

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

October 27, 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 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 Haagenon, 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.

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 October 13, 2014 Meeting Minutes - Pages 6-10
 - (2) Approval of Resolution of School Board Supporting Application to the Minnesota State High School League Foundation - Page 11-13

- B. ASSISTANT SUPERINTENDENT MATTERS - Lunak
 - (1) Approval of Life Insurance Renewal - Page 14

- C. HUMAN RESOURCES MATTERS - Lunak
 - (1) Approval of New Employees - Page 15
 - (2) Approval of Family/Medical Leaves - Page 16
 - (3) Approval of Winona State University Contract Agreement - Pages 17-23

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

Moved by _____ Seconded by _____
Comments _____

- 3. **MAJOR MAGNITUDE FIELD TRIP REQUEST - MOORHEAD HIGH SCHOOL AP EUROPEAN HISTORY STUDENTS:** Lunak
Pages 24-42

Suggested Resolution: Move 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.

Moved by _____ Seconded by _____
Comments _____

- 4. **FIRST READING OF POLICIES:** Kovash
Pages 43-70

- 5. **SUPERINTENDENT STRATEGIES AND GOALS:** Kovash
Pages 71-78

- 6. **SCHOOL DISTRICT FACILITIES UPDATE:** Lunak

- 7. **SUPERINTENDENT REPORT**

- 8. **COMMITTEE REPORTS**

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

10. **ADJOURNMENT**

CALENDAR OF EVENTS

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>
District Technology Committee	October 28	3:45 p.m.	PCE
Special Educ Parent Advisory Com	October 29	12-1 p.m.	PCE
Indian Education Parent Committee	November 3	5:30 p.m.	PCE
MHS PTAC	November 3	6:30 p.m.	Conf Rm
School Board Election	November 4		
Continuing Education Com	November 4	4 p.m.	PCE
Joint Powers Committee	November 6	7 a.m.	PCE
RRALC Family Night	November 6	5:30 p.m.	RRALC
State of the District	November 6	6:30 p.m.	PCE
School Board	November 10	7 p.m.	PCE
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
Superintendent's Advisory Council	November 20	7 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

**REGULAR MEETING
BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT #152
PROBSTFIELD CENTER FOR EDUCATION
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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 7:01 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 23, 47-50 and page 4 of the World's Best Workforce 2013-14 Annual Report.

APPROVAL OF AGENDA: Tomhave moved, seconded by Erickson, to approve the agenda with revisions. Motion carried 7-0.

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.)

Anthony Johnson, 7120 35th Street North - Addressed the board related to concerns with the Moorhead High School swimming pool.

Adam and John Altendorf, 1002 20th Street North - Addressed the board related to concerns with the Moorhead High School swimming pool ventilation, scoreboard and timeline and requested a meeting with administration, coaches, students and parents.

Points were made related to being responsive to students, board concern related to student safety and board protocol.

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

Minutes - Approve the September 22, 2014 Meeting Minutes.

Claims - Approve the October Claims, subject to audit, in the amount of \$2,415,180.20.

General Fund:	\$2,162,204.85
Food Service Fund:	\$176,847.59
Community Service Fund:	\$20,163.52
Post Employment Benefits Debt Service Fund:	\$55,964.24

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TOTAL \$2,415,180.20

The September Wire Payments, subject to audit, in the amount of \$1,796,127.42.

General Fund:	\$863,304.64
Post Employment Benefits Debt Service Fund:	\$932,822.78
TOTAL	\$1,796,127.42

Donations - Accept the donation of \$10,000.00 from Franklin Templeton Giving Fund for a second grade classroom and school-wide needs at S.G. Reinertsen Elementary School and direct administration to send a thank you.

Accept the valued donation of \$50.00 from Ward Muscatell of Moorhead for donating the use of a Ford pick up truck for the 2014 Homecoming Parade and direct administration to send a thank you.

Other Leave

Bayan Alemadi - Paraprofessional, Horizon Middle School, effective October 2, 2014 until November 30, 2014.

Mary Fluto - Paraprofessional, Ellen Hopkins Elementary, effective October 17, 2014 until June 5, 2015.

Resignations

Beatrice Salverson - Tutor, Horizon Middle School, effective June 5, 2014.

Alex Westrum - Lunchroom Supervisor, Ellen Hopkins Elementary, effective September 26, 2014.

Sadie Long - Paraprofessional, Moorhead High School, effective September 30, 2014.

Alishia Dittes - Paraprofessional, Probstfield Elementary, effective October 8, 2014.

Julie Hanson - Administrative Assistant Human Resources/Administrative Assistant School Improvement and Accountability, effective October 10, 2014.

Melissa Liebl - Paraprofessional, S.G. Reinertsen Elementary, effective October 14, 2014.

Retirement

Leah Hoffman - Music Teacher, S.G. Reinertsen Elementary, effective January 16, 2015.

New Employees

JoAnn Bockoven - Lunchroom Supervisor/Crossing Guard, 5.5 hours per day, \$10.00 per day, effective September 22, 2014 (new position).

Kathleen Rheault - Lunchroom Supervisor/Crossing Guard, 2.75 hours per day, \$10.00 per hour, effective September 26, 2014 (replaces Michelle Hassenstab).

Jennifer Krause - ECFE Paraprofessional, .625 FTE, B21 (3) \$15.93 per hour, 5 hours per day, effective September 29, 2014 (replaces Ann Wilson).

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Darren Sheldon - Teacher Mentor, District, position will work 120 hours at \$27.34 per hour from October 1, 2014 to June 30, 2015 (new position).

Sue Knorr - Teacher Mentor, District, position will work 120 hours at \$27.34 per hour from October 1, 2014 to June 30, 2015 (new position).

Carolyn Lillehaugen - Teacher Mentor, District, position will work 120 hours at \$27.34 per hour from October 1, 2014 to June 30, 2015 (new position).

Sydney Grenier - AVID Tutor, Moorhead High School, 2-3 days per week for 1 hour per day, \$12.00 per hour, effective October 14, 2014 (new position).

Tori Fuhrman - AVID Tutor, Moorhead High School, 2-3 days per week for 1 hour per day, \$12.00 per hour, effective October 14, 2014 (new position).

Melissa Liebl - Crossing Guard, S.G. Reinertsen Elementary, 3 hours per day, \$10.00 per hour, effective October 20, 2014 (new position, Johnson Farms).

Assurance of Compliance with State and Federal Law Prohibiting Discrimination - Approve the Statement of Assurance of Compliance with State and Federal Law Prohibiting Discrimination as presented.

Bemidji State University Contract Agreement - Approve the agreement with Bemidji State University Student Training Experience/Interns as presented.

Motion carried 6-1; Valan dissenting.

MAJOR MAGNITUDE FIELD TRIP REQUEST - RED RIVER AREA LEARNING CENTER TRIP TO THE NATIONAL ASSOCIATION OF MULTICULTURAL

EDUCATION CONFERENCE: Kelsey Jenkins, Red River Area Learning Center social studies instructor, and Deb Pender-Tilleraas, director of alternative education, provided information related to students traveling to Tucson, Arizona November 4-9, 2014 to present their project to a national audience.

Ladwig moved, seconded by Steffes, to approve the Major Magnitude Field Trip request for Red River Area Learning Center students to travel and present at the National Association of Multicultural Education Conference in Tucson, Arizona. Motion carried 7-0.

PRINCIPAL AND TEACHER DEVELOPMENT AND EVALUATION LETTERS OF

ASSURANCE: Dr. Kovash explained the Minnesota Statutes, Section 123B.147, Subdivision 3 (Principal Evaluation) and Minnesota Statutes, Section 122A.40, Subdivision 8 or Section 122A.41, Subdivision 5 (Teacher Evaluation) describe the criteria and expectations for evaluation in the school district.

The principal growth and evaluation process was implemented in the 2013-14 school year. The superintendent has completed the evaluations of all principals and assistant principals using the jointly developed plan.

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The teacher growth and evaluation process was developed by a committee during the 2013-14 school year. The plan will be implemented with committee review during the 2014-15 school year.

Tomhave moved, seconded by Ladwig, to approve the Principal Development and Evaluation and Teacher Development and Evaluation Letters of Assurance for Moorhead Area Public Schools. Motion carried 7-0.

APPROVAL OF 2014-15 MOORHEAD AREA PUBLIC SCHOOLS STRATEGIC

PRIORITIES: Dr. Kovash reviewed the revised strategic priorities. The information is a part of the district's World's Best Workforce Plan and will be added to a World's Best Workforce section on the district website. The 2014-15 strategic priorities include 21st Century Schools, School and Community, Equitable Educational Opportunities, Facilities, Mental Health/Character Development, and Human Resources. Goals and strategies for each priority were also reviewed.

Erickson moved, seconded by Steffes, to approve the 2014-15 Moorhead Area Public Schools Strategic Priorities as presented. Motion carried 7-0.

SUPERINTENDENT EVALUATION: Dr. Kovash briefly reviewed the *Superintendent Evaluation, A Resource for School Board Member and Superintendents*, from the Minnesota School Boards Association and the Minnesota Association of School Administrators. The guide, along with the supporting resources, is designed to help school board members and superintendents implement an effective, meaningful superintendent evaluation process that is focused on improving student achievement.

The superintendent evaluation with goals for the 2014-15 school year will be discussed at the October 27 board meeting.

WORLD'S BEST WORKFORCE 2013-14 ANNUAL REPORT ON CURRICULUM,

INSTRUCTION AND STUDENT ACHIEVEMENT: Missy Eidsness, director of school improvement and accountability, reviewed the report from the Instruction and Curriculum Advisory Committee of the past year's accomplishments in student achievement as they align to the World's Best Workforce requirements. Included in the report are the district and school Adequate Yearly Progress (AYP) results and Multiple Measurement Ratings (MMR). State requirements related to the report are mandated through legislative action. The board must approve the report and post for the public. The report will be distributed in electronic form on the district's website with printed copies available through the superintendent's office.

Johnson moved, seconded by Steffes, to approve the World's Best Workforce 2013-14 Annual Report on Curriculum, Instruction and Student Achievement as presented. Motion carried 7-0.

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SCHOOL DISTRICT FACILITIES UPDATE: Lunak provided a construction update for Probstfield, Robert Asp and S.G. Reinertsen Elementary Schools. Lunak also addressed some of the pool concerns and timeline of events.

SUPERINTENDENT REPORT: Dr. Kovash said she attended the September 23 MSBA Fall Area meeting and shared she had copies available of the 2014 legislative summary, legislative policies, *Financing Education in Minnesota 2014-15* and other materials if board members were interested. Dr. Kovash planned but was unable to show the Education That Works video that can be found at www.educationthatworks.ndmn.org.

COMMITTEE REPORTS: Brief reports were heard regarding the Instruction and Curriculum Advisory Committee, RRALC Family Night, Facilities Master Plan meetings, Teacher Evaluation Task Force, Joint Powers Committee, MHS PTAC, Robert Asp PTAC, Superintendent's Advisory Council, Continuing Education Committee, Health/Safety/Wellness Committee, MHS Homecoming Parade, MHS Hall of Honor Induction Ceremony, and Clay County Collaborative Executive Committee meetings.

Valan left the meeting at 8:58 p.m.

OTHER PERTINENT ITEMS TO COME BEFORE THE BOARD: Erickson pointed out the need for bus drivers in the school district and emphasized the growth on Highway 75 South. Dr. Tomhave noted he would not be able to attend the Oct. 20 Policy Review Committee meeting.

CLOSE PUBLIC MEETING: Ladwig moved, seconded by Tomhave, to close the public meeting at 9:04 p.m., pursuant to M.S. 13D.03, for the purpose of discussing negotiation strategies. Motion carried 6-0.

OPEN PUBLIC MEETING: Tomhave moved, seconded by Steffes, to open the public meeting at 9:17 p.m. Motion carried 6-0.

2014-2016 T.C.I. MASTER AGREEMENT: Steffes moved, seconded by Johnson, to approve the T.C.I. Master Agreement for 2014-2016 as presented with the cost as follows: 2014-2015 = \$10,558 or 3.47 percent increase; 2015-2016 = \$11,943 or 3.30 percent increase; for a total cost of \$22,501 or 6.77 percent increase. Motion carried 6-0.

ADJOURNMENT: Hearing no objections, the Chair adjourned the meeting at 9:20 p.m.

Laurie Johnson, Clerk



MOORHEAD

AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.040C

TO: School Board

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

DATE: October 22, 2014

RE: Approval of Resolution of School Board Supporting Application to the Minnesota State High School League Foundation

The Minnesota State High School League (MSHSL) Foundation Board has determined that the number of free and reduced lunch students in grades 9-12 will be used for classification purposes. The MSHSL Foundation would like to encourage each school district to seek students whose family income may be limited and encourage them to participate in athletic and fine arts programs. Attached please find the application and resolution. The district received \$1,341 last year to offset student scholarships.

Suggested Resolution: Move to approve the Resolution of School Board Supporting Application to the Minnesota State High School League Foundation to assist, recognize, promote and fund extracurricular participation.

LAK:mde
Attachment

FORM A

MSHSL Foundation Application for Grant for Student Participation

Mission Statement: Founded in 2007, the Minnesota State High School League Foundation is a nonprofit association, serving both public and private schools, created to complement the Minnesota State High School League by providing support for Minnesota's high school youth to participate in athletics and fine arts. Minnesota State High School League Foundation's goals are to promote the growth of high school students through participation in valuable extra-curricular activities.

Awarding of Grants: The primary goal of the Foundation will be to award grants that assist, recognize, promote, and fund extra-curricular participation by high school students in athletic and fine arts programs. These grants will be awarded based upon gender balance, school size and geographic location to the extent possible.

The Minnesota State High School League Foundation Board of Directors has determined that the number of Free and reduced lunch students in grades 9-12 will be used for classification purposes. The MSHSL Foundation wants to encourage each school to seek students whose family income may be limited and encourage them to participate in athletic and fine arts programs in each school community and to recognize the role you play in this endeavor and to assist you in your continued efforts to engage more students.

Please complete the following steps as identified in the FORM A WORKSHEET found on the reverse side of this form.

1. List the number of free/reduced lunch students identified in your schools' **October 1, 2013** report to the Department of Education.

Grade 9:	<u>160</u>	TOTAL	[463]
Grade 10:	<u>127</u>		
Grade 11:	<u>89</u>		
Grade 12:	<u>87</u>		

2. Identify the total UNDUPLICATED number of free or reduced lunch students who participated in your schools' activity programs during the 2013-2014 school year.

[116]

TOTAL UNDUPLICATED COUNT

3. Attach an original MSHSL FOUNDATION RESOLUTION to this document and mail both items to:

MSHSL Foundation
2100 Freeway Blvd.
Brooklyn Center, MN 55430

OR

Email both documents to ljohnson@mshsl.org

4. All documentation MUST be submitted by email or postmarked NO LATER than November 1, 2014.

Name of School: Moorhead High School Federal Tax ID # 41-6008721

Street Address: 2300 - 4th Ave S.

City, State, Zip: Moorhead, MN 56560

DeAnn Smith
Name of Person Completing this Form

Name of School Superintendent

DeAnn Smith
Signature

Signature

FORM A

RESOLUTION OF SCHOOL BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the District Moorhead School Board recognizes the value of students participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist school district in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Moorhead School Board supports the District's application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

Date

Board Chair

Date

Board Clerk - Treasurer



MOORHEAD

AREA PUBLIC SCHOOLS

Office of Assistant
Superintendent
Memo OAS.15.116C

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent *BML*

DATE: October 27, 2014

RE: Life Insurance Plan Renewal for Independent School District #152

Attached please find information related to Al Berg's proposed ING Life Insurance Plan Renewal effective November 1, 2014. There is no change to the basic AD&D, supplemental life or dependent life rates. All rates are guaranteed to November 1, 2016.

Coverage	Current Rate	Renewal Rate	Volume	Renewal Annual Cost	Current/Change
Basic Life	\$.126	\$.145	\$37,535,435	\$65,311.68	\$56,753.64 +8,558.04
Retiree Life	\$.126	\$.145	\$2,532,000	\$4,405.68	\$3,828.48 +1,123.20

Suggested Resolution: Move to accept the proposed ING Life Insurance Plan Renewal increasing the Basic Life \$8,55.04 and increasing the Retiree Life \$1,123.20.

BML:dmb



MOORHEAD
AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.047C

TO: Dr. Lynne Kovash, Superintendent
FROM: Brandon Lunak, Assistant Superintendent *aml*
DATE: October 21, 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.

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	Pararpfessional, 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, High School, .04 (13), \$2211, effective October 25, 2014. (Replaces Charles Fisher)
Amy Sharpe	1 st Grade Teacher, S. G. Reinertsen Elementary, MA (10) \$29,835.65, effective January 5, 2015. (Replaces Deb Eidsmoe)

Suggested Resolution: Move to approve the employment of Sean Herrmann, Marian Olson, Brittany Milbeck, Sarah Paschke, Victoria Wiger, Pat Anderson and Amy Sharpe as presented.

BML:smw



MOORHEAD

AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.049C

TO: Dr. Lynne Kovash, Superintendent
FROM: Brandon Lunak, Assistant Superintendent *BML*
DATE: October 21, 2014
RE: Family/Medical Leave

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

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

Suggested Resolution: Move to approve the Family/Medical Leave for Heidi Campbell-Beer and Peggy Simonson as presented.

BML:smw



MOORHEAD

AREA PUBLIC SCHOOLS

Human Resources
Memo HR.15.048C

TO: Dr. Lynne Kovash, Superintendent
FROM: Brandon Lunak, Assistant Superintendent *BML*
DATE: October 21, 2014
RE: Winona State University Contract Agreement

Attached is a Student Teacher Contract Agreement with Winona State University for Moorhead Area Public Schools to serve as a student placement center for Student Teaching Experience. Terms of this agreement shall be for a period of January 1, 2015 until July 30, 2020. Moorhead Area Public Schools Policy 921 supports the agreements with universities and colleges to provide field experiences for Student Teaching Experience.

Moorhead Area Public Schools would provide students of Winona 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 with Winona State University Student Teachers as presented.

BML:smw

WINONA

STATE UNIVERSITY

SEP 22 2014

September 11, 2014

Greetings from WSU!

During the Spring, 2015 Semester, Winona State University would like to allow Leah Spotts to do her student teaching in her current assignment, so that she might get her Business Education Degree and be removed from her variance. A cooperating teacher will be assigned, along with a supervisor. In order for us to secure this placement, please find the contract attached. Please sign and return in the envelope provided. Thank you!

Sincerely,



Jane Morken
Director of Clinical Practice
Winona State University
175 Mark Street
Winona, MN 55987
jmorken@winona.edu

**STATE OF MINNESOTA
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

MEMORANDUM OF AGREEMENT

BETWEEN

WINONA STATE UNIVERSITY

AND

Moorhead School District

This Agreement is entered into between the State of Minnesota, acting through its **Board of Trustees of the Minnesota State Colleges and Universities**, on behalf of WINONA STATE UNIVERSITY (hereinafter "College/University"), and Moorhead School District, 2410 14th Street South, Moorhead, MN 56560 (hereinafter "Facility").

This Agreement and any amendments and supplements thereto, shall be interpreted pursuant to the laws of the State of Minnesota.

WITNESSETH THAT:

WHEREAS, the College/University has established a Baccalaureate Program in Education for qualified students preparing for and/or engaged in education careers; and

WHEREAS, the Board of Trustees of the Minnesota State Colleges and Universities is authorized by Minnesota Statutes, Chapter 136F to enter into Agreements regarding academic programs and has delegated this authority to the College/University; and

WHEREAS, the Facility has suitable facilities for the educational needs of the education programs(s) of the College/University; and

WHEREAS, it is in the general interest of the Facility to assist in educating persons to be qualified or better qualified education personnel; and

WHEREAS, the College/University and the Facility are desirous of cooperating to furnish learning experience for students of education enrolled at the College/University;

NOW, THEREFORE, it is mutually agreed by and between the College/University and the Facility:

I. COLLEGE/UNIVERSITY RESPONSIBILITIES

- A. The College/University will place qualified students enrolled in its Education program for participation in a student teaching or field experience at Facility.
- B. The College/University faculty will be responsible for planning, directing and evaluating the students' learning experiences. The College/University faculty will attend the Facility's orientation for the learning experience instructors as deemed necessary by the College/University and the Facility.
- C. The College/University will inform its faculty and students of the Facility's policies and regulations which relate to the learning experience program at the Facility.
- D. The College/University will inform its faculty and the students who are participating in the learning experience program that they are encouraged to carry their own health insurance.
- E. The College/University agrees and represents that it will require all students to have completed a background study in accordance with Minnesota Statute 123B.03 as a pre-condition to participation in the clinical experience. College/University will not assign a student to the Facility if his/her background study documents demonstrate ineligibility to have direct contact with Facility's students under applicable law or regulations. If requested, College/University shall provide the Facility with documentation regarding the completion or results of the background study pursuant to the written consent of the subject.

II. FACILITY RESPONSIBILITIES

- A. Facility agrees to provide qualified WSU students enrolled in the Education program student teaching or field experiences during the academic year so long as the Facility has qualified teachers willing to supervise the WSU students during this experience.
- B. The Facility is responsible for the safety and quality of education (if applicable) provided to its students by the WSU students who are participating in the learning experience at the Facility.
- C. The Facility will inform the College/University of its policies and regulations.
- D. When available, physical space such as offices, conference rooms, and classrooms of the Facility may be used by the College/University faculty and students who are participating in the learning experience.
- E. The Facility recognizes that it is the policy of the College/University to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class

against which discrimination is prohibited by federal, state, or local laws and regulations. The Facility agrees to adhere to this policy in implementing this Agreement.

- F. The Facility may unilaterally suspend or terminate a student teacher's participation in the program at the site for any reason. The Facility's liaison will consult with the University before suspending the student teacher's participation, except where consultation is not reasonable possible under the circumstances.

III. FINANCIAL CONSIDERATION

During the term of this agreement, if the student placement is for the purpose of student teaching, the College/University shall pay the Facility at a rate not less than \$10.50 per semester hour per student for each student placed with Facility.

If a student is placed at the Facility for the purpose of a field experience, each party shall bear their own expenses associated with the student placement.

IV. EMERGENCY MEDICAL CARE & INFECTIOUS DISEASE EXPOSURE

- A. Any emergency medical care available at the Facility will be available to College/University faculty and students. College/University faculty and students will be responsible for payment of charges attributable to their individual emergency medical care at either the Facility or the College/University.
- B. Any College/University faculty member or student who is injured or becomes ill while at the Facility shall immediately report the injury or illness to the Facility and receive treatment (if available) at the Facility or obtain other appropriate treatment as they choose. Any hospital or medical costs arising from such injury or illness shall be the sole responsibility of the College/University faculty member or student who receives the treatment and not the responsibility of the Facility or the College/University.

V. LIABILITY

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. The College/University's liability shall be governed by the Minnesota Tort Claims Act, Minnesota Statutes § 3.736, and other applicable laws.

VI. TERM OF AGREEMENT

This Agreement is effective on the later of January 1, 2015, or when fully executed, and shall remain in effect until July 31, 2020. This Agreement may be terminated by either party at any time upon 60 days' written notice to the other party. Termination by the Facility shall not become effective with respect to students then participating in the learning experience program.

VII. AMENDMENTS

Any amendment to this Agreement shall be in writing and signed by authorized officers of each party.

VIII. ASSIGNMENT

Neither the College/University or the Facility shall assign or transfer any rights or obligations under this Agreement without the prior written consent of the other party.

IX. STATE AUDIT

The books, records, documents and accounting procedures and practices of the Facility relevant to this Agreement shall be subject to examination by the College/University and the Legislative Auditor.

X. VOTER REGISTRATION (When Applicable)

The Facility shall provide nonpartisan voter registration services and assistance, using forms provided by the College/University, to employees of the Facility and the public as required by Minnesota Statutes Chapter 201.162.

XI. AMERICANS WITH DISABILITIES ACTS (ADA) COMPLIANCE

The Facility agrees that in fulfilling the duties of this Agreement, the Facility is responsible for complying with the American with Disabilities Act, 42 U.S.C. Chapter 12101 et seq., and any regulations promulgated to the Act. The College/University is not responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services and other areas covered by the ADA.

XII. GOVERNMENT DATA PRACTICES ACT

The Facility and College/University must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by the College/University in accordance with this contract, and as it applies to all data, created, collected, received, stored, used, maintained, or disseminated by the Facility in accordance with this contract. The civil remedies of Minnesota Statute §13.08 apply to the release of the data referred to in this clause by either the Facility or the College/University.

In the event the Facility receives a request to release the data referred to in this clause, the Facility must immediately notify the College/University. The College/University will give the Facility instructions concerning the release of the data to the requesting party before the data is released.

IN WITNESS WHEREOF, the parties have caused this Agreement to be duly executed intending to be bound thereby.

APPROVED:

1. FACILITY:

Facility certifies that the appropriate person(s) have executed the Agreement on behalf of Facility as required by applicable articles, by-laws, resolutions, or ordinances.

By (authorized signature and printed name)
Title
Date

By (authorized signature and printed name)
Title
Date

2. COLLEGE/UNIVERSITY:

By (authorized signature and printed name) <i>Janeel Portman, Tarrell Portman</i>
Title <i>Dean, College of Education</i>
Date <i>9-15-14</i>

By (authorized signature and printed name) <i>Jane Morken</i> Jane Morken
Title <i>Director of Clinical Practice</i>
Date <i>9-11-14</i>

3. AS TO FORM AND EXECUTION:

By (authorized signature and printed name)
Title
Date



MOORHEAD

AREA PUBLIC SCHOOLS

Office of Assistant
Superintendent
Memo OAS.15.117R

TO: Dr. Lynne A. Kovash, Superintendent

FROM: Brandon M. Lunak, Assistant Superintendent *BML*

DATE: October 27, 2014

RE: Major Magnitude Field Trip Request – Moorhead High School AP European History Students

Attached please find information related to a proposed Major Magnitude Field Trip for Moorhead High School AP European History 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.

John Dobmeier, AP European History Instructor, will be in attendance at the October 27, 2014 School Board meeting to present the request to the board.

Suggested Resolution: Move to approve the Major Magnitude Field Trip request for Moorhead High School AP European History students to travel to Paris, Florence and Rome with the EF Educational Tours June 13-21, 2016.

BML:dmb
Attachment

Board Policies

Major Magnitude Field Trip Request Form

Type: Administrative Procedure
Section: 600 EDUCATION PROGRAMS
Code: 632.2
Adopted Date: 1/8/2001
Revised Date(s):
Reviewed Date(s):
Attached Files: No Documents Found.

Administrative Policy of the Moorhead Public Schools

District Code: 632.2 Major Magnitude
Date Adopted: 01/08/01 Field Trip
Revised: Request Form

Section I
Preliminary Approval

Field Trip Request Name: France ~ Italy Type of Trip: Curricular Co-curricular

Date of Request: 10-20-14 School Board Presentation Date: 10-27-14

Staff/Advisor Requesting John Dobmeier Phone/Extention: 2457

Purpose of the Trip: to allow my students the opportunity for first hand experience of some of the exotic places introduced in our A.P. Euro curriculum.

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

please see attached

Trip Destination: Paris (Versailles), Florence and Rome

Date of Trip Departure: June 13, 2016 Return Date: June 21, 2016

Number of School Days Involved: none Number of Students Involved: 6+

Attached trip itinerary (activities planned, approximate time lines, accommodations, transportation plans);

Attached accommodation plans for any student with IEP/504 plan;

Attached funding plans (trip anticipated expenses, approximate cost to the district, student's individual costs, ~~and fund raising plans~~);

Attached plans for parental notification and approval;

Attached list of accompanying staff. Number of Chaperones needed for the trip 1+

Authorization Signature of Building Principal: Dave Lawrence

Signature of Superintendent/Assistant Superintendent - Teaching/Learning: Brian SR

Board Approval Date: _____

Section II
Final Trip Information

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

- _____ 1. Copy of the Major Magnitude Field Trip Request Form Section I with authorized signatures and school board approval;
- _____ 2. Roster of students going on the trip with signed parental approval;
- _____ 3. List of staff and adult chaperones going on the trip;
- _____ 4. A detailed trip itinerary: transportation plans at destination, hotel/motel accommodations, addresses, phone numbers, places and time lines of activities/events planned;
- _____ 5. An accommodation plan for students with an IEP or 504 plan;
- _____ 6. Trip expenses, district costs, fund raising, and cost of the trip for individual students;
- _____ 7. List of emergency phone numbers where staff/chaperones can be reached in case of an emergency;
- _____ 8. Transportation plans to and from destination: (company, flights, times, costs, schedule, chaperoning, approved district Transportation Request Form (Administrative Form 632.1) if needed.

Section III
Field Trip Evaluation

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

Date: _____

[Back To Search](#)

Education Value of this Trip

The course in question is AP European History. We begin with early Renaissance (1450) to Globalization (1990) covering the six major regions of the European Continent.

Florence is the birthplace of the Italian Renaissance and home to Michelangelo, Donatello and Leonardo da Vinci to name a few. Florence today houses some of these great master's works of art.

Paris and the Palace of Versailles blends in and out of our curriculum from Louis XIV to the Treat of Versailles that ended World War I.

Rome is unique in our curriculum from the stand point that it is literally mentioned in every chapter in our text book. Rome served as a religious center (the Catholic Church) as well as a political powerhouse and would truly be the capstone of this wonderful trip.



Educational Tours

MHS INTERNATIONAL TRAVEL PROPOSAL

Paris, Florence and Rome

Prepared for: John Dobmeier
Moorhead High School
September 24, 2014

Your partner in global education

As the **World Leader in International Education**, we've partnered with educators around the world for 50 years to help students gain new perspectives and build skills for the future through experiential learning. We provide a range of travel programs—Educational Tours, Language Immersion Tours, Service Learning Tours, Global Student Leaders Summits and Custom-Designed Tours—that provide in-depth exploration, authentic connections and hands-on experience. Every EF global program is designed to:

- Explore international destinations to gain awareness of global perspectives and connections
 - Promote international understanding, respect for different cultures, language learning and global citizenship
 - Align with school curricula to bring subjects, people, places and events to life
 - Provide global settings to sharpen key 21st century skills—critical thinking, problem solving, communication, collaboration and global competence
 - Develop interpersonal and leadership skills necessary to navigate new experiences with confidence and adaptability
-

What we'll cover in this document

We've created this document specifically for you, your school and your students. It outlines the details of your proposed tour and the life-changing experiential learning opportunities that await your students.

PAGE

1	Your partner in global education
2	Our commitment to education
3	Our commitment to safety
4	We'll handle the details
5	A day-by-day look at your tour
6-7	What your hotels will be like
8	What your meals will be like
9	Price details
10	Important final details

Our commitment to education

We believe the best way to help students gain new perspectives and build skills for the future is through experiential learning.

Accreditation

EF is accredited, just like your school, and recognized by the following regional, national and international organizations: Middle States Association of Colleges and Schools (MSA-CES); Western Association of Schools and Colleges (WASC); Southern Association of Colleges and Schools (SACS-CASI) North Central Association (NCA-CASI); National Council for Private Schools Accreditation (NCPSA); and Accreditation International (AI).

A standard of excellence

Our educational travel programs bring to life the knowledge and skills that are called for in many education initiatives, including:

- Partnership for 21st Century Skills (P21)
- International Baccalaureate – PYP, MYP, Diploma, IBCC
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- Global Competence Criteria—defined by the Asia Society and Council of Chief State School Officers
- Global Connection Standards in the National Curriculum Standards for Social Studies
- Culture and Connections Standards in the Standards for Foreign Language Learning
- Standards of Professional Learning—defined by Learning Forward

weShare, a more engaging learning experience

Students learn on a deeper level when their lessons connect to their own lives. Our weShare platform makes sure that happens on tour. It taps into each student's strengths and passions, helping them put a more personal lens on their experience. Their post-tour presentations and videos give them a chance to reflect on and share what they've learned, and even earn high school or college credit.

Earning credit

Students can earn credit by traveling on an EF tour and completing required coursework. We offer choices, so you can find the credit option that best fits you and your students' needs.

- Students can earn elective credit for completing assignments before, during, and after their EF tour, setting themselves apart from other college applicants.
- Students in grades 7-12 can earn college credit through our partnerships with accredited universities. Students enroll in specially designed online courses or may complete a course as an independent study to earn credit.

Accredited by:



Our commitment to safety

Our demonstrated commitment to safety and risk management is proven with our preventative procedures and extensive measures taken to ensure each traveler's safety.

Worldwide presence

As the largest international student travel organization, we have 500 schools and offices in more than 50 countries worldwide. With 37,000 EF staff and teachers around the globe, we're accessible wherever and whenever you need us.

Global Liability Insurance Plan

- All EF Group Leaders are covered for the duration of their EF educational tour.
- EF's Commercial General Liability Insurance is provided by nationally recognized insurance companies with A.M. Best Ratings of A-.
- Coverage is up to \$15 million per occurrence (and in the annual aggregate) for covered claims related to the tour regarding bodily injury, property damage and errors and omissions.
- EF's Global Liability Insurance Plan allows for schools and districts to be added to the policy by written agreement. EF can provide a certificate of insurance that details coverage.

All-Inclusive Coverage Plan

Designed specifically with EF travelers in mind, teachers may add this comprehensive and affordable coverage plan to their tours.

EF's Peace of Mind Program

At EF, we understand that plans can change due to unforeseen circumstances. EF's exclusive Peace of Mind Program ensures:

- Teachers can change their tour and/or departure date until 35 days prior to departure.
- Travelers can receive an EF future travel voucher for all monies paid, less the \$95 deposit and any non-refundable fees, if the entire group decides not to travel at least 35 days prior to departure.
- If a formal travel warning is issued for any country a group is traveling to, travelers could be eligible to receive a refund.

Highly respected in the industry by:



We'll handle the details

As your educational travel partner, we work with teachers, students and parents to ensure a seamless experience—before, during and after tour. In other words, we're with you every step of the way.

BEFORE TOUR

Support Team and resources

Dedicated Tour Consultants guide teachers through the planning process, while Local Representatives from your area work face-to-face to provide support. We give teachers their own personal tour website with helpful tools to share tour information, manage deadlines and more. In addition to online resources, we also provide an array of printed materials for teacher, students and parents.

International Training Tours

Ensuring teachers are fully prepared to lead an EF tour is our commitment to your school community. Through our blended learning model, all first-time EF Group Leaders receive complimentary international training. Conducted by EF personnel and experienced EF Group Leaders, the program includes online, classroom and experiential learning components. In the event a Group Leader cannot attend one of these complimentary tours, we offer live webinars to prepare them and answer questions before they travel.

Traveler account management

Our knowledgeable and friendly Customer Service Representatives help travelers and their parents with all billing transactions, coverage plans and tour activity questions. We also offer flexible and convenient payment options that allow parents to choose when—and how—they want to pay.

WHILE ON TOUR

Everything is included

This all-inclusive global experience makes it easy for teachers and students to explore the world. From flights and hotels to meals and experiential activities, we take care of every detail so travelers can focus on the experience.

Guided travel

A personal bilingual Tour Director stays with your group 24/7. They handle every on-tour detail to ensure a smooth travel experience while also providing unique local insight. Expert local guides, meanwhile, share their knowledge of history, art, architecture and more during guided tours.

AFTER TOUR

Program development

We'll work with you to build a travel program at your school so even more students have the opportunity to experience the world.

A day-by-day look at your tour

This is the itinerary page that students and parents will see in their tour day-by-day guide. It's just one of the many resources they'll receive in preparation for your tour.

What you'll experience on your tour

Day 1: Fly overnight to France

Day 2: Paris

- Meet your Tour Director at the airport in Paris, the City of Light. During your stay you'll get a taste of Parisian style as you ride down the Champs-Élysées, an elegant boulevard packed with high-fashion boutiques. Pass the Place de la Concorde and the Arc de Triomphe and strike a pose in front of the Eiffel Tower. At the École Militaire, see where a promising young Napoleon launched his rise to power. I.M. Pei's iconic glass pyramid marks the entrance to the renowned Louvre, home to treasures like Leonardo da Vinci's *Mona Lisa*. Then, admire the Notre Dame Cathedral's sculptured façade, stained-glass rose windows and seemingly weightless vaulted ceilings.
- Take a walking tour of Paris: Opéra district; Place Vendôme; Rue du Faubourg St. Honoré; Tuileries
- Visit the Louvre

Day 3: Paris

- Take an expertly guided tour of Paris: Place de la Concorde; Champs-Élysées; Arc de Triomphe; Les Invalides; Eiffel Tower
- Visit Notre Dame Cathedral
- Time to see more of Paris or
- Visit Versailles

Day 4: Milan

- Travel by TGV train to Milan
- Take a walking tour of Milan: Duomo; La Scala

Day 5: Florence

- Travel to Florence, the birthplace of the Italian language, opera and the Renaissance, and where works of art like Michelangelo's statue the *David* and Botticelli's *The Birth of Venus* still reside today. As you stroll through the city, pass by classical statues at the Piazza della Signoria. See the domed cap of the Santa Maria del Fiore Cathedral, better known as the Duomo, which dominates the skyline. Opposite the Duomo, look for the bronzed doors of Ghiberti's *Gates of Paradise* at the Baptistery. Walk across the Ponte Vecchio, a Medieval bridge where many of Florence's famed leather and gold artisans keep shop. Then, visit a leather workshop, the perfect place to find Florentine souvenirs.
- Take an expertly guided tour of Florence: Piazza della Signoria; Ponte Vecchio; Chiesa di Santa Croce; Gates of Paradise
- Visit the Duomo
- See a leather-making demonstration

Day 6: Florence

- Full day to see more of Florence or
- Visit Pisa

Day 7: Rome

- Travel via San Gimignano and Siena to Rome, a city that integrates its past into the present better than any other. During your stay, explore the world's most famous arena, the Colosseum, where you can almost hear the stamping feet of the crowds gathered for gladiatorial combat. Nearby, the Roman Forum marks the former heart of the Roman Empire. Julius Caesar gave many of his great political speeches there. On your visit to the Vatican City, marvel at Michelangelo's breathtaking ceiling in the Sistine Chapel and look out for the colorful uniforms of the Swiss Guard, protectors of the Vatican City. Before you say "arrivederci", toss a coin into the Trevi Fountain to ensure a return trip to the Eternal City.

Day 8: Rome

- Take an expertly guided tour of Vatican City
- Visit the Sistine Chapel
- Visit St. Peter's Basilica
- Take an expertly guided tour of Rome
- Visit the Colosseum
- Visit the Roman Forum
- Take a self-guided walking tour of Rome: Trevi Fountain; Pantheon; Piazza Navona; Spanish Steps

Day 9: Depart for home

• 2-DAY TOUR EXTENSION

- Days 9-10: Sorrento region | Rome
- Take an expertly guided tour of Pompeii
 - Take an expertly guided tour of Capri
 - Take an island cruise

Day 11: Depart for home



St. Peter's basilical I still can't believe this is real! #pentecost #stpeterbasilica #italy #vaticancity #vatican #rome #art #amazing #wow

- JESSY, TRAVELER



Via Instagram

this trip was just simply breath taking! it was the best place in the world! plus you have to love the metro :)

- CAITLIN, TRAVELER



Via Facebook

TOP THREE THINGS I WILL SEE, DO, TRY OR EXPLORE

1. _____
2. _____
3. _____

• Optionals and excursions

What your hotels will be like

A good night's sleep is important, so you can count on safe, clean and comfortable hotels with private bathrooms. Every hotel we work with is required to meet our high standards for quality, safety and cleanliness. Three to four students of the same gender will share a room, which will have a combination of twin and shared double beds. Please be aware that hotels may have different amenities than you find in American hotels.

HERE ARE EXAMPLES OF THE TYPES OF HOTELS YOU'LL STAY AT ON TOUR:



Adagio Paris XV
20 Rue d'Oradour sur Glane
Paris
www.accorhotels.com

This large and modern property in the 15th arrondissement of Paris is located near the Parc des Expositions and the Palais des Sports. Just a short walk to the Porte de Versailles Metro station, the area offers many cafés, patisseries and restaurants. The hotel's 188 apartment-style rooms come standard with one double or two twin beds plus a sofa bed, desk and seating area, kitchenette and television. The spacious lobby, lounge areas and surrounding gardens allow for a comfortable place for groups to relax after a long day of sightseeing.



Hotel Prati
Viale Rosselli, 27
Montecatini
www.hotel-prati.it

The family-run Hotel Prati is located just a short walk from the center of Montecatini Terme, the "pearl" of Tuscany whose mineral water springs have made it one of the most popular spa towns in Italy. Located just 45 minutes outside of Florence, Hotel Prati features functional, contemporary decor, and all 28 of its rooms are air-conditioned. Guest rooms include a TV, WiFi is available in the whole building free of charge, as well as toiletries and hair dryer.



Hotel Carlo Magno
Via Sacco Pastore 13
Rome
www.carlomagnohotel.com

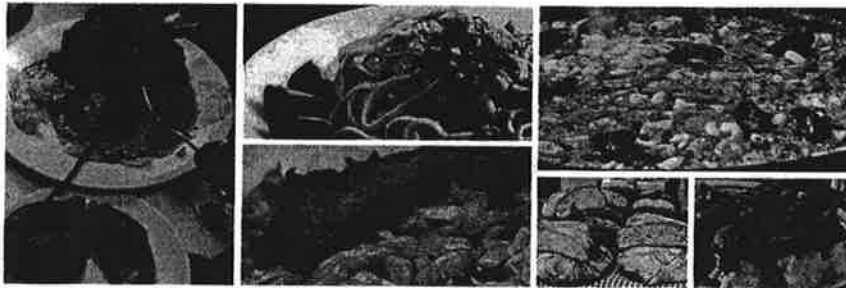
Recently refurbished, the modern-style Hotel Carlo Magno is located in a residential area of Rome. Each of the hotel's 55 rooms features air conditioning, telephone, satellite television, safe, hair dryer and sound-proofed windows. The hotel lobby, which features complimentary Internet access, adjoins a lounge area with couches. Several restaurants and convenience stores are nearby, and it's a short walk to public transportation.

What your meals will be like

These are examples of the types of meals you and your students will be served on tour.

EUROPEAN SAMPLE MENUS

Discovering new foods can be one of the best parts of traveling. The sample menus below are just a few examples of the types of traditional, local favorites you will have the opportunity to try on tour. Every meal will include table water (or bottled water if deemed necessary by locals) and you can usually buy other beverages if you wish. All meals are served as a group—not à la carte—and a vegetarian option will be available. Please notify EF of any other dietary restrictions or food allergies you may have. Enjoy!



AUSTRIA

Soup
Wiener schnitzel
Chocolate cake

CZECH REPUBLIC

Soup
Chicken breast with fries
and vegetables
Apple strudel

FRANCE

Menu 1
Cheese quiche
Turkey with rice, sauce,
mushroom and beans
Apple tart

Menu 2

Salad
Flammekueche
Chocolate mousse

Menu 3

Couscous with
vegetables and meat
Fruit salad

GERMANY

Menu 1

Pretzel with
cream cheese
Turkey with
spaetzle dumplings
Fruit

Menu 2

Vegetable soup
with noodles
Bratwurst with kraut
and mashed potatoes
Ice cream

GREECE

Menu 1

Spinach pie
Moussaka
Rice pudding

Menu 2

Greek salad
Chicken with oven-
baked pasta
Walnut pie

GREECE (CRUISES)

Breakfast

American-style
breakfast buffet

Lunch

Salad bar, buffet with
assorted hot dishes

Dinner

Sit-down meal or buffet

ITALY

Menu 1

Tomato bruschetta
Cannellini beans with
garlic and sage
Lasagna
Gelato

Menu 2

Spaghetti with pesto
Pork loin with spinach
and potatoes
Fruit salad

IRELAND

Soup
Chicken with mashed
potatoes and gravy
Fruit salad

SPAIN

Menu 1

Lentil stew
Pork loin with potatoes
and mushrooms

SWITZERLAND

Soup
Turkey schnitzel with
rice and vegetables
Apple cake

UNITED KINGDOM

Menu 1

Fish and chips
Ice cream

Menu 2

Bangers and mash
Apple crumble

Menu 3

Naan bread
Chicken curry

PLEASE NOTE: MEALS VARY BY TOUR. THE MENU ITEMS PICTURED ABOVE ARE EXAMPLES.

EFTOURS.COM | 800-637-8222

Price details

In addition to the support you receive before and after tour, along with the logistical support you receive on tour, your guaranteed lowest program price covers all of the details.

Total price

\$3,934 for Students

\$183 per month

\$4,269 for Adults

\$199 per month

Price details ¹

Program Price ²	\$3,880
Early Enrollment Discount *	-\$200
All-Inclusive Coverage Plan	\$155
Versailles (pre-book only)	\$99
EF's Peace of Mind Program	Free

	Monthly	Total
For Students (under 20)	\$183	\$3,934
Adult Supplement		\$335
For Adults	\$199	\$4,269

Tour items not included

Pisa	\$62
Extension Program Price ¹	\$405

Important final details

The EF Price Guarantee

As the World Leader in International Education, we make culturally immersive educational travel a reality for more students by offering the guaranteed lowest price. When students enroll early they secure the lowest price as costs may go up.

- No enrollment or departure fees—just one simple price.
- Once a student enrolls, their price will never change.

International Training Tours

Through our blended learning model, all first-time EF Group Leaders experience a tour by traveling to Paris, Rome, Madrid, Berlin or Beijing, enhanced with online and classroom components. In the event a Group Leader cannot attend one of these complimentary tours, we offer live webinars to prepare them and answer questions before they travel.

Departure Date Range

This tour may depart between June 9 and June 16, 2016. If Moorhead High School does not enroll enough students for a private tour, the tour will be combined with other groups and may travel on the Paris, Florence and Rome itineraries. Both departure date and tour itinerary are confirmed no later than 70 days prior to departure of the tour.

Gateway Guarantee

We are pleased to provide Moorhead High School with a guaranteed departure gateway of Fargo, ND.

WeShare

WeShare is our online educational platform where students can earn high school or college credit. By combining project-based learning with immersive on-tour experiences, students develop critical 21st-century skills while increasing global awareness.

I hope you've found this document useful. As your EF Representative, I'm here to answer any questions that you may have. Please don't hesitate to contact me with any questions.

Sincerely,

Laura Kemp

Northern MN Territory Manager

651-689-0012

Laura.Kemp@ef.com

MMFT ~ Europe
AP European History
Moorhead High School
John Dobmeier

The Minnesota State Standards that will be covered with the Paris ~ Florence ~ Rome field trip are:

Strand 4 ~ History
Sub-strand 3 ~ World History
Standard 10, 11 and 12 with accompanying Benchmarks

A copy of the specific wording of these standards and benchmarks are enclosed with this document.

There are no Minnesota Standards written for AP classes. We teachers that teach AP attach our curriculum to the closest standards we can find. For me that is World History. My AP European History Curriculum Map highlights those standards. It is often assumed that advance placement courses in high school exceed the basic standards set by the state.

Per a previous conversation with Brandon Lunak, the insurance piece of this trip is covered to some extent by EF tours and possibly by the district. I can speak with confidence about standard coverage through EF tours as part of the price quoted.

Thank you ~ John A. Dobmeier
Moorhead High School – Room 105
jdobmeier@moorheadschoools.org (218) 284 - 2457

Minnesota K-12 Academic Standards in Social Studies

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	4. History	3. World History	10. New connections between the hemispheres resulted in the "Columbian Exchange," new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies and shifts in the international balance of power. (Emergence of the First Global Age: 1450-1750)	9.4.3.10.1	Describe the Reformation and Counter-Reformation; analyze their impact throughout the Atlantic world. (Emergence of the First Global Age: 1450-1750)
9.4.3.10.2				Explain the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization. (Emergence of the First Global Age: 1450-1750) <i>For example:</i> Maritime technology, Reconquista.	
9.4.3.10.3				Describe the impact of interactions and negotiations between African leaders and European traders on long-distance trade networks. (Emergence of the First Global Age: 1450-1750)	
9.4.3.10.4				Describe the interactions and negotiations between Americans (Mayans, Aztecs, Incas) and European explorers, as well as the consequences. (Emergence of the First Global Age: 1450-1750)	

Minnesota K-12 Academic Standards in Social Studies

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	4. History	3. World History	10. New connections between the hemispheres resulted in the "Columbian Exchange," new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies and shifts in the international balance of power. (Emergence of the First Global Age: 1450-1750)	9.4.3.10.5	Assess the social and demographic impact of the Columbian Exchange on Europe, the Americas and Africa. (Emergence of the First Global Age: 1450-1750)
9.4.3.10.6				Compare and contrast the forms of slavery and other non-free labor systems among African, European and Arab societies; analyze the causes and consequences of chattel slavery in the Atlantic. (Emergence of the First Global Age: 1450-1750)	
9.4.3.10.7				Describe the expansion of the Ottoman empire; define its relationships and exchanges with neighboring societies and religious and ethnic minorities. (Emergence of the First Global Age: 1450-1750)	
9.4.3.10.8				Analyze the varied responses in China and Japan to increasingly worldwide economic and cultural exchanges. (Emergence of the First Global Age: 1450-1750) <i>For example:</i> Seclusion of Tokugawa Shogunate, Ming trade, Jesuit Missionaries.	
9.4.3.10.9				Identify the major intellectual and scientific developments of seventeenth and eighteenth-century Europe; describe the regional and global influences on the European Scientific Revolution and Enlightenment, and assess their impact on global society. (Emergence of the First Global Age: 1450-1750)	

Minnesota K-12 Academic Standards in Social Studies

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	4. History	3. World History	11. Industrialization ushered in widespread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750-1922)	9.4.3.11.1	Describe the causes and the regional and global impact of the Industrial Revolution. (The Age of Revolutions: 1750-1922) <i>For example:</i> Causes—development of new sources of energy/ power, Enclosure Act, Agricultural Revolution. Impact—Emancipation of serfs in Russia, unionized labor, rise of banking, growth of middle class.
9.4.3.11.2				Explain the causes and global consequences of the French Revolution and Napoleonic Era. (The Age of Revolutions: 1750-1922)	
9.4.3.11.3				Describe the independence movements and rebellions in the Caribbean and Central and South America; analyze the social, political and economic causes and consequences of these events. (The Age of Revolutions: 1750-1922) <i>For example:</i> Toussaint L' Overture in Haiti, Simon Bolivar in Venezuela.	
9.4.3.11.4				Compare and contrast the shift from chattel slavery to other forms of labor in different world regions, and its effects on worldwide migration patterns. (The Age of Revolutions: 1750-1922) <i>For example:</i> Hindi plantation workers in Trinidad, Japanese cane workers in Hawaii, Aborigine domestic servants in Australia.	

Minnesota K-12 Academic Standards in Social Studies

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	4. History	3. World History	12. A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900-1950)	9.4.3.12.1	Describe the social, political and economic causes and consequences of World War I. (A Half Century of Crisis and Achievement: 1900-1950) <i>For example:</i> Treaty of Versailles, Turkey, expanding opportunities for women, Age of Anxiety, economic insecurity.
9.4.3.12.2				Describe the rise and effects of communism and socialism in Europe and Asia, including the Bolshevik Revolution (1917) in Russia and the Chinese Revolution (1949). (A Half Century of Crisis & Achievement: 1900-1950)	
9.4.3.12.3				Describe the social, political and economic causes and main turning points of World War II. (A Half Century of Crisis and Achievement: 1900-1950) <i>For example:</i> Causes—Rise of totalitarianism, invasion of Manchuria, appeasement, invasion of Poland. Turning points—Stalingrad, Battle of Midway.	
9.4.3.12.4				Describe the causes and consequences of the Nazi Holocaust, including the effects of the Nazi regime's "war against the Jews" and other groups, and its influence on the 1948 United Nations Declaration of Human Rights and other human rights movements of the post-WW II era. (A Half Century of Crisis and Achievement: 1900-1950)	



MOORHEAD

AREA PUBLIC SCHOOLS

Superintendent
Memo S.15.038R

TO: School Board

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

DATE: October 21, 2014

RE: First Reading of Policies

The board will conduct a first reading of the attached 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.

LAK:mde
Attachments

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,

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)

Minnesota, Statute, 123B.03 (Background Check)

Minnesota, Statute, 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

Minnesota, Statute, 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

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)

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 employee 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.moorheadschoools.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)

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:

Minnesota, Statute, 123B.143 (Superintendent)

Minnesota, Statute, 123B.147 (Principals)

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)

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 the~~ 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)

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 practices 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 an 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 Resources

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, **57**

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

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.

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
Minnesota, Statute, Chapter, 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)

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.

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)

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.

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)

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.
7. 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)

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~~ 67

~~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

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

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

Superintendent
Memo S.15.039R

TO: School Board
FROM: Dr. Lynne A. Kovash, Superintendent *LAK*
DATE: October 21, 2014
RE: Superintendent Strategies and Goals

Attached please find ideas for the Superintendent goals for the 2014-15 school year. The attachment also includes the Superintendent job description for your review.

Two main goal areas are identified with strategies listed after each goal. The two main goals I selected are "Support and Leadership" for the strategic priorities and "Increased Communication."

LAK:mde
Attachments

Superintendent Goals 2014-15
Lynne Kovash

1. Strategic Priorities: The superintendent will provide support and leadership to staff, building and district level administrators to communicate and implement the Strategic Priorities. The superintendent will be responsible to work with school and district administration and staff to present updates to staff, the school board and the community.

Measures: Updates and reports to the board, community and staff with a final updated report in August 2015 regarding the completion of Strategic Priority goals.

21st Century Schools

- Provide support for innovative projects - iPads, Chromebooks, project-based learning, etc.
- Provide leadership to embed creativity, critical thinking, collaboration and communication into curriculum maps and in the teaching strategies in the school.
- Provide support for administrators to support research-based teaching practices and promote a culture of innovation for staff.
- Provide support for school administrators to achieve their school goals through data meetings for the principals, discussion with Central Office Team and training.

School and Community

- Develop organizational chart and roles and present to school board by December 2014 for implementation on July 1.
- Work together with staff to develop a survey instrument to measure effectiveness of communication plan.

Equitable Education Opportunities

- Work with staff, community, and administration to research and develop a plan to address the achievement gap.
- Continue to work with staff to support the researched-based strategies to increase language skills for all students (Sheltered Instruction Observation Protocol).

Facilities

- Support the work of the Facilities Master Planning Task Force and deploy the resources to follow the recommendations as approved by the school board.
- Research opportunities for collaborative partnerships with county, city and other entities.

Mental Health/Character Development

- Support the collaborative work with partners to provide school linked mental health services.
- Provide leadership for bullying prevention efforts to include education for all staff and support for strategies and programs to bullying prevention.
- Provide leadership to building and district administration to support Positive Behavior Intervention Support (PBIS) within the district and develop aligned character education programs.

Human Resources

- Provide continued support for teacher growth and evaluation process.
- Continue to provide feedback and evaluation for all principals, assistant principals and building administrators as required by state statute.
- Develop an growth and evaluation system for all central office team members and all staff supervised by the superintendent.

2. Communication and Accountability: The superintendent will provide for two-way communication and engagement at the local, state and national level. A main area of focus for the 2014-15 school year will be to increase effective internal communication. The superintendent will provide support and leadership for fiscal and organizational accountability processes within the district to ensure effectiveness and efficiency through board and public reports.

Measures: Survey data for increased communication, revised community reports, reports to the school board regarding strategies.

- Provide leadership to revise reports for World's Best Workforce, Profiles and School Improvement Plans to contain student achievement information as well as community information.
- Update School Board to provide timely information related to the strategic priorities and other information in the school district.
- Provide leadership with policy development and implementation.
- Provide leadership for staffing considerations and the annual staffing plan.
- Provide leadership with financial operations, using a unified system to identify needs, programs and focus for the year.
- Develop an improved plan for two-way internal communication with staff using a baseline survey and a survey at the end of the 2014-15 school year.

Local

- Continue ways to further engage the community through State of the District and other opportunities for community to discuss the needs of the school district.
- Continue talks with service and other organizations (Rotary, Kiwanis, Retired

Teachers, Churches, etc.)

- Provide the opportunity for community feedback through surveys and focus groups.
- Explore ways to involve students in school district opportunities and involvement with the school board - student school board member, combined student council and school board meeting.
- Meet with Clay County Superintendents to discuss issues related to the county and state issues.

State

- Attend town hall meetings and meet with each state legislator to provide information regarding the needs of the district.

National

- Provide information to national legislators regarding No Child Left Behind, special education and other federal issues and the impact on the school district.

**MOORHEAD SCHOOLS
JOB DESCRIPTION**

BAND	GRADE	SUBGRADE:	
JOB TITLE: Superintendent		DEPARTMENT: Administration	DATE Spring 2012
IMMEDIATE SUPERVISOR: School Board		SUPERVISES: Assistant Superintendent, Principals, Exec. Director of Human Resources, Exec. Director of School Improvement and Accountability, Exec. Director of Learner Support, Exec. Director of Information Systems, Exec. Director of Alternative Education, Communications Coordinator, Secretary to the Superintendent and School Board.	
JOB SUMMARY:			
Chief Executive Officer (CEO) of the district, is responsible for the effective operation of the district including the general administration of all instructional, business or other operations. Responsible for advising and making recommendations to the School Board relating to the current and future operations of the district. Performs all duties and accepts all responsibilities required of a Superintendent as provided under state and federal rules, guidelines and policies. Delegates appropriate duties so that operational decisions can be made at various administrative levels but is responsible for the execution of these duties and will establish administrative procedure as needed.			
MAIN AREAS OF ACCOUNTABILITY			
50%	1. <u>Leadership</u>		
	A. Provides leadership and supervision for the District's educational programs, staff development programs and curriculum development to provide the best learning environment for students. Facilitates the development of and implements a collaborative effort to meet the educational vision, mission, core values and goals of the district and assists the Board in setting priorities for the school system. Demonstrates an understanding of issues affecting education and facilitates and motivates others.		
	B. Provides leadership for the development of a systematic plan to provide for continuous school improvement.		
	C. Defines educational needs of the District for the School Board, recommends need for new or revised policies and makes staffing recommendation for School Board decision based on educational needs.		
	D. Institutes and updates a comprehensive planning process, including short term and long term planning, district goals and instructional goals.		
	E. Informs and advises the School Board about programs, practices and problems of the schools and keeps the School Board informed of the activities operating under the School Board's authority. Prepares School Board meeting agendas, presentations and materials and serves as the Board's chief executive officer.		
	F. Is ultimately accountable for all aspects of District operations.		
15%	2. <u>Organizational Management</u>		
	A. Maintains, directly or through delegation, personnel records, student educational records, business records and other records as required by law and/or Board policy. Files all reports required by state or federal laws/regulations.		
	B. Advises the Board of the need for new and revised policies. Ensures that all policies of the Board are implemented and followed.		

- C. Makes administrative decisions necessary for the effective and efficient operations of the schools. Delegates to other staff, the exercise of any powers and duties, with the knowledge that such delegation does not relieve the Superintendent of final responsibility for any actions taken.
- D. Oversees human resources function of the District and recommends adjustments of employee policies and salary structures as needed.

10% 3. Communication

- A. Communicates the educational vision, mission, core values and goals effectively to all stakeholders. Models shared leadership and decision-making strategies. Is proactive and uses data and a variety of means to inform, commend, recommend, inquire and respond.
- B. Confers as appropriate with staff members, professionals and community members regarding concerns about school programs and transmits suggestions to the Board and other s as appropriate. Communicates with and understand the needs and perspectives of various community groups.
- C. Provides the Board ample and timely information in order to make well informed, data driven decisions.
- D. Keeps knowledgeable of and keeps the public informed about current educational practices, educational trends, and the policies, practices, successes and challenges of the schools.

5% 4. School Finance /Budgeting

- A. Supervises the preparation and presentation of the Annual Operating Plan and recommends to the Board for approval.
- B. Ensures financial procedures and accounts are maintained and audits are performed on an annual basis.
- B. Apprises the Board of the status of expenditure and receipts on regular basis and aligns budgeted funds and human resources to achieve agreed upon goals.

10% 5. School Community Involvement

- A. Visits schools and classrooms to stay informed and issues and activities in the school and to observe the quality of the educational environment. Attends a reasonable number of student/staff events.
- B. Establishes and maintains good relationships with agencies and personnel outside the District in order to promote the best interest of the District through contact with legislators, other superintendents, local government leadership, etc.
- C. Acts as liaison between the general community and the District including business, civic and community organizations and respond to concerns of parents, students, citizens and staff to increase understanding of policies and practices and to keep them informed of and involved with District activities.

10% 6. School Board

- A. Maintains and improves effective School Board/Superintendent relations by periodically reviewing and upgrading performance through professional development, goal setting and communication.

76 Performs other duties as assigned or requested.

MINIMUM REQUIREMENTS

Education and Experience:

- ∞ Doctorate in Education Administration required.
- ∞ Minimum of (5) years in a similar position and setting preferred.
- ∞ Successful performance in teaching and administrative positions of increasing responsibility
- ∞ Must possess or be eligible for a Minnesota Superintendent License

Special Knowledge/Skills:

- ∞ Strong written and verbal communication skills with a proven ability to plan, supervise, facilitate and evaluate.
- ∞ Knowledge of instructional leadership, coach/mentoring and accountability models
- ∞ Knowledge of curriculum and instruction, special programs, and data driven decision making
- ∞ Knowledge of public school financing and fiscal operations, human resources, transportation and food services
- ∞ Ability to use various decision making and leadership styles to advance the district's students achievement and employee management
- ∞ Ability to use short and long term planning
- ∞ Ability to work in a self-directed manner within the requirement of district policy and regulations, state and federal laws.
- ∞ Ability to utilize independent thinking
- ∞ Strong facilitation, interpersonal, analytical and communication skills
- ∞ Judgment to meet varying conditions and to resolve situations where procedures, laws or guidelines are not applicable or unclear.
- ∞ Working knowledge of all aspects of a school district.
- ∞ Ability to work with, supervise and discipline individuals with a variety of styles and personalities.
- ∞ Ability to communicate clearly and effectively with all levels of employees.
- ∞ Effective conflict resolution skills.
- ∞ Demonstration of professionalism and ethical practices.

WORK CHARACTERISTICS

Physical Effort:

- ∞ Position requires some periods of sitting and working on a computer.
- ∞ Position involves some standing and walking throughout the district office building

Mental Effort

- ∞ Position requires the individual to make high stakes decisions; develop and interpret policy; work with a variety of entities, such as state departments, community organizations and delegate successfully.
- ∞ Position requires performing multiple tasks simultaneously, visualizing outcomes and conclusions from actions, analyzing and interpreting data, conducting research, managing resources, and evaluating the performance of others.

Working Conditions

- ∞ The majority of work is performed in typical office conditions.
- ∞ Position requires travel to varying sites, school district buildings and community facilities.
- ∞ Position requires attendance at district events and meetings conducted during evening hours.

JOB OUTCOMES

- ∞ Projects a positive, cooperative and respectful attitude with students, parents, employees and community members.
- ∞ Leadership projects a strong, vibrant school community.
- ∞ Ensures high student achievement with successful student outcomes.
- ∞ Provides a positive learning environment for all students.
- ∞ Provides the school board with adequate information and guidance for decision-making.
- ∞ Provides leadership to the school district in planning programs and directions for the future to ensure that the district offers students and community members appropriate educational services for a changing society.
- ∞ Provides leadership to administrators and directors to ensure that the buildings and departments run smoothly and efficiently while providing a quality educational program.
- ∞ Ensures that the facilities of the district are adequately maintained and that needs are addressed in a timely manner.
- ∞ Oversees the development and administration of the district budget and the financial management of the school district to assure efficient and appropriate allocation of funds in accordance with state regulations and generally accepted accounting principles.
- ∞ Ensures that the school district recruits and selects high quality faculty and staff members and that the staff is evaluated and provided staff development opportunities to maintain and improve performance.
- ∞ Provides a quality-coordinated curriculum for the students of the school district that is continually updated and reviewed.

This description describes the general nature and worked expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability