Fair, Area College Pow-Wow, Graduation Celebration through Success for the Future (SFTF) grant.
Search for funding/scholarship support for fees and creative solutions to transportation issues.	Indian Education Staff (Donna Norquay, Jill Skarvold), Transportation Director (Dan Bacon)	Yearly meeting & ongoing as needed	-Resources for barriers such as fees and access to transportation.	-Staff referral of students to Metro Youth Partnership for activity scholarships continues but funding is limited. -PTAC support of students unable to participate due to financial difficulty continues but is limited.

Moorhead Indian Education Resolution 2014-15			November 1, 2014	
Recommendations for Concurrence	Who is Responsible	Timeline	Resources Needed	Progress
Activity options for students who don't start out in activities in elementary school and/or who move into the District from other districts; Offer greater variety of activities, and culturally related activities.	Activity Director, Indian Education Parent Committee, Indian Education Staff (Donna Norquay, Jill Skarvold), Community Education Director (Lauri Winterfeldt)	Yearly meeting & ongoing as needed	Continued collaboration with other groups to offer American Indian related activities. Updating list of community members willing to teach & share talents.	-Several American Indian culturally related Community Education classes offered for students. -Winter Gathering in cooperation with Fargo Indian Education and Daughters of the Earth. -Culture Club and Ojibwe language classes continue. -A drumming group will start January 2015. Participation in school parade with other similar events being planned. -Native American Girl Scout group has been started.

Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
5. Curriculum Evaluation				
American Indian Education Committee representation on each specific subject area Curriculum Review Committee.	Curriculum Review Committees, Indian Education Staff (Donna Norquay, Jill Skarvold), Director of School Improvement and Accountability (Missy Eidsness)	Follow curriculum review cycle and as needed.	-Curricular materials review information and results forwarded to American Indian Parent Committee and Indian Education Coordinator. -Access to curriculum being reviewed and in use.	-Continued Indian Education representation on the ICAC Committee. -Appropriate and ongoing staff development relating to American Indian Culture and Reducing Bias. -Information sent to staff on techniques for evaluating and considering American Indian related curricular materials. -Addition of a Haiku page to help teachers access American Indian related information & curriculum. -Inclusion of American Indian representative on the Social Studies curriculum review.

Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
6. Middle School & Secondary Education				
Secondary Administration, Middle School Administration, Alternative School Administration, Staff, and Indian Education Representative(s) need to meet to discuss issues and solutions.	Middle School, Secondary & Alternative School Administrators and counselors, Indian Education Staff (Donna Norquay, Jill Skarvold)	Biannually		-Discussions continue. -Hiring tutors for American Indian students: -Training for tutors is ongoing and includes American Indian cultural awareness training. -Implementation of the AVID Program at Horizon Middle School and High School.
Strengthen connections with local and tribal colleges to expand, promote, and encourage post secondary options for American Indian Students.	Superintendent (Lynne Kovash), Middle School, Secondary & Alternative School Administrators, Indian Education Staff (Donna Norquay, Jill Skarvold)	Annually		-American Indian High school and Alternative school students attended a White Earth sponsored career fair with funding provided through the Success for the Future grant. -Area College Pow-Wow -Graduation Celebration

Moorhead Indian Education Resolution 2014-15		November 1, 2014		
Recommendations for Concurrence	Who's Responsible	Timeline	Resources Needed	Progress
Coordinate services between area High School, Alternative School, and YES program, including prereferral and entrance procedures.	Indian Education Staff (Donna Norquay, Jill Skarvold), Superintendent (Lynne Kovash), Secondary, Middle & Alternative School Administrators, YES Coordinator	Annually	Outreach and collaborative meetings.	-After school homework club and Ojibwe Language classes. -Discussion continues to ensure support for students.
7. Community Education				
Continued recruitment efforts for American Indian presenters/teachers in Community Education offerings.	Community Education Director (Lauri Winterfeldt), Indian Education Staff (Donna Norquay, Jill Skarvold), American Indian Parent Committee	Yearly meeting and ongoing communications	Continued networking and recruitment efforts	-Regular communication between Indian Ed. & Community Ed. Directors & Staff concerning program planning and offerings. -Possible new classes are being discussed. -Renewed recruiting efforts for teachers for classes.
Additional efforts to increase the number of families accessing Community Education & Early Childhood Family Education classes.	Community Education Director (Lauri Winterfeldt), Indian Education Staff (Donna Norquay, Jill Skarvold), American Indian Parent Committee	Yearly meeting and ongoing communications	Active promotion and recruitment activities.	-Discussion and collaboration continue.

MOORHEAD
AREA PUBLIC SCHOOLS

Learner Support Services
Memo LSS.15.005

To: Dr. Lynne Kovash, Superintendent

From: Jill Skarvold, Executive Director of Learner Support Services

Date: December 10, 2014

Re: Solutions School Linked Mental Health Services

Attached is the agreement with Solutions Behavioral Healthcare Professionals (Solutions) to work with Moorhead Area Public Schools to connect clinical mental health services to support the work in the schools, especially to support students early in order to prevent more significant mental health needs. Solutions was recently granted a five-year Minnesota School linked Mental Health (SLMH) in order to do this work.

The Solutions SLMH grant provides for one full time Mental Health (MH) Liaison to be located in each elementary school and at Probstfield, along with a clinician to work with teams as needed. The work that the MH Liaison and Clinician will be doing is not the same as school-based counseling and mental health services provided by the District counselors, social workers, family advocates or school psychologists. This program connects and integrates mental health services in the schools to reach children whose needs are extensive at a young age with early intervention.

SUGGESTED RESOLUTION: Move to approve the Agreement with Solutions Behavioral Healthcare Professionals (Solutions) to provide mental health services as described in the agreement through the state funded School Linked Mental Health grant.

JS/ca
Attachment

MEMORANDUM OF AGREEMENT

MOORHEAD PUBLIC SCHOOLS AND SOLUTIONS.

THIS **MEMORANDUM OF UNDERSTANDING** made and entered into effective the 1st of January 2015, by and between SOLUTIONS BEHAVIORAL HEALTHCARE PROFESSIONALS, whose address is 891 Belsly Blvd Moorhead, MN 56560, PHONE 218-287-4338, Moorhead, Minnesota 56560 (hereinafter called "Solutions"), and MOORHEAD AREA PUBLIC SCHOOL'S, whose address is 2410 14th St. .MN 56560, PHONE 218-284-3300 (hereinafter called "MAPS").

WHEREAS, MAPS and Solutions are working to implement coordinated intervention services system as part of the Minnesota Department of Human Services School Linked Mental Health Grant that was awarded to Solutions; and,

WHEREAS, the School Linked Mental Health Grant is intended to remove barriers to local coordinated mental health services and enable all identified children to access adequate and flexible services; and,

WHEREAS, Solutions and MAPS agree to a partnership in order to collaborate in providing School Linked Mental Health Services for MAPS children; and,

WHEREAS, MAPS would utilize a Mental Health consultant as part of the School Student Support Team, employed through Solutions; and,

WHEREAS, Solutions is engaged in the business of providing Mental Health services including Diagnostic Assessments, Therapeutic Services and CTSS services to MAPS children and families; and

WHEREAS, Solutions provides mental health services that are medically necessary to children; and,

WHEREAS, Solutions designated staff for School Linked Mental Health services will work as part of MAPS school based Student Support Teams; and,

WHEREAS, MAPS works collaboratively with Solutions to provide mental health services; and,

WHEREAS, MAPS and Solutions agree through cooperative effort, a comprehensive program of School Linked Mental Health Services to the children and families of enrolled in MAPS.

WHEREAS, the parties wish to commit their understanding and agreement in writing:

NOW, THEREFORE, IT IS HEREBY AGREED AS FOLLOWS:

SOLUTIONS will assume responsibility of providing the specialized services as follows:

1. Solutions will provide "The Incredible Years" Dina School to children in MAPS Elementary School.

2. Solutions staff will provide 8-10 hours of consultation/therapeutic services per month for MAPS staff in the form of one-on-one consulting or group staff training. Services will be provided for 4 1/2 years beginning in the year 2014 through June 30, 2018.

3. Solutions will provide mental health school liaison positions in each elementary and early learning school sites full time, employed through SOLUTIONS.

4. Solutions staff will provide Incredible Years Dina School classes / Parent Program and Teacher Training for School Linked Mental Health Services.

5. Solutions' School Linked Mental Health designated school liaisons and mental health clinicians will be part of the MAPS Student Support Teams at the designated elementary and early learning school sites.

6. Solutions' School Linked Mental Health designated school liaisons and mental health clinicians will serve as a liaison between home, school, and community agencies and incorporate family involvement and cultural competency into programs/services.

7. Solutions' School Linked Mental Health designated school liaisons and mental health clinicians will conduct diagnostic assessments per referrals and parent permission and make recommendations for appropriate mental health services.

8. Solutions' School Linked Mental Health designated school liaisons and mental health clinicians will collect data to plan and evaluate the effectiveness of the School Linked Mental Health Services.

9. Solutions' School Linked Mental Health designated school liaisons and mental health clinicians will implement evidence based intervention programs.

10. The School Linked Mental Health school liaisons and clinicians will hold the appropriate licensure issued by the MN Department of Health.

11. Solutions' designated staff will participate on the School Linked Mental Health Advisory Committee in order to review processes, adherence to federal, state, and local requirements, evaluate mental health program and make recommendations for programming.

12. Solutions' staff will provide clinical supervision of the School Linked Mental Health staff employed by Solutions that meets professional and Medical Assistance standards.

13. Solutions will at all times during the term of this agreement, keep in force insurance protection in the minimum amount established for maximum liability pursuant to Minnesota Stature 466.04. Any policy obtained and maintained under this clause shall provide that it shall not be cancelled, materially changed, or not renewed without thirty days prior notice.

MAPS will assume responsibility of providing the specialized services as follows:

1. MAPS agrees to provide the facility, including appropriate space for provision of the school linked mental health services for children and families enrolled in the program. The classrooms and other facilities in which students receive direct services shall be essentially equivalent to other education programs and shall provide an atmosphere conducive to learning. Space will be provided in-kind for the school linked mental health services.

2. MAPS agrees through collaborative interagency work to include Solutions' school linked mental health designated school liaisons and mental health clinicians as part of the MAPS Student Support Teams at the designated elementary and early learning school sites when appropriate for screening for mental health needs.

3. MAPS agrees to work with Solutions to collect data to plan and evaluate the effectiveness of services.

4. MAPS designated staff will participate on the School Linked Mental Health Advisory Committee in order to review processes, adherence to federal, state, and local requirements, evaluate mental health program and make recommendations for programming.

NOW THEREAFTER, BOTH SOLUTIONS AND MAPS AGREE AS FOLLOWS:

1. Both Solutions and MAPS agree that nothing in this School Linked Mental Health Agreement will take the place of school-based counseling and mental health services provided by MAPS counselors, social workers, family advocates, or school psychologists.

2. Both Solutions and MAPS will deliver services as needed and within each individual provider's areas of competence and scope of practice.

3. The scope of services within the School Linked Mental Health Services includes: diagnostic assessment, psychotherapy, skills training, crisis assistance, consultation to school staff, attendance and participating in school-based meetings, staff training, clinical supervision for the mental health services delivered by Solutions school staff.

4. Both Solutions and MAPS will maintain written procedures regarding referral, diagnostic assessment, individual treatment plan development, clinical supervision, services delivery, individual treatment plan review.

5. Both Solutions and MAPS agree to comply with all Federal, State and local laws, ordinances, rules, regulations and executive orders pertaining to unlawful discrimination on account of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability or age.

6. Both Solutions and MAPS shall be solely responsible for the health and safety of its employees in connection with the work performed under this agreement. Both Solutions and MAPS shall comply with the "Occupational Safety and Health Act" and the Minnesota "Employee Right to Know Act" where applicable.

7. Both Solutions and MAPS will strictly comply with the Federal and State laws on data privacy. The School Linked Mental Health Liaison and Clinician will be part of the collaborative School Support Team and they will be acting as a district consultant with MAPS.

8. Both Solutions and MAPS will maintain all necessary records required by federal and state laws, rules and policies.

9. Both Solutions and MAPS agree to maintain and protect all individual identifiable Health Information in accordance with all regulations promulgated pursuant to the Health Insurance Portability and Accountability Act and applicable state laws related to medical records.

10. Solutions will bill the Minnesota Medical Assistance program, pre-paid medical assistance plans, Minnesota Care, and other qualified third party sources for each of the children and youth eligible for School Linked Mental health Services with informed consent.

11. The provision of services to non-MA and/or other third party ineligible children and youth will be funded through Solutions School Linked Mental Health grant.

12. No later than every six months, Solutions, Clay County Social Services and MAPS will meet to review the status of funding as indicated in #10 and #11. If funding is not adequate, Solutions, Clay County Social Services, and MAPS will determine the services to be cut in order to ensure adequate funding and that all costs are covered.

13. In situations in which there is disagreement with services, dispute resolutions processes though the appropriate agency (Solutions, MAPS) and Human Services or Department of Education are available are available and standard procedures that are in place for each organization will be followed.

14. This Agreement will be in effect from January 1st, 2015 through June 30th, 2015. Prior to renewing the agreement, the MAPS School Linked Mental Health Advisory Team will review the programming and services along with the financial status of the School Linked Mental Health services to determine implementation in the next school year. The agreement can be extended up to 2 months beyond the end date of June 30, 2015 upon mutual agreement between Solutions and MAPS.

15. This agreement may be terminated by either party upon thirty (30) days written notice.

SOLUTIONS BEHAVIORAL HEALTHCARE PROFESSIONALS

By: _____

Joel Bakken, Executive Director

MOORHEAD AREA PUBLIC SCHOOLS

By: _____

Cindy Fagerlie, MAPS School Board President

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.15.122R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent

DATE: December 15, 2014

RE: Fiscal Year 2014 Audit Report

At the December 15, 2014 School Board meeting, Jaime Fay of Eide Bailly LLP will present the district's audit report for the fiscal year ending June 30, 2014. Attached please find an executive summary that will be the basis for Ms. Fay's presentation.

Suggested Resolution: Move to accept the fiscal year 2014 school district audit report as presented by Jaime Fay, Eide Bailly LLP.

BML:dmb
Attachment

Accent on Excellence

An equal opportunity employer

Executive Summary
June 30, 2014

Moorhead Area Public Schools
Independent School District No. 152

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Purpose of the Executive Summary

The District receives audited financial statements each year, however the document is long and readers may find it difficult to read and understand. In an effort to help facilitate understanding we have put together an executive summary containing summarized information from the audited financial statements, as well as graphs and ratios. We believe the School Board, management, and citizens of the District will have a clearer picture of the financial condition of the District by reading this summary. This is not a required report and we offer no opinion on the executive summary.

We hope this executive summary encourages discussion of the District's financial condition and to:

- Alert the School Board and management to financial condition trends, both favorable and unfavorable.
- Put the District's financial condition in perspective by compiling data for several years.

We obtained the idea of an executive summary format based on a review of the Comprehensive Annual Financial Report (CAFR) of the City of Sioux Falls, South Dakota, done by the Internal Audit department of the City in May 2009.

Audit Opinion

The District received a "clean" audit opinion. What does that really mean? The audit opinion is a brief report that appears with the financial statements. A clean audit opinion is more precisely referred to as an unmodified opinion. An *unmodified opinion* means that the financial statements have been prepared using accounting principles generally accepted in the United States of America (GAAP), do not contain material misstatements, and are fairly presented.

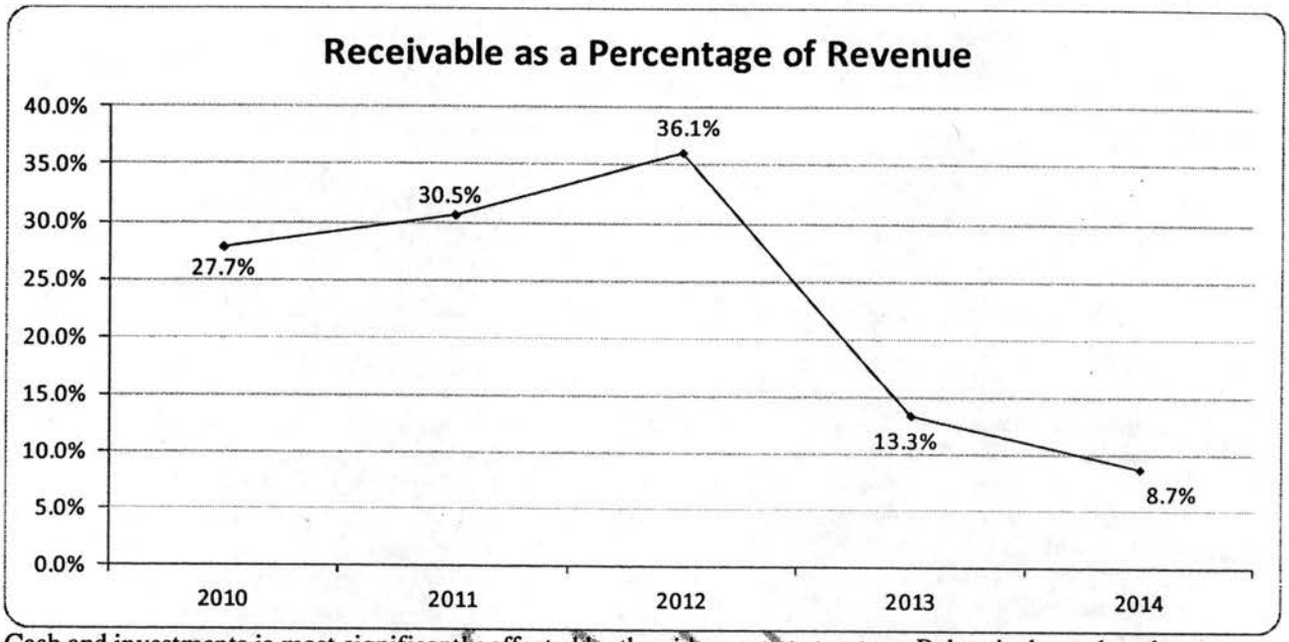
Some readers of financial statements with an unmodified (clean) audit opinion believe that the auditors are signifying that the organization has a financial clean bill of health. They may believe the auditors are indicating that there is no fraud, that the organization is using its resources effectively and efficiently, and that the organization is in compliance with all laws and regulations. The auditor's report (audit opinion) on a financial statement audit is merely the auditor's professional opinion, based on audit work, on whether the financial statements were prepared in accordance with GAAP and are free from material misstatement.

Audit of Federal Funds

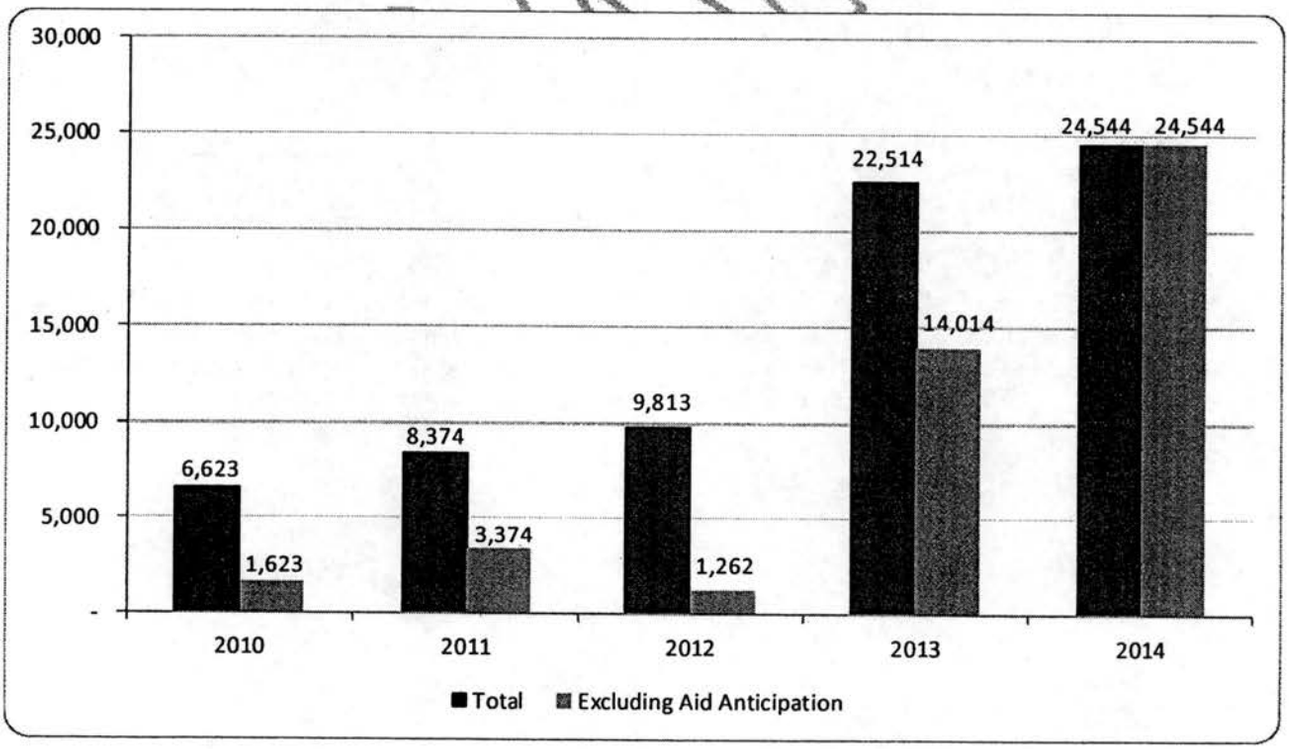
All non-Federal entities that expend $500,000 or more of Federal awards in a year are required to obtain an annual audit in accordance with the Single Audit Act. A single audit is intended to provide a cost-effective audit in that one audit is conducted in lieu of multiple audits of individual programs. During 2014, the District expended approximately $4,676,000 in Federal awards.

The District received an unmodified opinion on compliance for the major federal award programs report.

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Cash and investments is most significantly affected by the aid payment structure. Below is the cash and investment balances (in thousands) of the District for the past five years.



Independent School District No. 152

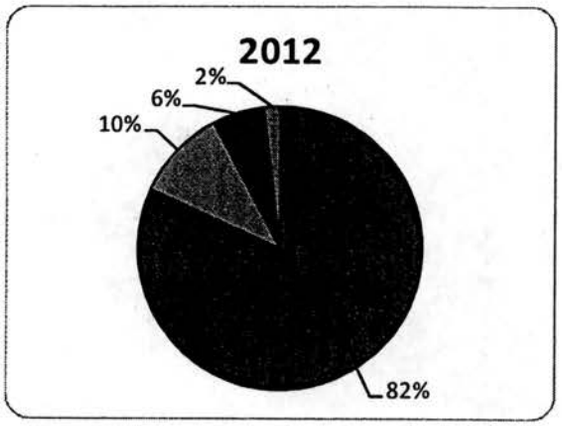
Revenues, Expenditures, and Changes in Fund Balances
Budget to Actual – General Fund
Year Ended June 30, 2014

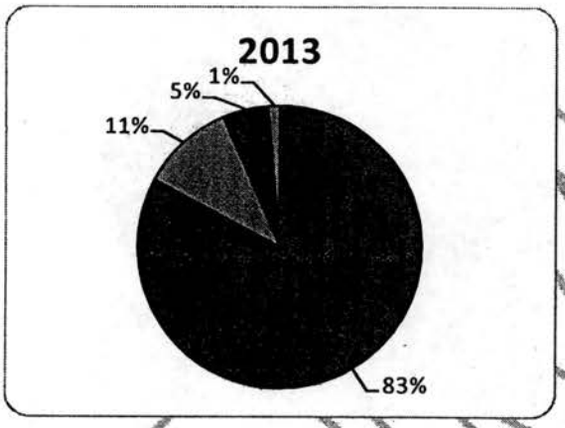
	Original Budget	Final Budget	Actual	Variance With Final Budget
Revenues				
State sources	$ 49,014,486	$ 50,280,655	$ 52,019,028	$ 1,738,373
Local levies	6,795,489	6,705,337	6,704,046	(1,291)
Federal sources	2,957,136	2,955,731	3,241,514	285,783
Other	809,802	809,802	843,537	33,735
	59,576,913	60,751,525	62,808,125	2,056,600
				3.4%
				Positive
Expenditures				
Regular instruction	25,481,971	25,953,832	25,903,843	49,989
Administration and district support services	3,763,330	3,820,930	3,934,266	(113,336)
Special education instruction	14,027,780	14,317,830	14,300,335	17,495
Instructional and pupil support services	8,415,950	8,506,792	8,311,569	195,223
Sites and buildings **	6,076,769	8,215,912	6,706,801	1,509,111
Other	896,632	900,042	806,962	93,080
	58,662,432	61,715,338	59,963,776	1,751,562
				2.8%
				Positive
Net Change in Fund Balance	$ 914,481	$ (963,813)	2,846,784	$ 3,810,597
Fund Balance, Beginning of Year			13,162,690	
Fund Balance, End of Year			$ 16,009,474	

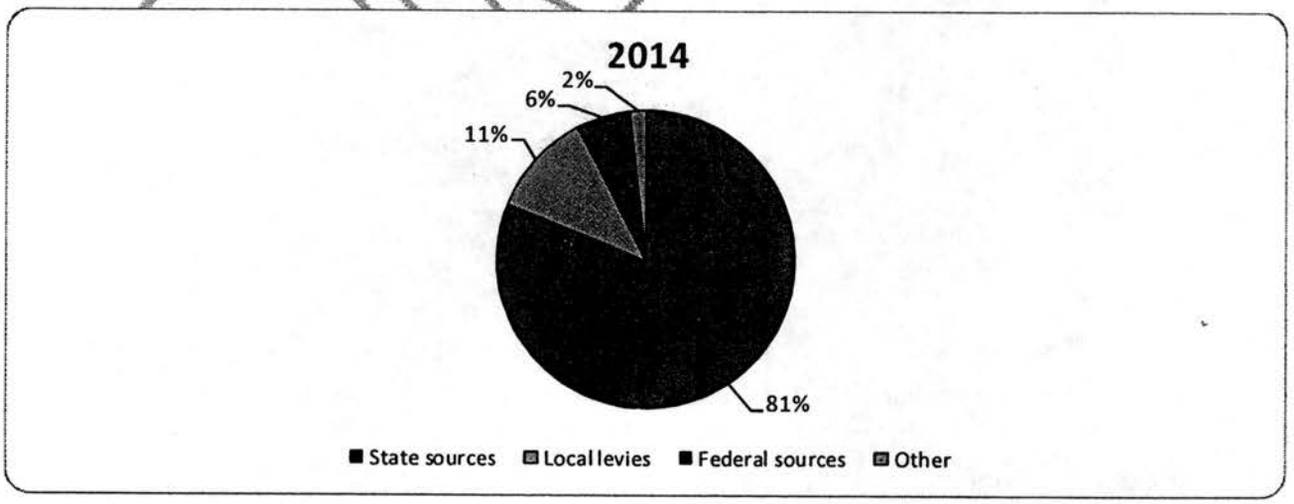
** The expenditures for sites and buildings and total for other financing sources do not agree to the financial statements by $711,083. This amount represents a non-cash transaction to record the capital lease entered into during the year ended June 30, 2014 and was removed from this budgetary analysis. The transaction has a net effect of zero and was not considered during the budget process because of the non-cash nature.

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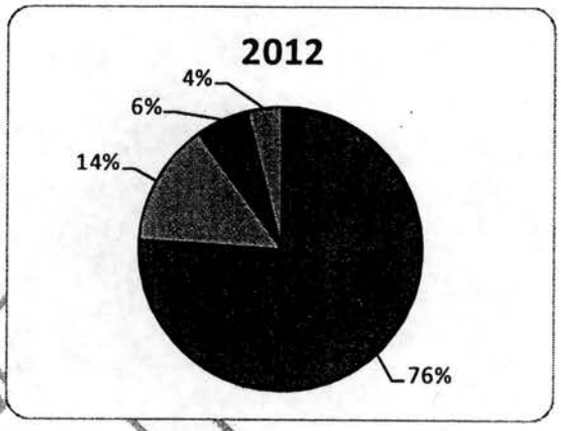
District Actual

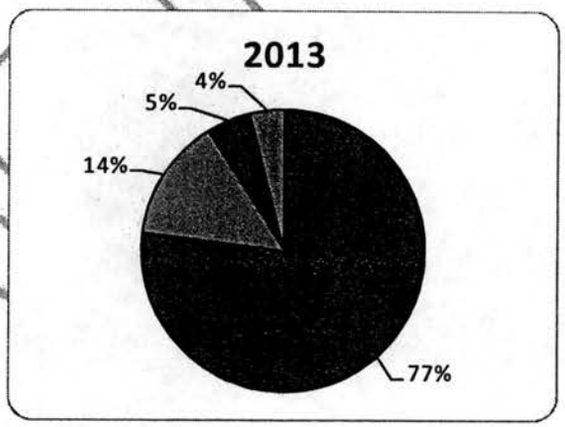






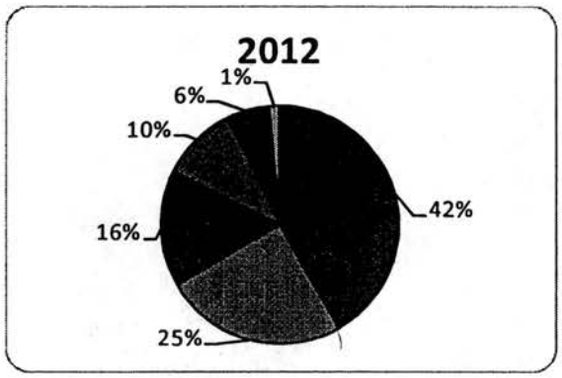
Statewide Average[1]

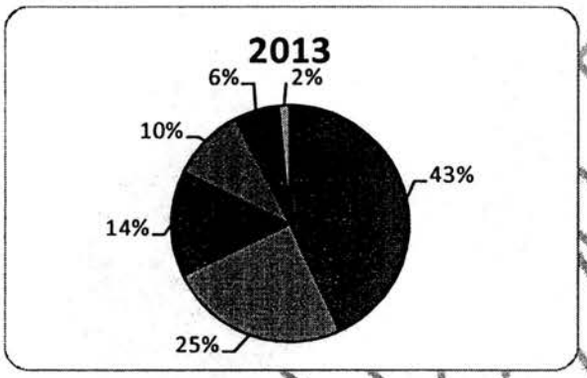




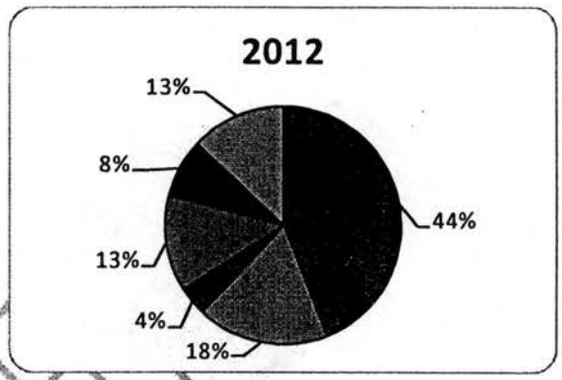
[1] Statewide Averages per *Minnesota Department of Education's* Data Center Information

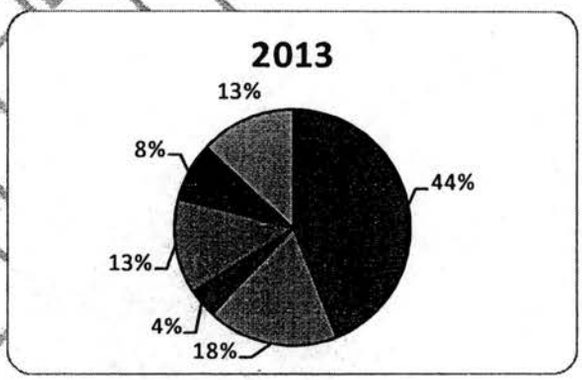
District Actual

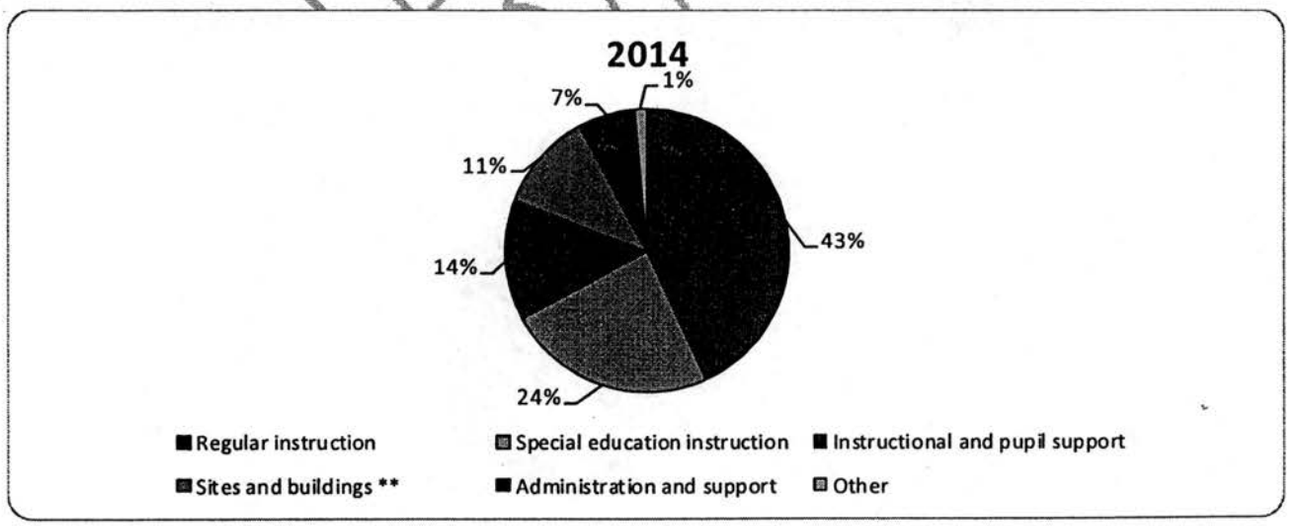




Statewide Average[2]

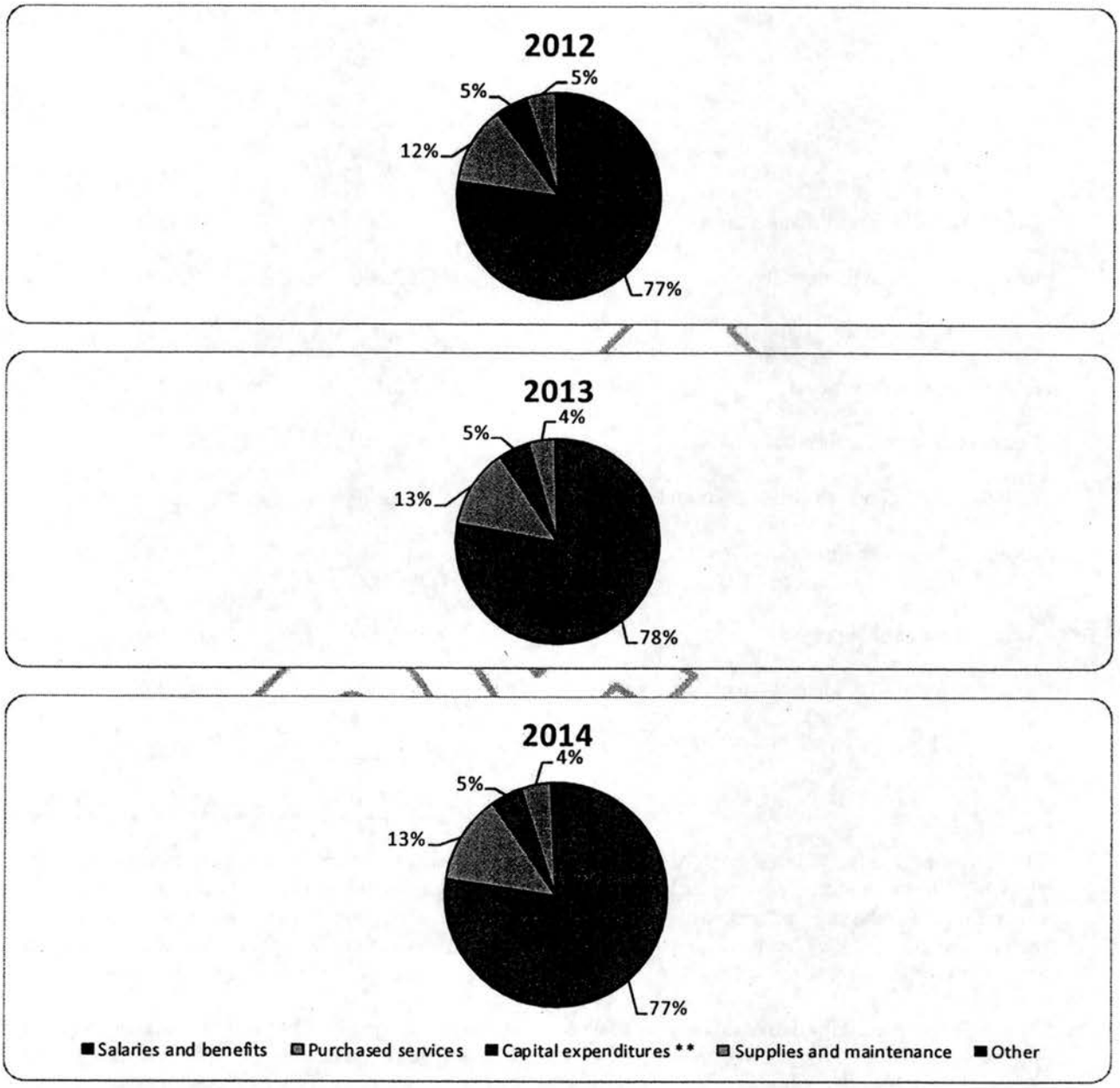






** See page 3 for explanation

[2] Statewide Averages per *Minnesota Department of Education's* Data Center Information



** See page 3 for explanation

Independent School District No. 152
Changes in Fund Balances – General Fund
Year Ended June 30, 2014

	Fund Balance (Deficit) Beginning of Year	Net Change in Fund Balance	Fund Balance (Deficit) End of Year
Nonspendable	$ 188,376	$ 115,729	$ 304,105
Restricted for deferred maintenance	843,309	(151,484)	691,825
Restricted for health and safety	(323,480)	(56,549)	(380,029)
Restricted for operating capital	189,051	(25,435)	163,616
Restricted for safe schools	130,457	110,924	241,381
Committed for severance obligation	1,604,850	(223,220)	1,381,630
Assigned for technology acquisition and upgrades	400,000	(400,000)	-
Assigned for health insurance and affordable care act	500,000	-	500,000
Assigned for capital projects	2,000,000	-	2,000,000
Assigned for all-day kindergarten	1,187,500	(1,187,500)	-
Unassigned	6,442,627	4,664,319	11,106,946
	$ 13,162,690	$ 2,846,784	$ 16,009,474

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The General Fund is used to account for all revenue and expenditures of the school district not accounted for elsewhere. It is used to account for educational activities, district instructional and student support programs, expenditures for the superintendent, district administration, normal operations and maintenance, pupil transportation, capital expenditures, and legal school district expenditures not specifically designated to be accounted for in any other fund.

Fund balance is the cumulative difference between fund assets and fund liabilities. Fund balance is further divided into nonspendable, restricted, committed, assigned, and unassigned categories. Nonspendable fund balance represents amounts that cannot be spent because they are not in spendable form, such as inventory and prepaid expenses. Restricted fund balance is legally restricted and cannot be appropriated for other spending. Committed fund balance is intended for a specific activity and imposed by formal action of the school board but is not legally restricted. Assigned fund balance is also intended for a specific activity by school board designated individuals, but is also not legally restricted. Unassigned fund balance can be thought of as reserves or a "rainy day" fund.

A positive fund balance:

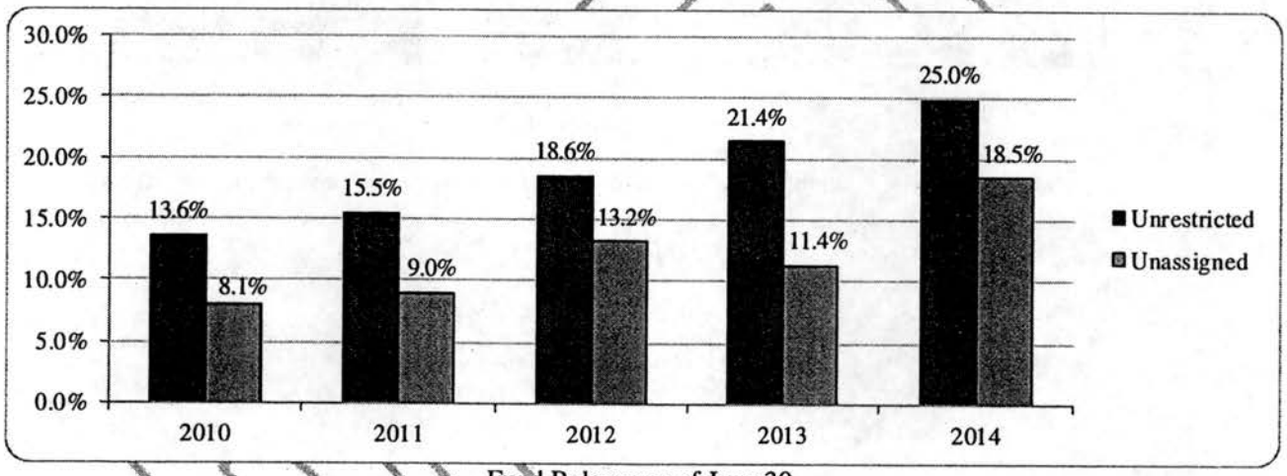
- Contributes to a favorable bond rating
- Produces investment income
- Provides a source of working capital to meet cash flow needs
- Offers a cushion for unexpected expenditures or revenue shortfalls

The Government Finance Officers Association (GFOA) recommends, at a minimum, that governments maintain unrestricted fund balance in their general fund of no less than two months (16.67 percent) of regular general fund operating expenditures.[3]

The State of Minnesota Office of the State Auditor (OSA) recommends that at year-end local governments maintain an unrestricted fund balance in their general fund and special revenue funds of approximately 35 to 50 percent of fund operating revenues or no less than five months of operating expenditures. Minnesota school districts experience a more reliable flow of cash to fund operations therefore, a recommended unrestricted fund balance for school districts may be less than the amounts recommended for other local governments.[4]

The School Board will endeavor to maintain a minimum unassigned General Fund balance of at least 25% of the district's General Fund operating budget, and not to fall below 17%.[5]

The District's unrestricted fund balance (committed, assigned, and unassigned) and unassigned fund balance as a percentage of expenditures in the General Fund for the last five years is as follows:



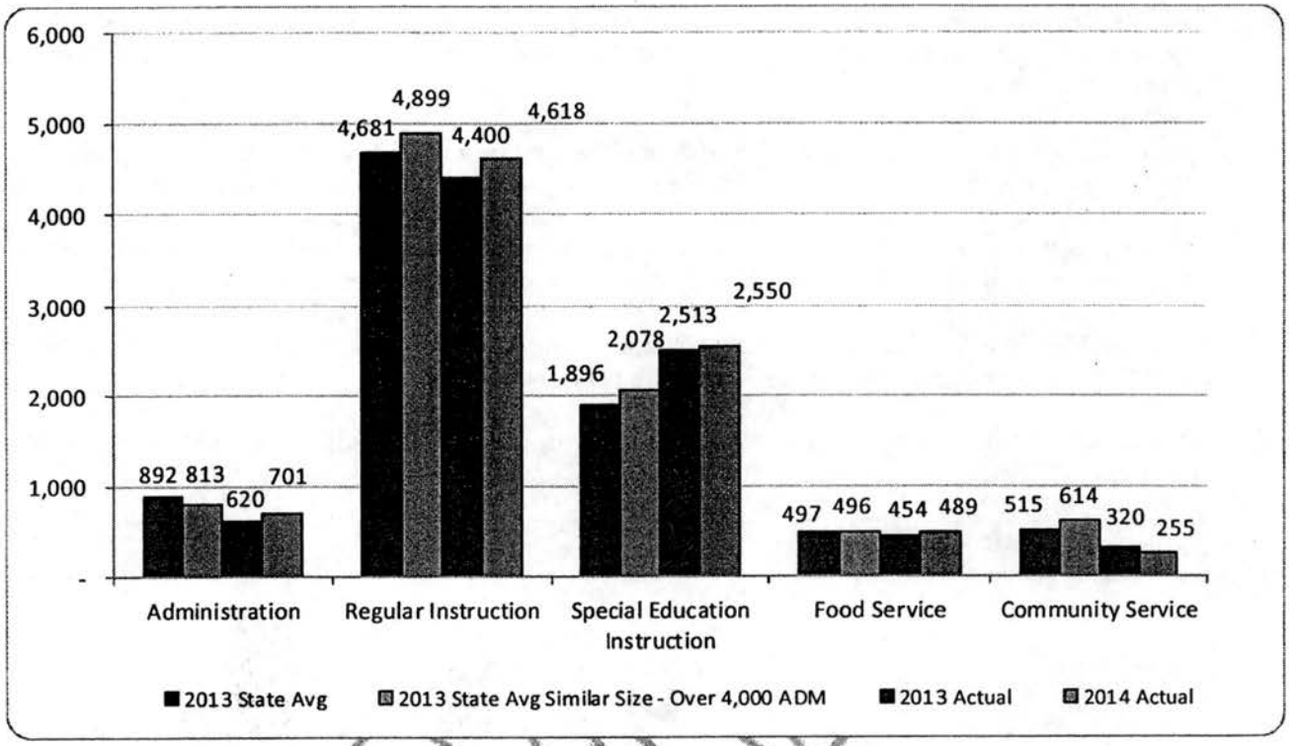
Fund Balance as of June 30,

	2010	2011	2012	2013	2014
Unrestricted	$ 6,651,515	$ 7,885,326	$ 9,965,295	$ 12,134,977	$ 14,988,576
Unassigned	3,925,138	4,580,326	7,084,745	6,442,627	11,106,946

The following are some fund balance amounts for various benchmarking levels:

Where would you like to be?	
1 month of expenditures (8%)	$ 4,996,981
2 months of expenditures (17%)	9,993,963
3 months of expenditures (25%)	14,990,944
4 months of expenditures (33%)	19,987,925
5 months of expenditures (42%)	24,984,907
6 months of expenditures (50%)	29,981,888

[3] *Appropriate Level of Unreserved Fund Balance in the General Fund,* GFOA Best Practice, 2009
[4] *Statement of Position, Fund Balance for Local Governments,* OSA recommended practice, 2012
[5] *ISD No. 152 Fund Balances Policy*, approved June 27, 2011


6,000
5,000
4,000
3,000
2,000
1,000
-
892 813 620 701
4,681 4,899 4,400 4,618
1,896 2,078 2,513 2,550
497 496 454 489
515 614 320 255
Administration
Regular Instruction
Special Education Instruction
Food Service
Community Service
2013 State Avg
2013 State Avg Similar Size - Over 4,000 ADM
2013 Actual
2014 Actual

DRAFT

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.074R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: December 10, 2014

RE: Proposal for West Central Regional Juvenile Center Education Program

Deb Pender-Tilleraas, director of alternative programs, will present information at the December 15 board meeting related to the attached proposal requesting additional staff, technology and supplies and materials.

This proposal is a request for consideration of the reinstatement of a second classroom in the secure detention facility at the West Central Regional Juvenile Center – Secure Detention Program. The Clay County Board of Commissioners have entered into a collaborative agreement with the Cass County Board of Commissioners (North Dakota) to provide secure detention services for law enforcement holds and/or Cass County court service placement beginning January 1, 2015. This arrangement necessitates an expanded student capacity for educational services provided by Moorhead Area Public Schools in the detention program.

Fifty percent (equivalent to 8 students) of the costs will be paid by North Dakota schools through a per diem rate in order to reflect no cost to Moorhead Area Public Schools. The remaining 50 percent reflects the costs Moorhead Area Public Schools is already paying in order to educate the increased number of students at the West Central Regional Juvenile Center. All costs for nonresident students are billed to the students' resident district.

Suggested Resolution: Move to approve the proposal for the West Central Regional Juvenile Center Education Program effective January 1, 2015.

LAK:mde
Attachment

MOORHEAD AREA PUBLIC SCHOOLS

Moorhead, Minnesota

2014-2015 School Year

PROPOSAL FORM

NAME OF BUILDING: West Central Regional Juvenile Center - Education Program
TOPIC OF PROPOSAL: Addition of 1.0 FTE Teacher, 1.0 FTE Paraprofessional
DATE: 12/4/2014
SUBMITTED BY: Debra M. Pender-Tilleraas, Director of Alternative Programs
DATE TO BE IMPLEMENTED: 1/5/2015
PERSON RESPONSIBLE TO RECOMMEND TO SUPERINTENDENT:
Debra M. Pender-Tilleraas, Director of Alternative Programs
Recommendation (by person responsible): XX Approve
District Mission Statement: ***To develop the maximum potential of every learner to thrive in a changing world.***

Complete a description of your program proposal. All areas must be addressed. Information in support of your proposal should be as comprehensive as possible and must support the district philosophy.

1. Describe the proposal for funding:
Addition of 1 FTE teacher and 1 FTE paraprofessional through August 20, 2015, to be re evaluated before the end of the 2014-2015 school year to assess enrollment trends and ongoing staffing needs for Fall, 2015.

2. Explain in detail the rationale or purpose of the proposal. This includes research that supports the proposal. (Please relate, if possible your rationale to the previously identified high priority problems of your school).
This proposal is a request for consideration of the reinstatement of a second classroom in the secure detention facility at the West Central Regional Juvenile Center - Secure Detention Program. The Clay County Board of Commissioners have entered into a collaborative agreement with the Cass County Board of Commissioners - North Dakota to provide secure detention services for law enforcement holds and/or Cass County court service placement beginning January 1st, 2015. This arrangement will necessitate an expanded student capacity for educational services provided by Moorhead Area Public Schools in the detention program.

Background - West Central Regional Juvenile Center Education Program:
The West Central Regional Juvenile Center (WCRJC) is a thirteen county regional juvenile center that is licensed by the Minnesota Department of Corrections and the Minnesota Department of Human Services. The WCRJC includes secure and nonsecure programming. Youth reside in the facility during their placement and the Secure Detention Program provides services for juveniles with behavioral, protection, dependency, and delinquency. The Secure Program offers services which include secure detention; 30-60-90-120 day correctional residential program; chemical dependency evaluation and treatment; and sexual therapy. The WCRJC functions as a 24 bed secure facility which will expand to a 28 bed facility on January 1, 2015. The West Central Regional Juvenile Center has operated under the current model since August, 1997. The projected enrollment for the facility at its inception was 12 beds in the non secure program and 24 beds in the secure detention program. According to Moorhead School District alternative education guidelines, the WCRJC classrooms reflect a capacity of 16 students. According to the 36 bed projection, one classroom was established in the non-secure program and two classrooms were established in the secure detention program.

Minnesota Care and Treatment Requirements:

According to Minn. Stat. 125A.515 subd.3(a), the West Central Regional Juvenile Center is classified as a care and treatment facility. The statute indicates that all students placed in a care and treatment facility are served by the district in which the facility is located, including the provision of regular and special education services. The resident district, being the district where the parents reside, remain financially responsible for these students. Trends indicate that forty percent of the students placed at the WCRJC are residents of Moorhead School District. Educational services for out of district youth are billed to resident districts according to a predetermined per diem established by the Minnesota Department of Education. Tuition billing is managed by Moorhead District Learner Support Services staff in conjunction with the Minnesota Department of Education Care and Treatment Division.

Enrollment Trends:

Declining enrollment trends from 2004-2007, led to the Moorhead School Board approving the closure of one secure detention classroom at the end of the 2006-2007 school year. The secure detention program has operated with one classroom since that time. Expanded programming and other enhancements since 2012, however, have led to a significant increase in the secure detention program from 2012 to present. Moorhead District Administration have responded to the need for expanded educational services with an increase in special education due process support (Fall, 2013). In addition, Dr. Kovash approved a temporary increase in general education teacher support in September, 2013, based on a weekly review of classroom enrollment. The current arrangement allows for the provision of the services of a second teacher via the substitute system for weeks that the enrollment meets or exceeds the capacity of 16 students. This arrangement allows for expanded educational services and safety-security provisions while enrollment trends were monitored and studied. Enrollment data suggests that the increase in numbers is a stable trend. During the 2014-2015 school year, for example, the program has been at or above capacity 85% of the time This trend is consistent with the 2013-2014 school year.

Articulated Agreement - Cass County Corrections - West Central Regional Juvenile Center.

In Fall, 2014, the West Central Regional Juvenile Center - Clay County entered into an articulated agreement with the Cass County Sheriff's Department - Cass County to provide detention services beginning January 1, 2015. The contract is renewed annually and is anticipated to be a long term arrangement. The average daily census for juvenile detention services in Cass County is 6.7 youth with a projected capacity of 8 students in 2015.

Related Agreement - Moorhead Area Public Schools - North Dakota Department of Public Instruction.

Jill Skarvold, Executive Director of Learner Support Services, has been in communication with the North Dakota Department of Public Instruction concerning the educational requirements of care and treatment facilities in the State of Minnesota, including tuition requirements. On November 18, 2014, Stephen Larson, Director of the West Central Regional Juvenile Center, received correspondence from Jerry Coleman, Director of School Finance - North Dakota Department of Public Instruction. The letter clarified that the costs for educational services provided by Moorhead Area Public Schools, will be the responsibility of the North Dakota resident school district, according to a tuition billing agreement with the resident district, at the time of enrollment. Ms. Skarvold will work with Deb Pender-Tilleraas, WCRJC Education Program Director, and other district entities to ensure that the increase in North Dakota students to the WCRJC is cost neutral for Moorhead School District.Costs for the North Dakota resident students will be billed to their resident district and cost will be paid by North Dakota.

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

The single classroom at the West Central Regional Juvenile Center - secure detention program has been at or beyond capacity since Fall, 2013. Enrollment trends suggest that this is stable growth and expected to stabilize or continue. The increase of the Cass County contract with the WCJRC indicates a projected increase of 8 students per day,

indicating the need for capacity for 24-28 students daily. The single classroom will not meet the needs of the increasing enrollment on January 1, 2015. Denial of the proposal will result in Moorhead District being unable to serve all of the juvenile residents at West Central Regional Juvenile Center. This situation would put Moorhead District out of compliance with MN care and treatment guidelines which require all students to be in educational programming within three days of entering the facility. Overcrowding of the current care and treatment classroom will result in inadequate education services for the residents and potential safety concerns for Moorhead District staff and students.

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

The current arrangement of increased teaching support via a licensed substitute teacher would be discontinued under the arrangements of the new proposal. This arrangement does not provide for the consistency and support necessary to program for the unique learner needs and risk factors which contribute to the educational disengagement of this very critical student population.

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

Estimated Budget:

#1 PERSONNEL:	Number Requested:	Estimated Cost:	Code to charge:	Net Reimbursement:	Cost:
Salary:					
Teachers:	1 FTE (7.25 hours per day) = 75,000.00 @ .5 academic year = 37,500.00				
Paraprofessional:	1 FTE (6.75 hours per day) = 1800.00 @ .5 academic year = 9,000.00				
Benefits:					
Teachers:	1 FTE (7.25 hours per day) = 17,250.00 @ .5 semester = 8,625.00				
Paraprofessional:	1 FTE (6.75 hours per day) = 2,184.00 @ .5 semester = 1,092.00				

Total = 56,217.00

#2 CAPITAL OUTLAY:

08 Student Desks @ 190 = 1620.00
08 Student Chairs @ 62 = 496.00
Total = $2116

#3 OTHER EXPENSES:

Technology:
4 student computers (DM) @ 1000.00 = 4000.00
1 teacher computer (DM) @ 1200.00 = 1200.00
1 printer (DM) @ 1000 = 1000.00
Cabling - classroom (contracted with Clay County IT) (DM) = 1800.00

Supplies and Materials:
General education instructional materials (MI) = 14 students @ 80.00 = 1120.00
Special education instructional materials (JS) = 150.00

Total = 9270.00

ESTIMATED COST: $ 67, 603.00

Comments on budgetary items:

1. F.T.E. Full-time equivalent: 1 FTE contracted from January, 2015 through June, 2015. Summer educational programming will be addressed under the current summer program model of non contract employment . Assessment of staffing and caseload patterns will determine whether this increase in FTE at the WCRJC should be continued into 2015-2016 school year. At least 50% (equivalent to 8 students) of costs will be paid by ND Schools through a per diem rate in order to reflect no cost to Moorhead Schools (The per diem rate will include overhead costs, administrative costs, as well as indirect costs). The remaining 50% reflects the costs Moorhead Schools is already paying in order to educate the increased number of students at West Central facility. All costs for nonresident students are billed to the students' resident district.

2. Equipment, remodeling, site improvement, etc.: 2116.00

3. Review by Business Office before Superintendent's approval:

4. Space implications (short/long range), NA

5. Equity implications: Neglected and delinquent education is identified as a priority in the federal Title One provisions.

*6. Technology implications: 8000.00 **

** Computers, printer & cabling work will be needed. Cost built into spreadsheet above. This assumes no additional cost for Clay County to provide a telephone in the new classroom.*

MOORHEAD
AREA PUBLIC SCHOOLS

Office of Assistant Superintendent
Memo OAS.15.123R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent BML

DATE: December 15, 2014

RE: Certification of Final 2014 Payable 2015 Property Tax Levy

Schools districts are no longer required to hold a separate Truth in Taxation hearing or continuation hearing. Districts are required to discuss the levy and the current year's budget at a regularly scheduled board meeting and allow public to speak; this will occur at the upcoming meeting on December 15, 2014 at 7:00 pm. The final levy certification will be adopted at the same board meeting.

The School Board approved the preliminary tax levy on September 22, 2014. The next step in the levy certification process requires the School Board to certify the district's final 2014 Payable 2015 Property Tax Levy by December 29, 2014. Attached please find the Levy Limitation and Certification Report provided by the Minnesota Department of Education. The amount that will be levied for each of the categories and the total levy are listed below:

General – RMV Voter Jobz Exempt	729,587.93
General – RMV Other Jobz Exempt	3,738,535.14
General – NTC Other Jobz Exempt	2,243,317.52
Community Service – Other Jobz Exempt	356,947.95
General Debt Service – Voter Jobz Noexempt	4,546,251.38
OPEB/Pension – Other Jobz Nonexempt	1,544,878.95
Total Levy	$13,265,092.72

Also attached please find a list of 98 properties that qualify for the two-year economic development property tax abatement that was approved by the School Board on September 10, 2012. Of the 98 properties listed, 88 are newly constructed residential structures and 10 are remodeled existing homes and apartments. Pursuant to Minnesota Statue 469.1813, Subd. 5a, a governing body of the political subdivision may approve an abatement only after holding a public hearing on the abatement. The school district will satisfy this requirement by providing this public notice and opportunity for comment at the December 15, 2014 School Board meeting. Annually for the three-year period of the abatement, the abated amount will be included in the approved final levy figures as presented for final certification. The total estimated abatement for the 2014 assessment is $45,414.14. The 2014 Payable 2015 Property Tax Levy is down 1.78% or $237,029.32.

Suggested Resolution: Move to approve the certification of the final 2014 Payable 2015 Property Tax Levy in the amount of $13,265,092.72.

BML:dmb
Attachments

Minnesota Department of Education
Levy Limitation and Certification Report
2014 Payable 2015

District Number-Type: 0152-01
District Name: MOORHEAD PUBLIC SCHOOL DISTRICT
Home County: CLAY

Date Printed: 12/2/14
Limits Updated: 11/24/14
Certified Submitted: 12/2/14

	LIMIT	PROPOSED	CERTIFIED
SUBTOTALS BY LEVY CATEGORY			
GENERAL - RMV VOTER - JOBZ EXEMPT	729,587.93	729,587.93	729,587.93
GENERAL - RMV OTHER - JOBZ EXEMPT	3,738,535.14	3,738,535.14	3,738,535.14
GENERAL - NTC VOTER - JOBZ EXEMPT	0.00	0.00	0.00
GENERAL - NTC OTHER GENED - EXEMPT	105,573.86	105,573.86	105,573.86
GENERAL - NTC OTHER - JOBZ EXEMPT	2,243,317.52	2,243,317.52	2,243,317.52
COMMUNITY SERVICE - NTC OTHER - JOBZ EXEMPT	356,947.95	356,947.95	356,947.95
GENERAL DEBT - NTC VOTER - JOBZ NONEXEMPT	4,546,251.38	4,546,251.38	4,546,251.38
GENERAL DEBT - NTC OTHER - JOBZ NONEXEMPT	0.00	0.00	0.00
OPEB DEBT - NTC VOTER - JOBZ NONEXEMPT	0.00	0.00	0.00
OPEB DEBT - NTC OTHER - JOBZ NONEXEMPT	1,544,878.95	1,544,878.95	1,544,878.95
SUBTOTALS BY FUND			
GENERAL FUND	6,817,014.45	6,817,014.45	6,817,014.45
COMMUNITY SERVICES FUND	356,947.95	356,947.95	356,947.95
GENERAL DEBT SERVICE FUND	4,546,251.38	4,546,251.38	4,546,251.38
OPEB/PENSION DEBT SERVICE FUND	1,544,878.95	1,544,878.95	1,544,878.95
SUBTOTALS BY TAX BASE			
REFERENDUM MARKET VALUE	4,468,123.07	4,468,123.07	4,468,123.07
NET TAX CAPACITY	8,796,969.66	8,796,969.66	8,796,969.66
SUBTOTALS BY TRUTH IN TAXATION CATEGORY			
VOTER APPROVED	5,275,839.31	5,275,839.31	5,275,839.31
OTHER	7,989,253.42	7,989,253.42	7,989,253.42
TOTAL LEVY			
TOTAL LEVY	13,265,092.73	13,265,092.73	13,265,092.73

The school district must submit the completed original of this form to the home county auditor by December 29, 2014. A duplicate form must be submitted to Minnesota Department of Education, Program Finance Division, 1500 Highway 36 West, Roseville, MN 55113, by January 7, 2015.

The certified levy listed above is the levy voted by the school board for taxes payable in 2015.

Signature of School Board Clerk _____

Date of Certification _____

50

Economic Development Property

Tax Abatement Qualified Properties

Num	Property Address	Parcel #
1	4526 5 ST S	58.006.0270
2	4428 ALLYSON CT	58.009.0140
3	4318 39 ST S	58.233.0060
4	3841 43RD AVE S	58.233.0250
5	3811 11 AVE S	58.261.0220
6	3813 11 AVE S	58.261.0230
7	663 HAMPTON DR E	58.276.0890
8	675 HAMPTON DR E	58.276.0920
9	617 WESTMINSTER DR	58.277.0390
10	4838 6TH ST S	58.277.0500
11	650 WESTMINSTER DR	58.277.0720
12	3664 22ND AVE S	58.337.0760
13	3847 21 AVE S	58.338.0270
14	2218 41 ST S	58.348.0330
15	2222 42ND ST S	58.348.0510
16	3713 15 ST S	58.357.0020
17	3819 15 ST S	58.357.0050
18	3827 15TH ST S	58.357.0060
19	1509 JOHNSON DR	58.357.0100
20	1549 JOHNSON DR	58.357.0150
21	1591 JOHNSON DR	58.357.0210
22	3642 15TH ST South	58.357.0250
23	1585 36TH AVE S	58.357.0390
24	1540 JOHNSON DR	58.357.0560
25	3818 15 ST S	58.357.0620
26	3531 15TH ST S	58.357.0660
27	3533 15TH ST S	58.357.0665
28	3547 15TH ST S	58.357.0680
29	3549 15TH ST S	58.357.0685
30	3611 15TH ST S	58.357.0700
31	3613 15TH ST S	58.357.0705
32	3627 15TH ST S	58.357.0720
33	3629 15TH ST S	58.357.0725
34	3643 15TH ST S	58.357.0740
35	3645 15TH ST S	58.357.0745
36	1581 34 Ave S	58.359.0470
37	1583 34 Ave S	58.359.0480
38	1552 35TH AVE S	58.359.0630
39	1550 35TH AVE S	58.359.0640
40	1544 35TH AVE S	58.359.0650
41	1542 35TH AVE S	58.359.0660
42	1528 35TH AVE S	58.359.0690

Num	Property Address	Parcel #
43	1526 35TH AVE S	58.359.0700
44	1520 35TH AVE S	58.359.0710
45	1518 35TH AVE S	58.359.0720
46	949 35TH ST S	58.372.0065
47	3736 11TH AVE S	58.373.0170
48	1116 39 AVE S	58.428.0970
49	924 33RD ST S	58.469.0015
50	926 33RD ST S	58.469.0016
51	928 33RD ST S	58.469.0017
52	3417 25 ST S	58.587.1100
53	4001 9 ST S	58.608.0010
54	4003 9 ST S	58.608.0015
55	4005 9 ST S	58.608.0020
56	4007 9 ST S	58.608.0025
57	4009 9 ST S	58.608.0030
58	4011 9 ST S	58.608.0035
59	4013 9 ST S	58.608.0040
60	4015 9 ST S	58.608.0045
61	4017 9 ST S	58.608.0050
62	929 41ST AVE S	58.608.0200
63	4017 10TH ST S	58.608.0420
64	4002 10 ST S	58.608.0470
65	4567 PRAIRIE DR	58.613.0060
66	4575 PRAIRIE DR	58.613.0070
67	4583 PRAIRIE DR	58.613.0080
68	4591 PRAIRIE DR	58.613.0090
69	1419 46TH AVE S	58.613.0110
70	1467 46TH AVE S	58.613.0170
71	4592 MEADOWS LANE	58.613.0180
72	4584 MEADOWS LANE	58.613.0190
73	4576 MEADOWS LN	58.613.0200
74	4568 MEADOWS LN	58.613.0210
75	4560 MEADOWS LN	58.613.0220
76	3006 41ST AVE S	58.728.0110
77	3037 41ST AVE CT S	58.728.0200
78	3045 41ST AVE CT S	58.728.0210
79	1489 41ST AVE S	58.750.0320
80	1551 41 AVE S	58.750.0400
81	4232 19TH ST S	58.750.0890
82	4240 19 ST S	58.750.0900
83	3001 30 ST S	58.808.0010
84	3007 30 ST S	58.808.0020

MOORHEAD
AREA PUBLIC SCHOOLS

School Improvement and Accountability
Memo SIA.15.014R

TO: Dr. Lynne Kovash, Superintendent

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

DATE: December 9, 2014

RE: Moorhead High School Registration Book

Attached is the revised copy of the Moorhead High School registration book, which has been updated and aligned to World's Best Workforce and student transitional planning requirements. Dave Lawrence, the principal of Moorhead High School, will discuss the updates and changes to the registration book with the School Board.

Included in this registration and planning guide are the graduation requirements, early college credit options, entrance criteria for local colleges and universities, career and life options, and a comprehensive outline of all courses offered at Moorhead High School. Changes to the registration book have been made in collaboration with all departments at Moorhead High.

The registration book has been reviewed by the Instructional and Curriculum Advisory Committee (ICAC) and is forwarded to the School Board for approval.

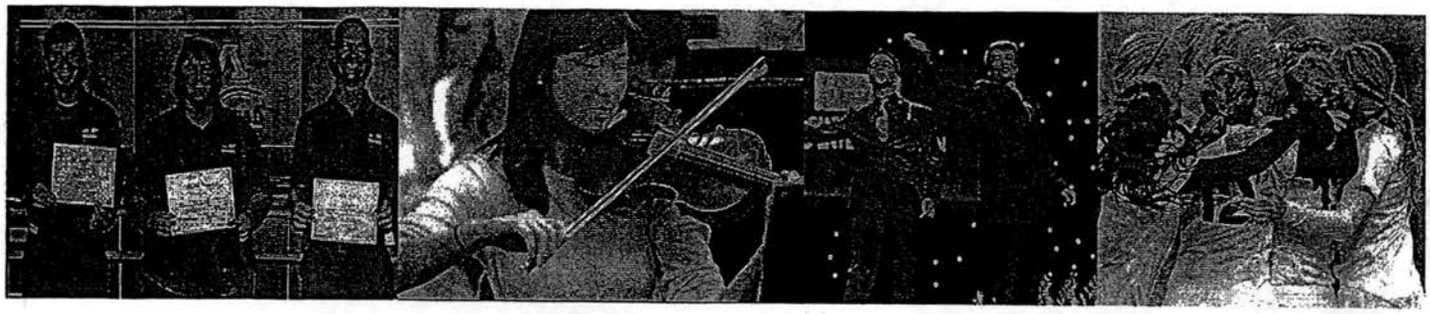
Suggested Resolution: Move to approve the Moorhead High School Registration and Planning Guide as presented.

MOE:tro
Attachments

Economic Development Property
Tax Abatement Qualified Properties

Number	Property Address	Parcel #
85	3124 32 AVE S	58.808.0570
86	2801 35 ST S	58.809.0430
87	2820 35 ST S	58.809.0690
88	2812 35 ST S	58.809.0710
89	1318 6TH AVE N	58.494.1280
90	2410 RIVER DR N	58.172.0220
91	1711 19TH ST S	58.465.0210
92	3007 41ST AVE S	58.728.0130
93	1019 11TH ST N	58.055.0260
94	1042 38TH ST S	58.261.0150
95	523 11TH ST N	58.589.0080
96	636 ARLINGTON AVE	58.277.0430
97	512 17TH ST N	58.319.2020
98	3021 41ST AVE CT S	58.728.0170

NOTE: Construction on the listed properties commenced in 2012. The value of the qualifying properties was accounted for on the 2014 Assessment. For the school district , the total estimated value of the abatement is $45,414.14.



Academics **Arts** **Activities** **Athletics**

MOORHEAD
AREA PUBLIC SCHOOLS

Moorhead High School
Grades 9–12

Planning and Registration Guide
2015–2016



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

Dear Students and Parents or Guardians:

MOORHEAD
AREA PUBLIC SCHOOLS

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

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

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

Take the time to carefully read the information in this document. The information will help all students make good academic decisions while at Moorhead High School and will do much to create pathways to the future. If a student has any questions or uncertainty please ask a staff member, make an appointment with a counselor or get information from past graduates. The staff of Moorhead High School looks forward to seeing you in the fall of 2015. All staff join me in wishing you a successful high school career and remind you that we, the staff, are partners in your journey. We measure our success by your success!

Sincerely,

Dave Lawrence
Principal
Moorhead High School

Advanced Placement Award Levels - Recognized by the Advanced Placement Program

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

Earning College Credit While in High School

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

Advanced Placement (AP)

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

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

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

Articulated Agreements

Articulated Agreements enable high school students to earn college credit while in high school. For Moorhead High School, several business classes are articulated with Minnesota State Community and Technical College (M|State), with campuses in Fergus Falls, Detroit Lakes, Moorhead, and Wadena, and Northwest Technical College, with a campus in Bemidji, and Northland Community College in Thief River Falls. Some automotive classes are articulated with the M|State. A

Options!

Independent Research Study



Students who are interested in taking a course as an independent study should contact a faculty adviser and establish the criteria that meets the state standards for relevant courses or create a rubric for a course that enables a student to pursue an area of interest. This may involve research, reading, interviews, online work, audio-visual resources or other options. Such courses demand a great deal of self-motivation and/or a keen interest in an area of study. Once the faculty contact is established, a principal must be contacted to complete the required paperwork. The student needs to create a schedule of meetings with the faculty adviser and meet the agreed upon criteria to earn credit. This can be a wonderful path to expand an interest, pursue creativity and more. Please note: the course is an "independent" study and demands a great deal of individual fortitude, but the path affords unlimited possibilities.

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

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

2015 course assessments will be administered on October 14, 2015. Application deadline for this option is Wednesday, September 16, 2015. Exceptions must be approved by administration.

Pass/Fail Option: Students taking a required course load are eligible to request pass/fail in one or more classes but must be graded in a minimum of four classes. A student should check with his or her counselor for the correct forms. The deadline for a pass/fail option is 15 days from the start of the class. Once a student has been graded, the student may not change the pass/fail option. Students who fail a course and then retake it at a later time will have the original failure replaced by the more recent grade. Students who are missing credits that would place them two grade levels below the average student's credit level will have this option removed.

World's Best Workforce

"College, Career and Life 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. While in high school, students may want to consider courses offered at Moorhead High School that will enhance their understanding of career paths. Moorhead Area Public Schools believe in the need to help students chase their dreams.

Moorhead High School is committed to the following:

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

Opportunities Through the Arts, Activities and Athletics

Year-Long Activities

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

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

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

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

The following information was provided by the colleges and universities and is current as of November 2014.

Minnesota State University Moorhead

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

1. High school rank in the upper one-half of the graduating class with a minimum composite score of 17 on the ACT or 830 on the SAT
   OR
   Achieve the following score(s) on any one of the standardized college admissions tests (ACT is preferred):
   ACT Composite Score of 21 or above (The ACT writing will not be required)
   SAT Verbal and Math Combined Re-centered Score of 1000 or above
   AND
2. Complete Preparation Standards as described below. New entering freshmen who have met preparation standards for university admission in their respective states will be deemed to have met Minnesota preparation standards.
   - 4 years of English (including composition and literature)
   - 3 years of mathematics (two years of algebra, of which one is intermediate or advanced algebra, and one year of geometry)
   - 3 years of science (at least one year of a biological and a physical science and at least one course including significant laboratory experiences)
   - 3 years of social studies (including American history and at least one course that includes significant emphasis on geography)
   - 2 years of world language
   - 1 year of world culture or the arts

North Dakota State University

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

- 4 units of English
- 3 units of mathematics (at the level of Algebra I and above)
- 3 units of laboratory science
- 3 units of social science
- Completion of the core courses does not guarantee admission to NDSU

In addition to fulfilling the college preparatory courses, grade point average (GPA) and ACT or SAT scores are considered in evaluating an application. The ACT writing test is not required. The general guidelines used in making admission decisions include a cumulative GPA of 2.5 (4.0 scale) with strong consideration given to grades earned in college preparatory courses. An ACT composite score of 21 or higher or SAT score (math and reading) of 970 or higher is recommended. Students who do not meet these guidelines will be considered if other supporting factors show potential for success.

Concordia College

When making admissions decisions Concordia reviews all applications individually. The academic record (grades and classes taken) are the most important consideration. Other factors would include ACT or SAT results, references and improvement in academic performance from year to year. The examples below represent what would typically be Concordia's minimums.

- 3-4 credits in mathematics (1 year each of algebra, geometry, advanced algebra, and FST or college algebra prep)
- 3 credits in laboratory sciences (1 year each of a biological and a physical science)
- 2 years in a single world language (Grades 8-12)
- 3.5 credits in social studies (including United States history)

In addition, the University of Minnesota-Twin Cities requires one year (or 2 credits) in visual and performing arts, including instruction in the history and interpretation of the art form (e.g., theater arts, music, band, chorus, orchestra, drawing, painting, photography, graphic design, etc.). Students are strongly encouraged to take courses beyond these minimum requirements. Additional coursework beyond these minimums increases a student's chances for admission. The rigor of a student's schedule is a factor in admissions. Indeed, while not requiring more courses, almost all, successful applicants present additional classes.

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

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

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

National Collegiate Athletic Association

The NCAA has established a well-defined set of criteria for eligibility in college athletics. Any student who is considering participation in college athletics needs to be mindful of the criteria and work purposefully toward fulfilling the prescribed requirements. By clicking in the NCAA title above one will be taken to the portal that gives access to qualifications for all NCAA divisions. Another useful tool is the link that describes what to do each year in high school to be prepared for college athletics. Please follow this link (https://www.ocps.net/lc/east/hwp/guidance/Documents/ncaa.pdf) to access the page. The PDF document can be printed to give the complete requirements in a booklet format. Requirements listed are in use for up to August 2015 and freshmen who enroll in the fall of 2015. The rules can change annually so it is necessary to check each year.

Common Application

Applying to a college or a list of colleges can be daunting. The Common Application can save a student time if the college or university is a member institution. There are more than 500 member institutions. A student completes the process once, and the application is available to all schools to which a student applies. A student can track his or her application online, check to see if all information has been received and if all recommendations have been submitted. The cautionary note is that a student should not merely apply randomly to schools but try to limit one's scope to about five schools. Select one or two that might be a "stretch," two that are good solid choices and one that is a safe and secure selection. One has to consider not only the factor of being selected, but also the financial aid package that is offered. A student may get into a highly selective school but then find that the aid package is not sufficient for the student's need.

Other Opportunities

Many local and national businesses will hire high school graduates and provide in-house training. Students are hired and trained at company expense. These jobs in the trades offer competitive salaries, benefits and training, and after a good job performance these businesses will pay for further education. These positions can be found in electrical work, plumbing, sheet metal, heating, cooling and ventilation (HVAC), construction and more. Many banks, after a one-year period, will offer tuition reimbursement for courses that apply to the banking business, e.g., human relations, business, security, accounting, etc. Furthermore, such introductory jobs offer a career. As employees increase their skills, their opportunities and income grow with the company, or an employee may decide to start his or her own business. See the Career Counselor for options.

Another consideration is to consider alternative paths to careers. The book Roadtrip Nation inspired the series based upon the premise that young people do not always know the realistic options that are open to them. The book and the series Roadtrip Nation interview a variety of people about how they got their jobs and how they pursued their passions. It is worth the consideration of every student and family – too often we do not know the possibilities that exist and in truth there are possibilities that still do not exist – but will!

Student Support

Students have access to a full range of support for registration and all aspects of their high school career and post high school planning. Students are encouraged to use the contacts and the staff at Moorhead High School. All staff members love to help students! Do not hesitate to ask input from teachers, counselors, administrators, etc. There is a team among staff and families to help each student reach her or his goals.

High School Counselors



High school counselors have a number of responsibilities, but their largest concern is the growth of the individual student — the whole student and person. Counselors help with course selection, crisis intervention and resource information, information about community support and resources, conduct support groups, help with credit and graduation questions, post-secondary questions and enrollment, accessing Red River Area Learning Center, accessing educational support tools and personal student support.

Updates and news from the counseling office can be accessed by clicking Updates on the counseling department's Haiku page. A person will find deadlines for testing and dates for visits from schools, the military, college fairs and more. ***Registration note:*** Two weeks prior to the new semester, a schedule change day will be held.

Students may talk with any counselor however, for administrative purposes students have been divided alphabetically:

A-Fl: Rachel Lerum, 284-2319, rlerum@moorheadschools.org
Fo-La: Janel Simonson, 284-2316, jsimonson@moorheadschools.org
Le-R: Toni Bach, 284-2313, tbach@moorheadschools.org
S-Z: Sarah Miller, 284-2315, smiller@moorheadschools.org

Student Assistance: Scott Matheson, 284-2314, smatheson@moorheadschools.org
Designated counselor helping students and families with dropout prevention, alternative education, credit recovery and chemical health concerns.

Grades 9-12 District-wide Testing

Tests	Grades Tested	Objectives/Uses
Minnesota Comprehensive Assessments in:		To provide information about instruction of the Minnesota Academic Standards and help schools and teachers determine program improvements and individual student progress
Reading MCA-III	10	
Mathematics MCA-III	11	
Science MCA-III	Biology students	
ACCESS for ELs (WIDA)	English learners 9-12	To demonstrate growth in reading/writing and to assess progress in acquiring the academic English language in grades 9-12. ELs take ACCESS and reading MCA-III in grade 10.
Minnesota Test of Academic Skills (MTAS)	Specific special education students in 9-12 as identified in IEP	To provide a measure of progress in reading, mathematics and science skills for specific special education students using alternative assessments instead of MCA-III
Special Education test as applicable	Specific students in all grades	To assess student needs for referral and special help; to assist with classroom placements and course adjustments
Entrance tests for students new to the district	Specific students in all grades	
PLAN (pre ACT)	10	To provide information and assist in counseling individual college-bound students; all are norm-referenced achievement tests; PSAT is the National Merit qualifying test; ACT is one option to meet the graduation requirement
PSAT (pre SAT)	11 (optional)	
ACT	11	
SAT / SAT II	11-12 (optional)	
Compass	Specific students in 10-11	Diagnostic test given to selected students to evaluate skills and provide appropriate support
Armed Services Vocational Aptitude Battery (ASVAB)	11-12 (optional)	To determine students' vocational aptitude and interests; one option to meet the graduation requirement
Common Assessments	9-12	To determine a student's level of proficiency in a subject area
Advanced Placement Exams	9-12	To determine college credit related to student scores for students enrolled in AP coursework

Jobs involving the visual arts:

Art administration	Artistic director	Freelance artist	Educator
Industrial designer	Floral designer	Illustrator	Merchandise display
Printmaker	Fashion designer	Interior design	Photography
Set design	Video / film editor	Game design	Advertising
Graphic / web design	Culinary arts	Museum work	Animation
Architecture	Art education	Art history	Landscape design
Art history	Ceramics	Curatorial practice	Sculptor
Digital photography	Drawing	Film	Furniture design
Glass work	Medical illustration	Product design	Art therapy
Glass blower	Photojournalism	Toy design	Painter

Choose any field you want! Go chase your dreams!

Course Descriptions

FOUNDATIONS OF ART (ART01F)
Grades 9-12; ½ credit, Block (Quarter)
This course is a prerequisite for all art classes.
The primary objective of this course is to explore a broad range of mediums and techniques. Students planning on taking more art classes will receive a visual arts foundation that will prepare them for success in upper-level classes. Students will gain a basic understanding of the art elements and principles of design. A variety of media and techniques will be explored through research, creative problem solving and studio work. Mediums include pencil, acrylic paint, clay, and mixed media. Projects include shape and form drawing, shading, color design, sculpture, mixed media, and gallery critique. Creativity and craftsmanship are important for success in this class. A sketchbook is required for drawings, notes, and problem solving.

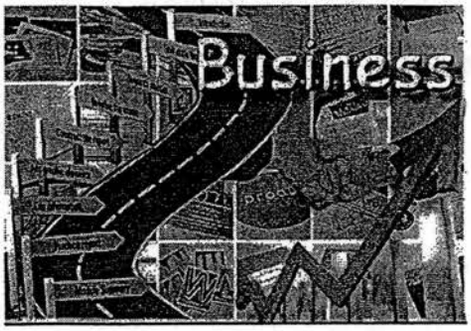
CRAFTS (ART01C)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Foundations of Art
This course is a basic foundations of art with emphasis on crafts, adapting the elements and principles of design to various craft projects. Composition and structure is emphasized in this course. Students will learn to construct artwork through the proper use of tools, techniques, and products in clay, fiber, paper, and other media. Some of the projects included are jewelry, picture frames, altered book boxes, and greeting cards. Students will learn to express themselves through a variety of mediums and application of craft procedures. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

SCULPTURE (ART04)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Foundations of Art
Basic hand-building techniques and decorative methods are primary concerns for Sculpture students. Exploration and elaboration on the fundamental methods of building sculpture by hand should lead students to higher levels of individual expression and creativity. Along with clay, other media will be explored, such as fiber, wire, papier mâché, and wood. Students learn various sculptural skills such as clay-slab, coil, and drape. A multicultural mixed media project allows students to research and investigate cultures other than their own. Along with learning the techniques of the various mediums, students will learn the terminology used in the three-dimensional areas of art. Students will be encouraged to enter art shows and competitions. Self-expression and creative thinking is a continued focus of instruction. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

POTTERY (ART05)
Grades 10-12; 1 credit, Block (Semester)
Prerequisite: Sculpture
This course is offered to students who were particularly successful in Sculpture and desire to increase their understanding and further their skills. Throwing on the pottery wheel will be introduced along with additional advanced hand-building

budget time and meet deadlines, which play a large role in college art courses. Students will learn to critique and exhibit their work. Through advanced instruction, students will learn to use critical and technical thinking. Students will learn to create from self, rather than by the use of total reference. Individual and group art exhibits are highly encouraged. It is highly recommended that students have maintained a C or above in their previous art classes when considering this course.

Business Education



Business Education courses relate academic subjects to the real world. Whether it is the jobs one might have or taking care of one's money no one can escape the need for business education and the skills these courses offer.

Coursework in business education enables one to navigate a complex financial and digital world that is changing rapidly. Business education helps students to develop the skills needed to survive in all that we do now and in the future.

The business education department offers skills in accounting, digital technology and design, computer applications, marketing, management, finance, law and related programs and business experience that will last a lifetime. These courses combine knowledge, analysis and creative thinking with opportunities for hands-on application and technology that allows students to experience learning activities in a memorable manner. As students learn these important skills they also will learn communication skills, cooperation, creativity and critical thinking. Partnerships with local businesses enable students to gather real-life experiences while in high school — plus the business education department offers college credit for a number of classes through articulation agreements. Explore what the business education department can offer you — there is something for everyone!

Articulation Agreements offer college credit while enrolled in high school. The Moorhead High School Business Department has worked with local colleges to enable students to earn college credit in the following classes:

Computer Applications
Microsoft Office Applications
Accounting I and II (must take both)
Web Design
Personal Finance

Articulation agreements with the M|State (Minnesota State Community & Technical College campuses in Fergus Falls, Moorhead, Detroit Lakes and Wadena), Northwest Technical College (campus in Bemidji), and Northland Community & Technical College have been approved for dual credit. Students in grades 9-12 passing any of these courses with a B or higher will be allowed to receive credit at any of the above institutions, free of charge, at the time of their admission.

Area of Study	9	10	11	12
Business Courses	Sports & Entertainment Marketing	Sports & Entertainment Marketing	Sports & Entertainment Marketing	Sports & Entertainment Marketing
		Personal Law & Ethics	Personal Law & Ethics	Personal Law & Ethics
		Entrepreneurship & Small Business Management	Entrepreneurship & Small Business Management	Entrepreneurship & Small Business Management

		Web Design II *(meets fine arts requirement)*	Web Design II *(meets fine arts requirement)*	Web Design II *(meets fine arts requirement)*
Combined Courses (year-long skinny)	Personal Finance/Sports & Entertainment Marketing	Personal Finance/Sports & Entertainment Marketing	Personal Finance/Sports & Entertainment Marketing	Personal Finance/Sports & Entertainment Marketing

Twenty-First Century Skills in Business:

Critical Thinking	**Communication**	**Cooperation**	**Creativity**
Decision making	Non-verbal communication	Confidence	Perseverance
Problem solving	Visual	Focus	Storyboards
Self-assessment	Multi-mediums at once	Collaboration	Risk taking
Accountability	Written critiques	Interpersonal	Design
Research	Presentation	Feedback	Design prototypes
Perspective	Interpersonal	Teamwork	
Setting goals	Literacy development	Critique	
Brainstorming	Individualized instruction	Digital skills	

Jobs involving business:

Business:	**Technology**:
Accountants & Auditors	Software Developer
Appraisers & Assessors	Web Developer
Financial Analysts	Photography
Claims Adjusters/Appraisers	Graphic Design
Bank Examiners & Investigators	Digital Publishing
Banking & Finance	Video Production
Loan Officers	Computer Animation
Financial Advisors	Computer and Information Research
Compensation, Benefits and Job Analysis Specialists	Computer Networks Architect
Economic Development Specialists	Computer Programmer
Administrative Support	Computer Support Specialist
Human Resource Management	Database Administrator
Labor Relations Specialist	Information Security Analysis
Insurance Underwriters	Network and Computer Systems
Contract Law	
Market Research Analysts	
Management	
Entrepreneurship/Small Business	
Purchasing Managers, Buyers & Agents	
Tax Examiners & Collectors	
Revenue Agents	
Training & Development Specialists	
Meeting, Convention & Event Planners	

Choose any field you want! Go chase your dreams!

PERSONAL FINANCE/SPORTS & ENTERTAINMENT MARKETING (BUS25)
Grade 9-12; 1 credit (Skinny) (Year)
Personal Finance
Skinny (Semester)
Personal Finance is a course that would benefit everyone. This class will prepare students for a lifetime of worthwhile personal financial planning. The tools students will learn are useful, realistic, and easy to work into their regular routine. They will help students gain control over the financial impact of the choices they make. Students learn to create and use a budget, borrow and invest wisely, make intelligent decisions about insurance, and plan for their financial future. Students will develop a retirement savings plan and will be better prepared to make large purchases and plan for taxes. Areas covered are personal money management and budgeting; savings and investing, money and banking; credit; taxes; real estate and housing Issues; and insuring against loss. *Students will receive 3 credits for BUS1146 at M|State through an articulation agreement approved by the state. See explanation in the first part of this Business Education section.*
Sports & Entertainment Marketing
Skinny (Semester)
Explore the intriguing world of sports and entertainment from the perspective of marketing. Sports and entertainment topics are used to learn foundational marketing concepts. Emphasis is on sports and entertainment as a business, marketing strategies, communication, sales, promotion, advertising, international business and e-commerce. Marketing functions are incorporated throughout the sports and entertainment industries and are the perfect vehicles to showcase how marketing plays out in our everyday lives.

COMMUNITY INTERACTIONS (BUS19)
Grades 10-12; ½ credit, Block (Quarter)
This course provides the student the opportunity to develop life and work skills through a partnership with a business, school or community agency. The student will volunteer to help in one of our numerous community agencies helping our community to grow in service to others. The course will focus on students becoming active citizens in meeting the needs of our school and community through service learning — they can make a difference! Students will assist in the agency an average of four hours per week. Class will meet one day per week and will focus on reflection and growing opportunities as well as goal setting, choices, ethics, working with others, decision making, and conflict resolution. Students are responsible for their own transportation. This course may be taken more than once for credit.

BASIC KEYBOARDING (BUS01)
Grades 9-12; ½ credit, Skinny (Semester)
Arranged
This course is for the student with limited or no previous computer experience, or those keying at a speed of 25 words per minute or lower. It will focus on the basics of operating a computer, learning the keyboard by touch, and introducing basic word processing and communication applications.

COMPUTER APPLICATIONS (BUS02 Block) (BUS02S Skinny)
Grades 9-12; ½ credit, Block (Quarter) or Skinny (Semester)
Students will improve keyboarding skills and use the computer to prepare term papers in MLA report style, personal business letters, spreadsheets and presentations. In this course they will discover the many features of Microsoft Office Suite focusing on Word, Excel and PowerPoint. Knowledge and use of Microsoft Office is becoming an expected skill in the workplace. *Students will receive credit at M|State through an articulation agreement approved by the state. See explanation in the first part of this Business Education section.*

MICROSOFT OFFICE APPLICATIONS (BUS03)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Computer Applications
This class is essential for anyone interested in working in the business world. Students learn introductory and advanced skills using Microsoft Office. Concepts and techniques will cover Microsoft Word, Excel, Access and PowerPoint. The student will learn how word processing, spreadsheets, databases, and presentations can integrate to create many types of business and home documents. Learn to feel comfortable and confident using the current technology used in the business world today. Students will be prepared for the Microsoft Office Specialist (MOS) Certification Exam that is required by many employers. *Students will receive 3 credits at M|State and Northland Community & Technical College through articulation agreements approved by the state. See explanation in the first part of this Business Education section.*

COLLEGE PREP AND CAREER READINESS (BUS18C)
Grades 10-12; ½ credit, Block (Quarter)
This course equips students with the study and learning skills required in today's academic and workplace environments. Focus is on learning how to learn, critical thinking, reading comprehension, time management, and managing information. This course prepares students to make successful learning an ongoing part of their academic and career development. Time is also spent on preparing for college testing (ACT, SAT), scholarship applications, and college applications. The area colleges and universities are invited to speak to the class regarding admissions and financial aid. The career component addresses career assumptions, major courses of study, the career skills employers require, workplace ethics, professionalism and communication skills.

BUSINESS MENTORSHIP (BUS13)
Grades 11-12; ½ credit, Block (Quarter)
Explore a variety of business systems and prepare yourself for the future. Students will be given time to research, explore and experience the different opportunities provided in careers in the field of business. Career areas covered are accounting, law, law enforcement, management, banking, finance, insurance, realty, entrepreneurship and all areas of technology. This course may be taken more than once for credit.

TV PRODUCTION I (BUS23)
Grades 10-12; ½ credit, Block (Quarter)
Interested in being behind the scenes or in front of a camera? This course will introduce a number of technical and non-technical skills related to TV production such as camera work, scripting, editing, appearing on camera, and developing stories into broadcast quality news segments. This class will introduce students to state-of-the-art digital editing and studio equipment. This course will also prepare students for the opportunity to be a member of Spud News. Class projects will include news-oriented material and creative assignments. This course is a prerequisite for students wishing to sign up for the TV Production II class.

TV PRODUCTION II (BUS24)
Grades 10-12; ½ credit, Block (Quarter)
Prerequisite: TV Productions I (with a final grade of a "C" or higher)
The mission of this course is to inform viewers of events and activities in an accurate and entertaining way through a weekly student newscast (Spud News) that airs throughout Moorhead High School with the possibility of also airing on local cable access television. This course is for highly motivated students with a sincere interest and commitment to television journalism who thrive on independent initiative and work well in high-pressure situations. Students should be willing to learn complex technical skills and apply those skills creatively in communicating with others. A flexible schedule and the ability to work with a variety of people are essential for success in this course. Sophomores may register for up to two quarters each year. Juniors and seniors may register for up to four quarters.

Twenty-First Century Skills in English:

Critical Thinking	Communication	Cooperation	Creativity
Verbal reasoning	Speaking	Group work	Writing
Research	Writing	Presentations	Acting
Textual analysis	Reading	Prepare for assessments	Speaking
Understand evidence	Summarize	Sensitivity	
Understand perspective	Write creatively		
Build background	Vary with audience		
	Work with digital media		
	Correct grammar and syntax		

Jobs involving English:

Law	Politics	Social media manager	Teacher
Broadcast	Sales	Editor	Computer work
Writer	Lobbyist	Grant / proposal writer	Retail
Public relations	Stock broker	Corporate communications	Business
Corporate blogger	Sales account manager	Web design	Policy analyst
eCommerce analyst	Proposal manager	Public service	Nonprofit agencies
Researcher	Church work	Museum work	Marketing
Human resources	Marketing director	Technical writer	Librarian
Congressional aide			

Choose any field you want! Go chase your dreams!

Course Descriptions

Required Courses for Grade 9 (Select One):

ENGLISH 9 (ENG019)
Grade 9; 1 credit, Block (Semester)
English 9 is a required class for all incoming grade 9 students. The major units that students will study include public speaking, literature (short stories and novels), drama ("Romeo and Juliet"), and learning the formal research process. Throughout the course, students also will study grammar and parts of speech, and they will continue to work on becoming strong writers.

HONORS ENGLISH 9 (ENG02)
Grade 9; 1 credit, Block (Semester)
Honors English 9 is an accelerated-level English class that grade 9 students can choose to take with the recommendation of middle school teachers. The major units of study include public speaking, literature (short stories and the novel "To Kill a Mockingbird"), Shakespearean drama and poetry, and an overview of the formal research process. Throughout the semester, students will continue to hone their writing skills by studying grammar, punctuation, parts of speech, the writing process (including revising and peer editing), and writing essays of various lengths and topics.

Required Courses for Grade 10 (Select One):

ENGLISH 10 (ENG03)
Grade 10; 1 credit, Block (Semester)
Prerequisite: English 9
Students enrolled in English 10 will read "To Kill a Mockingbird" and independent library books. The composition exercises and projects in this class will emphasize the difference between spoken and written language and encourage students to become more confident, effective writers. The Six Traits of Writing will be used to prepare students to write a variety of

paper. The course examines the newspaper business from the First Amendment to today. Journalism students will write and help produce both the online and print versions of Dimensions.

JOURNALISM II (ENG12)
Grades 11-12; 1 credit, Skinny (Year)
Prerequisite: Completion of Journalism I, with a grade average of a B or higher.
Journalism II students are responsible for producing a high quality newspaper under conditions of commercial production. They serve as production staff, editor-in-chief and section editors. Students experience hands-on learning as they produce the school newspaper. Students design the nameplate and banners and determine the style to be used for production. Journalism II students have the opportunity to continue to develop their writing skills with special assignments. Content selection, layout and design, copy editing, photography and graphics, advertising and computer layout will be performed by Journalism II students. The major emphasis of the class is to continue to develop and refine journalistic skills with the actual production of both print and online versions of Dimensions.

PRE-COLLEGE COMPOSITION (ENG15)
Grades 11-12; ½ credit, Block (Quarter)
Pre-College Composition provides the college-bound junior or senior with writing experiences intended to prepare them for the entry-level requirements of college-level academic and research writing. The focus is on the development of independent thinking and expression of that thinking in writing. The initial portion of the quarter is devoted to multi-paragraph writing assignments drawn from student interest, experience, and observation. During a major portion of the quarter, students are assigned a research paper. At this time, the techniques of investigation are examined, and the elements of style and organization are emphasized.

CREATIVE WRITING (ENG16)
Grades 10-12; ½ credit, Block (Quarter)
Creative writing is a course open to students who are interested in writing poetry, plays, short stories, and nonfiction. Students try their hand at various types of narrative writing, including poetry, personal experiences, short stories, and plays. They also will work with imaginative and factual descriptive writing, in both poetry and prose. Most of the shorter assignments are written in class. In addition, all students are expected to help critique others' work and to share their own. For these reasons, regular attendance is a must. While students are required to complete all major assignments, they may choose which assignments are to be included in their portfolio.

COMMUNICATION ARTS (ENG17)
Grades 10-12; 1 credit, Skinny (Semester)
Communication Arts is a one-semester elective open to all students who have successfully completed English 9. The course is designed to give students opportunities to develop good speaking and listening skills. All of the activities and projects involve class members in individual or group presentations. Work requires student preparation in planning, organizing and rehearsing. This course is designed to help students develop their interpersonal and public speaking skills.

FILM STUDIES (ENG18)
Grades 11-12; ½ credit, Block (Quarter)
Film studies is a class designed for students capable of interpreting literature within the genre of film and being able to analyze it as work of art from the perspective of the filmmaker, society, and the audience. Students will study films from a variety of different eras and genres and explore how filmmakers shape ideas differently from writers, musicians, visual artists, and theater directors.The goal for this course is to give students an understanding of how the history, innovations, and artistry of filmmaking affects society. Students will learn the history of filmmaking, including the directors/producers who have influenced the medium most profoundly. At the end of the course, students will be able to identify key genres, influential authors, and significant works.

YEARBOOK I (ENG19)
Grades 10-12; ½ credit, Skinny (Semester)
The Yearbook I course will concentrate ultimately on the production of the Moorhead High School yearbook. Students will work collaboratively throughout the yearbook's publication. The primary objectives of this course are effective photographic composition, creative desktop layout methods, and appropriate writing techniques for captions and other featured pieces of writing within the publication. Students will utilize electronic desktop-publishing programs for the creation of each page. As students work together on the yearbook, the course will also concentrate on the individuals' ability to direct their creativity in correlation with the yearbook's chosen theme.

English Learners



The goal of Moorhead Area Public Schools is to help every student to quickly learn English while helping students to be successful in classes where English is spoken. Moorhead Area Public Schools has developed a comprehensive plan of service that is useful in understanding the scope of English Learner services and processes available in the Moorhead Schools. The English Learner Plan of Service is an important tool for all English Learner students and families.

The classes listed below will be offered in the 2015-2016 school year. Students will start with the class that best fits their score on the ACCESS Test of English Proficiency from WIDA.

	WIDA Levels 1-2	WIDA Levels 2-3	9-12	9-12
Language Development Classes	English Language Development - Foundations	English Language Development - Level A	English Learner - Language Acquisition English Learner - Study Lab	English Learner - READ 180

Sheltered classes are classes that support English-learning students to gain skills in vocabulary and English usage while also learning the material for a specific course like math, social studies, science and English / Language Arts. For the 2015-2016 school year the sheltered classes are listed below. For the 2016-2017 school year, sheltered classes will be offered in World History, Biology and Geometry. Courses in Sheltered English / Language Arts I and II will be offered each year. Students are advised to sign up for a sheltered course when it is offered. **Sheltered classes are not grade specific, and students who need a specific credit should sign up when the course is offered.**

	English	Social Studies	Science	Mathematics
2015-16	Sheltered English I and II	Sheltered United States History	Sheltered Physical Science	Sheltered Algebra II
2016-17	Sheltered English I and II	Sheltered World History	Sheltered Biology	Sheltered Geometry

21st Century Skills: The 21st Century Skills that are gained from enrollment in any of the sheltered courses and the English language development courses are the same as those gained from a non-sheltered course.

materials. Learners will build skills in critical reading, independent thinking, knowledge of literary terms and introductions to various authors, poets and playwrights.

SHELTERED SOCIAL STUDIES - United States History
Grades 9-12; Course Offering
Course Number
Students will address the same content and standards found in a non-sheltered American history course, but the course is designed to make the content accessible and to accelerate language acquisition in the content area and in the area of academic vocabulary. The first half the course will be a survey of United States history to about 1876. This will include such topics as indigenous peoples, exploration, colonial times, the American Revolution and Constitution, the young republic, growth of democracy, territorial expansion, slavery, Civil War, and Reconstruction. The second half of the course will survey United States history from about 1877 to the present. This will include such topics as industrialization, Populist protest, U.S. imperialism, progressivism, the Great War, the Great Depression, the New Deal, WWII, and the Cold War era.

SHELTERED SCIENCE - PHYSICAL SCIENCE
Grades 9-12; Course Offering
Course Number
Students will address the same content and standards found in a non-sheltered Physical Science course, but the course is designed to make the content accessible and to accelerate language acquisition in the content area and in the area of academic vocabulary. Physical Science is an introduction to the fields of chemistry and physics. Students will be reviewing and covering topics such as the phases of matter, the atom, chemical bonding, chemical reactions, and acids and bases during the chemistry semester. The physics semester will include motion, forces, Newton's Laws, work, energy and power calculations. Problem solving using the scientific method will prepare the student for further study in science and will emphasize the scientific principles that surround us in our daily lives.

SHELTERED MATHEMATICS - INTERMEDIATE ALGEBRA (formerly Algebra II)
Grades 9-12; Course Offering
Course Number
Students will address the same content and standards found in a non-sheltered Intermediate Algebra (formerly Algebra II) course, but the course is designed to make the content accessible and to accelerate language acquisition in the content area and in the area of academic vocabulary. Intermediate Algebra is primarily concerned with further developing students' understanding of topics discussed in Algebra I, including (but not limited to) solving equations and linear and absolute value functions as well as introducing students to piecewise-defined, quadratic, polynomial, rational, exponential, and logarithmic functions, topics necessary to prepare students for advanced mathematics-based courses such as probability and statistics, calculus, chemistry, and physics. The course emphasizes a multi-representational approach to these topics with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. A graphing calculator (TI-83+ or TI-84+) is required.

Family and Consumer Science



Family and Consumer Science courses offer opportunities that prepare students for life. Subject matter in these courses help students as they move through the different stages of their lives and prepare for their careers and community involvement. Courses address specific content skills, 21st century workforce skills, and relationship skills that students will need to be successful in their careers, community and family life.

Family and Consumer Science classes prepare students for the rest of their lives!

Please observe the prerequisites listed in the course descriptions.

Category	9	10	11	12
Foods	Food Basics	Food Basics	Food Basics	Food Basics
		Advanced Foods	Advanced Foods	Advanced Foods
		International Foods	International Foods	International Foods
		Nutritional Food Choices	Nutritional Food Choices	Nutritional Food Choices
Life Management Skills	Relationships	Relationships	Relationships	Relationships
	Living in Family Environments (LIFE)	Living in Family Environments (LIFE)	Living in Family Environments (LIFE)	Living in Family Environments (LIFE)
		Child Development	Child Development	Child Development
			Living on Your Own (L.O.Y.O.)	Living on Your Own (L.O.Y.O.)
			Housing and Design (May count for fine arts requirement)	Housing and Design (May count for fine arts requirement)
Careers		Careers	Careers	Careers

INTERNATIONAL FOODS (FCS03)
Grades 10-12; ½ credit, Block (Quarter)
Prerequisite: Food Basics; Advanced Foods encouraged
Pack your bags and here we go! Students gain exposure to the foods and cultures of the world. Students will study and prepare foods from Mexico, British Isles, France, Germany, Scandinavia, Italy, China, and country of choice. For each country, students will learn about the climate, geography and culture and how they relate to the development of food customs and cuisine. Students should come with a desire to learn how to cook exciting new foods while exploring new tastes and adventures in the world of foods.

NUTRITIONAL FOOD CHOICES (FCS10Q)
Grades 10-12; ½ credit, Block (Quarter)
Prerequisite: Food Basics
Whether students are athletes who need to fuel an active lifestyle or are simply hoping to learn how to make smarter food choices, Nutritional Food Choices will give students the tools they need to fuel their bodies right. In this class students will investigate their current eating habits and how small changes can help to make a big difference in how they feel and even think while at school or work. Students will learn about the basics of nutrition and the importance of the six classes of nutrients through study, in-class activities and labs, which will have them exploring the methods and foods that will lead to a healthier lifestyle for them and their families.

Life Management

LIVING IN A FAMILY ENVIRONMENT (LIFE) (FCS04)
Grades 9-12; ½ credit; Skinny (Semester) or Block (Quarter)
This class is for you because it is about you! Students learn about the power and effectiveness of communication by strengthening their communication skills. Students begin to examine themselves by exploring their personal values, goals and responsibilities they have to themselves and to others. They will examine their self-concept and self-esteem and how to improve it. Through class discussions, group work, and individual study, students learn more about meaningful relationships they will establish with peers, their families and adults. The importance and quality of friendships are studied, which are a valued asset in your life.

LIVING ON YOUR OWN (LOYO) (FCS05)
Grades 11-12, ½ credit, Skinny (Semester) or Block (Quarter)
Will your paycheck cover your needs? Do you have renters insurance? No worries, use a credit card and charge it! Living On Your Own prepares students for finding a place to live and living with roommates, buying a car, using and managing credit wisely, understanding insurance, planning, choosing and purchasing food and clothing on a budget, doing laundry to extend the life of clothes, and managing online checking and saving accounts, including reconciling checkbooks. Students will learn about experiencing life on their own, visiting community sites and listening to the experts in the industry. Topics will be covered through the use of websites, class discussions, videos, field trips, guest speakers, projects, group and individual research.

RELATIONSHIPS (FCS07)
Grades 9-12; ½ credit, Skinny (Semester) or Block (Quarter)
Students learn lifelong skills for building and maintaining relationships. This course focuses on social and personal issues that provide an opportunity for students to better understand themselves regarding their relationships. Personal growth occurs as students strive to achieve goals and work to improve themselves and their relationships with others. These efforts will impact the individual, his or her family, their employer, and the community. Relationships class covers personality analysis, dating, healthy and unhealthy relationships, ending a relationship, love and infatuation, engagement/marriage and building a strong relationship. Both males and females can benefit from this course, as everyone is involved in relationships in their lives.

CHILD DEVELOPMENT (FCS08)
Grades 10-12, ½ credit, Block (Quarter)
Ever wonder why babies chew on books and toddlers throw temper tantrums? Child Development is a course that will prepare students for child-related occupations and parenthood or will help anyone who wants to learn more about children. A real understanding of the "world of a child" is achieved by observing children at licensed child care centers. The fascinating development of a child from conception to age four is studied, including social, emotional, intellectual, and physical

Health, Wellness and Physical Education



We are only given one body, and if we want it to last for all that we hope to do then we have to take care of it! Coursework in health, wellness and physical education helps students make responsible decisions that can help them to live healthier and more fulfilling lives. A healthy person must be healthy mentally as well as physically. A healthy person must provide the body with the tools to grow and sustain itself into the future. A combination of the required health class with additional department coursework will help any student lead a more fulfilling and productive life. In addition, the department offers courses that can help athletes improve their performance and maximize the opportunities for each sport's season and for life.

Minnesota requires ½ credit in health and 1 credit in physical education for graduation. Please note that some courses have a prerequisite that must be completed.

	9 Select one	10	11	12
Required	PE 9 - Coed PE 9 - Girls PE 9 - Boys Human Performance 9	Health		
One of the following is required or may be an elective class		• Advanced Health • PE Sports 10 • Weight Training I • Weight Training / Acceleration • Weight Training II • Team Sports • Individual Sports - Off-campus • Self-Defense • Human Performance	• Advanced Health • Weight Training I • Weight Training / Acceleration • Weight Training II • Team Sports • Individual Sports-Off-campus • Self-Defense • Human Performance	• Advanced Health • Weight Training I • Weight Training / Acceleration • Weight Training II • Team Sports • Individual Sports-Off-campus • Self-Defense • Human Performance

Required Courses for Grade 9 (choose one of the following):

PE 9 COED (HPE03)
PE 9 GIRLS (HPE04)
PE 9 BOYS (HPE05)
Grade 9; ½ credit, Block (Quarter)
In this course students will participate in a wide variety of activities and will develop skills for recreation. The course is co-educational and may include the following activities: tennis, soccer, softball, football, ultimate frisbee, lacrosse, volleyball, swimming, basketball, badminton, pickleball, and boot hockey.

HUMAN PERFORMANCE 9 (HPE07)
Grade 9; ½ credit, Block (Quarter)
In this co-educational course students will participate and will be divided into a wide variety of team activities and individual fitness. They will develop skills for recreation by combining individualized weight training and cardio exercises based on ability.

Grades 10-12 students must select .5 credit of PE for graduation

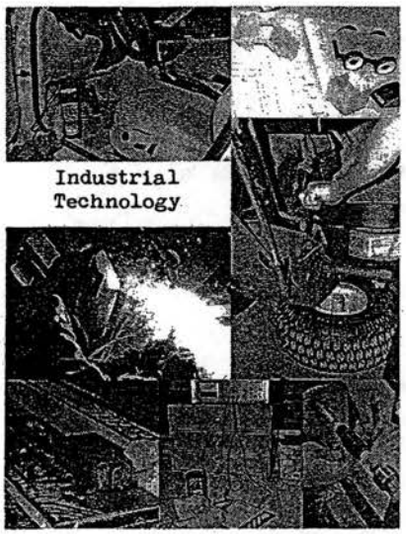
HUMAN PERFORMANCE 10-12 (HPE08)
Grades 10-12, ½ credit, Block (Quarter)
Prerequisite: PE 9 or Human Performance 9
In this co-educational course students will participate and will be divided into a wide variety of team activities and individual fitness. They will develop skills for recreation by combining individualized weight training and cardio exercises based on ability.

PE 10 SPORTS (HPE06)
Grade 10; ½ credit, Block (Quarter)
Prerequisite: PE 9 or Human Performance 9
In this course students will participate in a wide variety of activities and will develop skills for recreation. The course is co-educational and includes the following activities: tennis, soccer, softball, football, ultimate frisbee, lacrosse, volleyball, swimming, basketball, badminton, pickleball, and boot hockey.

WEIGHT TRAINING/SPORT ACCELERATION (HPE15Y)
Grades: 10-12; 1 credit, Skinny (Year)
WEIGHT TRAINING/SPORT ACCELERATION (HPE15S)
Grades 10-12; ½ credit, Skinny (Semester)
Prerequisite: PE 9 or Human Performance 9
This class is a coeducational physical education course in which students will participate in a supervised program of basic weight training activities. A combination of weight training, plyometrics and speed training are the main focus of this course. This course is a great option for multi-sport athletes. Measurement of fitness, core strength and endurance will be a part of this course. Students will be responsible for recording daily progress.

WEIGHT TRAINING I (HPE13S)
Grades 10-12; ½ credit, Skinny (Semester)
Prerequisite: PE 9 or Human Performance 9
This class is a coeducational physical education course in which students will participate in a supervised program of basic weight training activities. Measurement of fitness, core strength and endurance will be part of this course. Group stretching, plyometric routines and core workouts will be a standard part of the weekly routine. Students may incorporate one or more of their preferred lifts. Students will be responsible for recording daily progress.

Industrial Technology



Industrial Technology coursework includes studies in areas that readily lead to immediate careers in high demand jobs. Industrial technology coursework can lead to careers as engineers, technicians, business owners and more. A student could try a little piece of each area or immerse one's self in an area of study like automotive, woodworking, and drafting. Engineering and Industrial Technology courses offer additional opportunities to explore careers of high interest and high demand.

The safety and well-being of each student is of paramount concern. Safety information and assessment is given to every student prior to any lab work and each student MUST pass all safety tests. Should a student transfer into a class after the safety preparation has been completed, additional work may be required of the student before participating in lab work. Please note that a lab fee will be applied to all "take home" projects.

Special note: Automotive classes are designed to serve both the beginning student who seeks a basic automotive knowledge and the student who wants to gather additional skills. Those additional skills could lead to immediate employment or further education at a two-year or four-year college.

The automotive program is nationally certified by the National Automotive Technicians Education Foundation (NATEF), an arm of the National Institute for Automotive Service Excellence (ASE). The program is also a national high school Automotive Youth Educational Systems (AYES) program. This is a tremendous opportunity for high school students to earn certification and work experience that will lead to high-paying jobs after high school or create a fast track to other careers or certification.

Articulation Agreements offer college credit while enrolled in high school. The Moorhead High School Industrial Technology Department has worked with Minnesota State Community and Technical College - Moorhead to enable students to earn college credit in the following classes:

Brakes / Steering and Suspension
Introduction to Auto (when two auto classes are completed at Moorhead High School)
Small Engines I & II - for TRNS 1100 (4 credits) at M|State Detroit Lakes Campus

Students must attend M|State to have the credit entered on their transcript.

Please note that some courses have a prerequisite.

	9	10	11	12
Drafting	Introduction to Drafting	Introduction to Drafting Architectural Drafting Technical Drafting	Introduction to Drafting Architectural Drafting Technical Drafting	Introduction to Drafting Architectural Drafting Technical Drafting
Welding	Welding I Welding II	Welding I Welding II	Welding I Welding II	Welding I Welding II
Automotive	Automotive Technology I	Automotive Technology I Automotive Brakes,	Automotive Technology I Automotive Brakes,	Automotive Technology I Automotive Brakes,

Course Descriptions

Science, Technology, Engineering and Mathematics (STEM)

STEM - DIGITAL ELECTRONICS (STEM01)
Grades 9-12; 1 credit, Block (Semester)
Digital Electronics students will spend time exploring electrical circuitry and how it affects their daily lives. Students will evaluate real-world circuit designs utilized in our everyday electrical devices. Students create and send their electrical designs to a circuit board where they wire and test the circuits — similar to a real-world example of designing electronics and solving problems. This course is an excellent option for students looking to further their organization skills, learn more about electricity and circuitry, test their problem-solving skills, learn the Binary number system, and learn to write programming code to control robots.

STEM - INTRODUCTION TO ENGINEERING (STEM02)
Grades 9-12; 1 credit, Block (Semester)
Introduction to Engineering students will explore many careers categorized as engineering. The focus of this course is real-world problem solving through engineering processes. Regularly, students will be given an example of a real-world problem, devise a strategy to solve the problem, and design, build and test their solutions. After testing, they will evaluate whether their solution was adequate or needs modification. Students will brainstorm ideas and evaluate different solutions for solving problems found in society today. This course is a great option for students looking to enhance their organization skills, explore engineering and related careers, and hone their practical real-world problem-solving skills.

STEM - PRINCIPLES OF ENGINEERING (STEM03)
Grades 9-12; 1 credit, Skinny (Year)
This survey of engineering exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for students who have completed Algebra I.

Drafting

INTRODUCTORY DRAFTING (INT09)
Grades 9-12; ½ credit, Block (Quarter)
Do you enjoy sketching and drawing floor plans, or parts and objects? Introductory Drafting will teach students how to turn those sketches into technical drawings. In this course students will learn how to create detailed drawings of parts and objects by hand, with an emphasis on basic skills such as organization, neatness, line quality, accuracy in measuring, technical representation, and dimensioning procedures. Once students have gained the skills necessary to produce detailed technical drawings they will learn how to use the AutoCAD Inventor software to create 3D working parts. Students will design a project of their choice, and AutoCAD Architecture will be used to design floor plans. Note: Introductory Drafting is a prerequisite for both Technical Drafting and Architectural Drafting.

TECHNICAL DRAFTING (INT11)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Introductory Drafting
Do you enjoy taking things apart to understand how they work? Technical Drafting is the study of drafting as it relates to the manufacturing industry. In this course you will learn to analyze different objects so that you can recreate them using AutoCAD Inventor 3D computer-aided design software; you also have the option to learn the AutoCAD 2D software. It is a practical course for students considering a career in the engineering field, or students who are interested in any type of manufacturing or fabrication. Students will learn to analyze different parts and objects to understand how they work together, they will create detailed drawings of different parts, build the parts using the AutoCAD Inventor software, and put the parts together to make a working 3D computer-aided project of their choice, complete with an animation of their creation.

ARCHITECTURAL DRAFTING (INT10)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Introductory Drafting

Welding

WELDING I (INT12)
Grades 9-12; ½ credit, Block (Quarter)
Students who want to learn how to join metal together by melting it, should register for the welding class. Students will learn how to weld steel with multiple welding processes, work with sheet metal, and apply those skills to fabricate projects. They will tour manufacturing facilities and explore career and educational opportunities in the manufacturing field.

WELDING II (INT13)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Welding I
Students extend their welding skills in this advanced welding course. Students will spend more time in the lab fine-tuning their welding skills, learning new techniques and welding processes. This class is geared toward fabricating skills, and students will design and manufacture their own project designs using their fabrication skills. Examples of fabrication projects include go karts, mini bikes, trailers, deer stands, tree stands, benches, stools, tables, furniture, tool boxes, and other custom projects. Students will be financially responsible for the materials/projects they fabricate.

Small Engines

SMALL ENGINES I (INT14)
Grades 9-12; ½ credit, Block (Quarter)
Are you interested in working on gas engines? Take small engines classes to learn more about power equipment like ATVs, dirt bikes, snowmobiles, mowers, chainsaws, and snow throwers. In this class students will be working on engines, doing important maintenance, disassembling, and discovering the inner working of engines so they will be able to thoroughly understand how to fix power equipment. Fixing your own equipment can save you thousands of dollars over the course of your life! Students also tour and explore education and future careers in the power equipment industry.

SMALL ENGINES II (INT15)
Grades 9-12; ½ credit, Block (Quarter)
Prerequisite: Small Engines I
Want to do more troubleshooting to fix power equipment and recreational powersports equipment like dirt bikes and ATVs? This class is about 75% lab and hands-on learning for troubleshooting and fixing lawn, garden, snow and recreational power equipment. Students also will tour and explore careers and educational opportunities for future occupations.

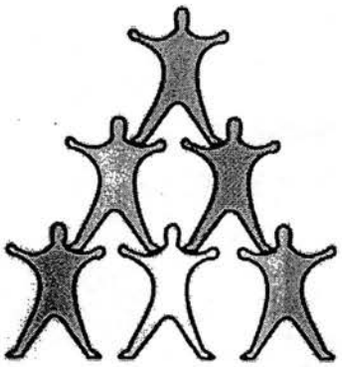
Woodworking

WOODWORKING AND CABINETRY (INT06)
Grades 9-12; 1 credit, Block (Semester)
This woodworking technology class will incorporate textbook information and basic hands-on skills in the construction of low-cost projects. The course will guide students through principles of shop safety and the proper use of hand tools and shop equipment in the construction of a variety of projects. Throughout the course, students will develop and demonstrate an understanding of project planning, design, and the basics of cabinet construction. Students will select a project from a variety of options taking into consideration the time available, level of difficulty, the size of the project, and the cost of the project.

ADVANCED CABINETRY (INT07)
Grades 10-12; 1 credit, Block (Semester)
Prerequisite: Woodworking and Cabinetry
Advanced Cabinetry is open to all students who have successfully completed Woodworking and Cabinetry. Students will progress beyond the basic machine operations to more intricate operations. The students will then proceed to a lab situation, choosing a major project that will be a challenge to their woodworking abilities. Examples of projects would be entertainment centers, gun cabinets, wood turnings, china hutches and other types of cabinets. A unit on the use and application of plastic and wood laminates will be included to make students aware of innovative ways that plastic and wood laminates can be used to enhance the beauty and practicality of cabinetry.

EXPLORING CARPENTRY (INT08)
Grades 10-12; 1 credit, Block (Semester)
Prerequisite: Woodworking and Cabinetry
Students will be given the opportunity to explore the more intricate woodworking procedures used commercially and in residential construction. They will observe firsthand construction methods through field trips to various industries and

Learner Support Services



All courses listed below serve to help students enhance their learning opportunities. Students must meet state disability criteria and have a specific need to enroll in these programs. Case managers, parents/guardians, and students will work together to schedule classes that meet individual student needs. The goal of Learner Support Services is to increase students' ability to facilitate their transition toward independent living (community participation), employment, and postsecondary training. Students' progress will be reviewed annually to ensure the best individualized education plan is developed and followed. This will occur through programming at Moorhead High School.

Please note that some classes have prerequisites or require permission prior to enrollment.

	9	10	11	12
Fundamental Academics	Foundation of English 9 Strategic Algebra Strategic Geometry	Foundation of English 10 Strategic Algebra Strategic Geometry	Foundation of English 11 Strategic Algebra Strategic Geometry	Foundation of English 12 Strategic Algebra Strategic Geometry
Work Experience	Discovering Careers I Community and Work	Discovering Careers I Discovering Careers II Community and Work Community Work Experience	Vocational Seminar I Volunteer Experience Community and Work Community Work Experience	Vocational Seminar I Vocational Seminar II Volunteer Experience Community and Work Community Work Experience
Support Skills	Assistive Technology Instructional Studies Study Strategies 9 Strategies for Interpersonal and Academic Success (SIAS) Social Emotional Learning Strategies (SELS)	Assistive Technology Instructional Studies Study Strategies 10 Strategies for Interpersonal and Academic Success (SIAS) Social Emotional Learning Strategies (SELS)	Assistive Technology Instructional Studies Study Strategies 11/12 Strategies for Interpersonal and Academic Success (SIAS) Social Emotional Learning Strategies (SELS)	Assistive Technology Instructional Studies Study Strategies 11/12 Strategies for Interpersonal and Academic Success (SIAS) Social Emotional Learning Strategies (SELS)

Careers from the skills learned in Learner Support Services:

Health care	Art	Law enforcement	Construction
Electrical	Welding	Dental assistant	Farm management
Cosmetology	Home health care	Custodial	Assembly work
Chef	Business	Education	Plumbing
Auto	Maintenance	Retail	Graphic design
Child care	Veterinary Tech	Cashier	Nursery/Greenhouse

Choose any field you want! Go chase your dreams!

Course Descriptions

FUNDAMENTAL ACADEMICS

FOUNDATION OF ENGLISH 9 (LSS_____)
Grade 9; 1 credit, Skinny (Year)
Special Services Team Approval Required
Foundations of English 9 is a small group English class taught in the resource room setting. It can fulfill the graduation credit requirement for English 9. Reading and writing instruction is provided using curriculum adapted from the general education grade 9 English program, as well as supplemental materials and strategies to meet individual student needs. Accommodations such as reading aloud together in class, extra time to complete assignments, and more guided practice are routinely employed in the classroom. Work includes phonics instruction/review, spelling instruction, vocabulary development, reading comprehension strategies, writing strategies, short stories, novels, plays, essay writing, research process skills, and public speaking. The curriculum is modified to meet student needs. Teacher and counselor recommendation is required.

FOUNDATION OF ENGLISH 10 (LSS_____)
Grade 10; 1 credit, Skinny (Year)
Special Services Team Approval Required
Foundations of English 10 builds on the skills taught in Foundations of English 9. It can fulfill one credit toward English requirements for graduation. The overall goal of this class is to continue to increase student independence in reading and writing skills. Students will increase the depth and breadth of their vocabularies while improving their ability to comprehend informational/expository text. Reading and writing instruction is provided using curriculum adapted from the general education grade 10 English program, as well as supplemental materials and strategies. Work includes the review and further development of vocabulary, reading comprehension strategies, writing strategies, short stories, novels, plays, essay writing, and research process skills. The curriculum is modified to meet student needs. Teacher and counselor recommendation is required.

FOUNDATION OF ENGLISH 11 (LSS____)
Grade 11; 1 credit, Skinny (Year)
Special Services Team Approval Required
In this small group English class taught in the resource room setting, students will further develop their knowledge and skills in reading, writing, and American literature. Students will read and respond (both orally and in writing) to a variety of types of literature (short stories, novels, poetry, biographies, plays, etc.) using correct sentence structure, paragraph development, and essay composition to demonstrate their knowledge of the writing components (clear ideas, organization, voice, word choice, and conventions) and processes (plan, organize, write, evaluate/edit, revise). Students also will be graded on classroom behavior/participation and organization/time management. The curriculum is modified to meet student needs. Teacher and counselor recommendation required.

FOUNDATION OF ENGLISH 12 (LSS)
Grade 12; 1 credit, Skinny (Year)
Special Services Team Approval Required
Students will further develop their knowledge and skills in reading, writing, and world literature. Students will read and respond (both orally and in writing) to a variety of types of world literature (short stories, novels, poetry, biographies, plays, etc.) using correct sentence structure, paragraph development, and essay composition and will complete a research paper to

VOCATIONAL SEMINAR I (LSS271)
Grades 11-2; 1 credit, Skinny (Year)
Special Services Team Approval Required
Advocating for Your Future: Vocational Seminar I students will use a transition curriculum to empower students with skills, goals, and choices they will need to make for a full life in their communities. Students will address the question, "What action can I take to have the future I want?" Vocational Seminar I will focus on developing skills used to advocate for oneself and steps needed to take to enter the careers they have chosen.

VOCATIONAL SEMINAR II (LSS272)
Grade 12; 1 credit, Skinny (Year)
Prerequisite: Vocational Seminar I
Special Services Team Approval Required
Succeeding as an Employee: Vocational Seminar II will use a transition curriculum to empower students with skills, goals, and choices they will need to make for a full life in their communities. Students will address the question, "What action can I take to have the future I want?" Vocational Seminar II will focus on actions it takes to become a valued, successful employee, and ways to become responsible members of the community.

VOLUNTEER EXPERIENCE (LSS28)
Grades 11-12; 2 credit, Block (Year)
Special Services Team Approval Required
This class will assist student development of soft skills. Soft skills include communication, enthusiasm/attitude, teamwork, networking, problem solving/critical thinking, and professionalism and will be addressed in a supported community volunteer site. The school-based program is designed for students to improve and gain skills needed to be successful as an adult in the workforce and to make connections with community agencies and members. Students in grades 11 and 12 may experience two to three volunteer opportunities in a given year. Support is provided as needed to ensure student success.

COMMUNITY AND WORK (LSS32)
Grades 9-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
Community and Work is a resource class for students who have Individual Education Planned Programs. The curriculum pertains to soft skills needed to be more successful at school, work, and in the community. Skills explored may include communication, attitude, teamwork, networking, problem solving, and professionalism.

COMMUNITY WORK EXPERIENCE (LSS33)
Grades 9-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
Community Work Experience is a resource class for students who have Individual Education Planned Programs. Students who participate in this program may be placed at school or community volunteer sites. The community sites offer students an alternative setting to work on various skills. The main focus of this experience will be on the soft skills needed to be more successful on the job. Students must be 16 years old or older to participate in the program.

SUPPORT SKILLS

ASSISTIVE TECHNOLOGY (LSS29)
Grades 9-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
The Assistive Technology class assists students with meeting individual needs in reading, math and writing and organizational skills as outlined on their IEP. Students are able to utilize technology that will allow them the ability to expand their learning and develop more independence in math, reading and writing skills. The Assistive Technology class will explore programming that students may use in their general and special education classes. Those who have been active users of assistive technology will continue to utilize programming that has allowed success and independence.

LANGUAGE CONNECTIONS I (LSS30)
Grades 9-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
The English language can be confusing and complicated. This course is designed to to target transition skills through improving expressive and receptive language skills, self-advocacy, and developing language through content. Targeted language skills are reinforced by reviewing strategies related to reading, writing and speaking/signing and how they relate to the English language. Classroom assignments, academic content, projects and real-life experiences are incorporated into Language Connections I & II to practice and reinforce targeted language development.

LANGUAGE CONNECTIONS II (LSS30B)
Grades 9-12; 2 credit, Block (Year)
Special Services Team Approval Required
The English language can be confusing and complicated. This course is designed to to target transition skills through improving expressive and receptive language skills, self-advocacy, and developing language through content. Targeted language skills are reinforced by reviewing strategies related to reading, writing and speaking/signing and how they relate to the English language. Classroom assignments, academic content, projects and real-life experiences are incorporated into Language Connections I & II to practice and reinforce targeted language development.

LIFE SKILLS STRATEGIES (LSS24S)
Grades 9-10; 1 credit, Skinny (Year)
Special Services Team Approval Required
This course is designed to support students who are currently enrolled in life skills classes. The focus of this course is to familiarize students with different strategies to assist them in becoming more independent in their daily lives. A large focus of instruction is on social and life skills. The second half of the period is focused on organization and completing mainstream coursework.

FUNCTIONAL SKILLS

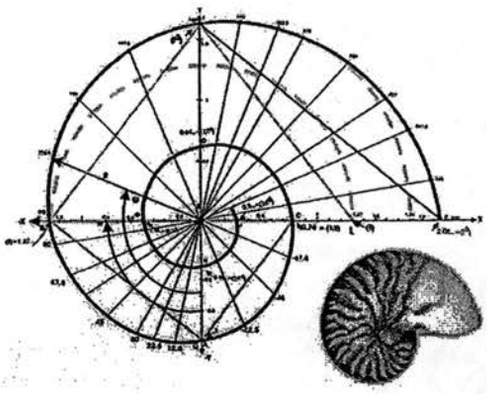
INDEPENDENT FUNCTIONAL EDUCATION (LSS34P)
Grades 9-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
The focus of this course is on life skills curriculum with an emphasis on achieving the maximum level of functional independence (based on each individual) in each of the three transition areas. The three areas are community (home living and recreation), post-secondary planning, and employment. A portion of this program is community based.

FUNCTIONAL LIVING SKILLS (LSS23)
Grades 9-10; 1 credit, Skinny (Year)
Special Services Team Approval Required
This course is designed to instruct students in the skill area of using functional reading and writing in their daily lives. The goal is to maximize their independence across all settings. There is a strong focus on increasing the students' vocabulary. Some of the units covered are using the newspaper and phone book, reading for information, following instructions, completing forms and applications, reading schedules, and journaling. Students work on increasing skills at their level of independence during the second half of the period.

BASIC CONSUMER LIFE SKILLS (LSS22)
Grades 9-10; 1 credit, Skinny (Year)
Special Services Team Approval Required
This course is designed to instruct students in the functional skill area of math used in their daily lives. The goal is to maximize their independence across all settings. Some of the units covered include checking accounts, budgeting, money, time, and consumer skills. There is a strong focus on decoding word problems to determine the needed operations. Students work on increasing skills at their level of independence during the second half of the period.

APPLIED LIFE SKILLS MATH (LSS24M)
Grades 11-12; 1 credit, Skinny (Year)
Special Services Team Approval Required
This course makes math relevant for students in transition from school to adult life. The practical course content helps students improve their computational skills by applying them to real-life experiences to offer learning necessary for living independently.

Mathematics



"Why do I need to know this?" is a common phrase heard in every math class. Cardiff University gives a sound response: "Mathematics is a universal part of human culture. It is the tool and language of commerce, engineering and other sciences – physics, computing, biology etc. It helps us recognize patterns and to understand the world around us. Mathematics plays a vital, often unseen, role in many aspects of modern life. As society becomes more technically dependent, there will be an increasing requirement for people with a high level of mathematical training. Analytical and quantitative skills are sought by a wide range of employers. A background in mathematics provides you with a broad range of skills in problem solving, logical reasoning and flexible thinking. This leads to careers that are exciting, challenging and diverse in nature."

Mathematics is called the "Queen of Science" but that statement could be expanded to suggest that mathematics is instrumental in all that we do in life. The Moorhead High Math Department is dedicated to enriching your life.

Minnesota requires three credits in mathematics for graduation: Intermediate Algebra, Geometry and Advanced Algebra.

	9	10	11	12
Required for Graduation	Intermediate Algebra (formerly Algebra II)	Geometry	Advanced Algebra (Formerly SPA)	(Recommended) Pre-College Algebra and/or Trigonometry
AP (Honors Geometry Grade 9)	Honors Intermediate Algebra (formerly Honors Algebra II)	Honors Pre-Calculus and Honors Trigonometry	Advanced Placement Statistics	AP Calculus or Calculus
Developing	Linear Algebra (formerly Algebra I)	Intermediate Algebra	Geometry	Advanced Algebra (Formerly SPA)

Please check the prerequisites needed for each course. Courses may be taken in any year as long as the prerequisites have been met.

Twenty-First Century Skills in Mathematics:

Critical Thinking
Deductive thinking
Problem solving
Manipulate ideas
Probability
Check for mistakes
Problem solving
Attention to detail

Communication
Mathematical language
Present a process
Read for meaning
Extract meaning from symbols or words
Present a solution
Listen effectively
Note taking
Use diagrams

Cooperation
Teamwork
Working with a teacher
Learn a sequence

Creativity
Tackle problems with many steps
Seeing more than 1 solution
Not giving up
Interpret data / analyze

Prerequisite: Algebra II (Intermediate Algebra)
Advanced Algebra is primarily concerned with reviewing topics discussed in Algebra I and Algebra II, including (but not limited to) linear, quadratic, absolute value, piecewise-defined, and polynomial functions and further developing students' understanding of rational, exponential, and logarithmic functions as well as sequences and series. The course emphasizes a multi-representational approach to these topics with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Additionally, this course will introduce students to the basics of probability and statistics, including data collection, exploratory data analysis, measures of central tendency and spread, theoretical probabilities in simple and compound events, basics of experimental design, and evaluating predictions and arguments of data. A graphing calculator (TI-83+ or TI-84) is required.

TRIGONOMETRY (MTH07)
Grades 10-12; ½ credit, Skinny (Semester)
Prerequisite: Advanced Algebra (SPA), Geometry
The study of Trigonometry covers six right triangle functions, the Law of Sines and the Law of Cosines. Emphasis is given to practical applications of trigonometry such as navigation and physics. Trigonometry is necessary for students planning to take calculus and for students planning further work in electronics and other technical fields. A graphing calculator (TI-83+ or TI-84+) is required.

HONORS TRIGONOMETRY (MTH08)
Grades 10-12; ½ credit, Skinny (Semester)
Prerequisite: Honors Algebra II, Geometry, (Pre-Calc recommended)
This course utilizes a graphing approach to the study of trigonometric functions. The course develops the theory, skill and applications of right triangle trigonometry, the Law of Sines and Cosines, circular functions including modeling real-world data, and the application of trigonometry to complex numbers, vectors and the use of trigonometric functions. Students should have obtained an A or B in prerequisite courses. A graphing calculator (TI-83+ or TI-84+) is required.

PRE-COLLEGE ALGEBRA (MTH09)
Grades 11-12; 1 credit, Block (Semester)
Prerequisite: Advanced Algebra (SPA), Geometry
In this course, students are introduced to the standard concepts and language needed for beginning college mathematics courses. The course will extend and review algebraic concepts, especially functions and graphs. Topics may also include sequences and series, logarithmic and exponential functions, rational functions, and conic sections. A graphing calculator (TI-83+ or TI-84+) is required.

HONORS PRE-CALCULUS (MTH10)
Grades 10-12; ½ credit, Skinny (Semester)
Prerequisite: Honors Algebra II, Geometry
This course strengthens and extends mathematical concepts learned in previous classes and prepares students for calculus and college mathematics courses. Topics include review of all basic algebraic and transcendental functions, including polynomials, rational functions, logarithmic and exponential functions, sequences and series, and probability topics. An emphasis is placed on graphing approaches to most of these topics. A graphing calculator (TI-83+ or TI-84+) is required. Students should have obtained an A or B in prerequisite courses.

AP STATISTICS (MTH17)
Grades 10-12; 1 credit, Skinny (Year)
Prerequisite: Algebra II (Intermediate Algebra), Geometry, and SPA (Advanced Algebra) OR Honors Pre-Calculus. A grade of either an A or B is recommended in these courses.
At many universities, students are taking at least one introductory statistics course in response to the many different occupations that apply statistical concepts. This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It will cover four major themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The course follows the College Board's statistics course syllabus, the Advanced Placement course expectations, and Advanced Placement grading practices. The course's homework expectations is generally 45 minutes to an hour each day. Students also will be expected to complete reports and projects outside of class time. By successfully scoring on the Advanced Placement statistics exam, a student may receive college credit, advanced placement or both for a one-semester introductory college statistics course. A graphing calculator (TI-83+ or TI-84+) is required.

CALCULUS (MTH11)
Grade 12; 1 credit, Block (Semester)

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.

Minnesota requires one art credit (two ½ credit classes or one 1 credit course) for graduation and that can be taken any year between grades 9-12. Be sure to read this registration catalog carefully. Some of the music options are based upon auditions or advanced experience in the respective music area.

	9	10	11	12
Choir	Varsity Choir Music Theory	Varsity Choir Treble Choir Concert Choir Chorale Vocal Chamber Music Vocal Sectional Music Theory	Varsity Choir Treble Choir Concert Choir Chorale Vocal Chamber Music Vocal Sectional Music Theory	Varsity Choir Treble Choir Concert Choir Chorale Vocal Chamber Music Vocal Sectional Music Theory
Orchestra	String Ensemble String Sectional Freshman Orchestra Music Theory	String Ensemble String Sectional Concert Orchestra Symphony Orchestra Chamber Orchestra Music Theory Independent Studies in Strings	String Ensemble String Sectional Concert Orchestra Symphony Orchestra Chamber Orchestra Music Theory Independent Studies in Strings	String Ensemble String Sectional Concert Orchestra Symphony Orchestra Chamber Orchestra Music Theory Independent Studies in Strings
Band	Concert Band Band Sectional Symphonic Band Music Theory	Concert Band Band Sectional Symphonic Band Wind Ensemble Music Theory	Concert Band Band Sectional Symphonic Band Wind Ensemble Music Theory	Concert Band Band Sectional Symphonic Band Wind Ensemble Music Theory

Apollo Strings, Carolers, Jazz Band, Marching Band and Pep Band are extracurricular activities that afford additional music experience and fun!

throughout the year. Students should anticipate being involved in the Moorhead High School Marching Band and Pep Band. This group tours every other year.

BAND SECTIONAL
(MUS05) 1ST SEMESTER
(MUS052) 2ND SEMESTER
Grades 9-12; 1/2 credit, Skinny (Semester) (offered both semesters)
This course will offer more intensive, small group study of ensemble literature and performance issues specific to individual instruments. Various ensembles will be formed based on the instrumentation available. Students who wish to audition for various state honor bands or participate in solo and ensemble contest are encouraged to register for this course. This course is open to any instrumental music student.

FRESHMEN ORCHESTRA (MUS06)
Grade 9; 1 credit, Skinny (Year)
Freshmen Orchestra is open to grade 9 students who have previous experience on a string instrument. Students will improve on fundamental musical skills including bowing technique, quality tone production, intonation, second through fifth positions, and vibrato. The Freshmen Orchestra performs several concerts throughout the school year and participates in the MNSOTA Tier I Orchestra Festival.

CONCERT ORCHESTRA (MUS062)
Grades 10-12; 1 Credit, Skinny (Year)
Concert Orchestra, an intermediate ensemble, is open to any grades 10-12 string student. Concert Orchestra is intended to be a preparatory ensemble for Symphony and Chamber Orchestras. Concert Orchestra meets daily and performs a variety of string literature ranging from Baroque to contemporary works. Performances will be scheduled throughout the year.

SYMPHONY ORCHESTRA (MUS08)
Grades 10-12; 1 credit, Skinny (Year)
Students selected through audition
Students auditioning for Symphony Orchestra are required to demonstrate proficiency in the fundamentals of string performance. Symphony Orchestra meets daily and performs a variety of string literature ranging from Baroque to contemporary works. Performances will be scheduled throughout the year. The Symphony Orchestra tours every other year.

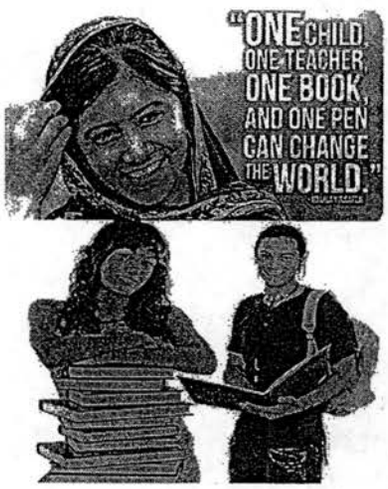
CHAMBER ORCHESTRA (MUS07)
Grades 10-12; 1 credit, Skinny (Year)
Students selected through audition
The Chamber Orchestra is comprised of serious instrumental students selected through audition and meeting the required proficiency standards of the ensemble. Emphasis will be placed on advanced orchestral literature and techniques. The Chamber Orchestra tours every other year.

STRING ENSEMBLE (MUS09)
Grades 9-12; 1 credit, Skinny (Year)
This course will offer an intensive, small group study of ensemble literature and performance issues specific to individual instruments. This course is open to any orchestra student.

STRING SECTIONAL
(MUS10) 1ST SEMESTER
(MUS102) 2ND SEMESTER
Grades 9-12; 1/2 credit, Skinny (Semester)
This course is designed to address technical aspects of string instrument playing. Emphasis will be placed on playing technique, tone production, sight-reading, and advanced string skills.This course is open to any orchestra student.

VARSITY CHOIR (MUS11)
Grades 9-12; 1 credit, Skinny (Year)
Varsity Choir is the place for all students to begin singing at MHS. The course includes instruction in the fundamentals of singing, music theory, music reading and sight-singing. The choir performs mixed music from a variety of genres. No audition or prior singing experience needed. Peer tutors are often sought for the Varsity Choir.

Reading



Becoming a strong reader is a key to success in all other classes and careers. Reading is much more than merely "knowing the words." Reading is thinking! Reading is getting meaning from what is read and being able to apply the ideas to other thoughts and other classes. Every reader can become a stronger reader. This may mean reading more complex articles or books. It may mean becoming more fluent or better able to understand what is read. To be a "better reader" means different things to different people, and the reading classes at Moorhead High School are designed to help each student to achieve his or her own unique reading goals.

Parents are encouraged to contact the reading teachers at anytime with concerns of their students or concerns that they might have. The reading program staff want to work in a partnership with families to improve the reading skills of all students.

Course Descriptions

READ 180 / SYSTEM 44 (READ 180)
Grades 9-12; 2 credits, Block (Year)
Placement is based upon reading scores and district criteria. As such, the course may become a required course. The READ 180 course is intensive and based upon sound national research designed to improve the reading, comprehension and writing skills of students. It is intended to be a "turnaround" point for students who struggle with reading and comprehension by focusing on specific reading strategies. The staff for this course are specifically trained to use the Scholastic products READ 180 and System 44 approved by the U.S. Department of Education. Using a combination of large group, small group, computer assistance and independent work, students can grow to become confident readers. Students may take this course for two years if they meet the district criteria.

READING ENHANCEMENT (ELE07)
Grade 9-12; 2 credits, Skinny (Year)
Placement is based upon reading scores and district criteria. This course targets students who possess reading skills but need improvement to be successful with the intense reading requirements of high school. Reading Enhancement uses the research-based program Reading Plus to accelerate the reading capability of a student. The course is designed to assist students to improve their reading efficiency, comprehension and application of specific skills to what is read. The course addresses both fiction and content reading skills as well as reading for enjoyment and educational purposes. The program is customized for each student, targets areas for improvement, and provides constant feedback to measure how a student is mastering the skills needed to be a better reader. Successful students leave the course with increased confidence in their reading skills. The course may be taken more than once with the permission of the instructor.

Twenty-First Century Skills in Science:

Critical Thinking	Communication	Cooperation	Creativity
Searching	Listening	Gathering data	Planning ahead
Investigation	Observing	Experiments	Designing
Evaluating	Asking questions	Caring for equipment	Inventing
Tabulating	Discussing		Synthesizing
Comparing	Explaining / defending		Calibrating
Contrasting	Graphing / charting		Constructing
Classifying	Writing		
	Reporting		

Jobs involving science:

Aquacultural manager	Electrician	Power production	Patent lawyer
Aquarist	Chemist	Forensics	Technical writer
Cartographer	Education	Mortician	Micro / nano scientist
Plumber	Computer science	Athletic trainer	Environmental scientist
Alternative energy	Aerospace	Surveyor	Heating and cooling
Geoscientist	Sound / lighting	Automotive	Hydrologist
Medical science	Agronomist	Landscape architecture	Veterinarian
Food science	Security	Robotics	Disease control
Game design	Engineer	Geographic information	Meteorologist
Park ranger	Zoologist	Wildlife / Marine biologist	Health and safety engineer

Choose any field you want! Go chase your dreams!

Course Descriptions

PHYSICAL SCIENCE (SCI019)
Grade 9; 1 credit, Skinny (Year)
Physical Science is an introduction to the fields of chemistry and physics. Students will be reviewing and covering topics such as the phases of matter, the atom, chemical bonding, chemical reactions, and acids and bases during the chemistry semester. The physics semester will include motion, forces, Newton's Laws, work, energy and power calculations. Problem solving using the scientific method will prepare the student for further study in science and will emphasize the scientific principles that surround us in our daily lives.

HONORS PHYSICAL SCIENCE (SCI15)
Grade 9; 1 credit, Skinny (Year)
Prerequisite: Honors Math (Grade 8)
This course is to teach students scientific theory with emphasis on research, discussion, and problem solving. Students will work in laboratory investigations to acquire the skills of the scientist. Scientific theory will be examined as how it applies to everyday life situations. The course will show the importance of using science and technology in rapidly advancing society. This study will prepare students for additional science coursework during high school in preparation for post-secondary education.

BIOLOGY (SCI03)
Grade 10; 1 credit, Skinny (Year)
Prerequisite: Physical Science
Biology is a course that studies life. Course topics includes the nature of science, biochemistry, cellular biology, ecology, genetics and evolution. Emphasis is placed on the biochemical processes of life, including life cycles and the interaction of life with nonliving things. Several theories of science also are examined.

PHYSICS (SCI11)
Grades 11-12; 1 credit, Block (Semester)
Prerequisite: Algebra II and Trigonometry (concurrent enrollment useful but not required)
Physics is the study of matter and energy and how various forms of energy are interrelated. Physics is the fundamental science as it develops principles applied in all other sciences. This course gives a theoretical and and practical introduction to essential physics topics including kinematics in one and two dimensions, force and dynamics, bodies in equilibrium, and linear momentum. Class and laboratory assignments will use algebraic and trigonometric methods to analyze data, illustrate the relationships between variables, and solve written and applied problems. An understanding of physics is important for success in many scientific and technical areas such as biological science, chemistry, computer design, dentistry, engineering, forestry, geological science, health and medical sciences, pharmacy, veterinary medicine, and others. Physics classes help develop the verbal and math skills needed to do well on the ACT and SAT tests.

COLLEGE PHYSICS (?????)
Grades 11-12; 1 credit, Block (Semester)
Prerequisite: Trigonometry
College physics continues the introduction of classical physics topics begun with the Physics I course. Physics II topics include work and mechanical energy, rotational mechanics, Newtonian gravitation and Kepler's laws, and waves and sound. *Successful completion of College Physics may allow for M|State concurrent enrollment credit in College Physics I.*

HUMAN ANATOMY & PHYSIOLOGY I (SCI06)
Grades 10-12; 1 Credit, Block (Semester)
Prerequisite: Biology or Honors Biology (Biology or Honors Biology can be concurrent)
The focus of this course is the human body. It is excellent preparation for students interested in a career in the medical field such as sports medicine, athletic trainer, nursing, doctor, physical therapist, veterinarian, dentist, etc. It is also excellent preparation for students interested in any major in science. Students will use labs to study human tissues and organ systems including integumentary, skeletal, muscular, digestive and circulatory. The labs will include the use of preserved specimens, computer-assisted technologies and the testing of the students' own bodies.

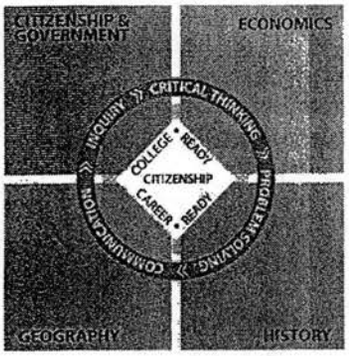
HUMAN ANATOMY & PHYSIOLOGY II (SCI062)
Grades 11-12; 1 Credit, Block (Semester)
Prerequisite: Human Anatomy & Physiology I
This course continues the study of the human body. It is excellent preparation for students interested in a career in the medical field such as sports medicine, athletic trainer, nursing, doctor, physical therapist, veterinarian, dentist, etc. It is also excellent preparation for students interested in any major in science. Students will use labs to study organ systems including nervous, lymphatic and immunity, endocrine, urinary, reproductive, and a continuation of circulatory. The labs will include the use of preserved specimens, computer-assisted technologies and the testing of the students' own bodies.

ZOOLOGY (SCI13)
Grades 10-12; 1/2 credit, Block (Quarter)
Prerequisite: Biology or Honors Biology
This class will explore the animal kingdom. Topics studied include the scientific method, classification, development and evolution of the various animal phyla and classes. This class will require students to actively participate in dissections, which will include, but are not limited to, worms, clams, crayfish, grasshoppers, sea-stars, squid, fish and various mammals.

FORENSIC SCIENCE (SCI12F)
Grades 11-12; 1/2 credit, Block (Quarter)
Prerequisite: Biology or Honors Biology
Forensic Science is an interdisciplinary science, which will bring in topics from physics, biology, chemistry, anthropology, psychology, mathematics, engineering and law. In addition, reasoning, critical thinking, reading, and writing skills will be developed. The units in this course will include crime labs, evidence collection, hair and fiber analysis, blood typing and blood spatter, fingerprinting, DNA fingerprinting, toxicology, document analysis, and accident reconstruction.

ENVIRONMENTAL SCIENCE (SCI12)
Grades 11-12; 1/2 credit, Skinny (Semester)
Prerequisite: Biology or Honors Biology
Environmental Science is an interdisciplinary study, which will bring in topics from physics, biology, chemistry, geology, sociology, and economics. The topics covered include mammals, birds, and plant identification. Basic processes such as ecology, weather, climate, resource use and human impact on the natural world will be covered.

Social Studies



Preparing students for the 21st century cannot be accomplished without a strong and sustaining emphasis on the social studies. The social studies provide cornerstone skills that are the key to opening doors for a more diverse, competitive workforce and responsible citizenry. Students use critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways as they progress through social studies education. These standards outline the knowledge and skills needed to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. These same skills do much to prepare future citizens for further education and careers.

The courses required for graduation are listed below in the corresponding row. The social studies department is the only department at Moorhead High School to offer a four-year continuum in Advanced Placement (AP) coursework. The AP courses will count for graduation in lieu of the corresponding courses needed for graduation. Alternative course work may be taken through independent study with a faculty adviser and department chair approval.

	Grade 9	Grade 10	Grade 11	Grade 12
Required for graduation	World History	Modern Geography	United States History	Economics Government
AP AP course work may be applied toward graduation	AP Human Geography (counts as Modern Geography credit)	AP European History (Counts as World History credit)	AP United States History	AP Microeconomics and / or AP Macroeconomics --- AP US Government and / or AP Comparative Government
Electives		• AP Human Geography • Contemporary Public Policy	• AP Human Geography • AP Psychology • Contemporary Public Policy • Mentorship • Sociology • Psychology	• AP Human Geography • AP Psychology • Contemporary Public Policy • Mentorship • Sociology • Psychology

industrialization and economic development, and cities and urban land use. The course aids students in looking at geography in a completely different way. Students will be required to complete nightly reading assignments to gain a basis for the topics of discussion, which is the main source of homework for the class. Also, students need to know that there is a writing component for the tests that require students to formulate their thoughts with well laid-out ideas supported with curriculum information. Upon completion of this course, the student will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

REQUIRED COURSES FOR GRADE 10 (choose one of the following)

MODERN GEOGRAPHY (SOC211)
Grade 10; 1/2 Credit, Block (Quarter)
Modern Geography will be a study of Human Geography and Physical Geography. This course will examine where things are on Earth, and *why* every place on Earth is unique and in other ways related to other locations. Students also will be using modern technology throughout the course (GIS, GPS, etc.) to study Modern Geography. Along with the use of technology there will the study of modern religion, world cultures, the impact humans have on the Earth, as well as local, national and world current events.

AP EUROPEAN HISTORY (SOC15)
Grade 10; 1 credit, Skinny (Year)
Advanced Placement European History is a year-long course designed for college-bound high school students that surveys European political, social, economic, and cultural history from the Renaissance to the present. Students will do extensive essay writing, reading in a college-level text, and analysis of primary documents and other sources materials. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

REQUIRED COURSES FOR GRADES 11-12 (each required course has an AP option)

(Students need a ½ credit of Government, ½ credit of Economics, and 1 credit of U.S. History)

AMERICAN GOVERNMENT (SOC10)
Grades 11-12; ½ credit, Block (Quarter)
This course is to prepare students for the role of national citizenship. A democratic people must understand and appreciate the character of their society, its goals, purposes, limitations, methods of operation, and the boundaries or reasonable choice in their nation and world. Units to be studied include the executive, the legislative and the judicial branches of the U.S. government. Current events are considered to be an important part of each unit

AP U.S. GOVERNMENT AND POLITICS (SOC16)
Grades 11-12; 1 credit, Block (Semester)
AP American Government and Politics gives students an analytical perspective on government and politics in the United States. The course examines the structures and functions of government institutions, political parties and elections, and basic issues regarding civil rights and civil liberties. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

AP COMPARATIVE GOVERNMENT (SOC17)
Grades 11-12; 1 credit, Block (Semester)
AP Comparative Government gives students a basic understanding of the world's diverse political structures and practices by examining the governments of six very different countries – China, Russia, Great Britain, Iran, Mexico and Nigeria. The course encompasses the study both of specific countries and of general concepts used to interpret the key political relationships found in virtually all national politics. Upon completion of this course, the student will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

industrialization and economic development, and cities and urban land use. The course aids students in looking at geography in a completely different way. Students will be required to complete nightly reading assignments to gain a basis for the topics of discussion, which is the main source of homework for the class. Also, students need to know that there is a writing component for the tests that require students to formulate their thoughts with well laid-out ideas supported with curriculum information. Upon completion of this course, the student will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

CONTEMPORARY PUBLIC POLICY (Debating The Issues) (SOC12)
Grades 10-12; ½ credit, Block (Quarter)
This class will be a debate-oriented class revolving around topics chosen by the students. Topics for debate could be current events, historical issues, policy issues, etc. The first week of class the instructor and students will collaboratively determine eight topics that will be debated throughout the class. The Media Center tools of SIRS Researcher and Opposing Viewpoints will be the main curriculum tools for debate selection and preparation. In addition to selecting the topics there will be a determination of debate format for each topic chosen. A typical week in this course will include research and preparation on Monday-Thursday. Friday will be the day to debate the issue, debrief the outcomes, and self-evaluate performance. There is a lot of potential here to expand your knowledge base, learn important thinking skills, enhance your argumentative writing and speaking skills. Join up, debate, learn, and have fun!

MENTORSHIP (ELE02)
Grades 11-12; ½ credit, Block (Quarter)
The Mentorship class is available to junior and senior high school students. The course is designed for students who are interested in a full spectrum of career options. These options may range from what has been traditionally termed the trades (electrical, carpentry, welding, masonry, etc.) to the professional areas (medicine, law, teaching, business, architecture, engineering, etc.). Students will have the opportunity to learn about a trade or profession and to participate in an on-the-job experience with participating people in the Fargo-Moorhead community. This is an advanced-level course requiring classroom work, on-the-job participation, research and independent work. Students will be required to provide their own transportation to and from the mentor's place of business. This course may be taken more than once for credit.

PSYCHOLOGY (SOC09)
Grades 11-12; ½ credit, Block (Quarter)
Psychology is a behavioral science primarily concerned with the actions of humans. The purpose is to achieve an overview of the psychology field. Students will develop an understanding of themselves and others. Areas of study include human development, perception, learning, thinking, intelligence, creativity, emotions, motivations, personality, abnormal behavior and mental health.

AP PSYCHOLOGY (SOC18) (SOC182) (SOC183) REGISTER FOR ALL THREE
Grades 11-12; 1.5 credits, Block (Three Quarters)
The purpose of the AP course in psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. The aim is to provide students with a learning experience equivalent to that obtained in most college introductory psychology courses. Upon completion of this course, students will have an opportunity to take the Advanced Placement Exam by which they can earn college credit.

SOCIOLOGY (SOC08)
Grades 11-12; ½ credit, Block (Quarter)
Sociology is an elective course that will introduce students to the study of human social behavior. Students will develop an understanding of themselves and others from a social standpoint. Students will study culture, change, relationships, socialization, family, and social structure. Social problems such as changing family patterns and sex roles, delinquency and crime, poverty, and health will be important parts of this course.

electricity and circuitry, test their problem-solving skills, learn the Binary number system, and learn to write programming code to control robots.

STEM - INTRODUCTION TO ENGINEERING (STEM02)
Grades 9-12; 1 credit, Block (Semester)
Introduction to Engineering students will explore many careers categorized as engineering. The focus of this course is real-world problem solving through engineering processes. Regularly, students will be given an example of a real-world problem, devise a strategy to solve the problem, design, build and test their solutions. After testing, they will evaluate whether their solution was adequate or needs modification. Students will brainstorm ideas and evaluate different solutions for solving problems found in society today. This course is a great option for students looking to enhance their organization skills, explore engineering and related careers, and hone their practical real-world problem-solving skills.

STEM - PRINCIPLES OF ENGINEERING (STEM03)
Grades 9-12; 1 credit, Skinny (Year)
This survey of engineering exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for students who have completed Algebra I.

Jobs involving part-time work experience: Any job involves work

Athletics	Restaurant / Chef	Automotive	Farming
Auto Repair	Construction	Communication	Technical
Education	Health	Child care	Nursing Home
Business	Hardware	Retail	Music
Manufacturing	Welding	Hospitality	

Choose any field you want! **Go chase your dreams!**

Course Descriptions

WORK SEMINAR 10 (BUS20)
Grades 10-11; 1 credit, Skinny (Year)
The Work Seminar will help prepare students in developing critical job skills to provide them with job opportunities in the Moorhead / Fargo area. Students will learn positive job preparation, attitudes, responsibilities, and the rewards of paid entry-level employment. Specific topics to be covered in the classroom will include career exploration, job applications, interview skills, employment skills, interpersonal relationships at work, on-the-job safety, and appropriate job-exit procedures. Students also will have an understanding and become familiar with employment laws and regulations, personal aptitudes, interests and personality characteristics.

WORK SEMINAR 11 & 12 (BUS21)
Grades 11-12; 1 credit, Skinny (Year)
This course is an advanced continuation of Work Seminar 10. Through discussions, application and review, students will have an understanding of methods that are successful in the world of work, making decisions, understanding the market economy and changing demands of the workplace.

WORK EXPERIENCE - ON THE JOB TRAINING (BUS22B)
Block (Year)
Prerequisite: Work Experience Seminar
This course is taken in conjunction with the Work Seminar. Students will be employed and earn wages on a job approved by the work coordinator. Work requirements will include the following: performing assigned job tasks, following prescribed job-related safety procedures and proficient use of any job related equipment. Students are expected to practice sound employer / employee relationships according to the MHS job-training agreement and the MHS Student Handbook. Evaluations and grades will be based upon the work coordinator's and employer's evaluations, attendance, job performance and student attitude.

Jobs involving world language: Many jobs available at the domestic or international level benefit from or require knowledge of a world language. Knowledge of a world language can easily become the reason one person earns a job over a person who does not speak a world language. Every profession benefits from the knowledge of a world language or sign language.

Medical professions	Agriculture	Physical therapy	Education - domestic or foreign
Translator	Peace Corps	Insurance	National security (FBI, CIA, NSA)
Non-profit	Market research	Airline	Manufacturing Research
Industry	Journalism	Human resources	Trade - import / export
Church/Missionary work	Pharmacist	Automobile	International banking
Linguist	Arts	Travel agent	Investment analyst
Law	Patents	Public relations	Political aide
Military	Government	Corrections	Hospitality
Technical writer	Customs	Dental	Computer/technology

Choose any field you want! **Go chase your dreams!**

Course Descriptions

SPANISH I (WLG05) Block
(WLG05S) Skinny
Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)
Sí, everyone is able to learn Spanish! With Spanish being the most widely used second language in the United States, Spanish will be very beneficial to your future. Increased job opportunities, travel and the confidence to communicate in the Spanish-speaking world await you.

Students in Spanish I will:
* Discover Hispanic celebrations
* Learn about places in the city, leisure activities, and school
* Study sports, family, and introducing and describing people
* Improve proficiency by speaking, understanding, reading and writing in Spanish

SPANISH II (WLG06) Block
(WLG06S) Skinny
Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)
Prerequisite: Spanish I or demonstrated proficiency
Students in Spanish II will:
* Describe their daily routine and good health habits
* Describe travel and weather
* Study food, clothing and shopping
* Learn about celebrations of the Spanish-speaking world
Note: Frequently in Spanish II students realize they are developing a useful real-life skill.

SPANISH III (WLG07) Block
(WLG07S) Skinny
Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)
Prerequisite: Spanish II or demonstrated proficiency
Four years of Spanish are recommended for minimum proficiency in the use of the language. Spanish III will reinforce and extend previously-learned skills.

Students in Spanish III will:
* Continue to describe past events, express hopes and wishes, and tell someone what to do
* Discuss community and environmental issues

will build their Chinese language proficiency at novice high to intermediate low level with an emphasis on interpersonal, interpretive and presentational communication skills while becoming acquainted with relevant Chinese cultural studies such as Chinese calligraphy, Chinese ink painting, Chinese music, Chinese folk art, Chinese cooking, and Chinese holiday customs and traditions. After two years of study, students will be able to exchange information regarding topics of color, daily routine, hobbies, courses, animals, ordering in a Chinese restaurant, etc.

MANDARIN CHINESE III (WLG18) Block
(WLG18S) Skinny
Grades 9-12; 1 credit, Block (Semester) or Skinny (Year)
Prerequisite: Mandarin Chinese II or demonstrated proficiency
Chinese III is for students with two years of experience in learning Chinese. This course builds students' understanding of Chinese language and culture with themes that are relevant to their daily lives and target culture. The curriculum of this course creates a culture-rich, activity-rich learning environment that allows for language acquisition through a wide range of activities, such as Chinese songs, chants, stories, skits and culture celebrations. Through this third year of study, students will build their Chinese language proficiency at intermediate mid to intermediate high level, while becoming acquainted with relevant Chinese cultural studies such as Chinese calligraphy, Chinese ink painting, Chinese music, Chinese folk art, Chinese cooking, and Chinese holiday customs and traditions. After three years of study, students will be able to explain an action in progress, past and future actions, discuss the weather, ask/tell directions, make and talk about schedules, make simple invitations, appointments and phone calls in Chinese, describe different positions of objects, and describe a room and its arrangement, etc.

MANDARIN CHINESE IV (WLG19) Block
(WLG19S) Skinny
Grades 11-12; 1 credit, Block (Semester) or Skinny (Year)
Prerequisite: Mandarin Chinese III or demonstrated proficiency
Chinese IV is for students with three years of experience in learning Chinese. This course builds students' understanding of Chinese language and culture with themes that are relevant to their daily lives and target culture. Through the fourth year of study, students will build their Chinese language proficiency at intermediate high to advance low level (SAT2) while becoming acquainted with relevant Chinese cultural studies. After four years of study, students will be able to use Chinese language to describe Chinese festivals, compare Chinese holiday traditions with American holiday traditions, shop and bargain in stores, plan and celebrate a Chinese person's birthday, see a doctor and explain the physical conditions, express and convey their feelings and preferences, present their school and community, plan for and discuss a vacation and a trip to China, and give presentation to introduce China, etc.

AMERICAN SIGN LANGUAGE I (WLG11)
Grades 9-12; 1/2 credit, Block (Quarter)
Learn how to communicate in one of the most intriguing languages of the world. American Sign Language I will teach students the basis of communicating in the native language of the deaf. It also will introduce students to the cultural aspects of daily living situations. Some colleges and universities are accepting American Sign Language as a world language credit. It is a fascinating language and a lot of fun to learn. If a student is interested in the field of teaching Deaf / Hard of Hearing students or if one wants to learn the beautiful language of ASL, this class will meet that need. The offering of this class is annually contingent on the hiring of a certified teacher.

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.060R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: December 3, 2014

RE: Approval of Policy

Attached please find policy School Board Public Hearings 212, for your review.

Suggested Resolution: Move to approve the policy, School Board Public Hearings 212, as presented.

LAK:mde
Attachment

School Board Public Hearings

Type:	School Board Policy
Section:	200 SCHOOL BOARD
Code:	212
Adopted Date:	8/27/2001
Revised Date(s):	01/14/2008, 12/13/2010
Reviewed Date(s):	10/10/2005, 01/14/2008, 12/13/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to establish procedures to efficiently receive public input and to ensure that the School Board of ~~the~~ Moorhead Area Public Schools recognizes the importance of obtaining public input on matters properly before the School Board.

II. GENERAL STATEMENT

In order for the School Board to efficiently receive public input on matters properly before the School Board, the ~~following~~ procedures ~~have been adopted~~ set forth in this policy are established by the School Board.

III. PROCEDURES

A. Public Hearings

Public hearings are required by law to be held concerning certain issues, including but not limited to, school closings (Minne~~sota~~, Stat~~ute~~, 123B.51), education district establishment (Minne~~sota~~, Stat~~ute~~, 123A.15) and agreements for secondary education (Minne~~sota~~, Stat~~ute~~, 123A.30). Additionally, other public hearings may be held by the School Board on school district matters at the discretion of the School Board.

B. Notice of a Public Hearing

Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in ~~a~~ the manner ~~as~~ required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a ~~or~~ special ~~School Board~~ meeting if held in conjunction with a special meeting, or as otherwise determined by the School Board.

C. Public Participation

The School Board retains the right to require that those in attendance at a public hearing indicate their desi~~rin~~ge to address the School Board to complete ~~a written request~~ Administrative Procedure 212.1: Sign-up Form for Visitors/Public Input that includes the name, address of the person or group, and a brief statement on the subject to be covered or the issue to be addressed. This is to be given to the School Board Clerk or School Board Secretary before addressing the School Board.

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1. Format of Request: If required by the the School Board, a written request of an individual or a group to address the School Board shall contain the name and address of the person or group seeking to address the School Board. It shall also contain the name of the group represented, if any, and a brief statement of the subject to be covered or the issue to be addressed.

2. Time Limitation: The School Board retains the discretion to limit the time for each presentation as needs dictate;

~~2~~ 3. Groups: The School Board retains the discretion to require that any group of persons who desire to address the School Board designate one representative or spokesperson. In the event that the School Board requires the designation of a representative or spokesperson, no other person in the group will be recognized to address the School Board, except as otherwise determined by the School Board.

~~2~~4. Privilege to Speak: Only those speakers recognized by the Chair will be allowed to speak. A School Board member will direct any remarks or questions through the Chair. The Chair may request school district administration to respond to a question or issue. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the School Board, or the proceedings, may be directed to leave.

~~3~~5. Personal Attacks: Personal attacks by anyone addressing the School Board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the School Board. This assures open and orderly public discussion as well as protects the due process and privacy rights of individuals under ~~the~~ state and federal laws.

~~4~~6. Limitations on Participation: Depending upon the number of persons in attendance seeking to be heard, the School Board reserves the right to impose other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

Legal References:
Minne~~sota~~. Stat~~ute~~. 123A.15 (Education District Establishment)
Minne~~sota;~~ Stat~~ute~~. 123A.30 (Agreements for Secondary Education)
Minne~~sota~~. Stat~~ute~~. 123B.51 (School Closings)

Cross References:
Moorhead School Board Policy 210: School Board Meeting Rules of Order
Moorhead School Board Policy 211: Open and Closed School Board Meetings
Moorhead School Board Policy 504: Protection and Privacy of Student Records
MSBA/MASE Model Policy 207 (Public Hearings)

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Sign-up Form for Visitors/Public Input

If the topic you wish to address is not on tonight's agenda, you will be asked to come forward after the School Board chair introduces item "E" *"Matters Presented by Citizens/Other Communications"* (Non-Agenda Items). If the item is on the agenda, please wait until the issue you wish to discuss comes up on the agenda. After the item has been introduced, raise your hand and the School Board chair will recognize you. Please see current School Board agenda for agenda items.

To encourage community participation and to conduct these meetings properly and efficiently, the following processes have been established for people who wish to address the Moorhead School Board:

- There is a three (3) minute limitation per individual. Individuals may not merge allocated speaking minutes or defer allocated speaking minutes to other speakers.
- An individual presenting to the School Board must identify himself/herself and, if applicable, any group he or she is representing.
- The School Board encourages and will accept written summaries of a presentation.
- Speakers are expected to present their comments in a respectful and professional manner. Vulgarity, character abuse, or specific complaints identifying staff or students will not be permitted.

The School Board will not respond to your comments. School district administration may be asked to respond to you at a separate time. The School Board chair or designee will terminate the remarks of any individual who does not adhere to the established guidelines.

For the Public Record:

Please provide us with the following information:

Name of Group Represented: _____

Group Representative/Spokesperson: _____

Name: _____ Date: _____

Address/City/Phone: _____

Issue(s) to be presented: _____

Is the item you wish to address on tonight's agenda? Yes / No

Please hand this form to the School Board secretary when you come up to speak.

(The School Board reserves the right to limit or prohibit discussion on any item.)

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.061R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: December 3, 2014

RE: Approval of Policy

Attached please find policy Gifts to Employees 449, for your review.

Suggested Resolution: Move to approve the policy, Gifts to Employees 449, as presented.

LAK:mde
Attachment

Gifts to Employees

Type:	School Board Policy
Section:	400 EMPLOYEES/PERSONNEL
Code:	449
Adopted Date:	11/10/2014
Revised Date(s):	
Reviewed Date(s):	
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to Moorhead Area Public Schools employees.

II. GENERAL STATEMENT

A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. It is the policy of the school district, however, to discourage gift-giving to employees, and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.

B. It shall be a violation of this policy for any employee to solicit, accept, or receive either by direct or indirect means, a gift from a student, parent/guardian, or other individual or organization of greater than nominal value.

C. It shall be a violation of this policy for any employee to solicit, accept, or receive a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature. The Superintendent has discretion to determine what value is "insignificant."

D. Teachers may accept from publishers free samples of textbooks and related teaching materials.

E. This policy applies only to gifts given to employees where the donor's relationship with the employee arises out of the employee's employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee's employment with the school district.

III. DEFINITION

"Gift" means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment, that is given without something of equal or greater value being received in return.

IV. PROCEDURES

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

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V. VIOLATIONS

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

Legal References:
Minn. Stat. § 10A.07 (Conflicts of Interest)
Minn. Stat. § 10A.071 (Prohibition of Gifts)
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

Cross References:

Moorhead School Board Policy 205: School Board Conflict of Interest
Moorhead School Board Policy 206: School Board Code of Ethics
MSBA/MASA Model Policy 209 (Gifts to Employees)

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.062R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: December 3, 2014

RE: Approval of Policy

Attached please find policy Protection and Privacy of Student Records 504, for your review.

Suggested Resolution: Move to approve the policy, Protection and Privacy of Student Records 504, as presented.

LAK:mde
Attachment

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Protection and Privacy of Student Records

Type:	School Board Policy
Section:	500 STUDENTS
Code:	504
Adopted Date:	4/27/1982
Revised Date(s):	04/10/2006, 06/13/2011
Reviewed Date(s):	10/27/1997, 11/12/2001, 04/12/2006, 06/13/2011
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide information ~~related to the protection and privacy of student records~~ regarding collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT

Moorhead Area Public Schools recognizes its responsibility in regard to the collection, maintenance and dissemination of student records and the protection of the privacy rights of students as provided in federal law and state statutes.

The following procedures and policies regarding the protection and privacy of parents/guardians and students are adopted by the school district, pursuant to the requirements of 20 U.S.C. 1232g, *et seq*., (Family Educational Rights and Privacy Act (FERPA)) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and Minn. Rules Parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for authorized recognition of an individual (e.g., fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics, and handwriting).

~~B~~C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, satellite, internet, or other electronic communication technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

~~C~~D. Directory Information

Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student's name, grade level, ~~date and place of birth,~~ enrollment status (i.e., full-time or part-time), ~~major field of study,~~ participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, ~~degrees~~ graduation status, honors and awards received, and the most recent previous educational agency or institution attended, 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 a student's social security number or a student's identification number ("ID") if the ID may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number, password, or other factor known or possessed only by the authorized user. It also does not include personally identifiable data which references religion, race, color, social position or nationality. Data collected from nonpublic school students, other than those who receive shared time educational services, shall not be designated as directory information unless written consent is given by the student's parent or guardian~~.

Directory information does not include:

1. a student's social security number;

2. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

3. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

4. personally identifiable data which references religion, race, color, social position, or nationality; or

5. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

~~D~~E. Education Records

1. What constitutes "education records." Education records means those records which are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute an education record. The term "education records" does not include:

a. Records of instructional~~, supervisory and administrative personnel and educational~~ personnel ~~ancillary thereto~~ which ~~are~~:

(1) are in the sole possession of the maker thereof;

(2) are not accessible or revealed to any other individual except a temporary substitute for the maker of the record; and

(3) are destroyed at the end of the school year.

b. Records of a law enforcement unit of the school district, provided educational records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

(1) maintained separately from education records;

(2) maintained solely for law enforcement purposes; and

(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which ~~are~~:

(1) are made and maintained in the normal course of business;

(2) related exclusively to the individual in that individual's capacity as an employee; and

(3) are not available for use for any other purpose.

However, these provisions shall not apply to records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, which are:

(1) made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records that only contain information about an individual after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

E. Eligible Student

Eligible student means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

F. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

G. Legitimate Educational Interest

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

1. perform an administrative task required in the school or employee's contract or position description approved by the School Board;

2. perform a supervisory or instructional task directly related to the student's education; or

3. perform a service or benefit for the student and/or the student's family such as health care, counseling, student job placement or student financial aid.

H. Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

I. Personally Identifiable

Personally identifiable means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other direct identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

J. Record

Record means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche.

K. Responsibility Authority

Responsibility authority means the Superintendent, and/or ~~other administrators~~ designee such as an assistant superintendent, a building administrator, or other administrative supervisor.

L. Student

Student includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district, and individuals who receive shared time educational services from the school district.

M. School Official

School official includes: (a) a person duly elected to the school board; (b) a person employed by the Moorhead School Board in an administrative, supervisory, instructional or other professional position; (c) a person employed by the School Board as a temporary substitute in a professional position for the period of his or her performances as a substitute; and (d) a person employed by, or under a contract to, the School Board to perform a special task such as a secretary, a clerk, an attorney or an auditor for the period of his or her performances as an employee or contractor.

N. Summary Data

Summary data means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristics that could uniquely identify the individual is ascertainable.

O. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received or maintained by a school district is public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relate to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and

7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the educational records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 C.F.R. 99.31(a).

C. Disabled Students

The school district shall follow 34 C.F.R. 300.610-300.627 with regard to the confidentiality of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

a. a specification of the records to be disclosed;

b. the purpose or purposes of the disclosure;

c. the party or class of parties to whom the disclosure may be made;

d. the consequences of giving informed consent; and

e. if appropriate, a termination date for the consent.

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3. When a disclosure is made under this subdivision:

a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

a. identifies and authenticates a particular person as the source of the electronic consent; and

b. indicates such person's approval of the information contained in electronic consent.

5. If the responsibility authority seeks an individual's informed consent to the release of private data to an insurer, informed consent shall not be deemed to have been given unless the statement is:

a. in plain language;

b. dated;

c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

d. specific as to the nature of the information the subject is authorizing to be disclosed;

e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

f. specific as to the purpose or purposes for which the information may be used by any of the parties named in clause e., both at the time of the disclosure and at any time in the future; and

g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or medical assistance under Minn. Stat. Ch. 256B or Minnesota Care under Minn. Stat. Ch. 256L, which shall be ongoing during all terms of eligibility, for individualized education program health related services provided by a school district that are subject to third party reimbursement.

6. Eligible student consent. Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

Moorhead Area Public Schools may disclose personally identifiable information from the education records of a student without written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party;

a. performs an institutional service or function for which the school district would otherwise use employees;

b. is under the direct control of the school district with respect to the use and maintenance of education records; and

c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made.

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7165 of the federal No Child Left Behind Act, and if applicable, data regarding a student's history of violent behavior (refer to Moorhead School Board Policy 555: Notification of Staff Regarding Placement of Students with Violent Behaviors). The records also shall include a copy of any probable cause notice or any disposition or court order under Minn. Stat. 260B.171, unless the data are required to be destroyed under Minn. Stat. 120A.22, Subd. 7(c) or 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy.

4. To authorized representatives of the Comptroller General of the United States, the Secretary of the U.S. Department of Education, or an official or employee of the Department of Education acting for the Secretary under a delegation of authority, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

a. determine eligibility for the aid;

b. determine the amount of the aid;

c. determine conditions for the aid; or

d. enforce the terms and conditions of the aid.

"Financial aid" for purposes of this provision means of payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution.

6. To state and local officials or authorities to whom such information is specifically required to be reported or disclosed by state statute adopted:

a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and the date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers.

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization, and the information is destroyed when on longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (1) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy or return to the school district all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be returned or destroyed. For purposes of this provision, the term "organizations" includes, but is not limited to, federal, state and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)

(B), ~~or~~ an act of domestic or international terrorism as defined in 18 U.S.C. 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the educational records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent diseases or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and

photographs, if any; and any parents' names, home addresses, and telephone numbers;

b. the existence of the following information about a student, not the actual data or other information contained in the student's educational record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the building administrator or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the building administrator where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a Superintendent under Minn. Stat. 260B.171, Subd. 3. The building administrator must notify the counselor immediately and must place the disposition order in the student's permanent education record. The building administrator also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the building administrator believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The building administrator may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the building administrator determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the building administrator must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the building administrator where the student attends if it is information from a peace officer's record of children received by a Superintendent under Minn. Stat. 260B.171, Subd. 5. The building administrator must place the information in the student's educational record. The building administrator also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the building administrator believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The building administrator may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the building administrator determines that these individuals need the information to work with the

student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the building administrator must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law. The building administrator must delete the peace officer's record from the student's educational record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the Superintendent of such action; or

21. ~~Information provided to the school district concerning sex offenders and other individuals required to register in accordance with the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and applicable federal guidelines~~ To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents/guardians by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations and performance measurements.

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in section 450b of Title 25), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs

and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Classification

Directory information is public except as provided herein.

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," Moorhead Area Public Schools may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure the school district shall:

1. Annually, give public notice by any means that are reasonably likely to inform the parents and eligible students of:

a. the types of personally identifiable information that the school district has designated as directory information;

b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student as directory information; and

c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student designated as directory information.

2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district, in writing, that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.

3. A parent or eligible student may not opt out of the directory information disclosures to:

a. prevent the school district from disclosing or requiring the student to disclose the student's name, identifier, or school district e-mail address in a class in which the student is enrolled.; or

b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a

student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of data requests that the responsible authority deny such access. The minor

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student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

e. whether the data concerns medical, dental or other health services provided pursuant to Minn. 144.341 to 144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access private data concerning financial records and statements of the student's parent or any information contained therein.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or an eligible student.

B. Reports under the Maltreatment of Minors Reporting Act

Pursuant to Minn. Stat. 626.556, reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The data subject, however, may obtain a copy of the report from either the local welfare agency, county sheriff or the local police department subject to the provisions of Minn. Stat. 626.556, Subd. 11.

Regardless of whether a written report is made under Min. Stat. 626.556, Subd. 7, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected nonpublic or confidential pursuant to this subdivision accessible to any person, agency or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement provided by the complainant to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minn. Stat. 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing the student, the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. 127.26 et seq.

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XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS

A. Moorhead Area Public Schools will release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

(1) 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

(2) cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

C. A parent or eligible student has the right to refuse the release of the above information to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority (building administrator) in writing by September 1 each year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable; and

6. Specific category or categories of information which are to be released to military recruiting officers and post-secondary educational institutions; and

7. Specific category or categories of directory information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.

D. Annually, Moorhead Area Public Schools will provide public notice by any means that are reasonably likely to inform the parents and eligible students of the parent's or eligible student's right to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy must be followed. Accordingly, to the extent the school district has designated the name and grade level of student as directory information, absent a request from a parent or eligible student not to release such data, this information will be

public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees and agents of any party receiving personally identifiable information under this Section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

a. The disclosures meet the requirements of Section VI. of this policy; and

b. The school district has complied with the recordkeeping requirements of Section XIII. of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student, or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 U.S.C. 14071. However, the school district must provide the notification required under Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, or except for disclosures to a parent or student, disclosures to parents of a dependent student, or to disclosures concerning sex offenders and other individuals required to register under 42 U.S.C. 14071, inform the party to whom a disclosure is made of the requirements set forth in this section. In the event that the Family Policy Compliance Office determines that a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY, RECORD SECURITY; AND RECORD KEEPING

A. Responsibility Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The building administrator of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building administrator shall submit to the responsible authority a written plan for securing student records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Recordkeeping

1. The building administrator shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:

a. the parties who have requested or received personally identifiable information from the education records of the student;

b. the legitimate interests these parties had in requesting or obtaining the information; and

c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that further disclose of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII. of this policy, the record of disclosure required under this section shall also include:

a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 C.F.R. 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI. of this policy, or to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United State Attorney General (or designees not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism.

4. The record of requests of disclosures may be inspected by:

a. the parent of the student or eligible student;

b. the school official or his or her assistants who are responsible for the custody of the records; and

c. the parties authorized by law to audit the recordkeeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

a. the articulate and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure and

b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a

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Dependent Student

The school district shall permit the parent of a student or an eligible student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VI. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested, or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the educational records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall 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.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photo copies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

a. the cost of materials, including paper, used to provide the copies;

b. the cost of the labor required to prepare the copies;

c. any schedule of standard copying charges established by the school district in its normal course of operations;

d. any special costs necessary to produce such copies from machine based recordkeeping systems, including but not limited to computers and microfilm systems; and

e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and instead, the charge shall be not more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, would impair the parent or eligible student from exercising their right to inspect or review the student's education records.

5. The school district reserves the right to make a charge for copies such as transcripts it forwards to potential employers or post-secondary institutions for employment or admissions purposes. The fee for such copies and other copies forwarded to third parties with prior consent as a convenience will be the actual search/retrieval and copying costs, plus postage, if that is involved.

XV. REQUESTS TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Requests to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading or violates the privacy or other rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requester 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 requester wishes the school district to make. The request shall be signed and dated by the requester.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall so inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district shall, on request, provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly, so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this section shall:

a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the data, place and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The School Board attorney shall be in attendance to present the School Board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of the Minn. Stat. Chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means Superintendent or designee.

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the Family Policy and Regulations Office, U.S. Department of Education, Washington, D.C. 20202.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Content of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records;

2. That the parent 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;

3. That the parent 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 disclosure without consent;

4. That the parent 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 FERPA, and the rules promulgated thereunder;

5. That the parent or eligible student has a right to obtain a copy of the school district's policy regarding protection and privacy of student records; and

6. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's office and the district's Web site (www.moorheadschools.org).

B. Notification to Parents of Students Having a Primary Home Language Other Than English.

The school district shall provide for the need to effectively notify parents of students identified as having a primary home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the office of the Superintendent and the district's website (www.moorheadschools.org).

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. 120A.22 (Compulsory Instruction)
Minn. Stat. 121A.75 (Sharing Disposition Order and Peace Officer Records)
Minn. Stat. 121A.40 - 121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. 363A.42 (Public Records; Accessibility)
Minn. Stat. 626.556 (Reporting of Maltreatment of Minors)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory

Information)
18 U.S. C. 2331 (Definitions)
18 U.S.C. 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. Sec 1232g *et seq*. (Family Educational Rights and Privacy Act)
20 U.S.C. 6301 *et seq*. (No Child Left Behind)
20 U.S.C. 7908 (Armed Forces Recruiting Information)
26 U.S.C. ~~Sees.~~ 151 and 152 (Internal Revenue Code)
~~42 U.S.C. 14071 (Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program)~~
34 C.F.R. ~~Sees.~~ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. 300.610-300.627 (Confidentiality of Information)
42 C.F.R. 2.1 *et seq*. (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)

Cross References:
Moorhead School Board Policy 534: Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 505: Student Surveys
MSBA/MASE Model Policy 515 (Protection and Privacy of Pupil Records)

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.

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c. That the parent/guardian or eligible student has a right to consent to disclosures of personally

identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent.

d. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the School Board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;

e. That the school district forwards education records on a request to a school in which a student seeks or intends to enroll, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to section 4155 of the federal No Child Left Behind Act and data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;

f. That the parent/guardian or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C 1232g (FERPA), and the rules promulgated thereunder. Said complaint should be directed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605.

g. That the parent/guardian or eligible student has a right to obtain a copy of the school district's policy regarding the protection and privacy of student records.

h. That copies of the school district's policy regarding the protection and privacy of school records are located in the Superintendent's office or the district's Web site (www.moorheadschools.org).

2. Independent School District No.152 has adopted a School Board policy in order to comply with state and federal laws regarding education records. The policy does the following:

a. It classifies records as public, private or confidential.

b. It establishes procedures and regulations to permit parents/guardians or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.

c. It establishes procedures and regulations to allow parents/guardians or students to request the amendment of student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

d. It establishes procedures and regulations for access to and disclosure of education records.

e. It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent/guardian or student when required prior to disclosure.

3. Copies of the School Board policy and accompanying procedures and regulations are available to parents/guardians and students upon request to the Superintendent.

4. Pursuant to applicable law, Independent School District No.152 gives notice to parents/guardians of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."

"Directory information" includes the following information relating to a student: the student's name; grade level; date of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees 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

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secondary students to military recruiting officers within 60 days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

SHOULD A PARENT/GUARDIAN OF A STUDENT OR THE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED TO MILITARY RECRUITING OFFICERS.

IN ORDER TO REFUSE THE RELEASE OF THIS INFORMATION, THE PARENT/GUARDIAN OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE RESPONSIBLE AUTHORITY (BUILDING ADMINISTRATOR) BY SEPTEMBER 1 EACH YEAR. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:

(1) NAME OF STUDENT AND PARENT/GUARDIAN, AS APPROPRIATE;

(2) HOME ADDRESS;

(3) STUDENT'S GRADE LEVEL;

(4) SCHOOL PRESENTLY ATTENDED BY STUDENT;

(5) PARENT'S/GUARDIAN'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;

(6) SPECIFIC CATEGORY OR CATEGORIES OF INFORMATION WHICH IS NOT TO BE RELEASED TO MILITARY RECRUITERS.

(7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITERS.

NOTICE: Refusal to release the above information to military recruiting officers alone does not affect the school district's release of directory information to the public, including military recruiting officers. In order to make any directory information about a student private, the procedures contained in the Protection and Privacy of Student Records Policy also must be followed. If you do not want your child's or eligible student's directory information released to military recruiting officers, you also must notify the school district that you do not want this directory information released to any member of the public, including military recruiting officers.

INDEPENDENT SCHOOL DISTRICT NO. 152
MOORHEAD, MINNESOTA

Dated:
Signed:
Chair:

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MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.063R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent for

DATE: December 3, 2014

RE: Approval of Policy

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

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

LAK:mde
Attachment

Accent on Excellence

An equal opportunity employer

Hazing Prohibition

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

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the Moorhead Area Public Schools and are prohibited at all times.

II. GENERAL STATEMENT

A. No student, teacher, administrator, coach/advisor, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.

B. No teacher, administrator, coach/advisor, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. This policy applies to behavior that occurs on or off school property and during and after school hours.

E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, coach/advisor, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a

restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health, or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "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.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. Moorhead Area Public Schools encourages the reporting party or complainant to use the report form (Administrative Procedure 571.1: Hazing Report Form) available from the building administrator or the school district office, but oral reports shall be considered complaints as well.

B. The building administrator, the administrator's designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the Superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Superintendent or the school district human rights officer (Human Resource Director) by the reporting party or complainant.

C. Teachers, administrators, coaches/advisors, volunteers, contractors 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 received a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building administrator immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing in a timely manner may be subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The Moorhead Area Public School District may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

D. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a hazing incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

Vl. 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 retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Vll. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in ~~each school's building and staff handbooks~~ the employee handbook. The building administrator is responsible for the annual review of the handbooks with students and staff.

Legal References:
Minn. Stat. 121A.69 (Hazing Policy)
Minn. Stat. 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)

Cross References:
Moorhead School Board Policy 541: Student Activity Eligibility
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 578: Bullying Prohibition
Moorhead School Board Policy 573: Tobacco-Free Environment
MSBA/MASE Model Policy 526 (Hazing Prohibition)

Moorhead Area Public Schools

Independent School District 152

Probstfield Center for Education • 2410 14th St. S. • Moorhead, Minnesota 56560
Fax: (218) 284-3333 • www.moorhead.k12.mn.us

Superintendent of Schools: (218) 284-3330
Assistant Superintendent: (218) 284-3370 • Human Resources: (218) 284-3350

Hazing Report Form

Administrative Procedure: 571.1
Date Adopted: 6/13/2011
Dates Reviewed:

Section: 500 STUDENTS
Date Revised:

I. GENERAL STATEMENT

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

Complainant: _____

Home Address: _____

Work Address: _____

Home Phone: _____ Work Phone: _____

Date and Place of Alleged Incident(s): _____

Circle as appropriate the type of hazing:

Written Verbal Electronic Physical

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

_____

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

_____

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

_____

_____

_____

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

_____

_____

List any witnesses that were present. _____

_____

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

_____ _____

(Complainant Signature) (Date)

Received by _____ _____

(Date)

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.064R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent LAK

DATE: December 3, 2014

RE: Approval of Policy

Attached please find policy Drug-Free Workplace/Drug-Free School 572, for your review.

Suggested Resolution: Move to approve the policy, Drug-Free Workplace/Drug-Free School 572, as presented.

LAK:mde
Attachment

Accent on Excellence

An equal opportunity employer

Drug-Free Workplace/Drug-Free School

Type:	School Board Policy
Section:	500 STUDENTS
Code:	572
Adopted Date:	6/24/1995
Revised Date(s):	10/13/2008
Reviewed Date(s):	02/12/2001, 01/24/2005, 02/11/2008, 10/13/2008
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students of Moorhead Area Public Schools by prohibiting the use of alcohol, toxic substances and controlled substances without a physician prescription.

II. GENERAL STATEMENTS

A. Use of controlled substances, toxic substances, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

B. ~~It shall be a~~A violation of this policy ~~for~~ occurs when any student, teacher, administrator, or other school district personnel, or member of the public ~~to~~ uses alcohol, toxic substances or controlled substances in any school location.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. 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 but is not limited to glue, cement, tobacco, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

D. "Use" includes to sell, buy, distribute, dispense, possess, use or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

E. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.

F. "School location" includes any school building or in any school premise; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

IV. EXCEPTIONS

A. ~~It shall not be a~~A violation of this policy ~~for~~ does not occur when a person to brings onto a school location, for such person's own use, a controlled substance which has a currently accepted medical use in treatment in the United States and the person has a physician prescription for the substance. The person shall comply with the relevant procedures of this policy.

B. ~~It shall not be a~~A violation of this policy ~~for~~ does not occur when a person ~~to~~ possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minn. Stat. 624.701, Subd. 1a (experiments in laboratories).

V. PROCEDURES

A. Students who have a prescription from a physician for medical treatment with a controlled substance are permitted to possess such controlled substances and associated necessary paraphernalia, such as an inhaler or syringe. The student must provide a copy of the prescription to the school nurse or building administrator or other designated staff to be kept on file, along with other emergency information. The Moorhead Area Public Schools licensed school nurse, trained health clerk, building administrator or teacher will administer the prescribed medication in accordance with school district procedures. It is the responsibility of the student to provide a copy of a renewal after prescription has expired.

B. Employees who have a prescription from a physician for medical treatment with a controlled substance are permitted to possess such controlled substances and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

E. Members of the public are not permitted to possess controlled substances in a school location except with the express permission of the Superintendent.

F. Possession of alcohol on school grounds pursuant to the exceptions of Minn. Stat. 624.701, Subd. 1a, shall be by permission of the Moorhead School Board only. The applicant for permission shall apply in writing and shall follow School Board procedures for placing an item on the agenda.

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VI. ENFORCEMENT

A. Students

1. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

2. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or law enforcement officials where appropriate.

B. Employees

~~3~~1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

~~1~~2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination or discharge as deemed appropriate by the School Board.

~~2~~3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol assistance abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension or termination as deemed appropriate by the School Board.

4. Sanctions against employees, including nonrenewal, suspension, termination or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References:
Minne~~sota~~, Stat~~ute~~, 121A.22 (Administration of Drugs and Medicine)
Minne~~sota~~, Stat~~ute~~, 340A.403 (3.2 Percent Malt Liquor Licenses)
Minne~~sota~~, Stat~~ute~~, 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minne~~sota~~, Stat~~ute~~, 609.684 (Sale of Toxic Substances to Children; Abuse of Toxic Substances)
Minne~~sota~~, Stat~~ute~~, 624.701 (Liquor in Certain Buildings or Grounds)
20 U.S.C. 7101-7165 (Safe and Drug-Free Schools and Communities Act)
21 U.S.C. 812 (Schedules of Controlled Substances)
21 C.F.R. 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)
41 U.S.C. ~~701-707~~ 8101-8106 (Drug-Free Workplace Act)

Cross References:
Moorhead School Board Policy 420: Chemical Use and Abuse
Moorhead School Board Policy 421: Employee Drug and Alcohol Testing
Moorhead School Board Policy 532: Medication
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 572: Tobacco-Free Environment
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.065R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: December 3, 2014

RE: Approval of Policy

Attached please find policy Student Dress and Appearance 577, for your review.

Suggested Resolution: Move to approve the policy, Student Dress and Appearance 577, as presented.

LAK:mde
Attachment

Student Dress and Appearance

Type:	School Board Policy
Section:	500 STUDENTS
Code:	577
Adopted Date:	8/11/2003
Revised Date(s):	06/11/2007, 12/13/2010
Reviewed Date(s):	06/11/2007, 12/13/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to enhance the education of Moorhead Area Public School K-12 students by establishing expectations of dress and grooming that are related to educational goals and community standards.

II. GENERAL STATEMENT

A. The policy of Moorhead Area Public Schools is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s)/guardian(s).

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

1. Clothing appropriate for the weather.

2. Clothing that does not create a health or safety hazard.

3. Clothing appropriate for the activity (i.e., physical education or the classroom or cocurricular activity).

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

1. "Short shorts," skimpy tank tops, tops that expose the midriff, clothing that exposes undergarments and other clothing that is not in keeping with community standards.

2. Clothing bearing a message that is lewd, vulgar, or obscene.

3. Apparel promoting products or activities that are illegal for use by minors.

4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Moorhead School Board Policy 570: Prohibition of Harassment and Violence.

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

D. Hats or head coverings are not allowed in the building except with the approval of the building administrator (i.e., student undergoing chemotherapy; medical situations, religious purposes, class outside the building).

E. ~~It is not~~ tThe intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane or do not advocate violence or harassment against others.

F. "Gang," as defined in this policy, means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. "Pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

III. PROCEDURES

A. When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parent(s)/guardian(s) will be notified.

B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parent(s)/guardian(s).

C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

Legal References:
U. S. Const., amend. I
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Stephenson v. Davenport ~~Community~~mty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
D.B. ex rel. Brogdon v. Lafen, 217 Fed.Appx. 518 (6th Cir. 2007)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F. Supp. 1415 (W.D. Okla. 1992)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820~~, 44 Educ. L. Rep. 205~~ (N.D. Ill. 1987)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)

Cross References:
Moorhead School Board Policy 570: Prohibition of Harassment and Violence
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 571: Hazing Prohibition

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MSBA/MASE Model Policy 504 (Student Dress and Appearance)

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.066R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: December 3, 2014

RE: Approval of Policy

Attached please find policy Facility and Site Improvement and/or Development 701 and Administrative Procedure 701.1: Facility/Site Improvement Request Form, for your review.

Suggested Resolution: Move to approve the policy, Facility and Site Improvement and/or Development 701, as presented.

LAK:mde
Attachment

Facility and Site Improvement and/or Development

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	701
Adopted Date:	3/23/1987
Revised Date(s):	10/09/2006, 04/11/2011
Reviewed Date(s):	02/07/1997, 01/27/2003, 10/09/2006, 04/11/2011
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure that facilities of Moorhead Area Public Schools allow students to reach their maximum potential as a learner, while using said facilities in a fiscally responsible manner.

II. GENERAL STATEMENT

The school district shall:

A. Ensure long-range needs are considered when facility changes are made.

B. Determine impact on other buildings.

C. Consider short/long range implications.

D. Determine economic impact on all facilities.

E. Analyze the impact on instruction.

All facility/site improvement work must be approved by the Assistant Superintendent and the Director of Property Services and Transportation. Prior to review, Administrative Procedure 701.1: Facility/Site Improvement Request must be completed. The recommendation will be forwarded to the Superintendent for final consideration in the context of the School District's Annual Operating Plan, Capital Budget and Long-Range Facility Plan.

In accordance with Minne~~sota.~~ Stat~~ute.~~ 123B.52, capital improvements exceeding $100,000 must be competitively bid as authorized by the Moorhead School Board.

Legal Reference:
Minn. Stat. 123B.52 (Contracts)

Moorhead Area Public Schools

Independent School District 152

Probstfield Center for Education • 2410 14th St. S. • Moorhead, Minnesota 56560
Fax: (218) 284-3333 • www.moorhead.k12.mn.us

Superintendent's Office: (218) 284-3330
Assistant Superintendent: (218) 284-3370 • Human Resources: (218) 284-3350

Facility/Site Improvement Request

Administrative Procedure: 701.1
Date Adopted: 11/1/2002
Dates Reviewed: 10/6/2006, 3/23/2011

Section: 700 NON-INSTRUCTIONAL OPERATIONS
Date Revised: 3/23/2011

Please print.

Date: _____

Individual Requesting: _____

Name of Building/Department: _____

Address and P.O. Box: _____

City: _____

State: _____

Zip: _____

Phone: _____

1. Please describe the suggested improvement(s): _____

_____

_____

_____

2. Please describe the educational impact said improvement(s) will have: _____

_____

_____

_____

3. What is the estimated cost of said improvement(s):_____

_____

_____

All facility/site improvement work must be approved by the Assistant Superintendent and the Director of Property Services and Transportation. Prior to their review, Administrative Procedure 701.1 (Facility/Site Improvement Request) must be completed.

Upon request being granted, I/we agree to all of the above conditions.

_____
Signature, Title, and Building/Department

_____
Assistant Superintendent

Date: _____

_____
Director of Property Services and Transportation

Date: _____

Please send form to Director of Property Services and Transportation, 1304 15th Avenue North, Moorhead, MN 56560.

- - - -

MOORHEAD
AREA PUBLIC SCHOOLS

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: December 3, 2014

RE: Approval of Policy

Attached please find policy Student Transportation Eligibility Guidelines 720 and Administrative Procedures 720.1: Special Education Transportation and 720.2: Transportation Plan, for your review.

Suggested Resolution: Move to approve the policy, Student Transportation Eligibility Guidelines 720, as presented.

LAK:mde
Attachment

Student Transportation Eligibility Guidelines

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	720
Adopted Date:	10/31/1981
Revised Date(s):	06/11/2007, 08/23/2010
Reviewed Date(s):	04/25/1989, 01/14/1992, 05/11/1998, 01/27/2003, 10/10/2005, 06/11/2007, 08/23/2010
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to provide eligibility guidelines for transportation of Moorhead Area Public School students.

II. GENERAL STATEMENT

Moorhead Area Public Schools will provide regular school day transportation, to and from, to students who reside within the school district boundaries and meet the following criteria:

A. Kindergarten through grade 12 students~~,~~ who reside one (1) mile or more from the building to which the school district assigns the student;

B. Students who must cross or use an area identified as being an extraordinary traffic hazard to and from school (refer to eligibility guidelines);

~~C. Kindergarten students who live .5 mile or more from the building to which they are assigned will receive noon transportation services. Morning and afternoon service will follow the same guidelines as other elementary students. Students may be assigned to either morning or afternoon kindergarten as class sizes dictate.~~

III. ELIGIBILITY GUIDELINES

A. The following will be used as guidelines for reviewing and developing school bus transportation for the Moorhead Area Public Schools. (Refer to Administrative Procedure 720.1: Special Education Transportation and Administrative Procedure 720.2: Transportation Plan.)

Recommended maximum walking distances to bus stops:

Grade Level Distance to Stop
K - 5 .15 mile (1-2 blocks)
6 - 8 .3 mile (4-5 blocks)
9 - 12 .5 mile (6-7 blocks)

These are recommended distances to bus stops and will not be possible in all areas of the school

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district.

B. Regular school day transportation services will be provided within the normal walk zone (one (1) mile walking distance) of a specific school if it is determined that a hazardous crossing or walking area exists. The following are determined to be hazardous crossing or walking areas:

1. Robert Asp Elementary School:

- 1st Avenue North - This is a high volume traffic area and is a primary vehicle access to Minnesota Highway 10.

2. Park Christian School:

- 1st Avenue North - Same rationale as for transportation to Robert Asp Elementary.
- Highway 75 - This is a state highway which does not have appropriate sidewalks or crossing signals.

3. Ellen Hopkins Elementary School:

- 8th Street South - This state highway does have walk/do not walk signals; however, this is a very busy and hazardous crossing for students in K-5 grades.
- 12th Avenue South from 8th Street South to 20th Street South.

4. S.G. Reinertsen Elementary School:

- 8th Street South/Highway 75 South.

5. St. Joseph School:

- 8th Street South.
- Main Avenue South.

6. Horizon Middle School:

- None.

7. Moorhead High School:

- Highway 75 North of Highway 10 - This highway has no sidewalks or pedestrian crossing areas.

8. Any areas as determined by the Superintendent as hazardous where new development is occurring.

C. Hazardous Areas Near Schools - Student and/or adult crossings ~~guards~~ will be identified by the Director of Property Services and Transportation in consultation with the building administrator.

D. Service to Private Roads - Buses being used to serve Moorhead Area Public School students will not be allowed to use private drives except for handicapped transportation vehicles whose students cannot walk to a regular bus stop and regular transportation vehicles with specific approval from the Director of Property Services and Transportation.

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E. Transportation to Alternate Addresses - Moorhead Area Public Schools will accept responsibility for one AM address and one PM address for a child. If a parent wishes to have a daycare site as the regular stop for their child, that stop must be the same every day. Any changes in bus stop will require a five (5) day written notice to the Transportation Office. The new address must be for a permanent change. Emergency address changes must be approved by the building administrator and will not be accepted by the Transportation Office or the bus driver.

F. Authorized Riders - Moorhead Area Public Schools' 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.

Legal Reference:
Minne~~sota~~, Stat~~ute~~, 123B.88 (Independent School Districts; Transportation)

Cross References:
Moorhead School Board Policy 721: Student Transportation Safety
Moorhead School Board Policy 514: Students in Homeless Situations

Special Education Transportation

Type:	Administrative Procedure
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	720.1
Adopted Date:	8/1/1989
Revised Date(s):	05/23/2006, 06/23/2010
Reviewed Date(s):	01/01/1990, 02/07/1997, 11/19/2002, 05/23/2006, 06/23/2010
Attached Files:	No Documents Found.

The following are points to consider in establishing guidelines for providing transportation to students with disabilities for whom transportation is required because of the student's disability and/or special education program needs.

The goal of special transportation is to provide availability to special education programs for those students who need transportation as a special education related service. The special education programs may be at a building other than the one to which they would normally be assigned. The need for special education transportation is determined by the student's Individualized Education Program (IEP) team.

The Transportation Department will provide transportation to students using special transportation when an IEP has been approved and transportation is needed because of the student's disability. ~~A~~ Administrative Procedure 720.2: Transportation Plan ~~(Administrative Procedure 720.2)~~ will be completed by the student's special education case manager who will send it to the Transportation Department. Arrangements for special transportation will be made by the Transportation Department.

Administrative Procedure 720.2: Transportation Plan must be completed yearly or wherever there are any changes in the needs pertaining to specialized transportation.

In addition:

1) Specially adapted seats, support and/or protective devices shall be provided for students with a disability who need such devices to ensure their safe transportation.

2) The school district Transportation Department will be responsible for all equipment which becomes a part of the vehicle. This will include wheelchair restraints, child restraint vests and car seats.

3) The parent will be responsible for equipment which comes with the student (e.g. wheelchairs, travel chairs and crutches).

4) The parent is responsible for securing the student to the wheelchair prior to boarding the bus.

5) The student will be transported in whatever chair/securement device is provided by the parent. However, the device must be appropriate for the safety of the student.

6) Bus personnel will be responsible for securing the wheelchair to the interior of the school bus or securing the child in his/her seat in whatever securement device used by the child.

7) Bus personnel and parents will cooperate in assisting small children onto the bus and into car seats. Non ambulatory students over 40 pounds must enter the bus via hydraulic lift in appropriate travel chair (see items 3, 4 & 5).

8) The bus driver will make one stop at a student's home or designated destination. The parent/guardian is expected to be home to receive the student. If the student cannot be delivered according to the procedure agreed upon on the Transportation Plan, the bus driver will take the student to an alternate facility selected by the school district. Facilities under consideration are: a school office, a licensed day care facility and the police department. The parent will be responsible for any costs associated with the alternate facility.

9) Other factors may be considered by the child study team and noted on the Individualized Education Program (IEP) and district Transportation Plan.

Moorhead Area Public Schools 2410 14th Street South Moorhead, MN 56560	**TRANSPORTATION PLAN**

Student Name:	Student ID:	Date:
School:	Grade:	Birthdate:

Contact person: _____ Phone: _____

Relationship to student: _____

Physician: _____ Phone: _____

BUS STOP INFORMATION

- ☐ Student needs no assistance
- ☐ Student will be received by ☐ parent/caregiver ☐ other _____
- ☐ Parent/caregiver will meet bus at curb ☐ other _____
- ☐ Parent/caregiver will arrange escort from ☐ stop ☐ other _____

NOTE: If student cannot be delivered as indicated, student will be brought to police department.

PHYSICAL

- ☐ No physical impairment
- ☐ Uses a wheelchair
  - ☐ motorized
  - ☐ manual
- ☐ Requires lift vehicle
  - ☐ for self
  - ☐ for assistive equipment – describe: _____
- ☐ Requires torso support
- ☐ Requires infant car seat (child weighs 20 pounds or less)
- ☐ Requires toddler-size car seat:
  - ☐ child's height: _____
  - ☐ child's weight: _____
- ☐ Requires booster-style car seat (child weighs over 30 pounds, under 4 years old)
- ☐ Uses crutches, walker, cane
- ☐ Cannot walk on steps
- ☐ Wears brace:
  - ☐ leg
  - ☐ arm
- ☐ Blind/visually impaired
- ☐ Is at risk for head injury
- ☐ Has gastronomy tube
- ☐ Has trachea tube
- ☐ Other physical impairment – describe:

MEDICAL

- ☐ No medical problems
- ☐ Takes medications:
  - name _____
  - amount _____
  - reason _____
- ☐ Has seizures:
  - type _____
  - reason _____
- ☐ Is diabetic
- ☐ Is oxygen/ventilator dependent
- ☐ Asthma
- ☐ Allergies:
  - type _____
  - ☐ bee sting
  - ☐ has kit
- ☐ Has chronic illness or health condition or communicable disease – describe:

BEHAVIORAL

- ☐ No behavioral problems
- ☐ On a behavioral program (part of IEP)
- ☐ On transportation program (part of IEP)
- ☐ Exhibits self-injurious behavior
- ☐ May strike or bite others
- ☐ Requires a restraint to remain in seat
- ☐ Is vulnerable to following other children
- ☐ Is impulsive
- ☐ Is hyperactive
- ☐ Other – describe:

COMMUNICATION

- ☐ No communication problems
- ☐ Speaks in sign language
- ☐ Cannot/does not speak
- ☐ Speech is not easily understood
- ☐ Cannot speak English
- ☐ Wears a hearing aid
- ☐ Other – describe:

METHOD OF TRANSFER

- ☐ Eye to eye transfer – driver or para will have eye to eye contact with parent or other adult before releasing student. Not applicable to ECSE students.
- ☐ Hand to hand transfer – parent or other adult must meet the bus at the curb and either carry or walk the student to the house as needed.
- ☐ Independent transfer – student is allowed to enter house alone.
- ☐ Intervention services – student needs to be met at door of bus.

Student Name:	Student ID:	Date:

In emergency evacuation situations (check those that apply)

- ☐ Student would be able to leave the bus without physical assistance.
- ☐ Student should be taken from the bus in wheelchair **only** because of dependence on medical equipment attached to wheelchair.
- ☐ Student should be taken from bus in blanket evacuation procedure because of mobility problems.
- ☐ Student should be removed from wheelchair and taken from bus in blanket evacuation procedure.

Specify aftercare (post-evacuation) requirements/contacts:

- ☐ parents
- ☐ doctor
- ☐ ambulance
- ☐ other – describe:

_____

Medical requirements during/after evacuation:

- ☐ oxygen/ventilator dependent – length of time student may be off oxygen/ventilator in an emergency: _____
- ☐ medication needs during emergency
- ☐ other medical considerations during evacuation:

_____

OTHER TRANSPORTATION CONCERNS:

This completed form is required by state Board of Education rules to be on each bus the student rides. This form is to be completed annually by parent or guardian and must be re-done if the student's needs, medication, program placement, or adaptive equipment use changes during the school year. The parent is responsible to keep the District updated by contacting the building casemanager. The District will attempt to contact parent, alternate contact person or physician, as appropriate.

_____ _____

Signature of parent or guardian Date

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.068R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: December 3, 2014

RE: Approval of Policy

Attached please find policy School District Owned Vehicle Reservation 722 and Administrative Procedures 722.1: School District Owned Vehicle Reservation Procedures, 722.2: Drivers of School District Owned Vehicles and 722.3: Car Rental Procedures, for your review.

Suggested Resolution: Move to approve the policy, School District Owned Vehicle Reservation 722, as presented.

LAK:mde
Attachment

School District Owned Vehicle Reservation

Type:	School Board Policy
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	722
Adopted Date:	1/27/2003
Revised Date(s):	10/09/2006, 04/11/2011
Reviewed Date(s):	10/09/2006, 04/11/2011
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure the proper and legal utilization of school-owned vehicles.

II. GENERAL STATEMENT

The school district shall:

A. Make available a means of transportation for employees and other passengers for district-related travel that meets current safety regulations.

B. Provide a reservation procedure that is equitable to all users.

C. Authorize the school district to monitor usage of school district vehicles.

All Moorhead Area Public Schools employees and students are required to adhere to Administrative Procedures 722.1: School District Owned Vehicle Reservation Procedures, 722.2: Drivers of School District Owned Vehicles and 722.3: Car Rental Procedures related to this policy.

Legal Reference:
Minn. Stat. 471.666 (Personal Use of Publicly Owned Automobiles Prohibited)

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School District Owned Vehicle Reservation Procedures

Type:	Administrative Procedure
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	722.1
Adopted Date:	9/1/1983
Revised Date(s):	10/13/2006
Reviewed Date(s):	12/01/1993, 02/07/1997, 11/14/1997, 11/19/2002, 10/13/2006
Attached Files:	No Documents Found.

1. Only properly licensed Moorhead Area Public School employees are authorized to operate staff vehicles. All operators of school district vehicles must have a driving record free of DUI/DWI and reckless driving violations within the last five (5) years and a generally clean driving record.

2. Vehicle reservation requests may be made through the ~~Property Services Department~~ Assistant Superintendent's office at ~~Ext. 1445~~ extension 3371.

3. When making reservations, ~~give~~ provide name, department, telephone number, purpose and destination of travel, and date and time of pick up and return.

4. The ~~S~~staff vehicle~~s are~~ is to be checked out at the ~~Property Services Office, Maintenance Building, 1304 North 15th Avenue,~~ Probstfield Center for Education, 2410 14th Street South, during office hours (8 a.m.- 4 p.m.). Your signature is required when checking out the school district vehicle~~s and credit cards~~.

5. ~~District credit card is issued for fueling.~~

~~6~~. If transporting students in the school district vehicle~~s~~, all local, state and federal rules and regulations must be observed. All drivers operating the school district vehicle~~s~~ must be trained in the operation of vehicles transporting students and have an annual motor vehicle background check.

a. If ~~you are~~ transporting students, you are required to have emergency equipment in the vehicle.

~~7~~6. Report any malfunction of the vehicle or problems encountered ~~on the back of the Trip Report~~ to the Assistant Superintendent's office.

~~8~~7. Upon return, ~~complete the Vehicle Report in your folder,~~ fill vehicle with fuel and remove personal items. Park the vehicle in the assigned spot at ~~the Maintenance Building~~ Probstfield Center for Education and return keys to the Assistant Superintendent's office. After hours, ~~P~~place keys, ~~folder with charge slips and credit cards~~ under the driver's seat and LOCK vehicle.

~~9~~8. Traffic violations and parking tickets are the responsibility of the driver.

~~10~~9. In case of an accident:

a. Notify the local police or highway patrol immediately. If you have students on board, do not

leave the vehicle but enlist assistance to notify authorities.

b. Do not admit liability or responsibility, and do not accuse the other driver of liability or responsibility for the accident.

c. Get the name, address and insurance information of the other driver(s) involved and possible witnesses. Write down all pertinent accident information, including names of passengers in your vehicle.

d. As driver of the vehicle it is your responsibility to file all accident forms with the State of Minnesota and local law enforcement agencies. All copies of these reports are to be submitted to the ~~Property Service Department~~ Assistant Superintendent's office immediately upon your return.

e. During regular office hours report all accidents to the ~~Property Services Office~~ Assistant Superintendent's office at 284-~~1445~~ 3371 ~~or 284-1446~~. After hours, ~~you may~~ notify ~~Orv Kaste~~ the Director of Property Services and Transportation at ~~(218/233-0619) or~~ (701/~~361-6038~~ 219-6263 cell) or the Assistant Superintendent (218/443-0303). The Superintendent and your building administrator will be informed of all accidents.

1~~1~~0. In accordance with Moorhead School Board Policy 573: Tobacco-Free Environment, Moorhead Area Public Schools is a tobacco- and alcohol-free environment. The use of these products is prohibited on all school district property, including the district-owned ~~and contracted~~ vehicle~~s~~.

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Drivers of School District Owned Vehicles

Type:	Administrative Procedure
Section:	700 NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
Code:	722.2
Adopted Date:	3/10/1987
Revised Date(s):	10/16/2006
Reviewed Date(s):	02/07/1997, 11/19/2001, 10/16/2006
Attached Files:	No Documents Found.

Employees of Moorhead Area Public Schools who have staff vehicles for school business are allowed to drive these vehicles provided they have a valid driver's license. Other individuals working under the direction and supervision of school district administration and who have a valid driver's license shall also be allowed to drive school vehicles.

Students are not allowed to drive cars owned or leased by Moorhead Area Public Schools.

This policy is not intended to affect the instructional use of school-owned or -leased vehicles for Drivers Education Programs.

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ENTERPRISE CAR RENTAL PROCEDURES

2901 South Frontage Road
Moorhead, MN 56560
PH: (218) 422-3001

Account Number: 63A5330

Directions to follow when renting a car for business travel:

1. Go to www.enterprise.com
2. Click the green button at the top of the page that reads **Business Rentals.**
3. From the drop-down list, click on **Business Rental Reservations.**
4. Enter the district's **Enterprise Business Rental Program #:** 63A5330.
5. In the **PIN**, enter moo (the first three letters of the company name – Moorhead Public Schools).
6. You will then be prompted to enter the details of your reservation:
    a. **Pick up location** = Moorhead
    b. **Pick up** and **return dates & times**
    (Times are important because you will need more information if you will be picking up or dropping off your vehicle before or after business hours.)
    c. **Vehicle class** and **renter's age**
    (Choose a standard vehicle – *not standard SUV* – unless you are travelling with many people in the same vehicle.)
7. Click **Search**.
8. Select the branch where you will be picking up your vehicle. Choose the Moorhead branch at 2901 South Frontage Road.
9. Check to make sure the information is correct. If it is, click **Select and Continue**.
10. Enter the renter's information, including first and last name, phone numbers, e-mail address, PO #, home address and driver's license information. When finished, click **Continue.**
11. Again, verify that the information you've entered is correct. If it is, click **Book Now.**
12. The last page is your receipt. Print it and attach it to your yellow travel form.
13. Remember to complete your yellow travel form.

Each department should have their own PO number for Enterprise car rentals.
****Be sure that you have your department's PO before making any reservations.****

Important Notes:

- When picking up your vehicle, **please remind Enterprise staff that Moorhead Public Schools is tax exempt.** They will need to manually remove any sales tax from the rental invoice.
- If you are in the Fargo-Moorhead area, you may arrange for Enterprise to pick you up from a different location (home, school, etc.) the day of your travel if you prefer not to leave your vehicle at the Enterprise location.
- Before returning your rental vehicle, **you must fill the gas tank**. The district will reimburse you for the fuel once you've turned in your fuel receipt along with your yellow travel form. If you do not fill the vehicle, the district is charged much more by Enterprise for this service.

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.069R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent fax

DATE: December 3, 2014

RE: Approval of Policy

Attached please find policy Fund Balance 802 and Administrative Procedure 802: Fund Balance Procedures, for your review.

Suggested Resolution: Move to approve the policy, Fund Balance 802, as presented.

LAK:mde
Attachment

Fund Balance

Type:	School Board Policy
Section:	800 BUILDINGS AND SITES
Code:	802
Adopted Date:	1/26/2009
Revised Date(s):	06/27/2011
Reviewed Date(s):	06/27/2011
Attached Files:	No Documents Found.

I. PURPOSE

The purpose of this policy is to ensure the financial stability of the Moorhead Area Public Schools, to provide a sound basis to justify a strong financial rating, and to provide a reserve enabling the school district to deal with unforeseen budget expenditures and revenue shortfalls.

II. GENERAL STATEMENT

The policy of this school district is to classify its fund balances based on the nature of the particular net resources reported in the separate funds of the district. The district will report fund balances in compliance with reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB). To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

To ensure the financial strength and stability of the school district, the Moorhead School Board will endeavor to maintain an unassigned fund balance of at least 25% of the district's General Fund operating budget.

III. DEFINITIONS

A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the Moorhead School Board and that remain binding unless removed by the School Board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

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C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge or otherwise mandate payment of resources from external providers and includes a legally

enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.

E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale or the permanent principal of endowment funds.

F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted and committed fund balances exceed the total net resources of that fund.

H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

A. The School Board will endeavor to maintain a minimum unassigned General Fund balance of at least 25% of the district's General Fund operating budget. When the unassigned General Fund balance is projected to decrease below 17% of the General Fund budget, the district shall initiate one or more of the following measures to ensure that the year-end General Fund unassigned balance for the budget year in question does not fall below 17%:

1. Reduce expenditures through implementation of cost containment measures.

2. Seek opportunities to increase revenue. Consider fee increases where appropriate. Examine options to increase enrollment.

3. If permitted by state law, request from voters additional revenue through an increase in the operating referendum or other financial options.

4. A combination of the above.

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B. When the fund balance in the General Fund budget approaches 17%, the district shall implement other budget control measures that do not adversely affect delivery of instructional programs.

C. The Fund Balance policy shall also apply to the administration of the Food Service Operating Fund and the Community Education Fund with proper consideration and adjustment to conform with reserve limits established by statute.

Please refer to Administrative Procedure 802.1: Fund Balance Procedures.

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

VII. COMMITTING FUND BALANCE

A majority vote of the School Board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The School Board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: Superintendent and Assistant Superintendent. Assignments so made shall be reported to the School Board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the School Board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. REVIEW

The School Board will conduct a semi-annual review of the sufficiency of the minimum unassigned general fund balance level.

Legal Reference:
Statement No. 54 of the Governmental Accounting Standards Board

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Fund Balance Procedures

Type:	Administrative Procedure
Section:	800 BUILDINGS AND SITES
Code:	802.1
Adopted Date:	1/26/2009
Revised Date(s):	
Reviewed Date(s):	
Attached Files:	No Documents Found.

Fund balance procedures:

A. Regular updating of the long-range budget projection by administration is an important component to the management of fund balance. Update of the budget may help identify resources available for program enhancement or may help determine if cost containment efforts are required.

B. The Moorhead Area Public Schools budget is tied to a variety of unpredictable and uncontrollable factors which are to be monitored in the long-range budget projection, including the following:

1. Receipt of state revenue is subject to change by the legislature.

2. Receipt of revenue from state and local sources is irregular when compared to the expenditure of funds, thereby creating periodic cash flow deficits during the year.

3. Higher than usual tax delinquencies may occur during periods of economic downturn, thus reducing school district property tax receipts.

4. Unexpected events can alter the budget by unexpectedly reducing revenues or adding costs. Examples include:

- Rescission of state revenue
- Mandated, but not funded, state or federal programs
- Increased utility costs due to abnormal price increases or unusually cold weather
- Greater than expected inflation
- Higher than expected wage and salary settlements
- Unexpected deficits in other operating funds (Food Service, Transportation, and Community Education and Services)
- Decrease in projected enrollment

C. The following are consequences related to fund balances in a school district's General Fund:

1. School districts without sufficient funds on hand must borrow money on a short-term basis to cover cash flow deficits.

2. Maintenance of an adequate, stable fund balance decreases interest expense on bonded debt through an approved bond rating.

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3. When cash is not needed to meet operating expenses, cash on hand will be invested to generate additional income for the school district.

MOORHEAD
AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.072R

TO: School Board

FROM: Dr. Lynne A. Kovash, Superintendent

DATE: December 9, 2014

RE: Approval to Schedule Special School Board Meeting

A special School Board meeting is recommended for Monday, January 5, 2014 from 6:00-8:00 p.m. in the Probstfield Center for Education Board Room 224 to conduct the Oath of Office for new board members and a Facilities Master Plan work session.

Suggested Resolution: Move to approve scheduling Monday, January 5, 2015 from 6:00 - 8:00 p.m. to conduct a special School Board meeting for the purpose of administering the Oath of Office for new board members and a Facilities Master Plan work session.

LAK:mde

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