

Special Meeting
Thursday, August 25, 2022 5:30 PM

Northland High School Room C113
316 Main St E
Remer, MN 56672

Agenda

1. **Call to Order**
2. **Pledge of Allegiance**
3. **Mission Statement "Educate and inspire all learners to reach their full potential."**
4. **Adoption of Agenda**
5. **Recognitions**
 - 5.1. Congratulations to Katelyn Edstrom for completing her masters degree
6. **Audience Recognition**
7. **Consent items**
 - 7.1. Approve minutes from regular meeting on July 21 and work session on August 4.
 - 7.2. Approve Financial Report and Bill for June 2022
 - 7.3. 2nd reading and approval for revised special education paraprofessional job description
 - 7.4. Approve lane change for Katelyn Edstrom from BA+60 to MA effective September 1, 2022
 - 7.5. Approve lane change for Nate Sharp from BA+15 to BA+30 effective September 1, 2022
8. **Reports**
 - 8.1. **Elementary Principal Report**
 - 8.2. **Activities Director Report**
 - 8.3. **Community Ed Report**
 - 8.4. **Committee Updates**
9. **Superintendent Report**
10. **New Business**
 - 10.1. Approve Master Agreement with Principal Association for 2022-25
 - 10.2. 1st reading of revised Para Handbook (no motion needed)
 - 10.3. 1st reading of 2022-23 Crisis Management Plan (no motion needed)
 - 10.4. 2nd reading and approval of revised District Policy 416- Drug and Alcohol Testing
 - 10.5. 2nd reading and approval of revised District Policy 417 - Chemical Use/Abuse
 - 10.6. 2nd reading and approval of revised District Policy 418 - Drug-free Workplace/Drug-free School
 - 10.7. 2nd Reading and Approval of revised District Policy 524 - Internet Acceptable Use Policy
 - 10.8. 2nd reading and approval of revised District Policy 709 - Student Transportation Policy
 - 10.9. Approve contract with ARCC for Business Manager Service during 2022-23
 - 10.10. Approve 2022-23 Parent/Student Handbook with changes
 - 10.11. Increase rate of pay for substitute teachers to \$125 per day for 22-23

10.12. Authorize Kristen Balvin to have access to information on the district bank accounts at First National Bank.

11. Personnel

11.1. Accept the resignation of Julie Brierly, Paraprofessional, effective July 25, 2022

11.2. Approve posting for a floating substitute teacher for 2022-23

12. Next Meeting Dates:

- AWAIR (Safety) Committee Meeting, August 22, 12:00 p.m.
- MSEA Negotiations, August 30, 6:00 p.m.
- Regular Meeting, September 15, 5:30 p.m.

13. Adjournment

Northland Community Schools

Finance Report 06/30/2022

First National Bank

General Checking			<u>\$3,956,215.59</u>
Money Market Account			\$101,695.68
CD	Operating	Matures 8/8/22	\$262,643.37
CD	Operating	Matures 8/8/22	\$266,104.57
CD/Scholarship	Carpenter	Matures 6/17/24	\$8,084.39
CD/Scholarship	Carpenter	Matures 6/17/24	\$14,599.58
CD/Scholarship	Felton	Matures 12/10/22	\$7,101.71
CD/Scholarship	Sepin	Matures 8/25/22	<u>\$3,381.03</u>
Total Investments			<u>\$663,610.33</u>
Total of all deposits at First National Bank			<u><u>\$4,619,825.92</u></u>

Accounts Payable Checks and Deposits by Fund

Fund #	Fund Description	Deposits	A/P Checks
01	General Fund	\$494,996.75	\$217,830.17
02	Food Service Fund	\$42,467.23	\$11,254.90
03	Transportation Fund	\$0.00	\$15,795.89
04	Community Ed Fund	\$38,149.73	\$3,073.80
05	Capital Fund	\$0.00	\$18,071.20
06	Construction Fund	\$0.00	\$0.00
07	Debt Redemption Fund	\$463,968.55	\$0.00
08	Scholarship Fund	\$0.00	\$0.00
Total		<u>\$1,039,582.26</u>	<u>\$266,025.96</u>

June 2022 Payroll

	Monthly Total
Gross Payroll	\$344,834.27
Employer Benefits	\$75,100.84
Employer Taxes	\$25,079.13
Total Cost of Payroll	<u><u>\$445,014.24</u></u>

Includes Payrolls:

S202223-0 S202224-0
S202223-1

ISD#118 Remer-Longville
Receipt Listing Report with Detail by Deposit
Fund Summary

Fund	Total
01	\$494,996.75
02	\$42,467.23
04	\$38,149.73
07	\$463,968.55
Report Total	\$1,039,582.26

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Receipt Listing Report with Detail by Deposit

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8/3/2022
13:19:16

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
15990	0118	chec														
June Tax Advance																
20821	Credit	A	06/13/22	060622	Wire	1	1097	CASS COUNTY AUDITOR								
			0118	R	01	005	000	000	001	Taxes					94,786.85	0.00
			0118	R	04	500	505	000	321	MAINTENANCE LEVY					17,588.62	0.00
			0118	R	01	005	000	000	001	Taxes					87,010.84	0.00
			0118	R	07	005	000	000	001	Maintenance Levy					463,968.55	0.00
														Receipt Total:	\$663,354.86	\$0.00
														Deposit Total:	\$663,354.86	\$0.00
15991	0118	chec														
ALI Reimburseables																
20822	Credit	A	06/15/22	060922	Wire	1	1141	APPLIED LEARNING INST								
			0118	R	01	005	000	000	369	ALI CONSUMABLES					7,000.00	0.00
														Receipt Total:	\$7,000.00	\$0.00
														Deposit Total:	\$7,000.00	\$0.00
15992	0118	chec														
MA																
20823	Credit	A	06/15/22	060422	Wire	1	C1	Miscellaneous Customer								
			0118	R	01	005	000	000	372	Med Assist Fr Dept of HS					56.88	0.00
														Receipt Total:	\$56.88	\$0.00
														Deposit Total:	\$56.88	\$0.00
15993	0118	chec														
MDE FNS																
20824	Credit	A	06/07/22	060722	Wire	1	MDE	Minn Dept of ED								
			0118	R	02	005	770	000	701	Spec Asst-Need Ch					27,083.00	0.00
			0118	R	02	005	770	000	705	Federal Breakfast					14,116.49	0.00
			0118	R	02	005	770	000	706	FRESH FRUIT & VEGGIE					228.69	0.00
			0118	R	02	005	770	000	701	STATE SCH LUNCH					742.00	0.00
			0118	R	02	005	770	000	703	STATE SPECIAL MILK					91.20	0.00
														Receipt Total:	\$42,261.38	\$0.00
														Deposit Total:	\$42,261.38	\$0.00
15998	0118	chec														
20829	Credit	A	06/21/22	9228	Check	1	1149	EAGLES NEST								
			0118	R	01	310	298	192	301	Eagles Nest Activity					14.00	0.00
														Receipt Total:	\$14.00	\$0.00
														Deposit Total:	\$14.00	\$0.00

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16000	0118	chec														
5/31/22 DEPOSIT			20837	Credit	A	06/09/22	9250	Cash	1	1069					31.75	0.00
						0118	B 02 230			Food Service						
										Deferred Revenue						
														Receipt Total:	\$31.75	\$0.00
6/2/22 DEPOSIT			20838	Credit	A	06/09/22	9253	Check	1	1069					21.35	0.00
						0118	B 02 230			Food Service						
										Deferred Revenue						
														Receipt Total:	\$21.35	\$0.00
6/1/22 DEPOSIT			20839	Credit	A	06/09/22	9251	Cash	1	1069					16.50	0.00
						0118	B 02 230			Food Service						
										Deferred Revenue						
														Receipt Total:	\$16.50	\$0.00
6/2/22 DEPOSIT			20840	Credit	A	06/09/22	9254	Cash	1	1069					7.25	0.00
						0118	B 02 230			Food Service						
										Deferred Revenue						
														Receipt Total:	\$7.25	\$0.00
BLACKBAUD GIVING FUND			20841	Credit	A	06/09/22	9258	Check	1	C1						
						0118	R 01 005		000	Miscellaneous Customer						
									099	Misc Revenue					40.00	0.00
														Receipt Total:	\$40.00	\$0.00
LLBO-BOOK FAIR			20842	Credit	A	06/09/22	9259	Check	1	C1						
						0118	R 01 310		128	Miscellaneous Customer						
									301	Elem Lib Activity					377.26	0.00
									096							
														Receipt Total:	\$377.26	\$0.00
6/6/22 DEPOSIT			20843	Credit	A	06/09/22	9260	Cash	1	1069					3.00	0.00
						0118	B 02 230			Food Service						
										Deferred Revenue						
														Receipt Total:	\$3.00	\$0.00
Alynza Welk			20844	Credit	A	06/09/22	9242	Cash	1	c1					12.00	0.00
						0118	R 01 005		000	Miscellaneous Customer						
									099	Misc Revenue						
														Receipt Total:	\$12.00	\$0.00
Willow True-Computer Screen			20845	Credit	A	06/09/22	9244	Cash	1	c1					45.00	0.00
						0118	R 01 005		000	Miscellaneous Customer						
									099	Misc Revenue						
														Receipt Total:	\$45.00	\$0.00
Construct Tomorrow			20846	Credit	A	06/09/22	9252	Cash	1	c1					85.00	0.00
						0118	R 01 005		000	Miscellaneous Customer						
									099	Misc Revenue						
														Receipt Total:	\$85.00	\$0.00

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16000	0118	chec	20847	Credit	A	06/09/22	9255	Cash	1	c1						
S.Loverink-Background Check																
0118 E 01 005 850 000 342 306																
Miscellaneous Customer																
BACKGROUND CHECKS																
Receipt Total:																
\$20.00																
0.00																
MK Benson Insurance																
20848 Credit A 06/09/22 9256																
0118 E 01 020 211 000 000 291																
Check 1 1070 RETIRE/DEDUCT:																
Retired Emp Benefit																
Receipt Total:																
\$664.40																
0.00																
Doro-Dental Ins July-Sept																
20849 Credit A 06/09/22 9257																
0118 E 01 010 050 000 000 291																
Check 1 1070 RETIRE/DEDUCT:																
Retired Emp Benefit																
Receipt Total:																
\$269.10																
0.00																
Deposit Total:																
\$7,711.72																
\$0.00																
16001 0118 chec																
Indian Education Incentives																
20850 Credit A 06/30/22 9261																
0118 R 01 310 298 096 301 096																
Cash 1 c1																
Miscellaneous Customer																
Indian Ed Activity																
Receipt Total:																
2.00																
0.00																
Indian Education Incentives																
20851 Credit A 06/30/22 9262																
0118 R 01 310 298 096 301 096																
Check 1 c1																
Miscellaneous Customer																
Indian Ed Activity																
Receipt Total:																
\$100.00																
0.00																
NCS APR22 ELS-Pathways																
20852 Credit A 06/30/22 9263																
0118 R 04 500 582 000 337 300																
Check 1 1082																
LLBO EARLY CHILDHOOD																
Pathways II																
Receipt Total:																
\$5,166.62																
0.00																
N Grabinski July Insurance																
20853 Credit A 06/30/22 9264																
0118 E 01 010 203 000 000 291																
Check 1 1070 RETIRE/DEDUCT:																
Elem Retired Emp Benefit																
Receipt Total:																
620.10																
0.00																
May 2022 ELS-Pathways																
20854 Credit A 06/30/22 9265																
0118 R 04 500 582 000 337 300																
Check 1 1082																
LLBO EARLY CHILDHOOD																
Pathways II																
Receipt Total:																
\$620.10																
0.00																
20855 Credit A 06/30/22																
0118 B 01 115 000																
Check 1 1071 I A S C																
2058 06/08/22 Invoice																
3,623.00																
0.00																
The Blackbaud Giving Fund																
20856 Credit A 06/30/22 9267																
0118 R 01 005 000 000 000 099																
Check 1 C1																
Miscellaneous Customer																
Misc Revenue																
Receipt Total:																
\$3,623.00																
\$0.00																
Receipt Total:																
40.00																
0.00																
Receipt Total:																
\$40.00																
\$0.00																

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16001	0118	chec														
LSLC Alexis Noreberg-Charger	20857	Credit	A	06/30/22	9268			Check	1	c1						
				0118	R 01 005	000	000	000	099	Misc Revenue					49.00	0.00
														Receipt Total:	\$49.00	\$0.00
Speech Partners-Duplicate pymt	20858	Credit	A	06/30/22	9269			Check	1	c1						
				0118	E 01 010	401	000	740	394	Purchase Speech Services					6,949.55	0.00
														Receipt Total:	\$6,949.55	\$0.00
6/28/22 Deposit	20859	Credit	A	06/30/22	9270			Cash	1	1069						
				0118	B 02 230	001				Food Service					30.00	0.00
										Deferred Revenue				Receipt Total:	\$30.00	\$0.00
	20860	Credit	A	06/30/22	9271			Check	1	1072						
				0118	R 04 500	505	305	321	040	COMMUNITY EDUCATION					950.00	0.00
										Tuition fm Patrons				Receipt Total:	\$950.00	\$0.00
Pepsi	20861	Credit	A	06/30/22	9272			Cash	1	c1						
				0118	R 01 310	298	311	301	096	Miscellaneous Customer					40.02	0.00
				0118	R 01 310	298	114	301	096	High School Student Activity					40.03	0.00
										Elem Student Activity				Receipt Total:	\$80.05	\$0.00
Roxann Lathrop Dental ins	20862	Credit	A	06/30/22	9273			Check	1	1070						
				0118	E 01 010	203	000	000	291	RETIRE/DEDUCT:					138.00	0.00
										Elem Retired Emp Benefit				Receipt Total:	\$138.00	\$0.00
														Deposit Total:	\$23,748.32	\$0.00
16006	0118	chec														
	20874	Credit	A	06/15/22	Swift			Wire	1	MDE						
				0118	R 04 500	582	000	337	300	Minn Dept of ED					3,277.87	0.00
										Pathways II FY22				Receipt Total:	\$3,277.87	\$0.00
														Deposit Total:	\$3,277.87	\$0.00
16007	0118	chec														
Spec Ed Cross Sbsidy	20875	Credit	A	06/29/22	Swift			Wire	1	MDE						
				0118	R 01 005	000	000	740	360	Minn Dept of ED					447.05	0.00
										Special Ed Aid FY22				Receipt Total:	\$447.05	\$0.00
														Deposit Total:	\$447.05	\$0.00

Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16013	0118	chec														
ass Co	2022	Chippewa Natl Fore	20881	Credit	A	06/23/22	Chippewa Natl Wire	1	1097	CASS COUNTY AUDITOR						
						0118	R 01 005 000 037 000 019			FED FOREST RESERVE						
														67,863.95		0.00
														Receipt Total:	\$67,863.95	\$0.00
														Deposit Total:	\$67,863.95	\$0.00
16014	0118	chec														
Premiur Inc	Edi Pymts		20882	Credit	A	06/21/22	06/21/2022 Wire	1	c1	Miscellaneous Customer						
						0118	R 01 005 000 000 000 099			Misc Revenue				113.16		0.00
														Receipt Total:	\$113.16	\$0.00
														Deposit Total:	\$113.16	\$0.00
16015	0118	chec														
Checking Account	Interest		20883	Credit	A	06/30/22	Interest Wire	1	FNB	FIRST NATL BANK WALKI						
						0118	R 01 005 000 000 000 092			Interest Earnings				163.27		0.00
														Receipt Total:	\$163.27	\$0.00
														Deposit Total:	\$163.27	\$0.00
														Report Total:	\$1,039,582.26	\$0.00

ISD#118 Remer-Longville
Detail Payment Register By Check
Fund Summary

Fund	Description	Total
01	General Fund	\$217,830.17
02	Food Service Fund	\$11,254.90
03	Transportation Fund	\$15,795.89
04	Community Service	\$3,073.80
05	Capital Expenditure	\$18,071.20
Report Total		\$266,025.96

[illegible]

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ISD#118 Remer-Longville

Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104144	05062	R	CAPITAL ONE		Check
				E 01	310 298 069 000 401	PBIS Eagle Pride Incentives	\$297.44
PO#: 18318		Voucher #:	69013	Invoice	Invoice No: 19212164330246	6/13/2022	Paid Amt: \$297.44
			E 01	310 298 192 301 402	Supplies for Awards Banquet		\$84.42
PO#: 18448		Voucher #:	69014	Invoice	Invoice No: 252137053622517	6/13/2022	Paid Amt: \$84.42
			E 01	310 298 069 000 401	PBIS Eagle Pride Incentives		\$200.00
			E 01	310 298 069 000 401	PBIS Eagle Pride Incentives		\$225.16
PO#: 18318		Voucher #:	69015	Invoice	Invoice No: 002137051307667	6/13/2022	Paid Amt: \$425.16
			E 01	020 605 000 320 490	Supplies & Materials		\$827.65
PO#: 18367		Voucher #:	69016	Invoice	Invoice No: 202122859562758	6/13/2022	Paid Amt: \$827.65
							Check Amount: \$1,634.67
0118	chec	104145	6211		CATHERINE EILEEN HARRISON		Check
			E 01	310 298 093 301 402	White Roses with Red w/ Red Ribbon and Wa		\$68.00
PO#: 18449		Voucher #:	69011	Invoice	Invoice No: 7075	6/13/2022	Paid Amt: \$68.00
							Check Amount: \$68.00
0118	chec	104146	4882		COOL THREADS		Check
			E 01	020 605 000 320 430	Quiz Bowl, Drum & Dance		\$859.50
PO#: 18369		Voucher #:	69081	Invoice	Invoice No: 04012022	6/13/2022	Paid Amt: \$859.50
							Check Amount: \$859.50
0118	chec	104147	4857		DARRELL KINGBIRD		Check
			E 01	020 605 000 320 305	POWWOW ADVISOR		\$250.00
PO#:		Voucher #:	69012	Invoice	Invoice No: 05172022	6/13/2022	Paid Amt: \$250.00
							Check Amount: \$250.00
0118	chec	104148	6400		FAMILY BUSINESS RESOURCES INC		Check
			E 01	020 640 000 316 366	LOVE LANGUAGES SURVEY FOR ALL STAF		\$550.00
			E 01	010 640 000 316 366	LOVE LANGUAGES SURVEY FOR ALL STAF		\$550.00
			E 01	020 640 000 316 366	GROUP SUMMARY REPORT		\$35.00
			E 01	010 640 000 316 366	GROUP SUMMARY REPORT		\$35.00
PO#: 18335		Voucher #:	69060	Invoice	Invoice No: 28673	6/13/2022	Paid Amt: \$1,170.00
							Check Amount: \$1,170.00
0118	chec	104149	06679	R	FERRELLGAS		Check
			E 01	005 810 000 000 442	PROPANE		\$679.63
PO#:		Voucher #:	69088	Invoice	Invoice No: 5007054804	6/13/2022	Paid Amt: \$679.63
							Check Amount: \$679.63
0118	chec	104150	01052		HOLKERS DO IT BEST LUMBER		Check
			E 01	020 255 000 000 430	Open P.O. to finish up budget		\$134.20
PO#: 18451		Voucher #:	69017	Invoice	Invoice No: 2205-030080	6/13/2022	Paid Amt: \$134.20
			E 01	020 255 000 000 430	Open P.O. to finish up budget		\$100.00

ISD#118 Remer-Longville

Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104150	01052		HOLKERS DO IT BEST LUMBER		Check
			E 01 020 255 000 000 430		Open P.O. to finish up budget		\$100.00
			E 01 020 255 000 000 430		Open P.O. to finish up budget		\$68.19
PO#: 18451		Voucher #:	69018	Invoice	Invoice No: 2205-030537	6/13/2022	Paid Amt: \$268.19 Check Amount: \$402.39
0118	chec	104151	4163		IASC		Check
			E 01 005 630 000 000 391		FY22 TECHNOLOGY		\$20,034.64
PO#:		Voucher #:	69020	Invoice	Invoice No: 3330	6/13/2022	Paid Amt: \$20,034.64 Check Amount: \$20,034.64
0118	chec	104152	05691		ISD #0113		Check
			E 05 050 400 000 302 570		UP NORTH LEARNING CENTER		\$16,785.50
			E 01 010 400 000 372 570		UNLC		\$4,464.50
PO#:		Voucher #:	69085	Invoice	Invoice No: 3265	6/13/2022	Paid Amt: \$21,250.00 Check Amount: \$21,250.00
0118	chec	104153	06184		MINNESOTA NORTH COLLEGE		Check
			E 01 005 960 324 340 898		KAYLEIGH HORN		\$1,500.00
PO#:		Voucher #:	69019	Invoice	Invoice No: 06012022	6/13/2022	Paid Amt: \$1,500.00 Check Amount: \$1,500.00
0118	chec	104154	1279	R	JOHNSON CONTROLS		Check
			E 01 005 810 000 000 350		replace low pressure evap switch on chiller wit		\$1,370.53
PO#: 18458		Voucher #:	69075	Invoice	Invoice No: 1-117907735122	6/13/2022	Paid Amt: \$1,370.53 Check Amount: \$1,370.53
0118	chec	104155	01098		JOHNSON TELEPHONE CO		Check
			E 01 040 810 000 000 320		LSGH INTERNET & TELEPHONE		\$30.69
PO#:		Voucher #:	69089	Invoice	Invoice No: STMT060122	6/13/2022	Paid Amt: \$30.69
			E 01 005 810 000 000 320		Telephone		\$602.21
PO#:		Voucher #:	69090	Invoice	Invoice No: STMT06012022	6/13/2022	Paid Amt: \$602.21 Check Amount: \$632.90
0118	chec	104156	6430		JOSH SLOAN		Check
			B 02 230 001		REFUND LUNCH MONEY		\$3.00
PO#:		Voucher #:	69069	Invoice	Invoice No: 060222	6/13/2022	Paid Amt: \$3.00 Check Amount: \$3.00
0118	chec	104157	5358		L&M SUPPLY INC		Check
			E 01 005 810 000 000 420		OPEN PO MISC ITEMS- Maint, repairs, hardw		\$25.00
			E 01 005 810 000 000 420		OPEN PO MISC ITEMS- Maint, repairs, hardw		\$25.00
			E 01 005 810 000 000 420		OPEN PO MISC ITEMS- Maint, repairs, hardw		\$25.00
			E 01 005 810 000 000 420		OPEN PO MISC ITEMS- Maint, repairs, hardw		\$25.00
			E 01 005 810 000 000 420		OPEN PO MISC ITEMS- Maint, repairs, hardw		\$25.00

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Detail Payment Register By Check

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104157	5358		L&M SUPPLY INC		Check
			E 01	005	810 000 000 420	OPEN PO MISC ITEMS- Maint, repairs, hardw	\$25.00
			E 01	005	810 000 000 420	OPEN PO MISC ITEMS- Maint, repairs, hardw	\$25.00
			E 01	005	810 000 000 420	OPEN PO MISC ITEMS- Maint, repairs, hardw	\$16.92
PO#:	17802	Voucher #:	69022	Invoice	Invoice No: 10827179WSID	6/13/2022	Paid Amt: \$191.92 Check Amount: \$191.92
0118	chec	104158	5521		LACEY NOSBISCH		Check
			E 04	500	505 000 321 305	Consulting Fees	\$480.00
PO#:		Voucher #:	69067	Invoice	Invoice No: 2022 SWIM	6/13/2022	Paid Amt: \$480.00 Check Amount: \$480.00
0118	chec	104159	5965		LOGAN MONROE		Check
			E 01	020	605 000 320 305	DRUM INSTRUCTION	\$450.00
PO#:		Voucher #:	69023	Invoice	Invoice No: 06022022	6/13/2022	Paid Amt: \$450.00
			E 01	020	605 000 320 305	DRUM INSTRUCTION	\$1,050.00
PO#:		Voucher #:	69021	Invoice	Invoice No: 06012022	6/13/2022	Paid Amt: \$1,050.00 Check Amount: \$1,500.00
0118	chec	104160	2519		MICHAEL HORN		Check
			B 02	230	001	REFUND LUNCH MONEY	\$19.55
PO#:		Voucher #:	69071	Invoice	Invoice No: 06022022	6/13/2022	Paid Amt: \$19.55 Check Amount: \$19.55
0118	chec	104161	6427		MIRANDA CHAMBERS		Check
			B 02	230	001	REFUND LUNCH MONEY	\$18.70
PO#:		Voucher #:	69070	Invoice	Invoice No: 060222	6/13/2022	Paid Amt: \$18.70 Check Amount: \$18.70
0118	chec	104162	5222		MRI Software LLC		Check
			E 01	005	110 000 000 305	M.SLOVNIK,F.PETERSON,K.MURPHY	\$38.00
PO#:		Voucher #:	69059	Invoice	Invoice No: MRIUS1153399	6/13/2022	Paid Amt: \$38.00 Check Amount: \$38.00
0118	chec	104163	06636		PINE CONE PRESS CITIZEN		Check
			E 04	500	505 000 321 380	SENIOR DRIVING	\$136.50
PO#:		Voucher #:	69068	Invoice	Invoice No: 00061845	6/13/2022	Paid Amt: \$136.50
			E 01	005	110 000 000 380	Advertising	\$285.60
PO#:		Voucher #:	69057	Credit	Invoice No: 03312022 credit	6/13/2022	Paid Amt: (\$285.60)
			E 01	005	110 000 000 380	TEACHER APPRECIATION	\$285.60
PO#:		Voucher #:	69058	Invoice	Invoice No: stmt 05322	6/13/2022	Paid Amt: \$285.60 Check Amount: \$136.50

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104164	2035		PITNEY BOWES INC		Check
			E 01	005	110 000 000 370	MARCH-JUNE LEASE	\$450.00
PO#:		Voucher #:	69065	Invoice	Invoice No: 3105512189	6/13/2022	Paid Amt: \$450.00
							Check Amount: \$450.00
0118	chec	104165	4667		PITSCO EDUCATION		Check
			E 01	020	399 000 313 430	MICRODUINO STEM MIX KIT 4 CURRICULU	\$350.00
			E 01	020	399 000 313 430	TETRIX PRIME DUAL-CONTROL ROBOTICS	\$2,116.00
			E 01	020	399 000 313 430	BRACCIO++ - W91491	\$599.00
PO#: 18455		Voucher #:	69025	Invoice	Invoice No: 22-0000114585	6/13/2022	Paid Amt: \$3,065.00
							Check Amount: \$3,065.00
0118	chec	104166	5321		PORKY'S SEWER SERVICE		Check
			E 01	310	292 110 000 370	portables Apr-Jun30 fy2022	\$1,285.71
PO#: 18431		Voucher #:	69024	Invoice	Invoice No: 100953	6/13/2022	Paid Amt: \$1,285.71
							Check Amount: \$1,285.71
0118	chec	104167	03258		RAPIDS WELDING SUPPLY		Check
			E 01	020	255 000 000 430	Welding cylinder rental	\$34.00
PO#: 18313		Voucher #:	69028	Invoice	Invoice No: 0030027574	6/13/2022	Paid Amt: \$34.00
							Check Amount: \$34.00
0118	chec	104168	5074		RODNEY JOHNSON		Check
			E 01	020	605 000 320 305	DRUM GROUP EXHIBITION	\$600.00
PO#:		Voucher #:	69026	Invoice	Invoice No: 06012022	6/13/2022	Paid Amt: \$600.00
							Check Amount: \$600.00
0118	chec	104169	6424		RODNEY NORTHBIRD		Check
			E 01	310	298 096 301 402	CREE HAND DRUM ASSEMBLY INST	\$600.00
PO#:		Voucher #:	69027	Invoice	Invoice No: 06022022	6/13/2022	Paid Amt: \$600.00
							Check Amount: \$600.00
0118	chec	104170	05862		RUyak ENTERPRISES INC		Check
			E 03	005	760 000 720 363	Snow Removal/Road Maintenance	\$291.00
PO#:		Voucher #:	69078	Invoice	Invoice No: 6511	6/13/2022	Paid Amt: \$291.00
			E 03	005	760 000 720 363	Snow Removal/Road Maintenance	\$291.00
PO#:		Voucher #:	69079	Invoice	Invoice No: 6432	6/13/2022	Paid Amt: \$291.00
							Check Amount: \$582.00
0118	chec	104171	6423		RYAN POUND		Check
			B 02	230	001	REFUND LUNCH MONEY	\$6.80
PO#:		Voucher #:	69073	Invoice	Invoice No: 06022022	6/13/2022	Paid Amt: \$6.80
							Check Amount: \$6.80
0118	chec	104172	05304		SANDSTROM'S		Check
			E 02	005	770 000 705 490	BREAKFAST	\$101.50

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0118	chec	104172	05304	E 02	005 770 000 701 490 SANDSTROM'S		Check
PO#:		Voucher #:	69031	Invoice	Invoice No: 408967	6/13/2022	Paid Amt: \$145.00 Check Amount: \$246.50
0118	chec	104173	6412	E 03	005 760 000 720 420 SOUTHSIDE TIRE & AUTO, LLC		Check
				E 03	005 760 000 720 420		\$137.80
				E 03	005 760 000 720 420		\$360.00
				E 03	005 760 000 720 420		\$140.50
				E 03	005 760 000 720 420		\$140.50
				E 03	005 760 000 720 420		\$440.50
				E 03	005 760 000 720 420		\$155.50
				E 03	005 760 000 720 420		\$55.50
				E 03	005 760 000 720 420		\$35.00
				E 03	005 760 000 720 420		\$727.46
PO#: 18445		Voucher #:	69077	Invoice	Invoice No: 34544	6/13/2022	Paid Amt: \$2,192.76 Check Amount: \$2,192.76
0118	chec	104175	6146	E 02	005 770 000 701 490 TC's FOODS INC		Check
PO#:		Voucher #:	69062	Invoice	Invoice No: 129276	6/13/2022	Paid Amt: \$10.47
PO#:		Voucher #:	69032	Invoice	Invoice No: 126934	6/13/2022	Paid Amt: \$31.70
PO#:		Voucher #:	69033	Invoice	Invoice No: 127942	6/13/2022	Paid Amt: \$29.11
PO#:		Voucher #:	69034	Invoice	Invoice No: 126965	6/13/2022	Paid Amt: \$11.58
PO#:		Voucher #:	69035	Invoice	Invoice No: 125842	6/13/2022	Paid Amt: \$5.89
PO#:		Voucher #:	69036	Invoice	Invoice No: 127076	6/13/2022	Paid Amt: \$6.00
PO#:		Voucher #:	69037	Invoice	Invoice No: 127185	6/13/2022	Paid Amt: \$23.16
PO#:		Voucher #:	69038	Invoice	Invoice No: 127106	6/13/2022	Paid Amt: \$39.34
PO#:		Voucher #:	69039	Invoice	Invoice No: 127853	6/13/2022	Paid Amt: \$9.34
PO#:		Voucher #:	69040	Invoice	Invoice No: 129122	6/13/2022	Paid Amt: \$8.58
			E 01	310 298 069 000 401	PBIS Incentives		\$50.00

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104175	6146		TC's FOODS INC		Check
				E 01	310 298 069 000 401	PBIS Incentives	\$39.91
PO#: 18414		Voucher #:	69041	Invoice	Invoice No: 128458	6/13/2022	Paid Amt: \$89.91
			E 01	310 298 069 000 401	PBIS Incentives		\$45.14
PO#: 18414		Voucher #:	69042	Invoice	Invoice No: 129275	6/13/2022	Paid Amt: \$45.14
			E 01	020 605 000 320 490	After School Elem Activity		\$14.48
PO#:		Voucher #:	69043	Invoice	Invoice No: 127977	6/13/2022	Paid Amt: \$14.48
							Check Amount: \$324.70
0118	chec	104176	6420		TIMOTHY GOOSE		Check
			E 01	310 292 110 000 401	CL 129 Service Bar Large		\$97.00
			E 01	310 292 110 000 401	CL162 Football Chenille Pin		\$31.80
			E 01	310 292 110 000 401	CL134 Softball Chenille		\$21.20
			E 01	310 292 110 000 401	Shipping		\$20.94
PO#: 18469		Voucher #:	69084	Invoice	Invoice No: 1527	6/13/2022	Paid Amt: \$170.94
							Check Amount: \$170.94
0118	chec	104177	6426		TODD & NANCY JOHNSON		Check
			B 02	230 001	REFUND LUNCH MONEY		\$130.71
PO#:		Voucher #:	69072	Invoice	Invoice No: 06022022	6/13/2022	Paid Amt: \$130.71
							Check Amount: \$130.71
0118	chec	104178	6373		UP NORTH LEARNING CENTER		Check
			B 01	120 001	Due from UNLC WHA		\$25,000.00
PO#:		Voucher #:	69086	Invoice	Invoice No: 1014	6/13/2022	Paid Amt: \$25,000.00
							Check Amount: \$25,000.00
0118	chec	104179	01099		UPPER LAKES FOODS, INC		Check
			E 02	005 770 000 701 490	LUNCH		\$933.36
			E 02	005 770 000 701 401	SUPPLIES		\$267.15
			E 02	005 770 000 701 401	FREIGHT		\$7.95
PO#:		Voucher #:	69044	Invoice	Invoice No: 105253-00	6/13/2022	Paid Amt: \$1,208.46
			E 02	005 770 000 705 490	BREAKFAST		\$124.04
			E 02	005 770 000 701 490	LUNCH		\$1,150.16
PO#:		Voucher #:	69045	Invoice	Invoice No: 109157-00	6/13/2022	Paid Amt: \$1,274.20
			E 02	005 770 000 705 490	BREAKFAST		\$225.52
			E 02	005 770 000 705 490	LUNCH		\$918.74
			E 02	005 770 000 701 490	SUPPLIES		\$7.95
PO#:		Voucher #:	69046	Invoice	Invoice No: 112882-00	6/13/2022	Paid Amt: \$1,152.21
			E 02	005 770 000 705 490	BREAKFAST		\$124.60
			E 02	005 770 000 701 401	SUPPLIES		\$31.71
			E 02	005 770 000 701 401	FREIGHT		\$7.95

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104179	01099	E	UPPER LAKES FOODS, INC		Check
				E 02	005 770 000 701 490 LUNCH		\$511.24
PO#:		Voucher #:	69047	Invoice	Invoice No: 116431-00	6/13/2022	Paid Amt: \$675.50
			E 02	005 770 000 701 401 SUPPLIES			\$455.79
PO#:		Voucher #:	69074	Invoice	Invoice No: 109158-00	6/13/2022	Paid Amt: \$455.79
							Check Amount: \$4,766.16
0118	chec	104180	5581	E	US FOODS INC		Check
				E 02	005 770 000 706 490 FRUIT AND VEGGIE		\$100.14
PO#:		Voucher #:	69048	Invoice	Invoice No: 23819535	6/13/2022	Paid Amt: \$100.14
			E 02	005 770 000 705 490 BREAKFAST			\$201.14
			E 02	005 770 000 701 490 LUNCH			\$798.91
			E 02	005 770 000 701 401 SUPPLIES			\$14.56
PO#:		Voucher #:	69049	Invoice	Invoice No: 3835992	6/13/2022	Paid Amt: \$1,014.61
			E 02	005 770 000 701 490 LUNCH			\$210.76
PO#:		Voucher #:	69050	Invoice	Invoice No: 3835989	6/13/2022	Paid Amt: \$210.76
			E 02	005 770 000 706 490 FRUIT & VEGGIE			\$100.14
PO#:		Voucher #:	69051	Invoice	Invoice No: 3835993	6/13/2022	Paid Amt: \$100.14
			E 02	005 770 000 705 490 BREAKFAST			\$481.13
			E 02	005 770 000 701 490 LUNCH			\$661.50
			E 02	005 770 000 701 401 SUPPLIES			\$108.06
PO#:		Voucher #:	69052	Invoice	Invoice No: 4003450	6/13/2022	Paid Amt: \$1,250.69
			E 02	005 770 000 706 490 FRUIT & VEGGIE			\$134.20
PO#:		Voucher #:	69053	Invoice	Invoice No: 4003449	6/13/2022	Paid Amt: \$134.20
			E 02	005 770 000 705 490 BREAKFAST			\$298.20
			E 02	005 770 000 701 490 LUNCH			\$611.35
			E 02	005 770 000 701 401 SUPPLIES			\$117.26
PO#:		Voucher #:	69054	Invoice	Invoice No: 4097039	6/13/2022	Paid Amt: \$1,026.81
			E 02	005 770 000 705 490 BREAKFAST			\$269.53
			E 02	005 770 000 701 490 LUNCH			\$835.96
PO#:		Voucher #:	69055	Invoice	Invoice No: 4170215	6/13/2022	Paid Amt: \$1,105.49
			E 02	005 770 000 705 490 BREAKFAST			\$386.08
			E 02	005 770 000 701 490 LUNCH			\$558.56
			E 02	005 770 000 701 401 SUPPLIES			\$45.23
PO#:		Voucher #:	69056	Invoice	Invoice No: 4328487	6/13/2022	Paid Amt: \$989.87
							Check Amount: \$5,932.71
0118	chec	104181	3229	E	WILLIAM V MacGILL & CO		Check
				E 01	005 720 000 000 401 #19282 Flip-Up Occluder Glasses Opaque (A)		\$20.95
			E 01	005 720 000 000 401 #1722 Lice B Gone 2 oz shampoo			\$55.80
			E 01	005 720 000 000 401 #22385 Center Handle Lice Comb			\$11.88

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104181	3229		WILLIAM V MacGILL & CO		Check
			E 01	005	720 000 000 401	#7203 1"x3" , 1300 per case, Economy Bulk F	\$41.10
PO#: 18463		Voucher #:	69064	Invoice	Invoice No: in0797744	6/13/2022	Paid Amt: \$129.73 Check Amount: \$129.73
0118	chec	104182	5905		BLOOMERS GARDEN CENTER & LANDSCAPING INC		Check
			E 01	005	850 000 000 520	Landscape Deposit	\$7,107.86
PO#:		Voucher #:	69095	Invoice	Invoice No: 1236-1	6/13/2022	Paid Amt: \$7,107.86 Check Amount: \$7,107.86
0118	chec	104183	5905		BLOOMERS GARDEN CENTER & LANDSCAPING INC		Check
			E 01	005	850 000 000 305	Capital Facilities Cont Prof Services	\$649.97
PO#:		Voucher #:	69096	Invoice	Invoice No: 4721	6/13/2022	Paid Amt: \$649.97 Check Amount: \$649.97
0118	chec	104184	6414		BONNIE SHALLBETTER		Check
			E 04	500	505 000 321 305	Consulting Fees	\$25.00
PO#:		Voucher #:	68906	Invoice	Invoice No: 05052022	6/13/2022	Paid Amt: \$25.00 Check Amount: \$25.00
0118	chec	104185	3296		AMAZON.COM		Check
			E 01	010	203 011 161 530	FUN BUILDER TABLE	\$399.90
PO#: 18499		Voucher #:	69097	Invoice	Invoice No: 1KNF-QNVWV-19H7	6/24/2022	Paid Amt: \$399.90
			E 01	005	720 000 000 401	McKesson Single-Use Pillowcase, Disposable	\$32.96
			E 01	005	720 000 000 401	McKesson Drape Exam Sheets 2-Ply 40 in by	\$22.46
			E 01	005	720 000 000 401	Metene Self Adhesive Bandage Wrap 12 Pack	\$9.95
			E 01	005	720 000 000 401	Member's Mark Bath Cup, 5 oz. (450 ct.) - 1 F	\$15.27
			E 01	005	720 000 000 401	Freight	\$5.99
PO#: 18462		Voucher #:	69098	Invoice	Invoice No: 1D9M-FVK3-1V39	6/24/2022	Paid Amt: \$86.63
			E 01	020	258 000 313 430	KITCHEN CUTTING BOARD	\$17.00
			E 01	020	258 000 313 430	STAINLESS STEEL SERRATED KNIFE SET	\$21.99
			E 01	020	258 000 313 430	15" PRE-SEASONED CAST IRON SKILLET	\$55.99
			E 01	020	258 000 313 430	ZVP KITCHEN SCISSOR SET	\$6.18
			E 01	020	258 000 313 430	12" CAST IRON SKILLET	\$25.19
			E 01	020	258 000 313 430	BROTHER RLX3817G SEWING MACHINE	\$92.41
			E 01	020	258 000 313 430	ENAMELED CAST IRON DUTCH OVEN	\$69.90
			E 01	020	258 000 313 430	REYNOLD SLOW COOKER LINERS	\$6.36
			E 01	020	258 000 313 430	METAL STROAGE CABINET	\$169.99
			E 01	020	258 000 313 430	14 PCS SILICONE COOKING UTENSILS	\$26.99
			E 01	020	258 000 313 430	CROCK POT, 7 QT	\$39.99
			E 01	020	258 000 313 430	12 OZ PAPER BOWLS, 125 PACK	\$16.99
			E 01	020	258 000 313 430	PYREX CLEAR TEMPERED GLASS MEASU	\$21.86
			E 01	020	258 000 313 430	16 PCS STAINLESS STEEL MEASURING CL	\$24.99

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104185	3296		AMAZON.COM		Check
				E 01	020 258 000 313 430	ZVP FLEXIBLE CUTTING BOARD SET OF 5	\$10.81
				E 01	020 258 000 313 430	STRETCHY STRING	\$7.99
				E 01	020 258 000 313 430	THE MISHOMIS BOOK: THE VOICE OF THE	\$19.01
				E 01	020 258 000 313 430	SCISSORS 3 PACK	\$10.99
				E 01	020 258 000 313 430	BUYGOO 60 PCS STIFF FELT FABRIC SHEE	\$21.99
				E 01	020 258 000 313 430	LARGE JINGLES	\$28.50
				E 01	020 258 000 313 430	Freight	\$0.62
				E 01	020 258 000 313 430	Freight	\$69.36
PO#: 18465		Voucher #:	69130	Invoice	Invoice No: 11M7-7Y1X-MQ1G	6/24/2022	Paid Amt: \$765.10
			E 01	010 203 011 161 401	PILOT G2 BOLD PANS, PREMIUM GEL PEN:		\$15.00
			E 01	010 203 011 161 530	DEKBOARD MOBILE DRY ERASE EASEL 4C		\$168.50
PO#: 18482		Voucher #:	69131	Invoice	Invoice No: 1RPW-YJ4L141T	6/24/2022	Paid Amt: \$183.50
			E 01	010 203 011 161 401	crayola broad line markers bulk		\$36.99
			E 01	010 203 011 161 401	fiskars scissors for kids		\$144.64
			E 01	010 203 011 161 530	Restcloud professional butterfly habitat insect		\$33.99
			E 01	010 203 011 161 430	321 Lift off		\$63.84
PO#: 18487		Voucher #:	69132	Invoice	Invoice No: 19YG-4HPM-4HFP	6/24/2022	Paid Amt: \$279.46
			E 01	010 203 011 161 401	LoDrid Teacher Tote Bag with Bottom Pad, Lai		\$38.99
			E 01	010 203 011 161 430	Timelines of Everyone (DK Timelines Childre		\$18.75
			E 01	010 203 011 161 430	The Big History Timeline Posterbook: Unfold tl		\$37.87
			E 01	010 203 011 161 430	hand2mind High-Range, Dual-Scale, Mercury		\$62.97
			E 01	010 203 011 161 430	Large World Map Tapestry Wall Hanging Tape		\$17.97
			E 01	010 203 011 161 430	Write Better Stories and Essays: Topics and Ti		\$9.95
			E 01	010 203 011 161 430	Writing Fabulous Sentences & Paragraphs, Gi		\$12.99
			E 01	010 203 011 161 430	Teacher Created Resources Grades 2-3 Lang		\$20.84
			E 01	010 203 011 161 430	Educational Insights Word Building Dominoes		\$21.98
			E 01	010 203 011 161 401	Mead Composition Book, Wide Ruled Comp l		\$18.02
			E 01	010 203 011 161 530	4-Tier Bookshelf, 31.5L x 5.3W x 46.5H Wall M		\$69.99
			E 01	010 203 011 161 401	Sterilite Stackable Storage Organizer Mini Cr		\$44.00
			E 01	010 203 011 161 430	Inventors and Inventions 7-Book Set (Classro		\$41.59
			E 01	010 203 011 161 401	PILOT FriXion Clicker Erasable, Refillable & R		\$19.99
			E 01	010 203 011 161 401	Raffle Tickets - 4 Rolls of 2000 Tickets) 8,000		\$23.95
			E 01	010 203 011 161 401	Madisi Colored Pencils Bulk - Pre-Sharpened		\$39.98
			E 01	010 203 011 161 401	Madisi Crayon Classroom, Regular Size, 18 Cr		\$33.98
			E 01	010 203 011 161 430	I Am Peace: A Book of Mindfulness (I Am Boc		\$149.40
			E 01	010 203 011 161 430	What Do You Do With a Problem? — New Yo		\$8.01
			E 01	010 203 011 161 430	Butterflies Belong Here: A Story of One Idea, T		\$194.87
			E 01	010 203 011 161 430	Whoo-Ku Haiku: A Great Horned Owl Story		\$12.53

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Co	Bank	Check No	Code	Red	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104185	3296		AMAZON.COM		Check
				E 01	010 203 011 161 430	Bookjoy, Wordjoy	\$16.21
				E 01	010 203 011 161 401	Gamenote Clipboard Holder - Wood and Meta	\$29.99
				E 01	010 203 011 161 401	Sterilite 17918004 3 Drawer Unit, White Fram	\$78.98
				E 01	010 203 011 161 530	Freight	\$0.48
				E 01	010 203 011 161 430	Freight	\$4.27
				E 01	010 203 011 161 401	Freight	\$2.24
PO#: 18486		Voucher #:	69133	Invoice	Invoice No: 1LLJ-YHKM-3WQJ	6/24/2022	Paid Amt: \$1,030.79
			E 01	010 203 011 161 430	hand2mind Rainbow Fraction Tower Cubes, N		\$199.99
PO#: 18486		Voucher #:	69134	Invoice	Invoice No: 1WXQ-VP49-99NW	6/24/2022	Paid Amt: \$199.99
			E 01	010 203 011 161 401	Crayola Washable Paint, Assorted Colors, 16		\$44.95
			E 01	010 203 011 161 401	36 Set Bulk Watercolor Paint Pack with Wood		\$35.99
			E 01	010 203 011 161 430	Creative Teaching Press Cupcake Accents for		\$6.99
			E 01	010 203 011 161 430	Alphabet Bulletin Board Set for Classroom, AE		\$9.65
			E 01	010 203 011 161 401	Number Line Bulletin Board Border -20 to 10C		\$12.99
			E 01	010 203 011 161 401	Black Monthly Calendar Pocket Chart with 11;		\$15.99
			E 01	010 203 011 161 430	Really Good Stuff Daily Math Pocket Chart - F		\$51.24
			E 01	010 203 011 161 430	Really Good Stuff Small Group Management F		\$63.97
			E 01	010 203 011 161 430	Really Good Stuff Helping Hands Around the		\$18.90
			E 01	010 203 011 161 430	Carson-Dellosa CD-158572 Deluxe Scheduling		\$19.78
			E 01	010 203 011 161 401	Crayola Low Odor Dry Erase Markers for Kids		\$12.29
			E 01	010 203 011 161 430	Secura 60-Minute Visual Countdown Timer, 7.		\$18.99
			E 01	010 203 011 161 430	KADAMS Time Tracker Visual Timer with Aud		\$36.45
			E 01	010 203 011 161 401	Mini Dry Erase Erasers, IHPUKIDI 48 Pack M		\$13.67
			E 01	010 203 011 161 401	300pcs 6 Colors Plain Name tag Labels with F		\$7.99
			E 01	010 203 011 161 430	Fraction War Math Game - Fun Math Game to		\$9.99
			E 01	010 203 011 161 430	Torlam Magnetic Fraction Tiles & Fraction Cir		\$21.99
PO#: 18486		Voucher #:	69135	Invoice	Invoice No: 16T6-6YWT-96RC	6/24/2022	Paid Amt: \$401.82
			E 01	010 203 011 161 430	don't Break the Ice game		\$14.39
			E 01	010 203 011 161 401	Colorations air tight paint cups		\$44.06
			E 01	010 203 011 161 430	gamenote magnetic sm white board set		\$39.98
			E 01	010 203 011 161 401	paint brushes for kids		\$13.90
			E 01	010 203 011 161 430	lego classic large creative brick box 10698		\$86.00
			E 01	010 203 011 161 430	20 mini toy figure toys		\$65.98
			E 01	010 203 011 161 430	12 Pieces figures animals building blocks		\$35.98
			E 01	010 203 011 161 430	creative teaching press bold and bright calend		\$11.55
			E 01	010 203 011 161 401	ticonderoga pencils, 30 pack		\$12.84
			E 01	010 203 011 161 401	sharpie permanent markers fine point black 12		\$21.99
			E 01	010 203 011 161 430	Joynote classroom magnetic letters kit 234pcs		\$48.98

ISD#118 Remer-Longville

Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104185	3296		AMAZON.COM		Check
				E 01	010 203 011 161 401	elmers all purpose school glue 60ct	\$18.45
				E 01	010 203 011 161 401	Prang oval pan water colors refill	\$83.30
				E 01	010 203 011 161 530	casual home direc's chair black 18"	\$52.59
				E 01	010 203 011 161 430	secura 60 minute count down timer	\$37.98
				E 01	010 203 011 161 430	Learning resources alphabet soup	\$101.98
				E 01	010 203 011 161 430	alphabet bulletin board set	\$9.59
				E 01	010 203 011 161 430	Monkeys	\$63.84
				E 01	010 203 011 161 430	Can Quilliam learn to control his temper?	\$11.99
PO#: 18487		Voucher #:	69138	Invoice	Invoice No: 1N4W-9YCK-9HTK	6/24/2022	Paid Amt: \$775.37 Check Amount: \$4,122.56
0118	chec	104186	6173		ANDYMARK INC		Check
				E 01	020 399 000 313 430	am-3795 blue sport gearbox 1/2 in hex female	\$136.00
				E 01	020 399 000 313 430	am-4008_016 CIM sport gearbox	\$336.00
				E 01	020 399 000 313 430	am-4008_080 CIM sport gearbox	\$96.00
				E 01	020 399 000 313 430	am-4008_064 CIM sport gearbox	\$192.00
				E 01	020 399 000 313 430	am-3840_sport 1:1 LJ bevel box with 0.5in he	\$660.00
				E 01	020 399 000 313 430	FedEx Ground shipping	\$20.54
PO#: 18473		Voucher #:	69099	Invoice	Invoice No: E1D17UY	6/24/2022	Paid Amt: \$1,440.54 Check Amount: \$1,440.54
0118	chec	104187	3284	R	APPLE COMPUTER INC		Check
				E 01	010 200 499 499 465	ipad	\$598.00
PO#: 18447		Voucher #:	69100	Invoice	Invoice No: AJ07849126	6/24/2022	Paid Amt: \$598.00 Check Amount: \$598.00
0118	chec	104188	5515		BALSAM BAY RESORT		Check
				E 04	500 505 000 321 305	POOL RENTAL 2022	\$200.00
PO#:		Voucher #:	69101	Invoice	Invoice No: 2	6/24/2022	Paid Amt: \$200.00 Check Amount: \$200.00
0118	chec	104189	6418		BROCK MORRISON		Check
				E 01	310 298 114 301 402	Playground Painting	\$180.00
				E 01	010 203 113 000 305	Playground Painting (Lines for Basketball Cou	\$2,000.00
PO#: 18468		Voucher #:	69111	Invoice	Invoice No: 1125	6/24/2022	Paid Amt: \$2,180.00 Check Amount: \$2,180.00
0118	chec	104190	4672		BSN SPORTS		Check
				E 04	500 505 000 321 401	29 inch YBB22SPD10	\$89.99
				E 04	500 505 000 321 401	30 inch YBB22SPD10	\$89.99
				E 04	500 505 000 321 401	Freight	\$10.58
PO#: 18446		Voucher #:	69102	Invoice	Invoice No: 917263343	6/24/2022	Paid Amt: \$190.56

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104197	5140		INSTITUTE FOR ENVIRONMENTAL ASSESSMENT		Check
			E 05	005 865 000 352 305	playground inspection		\$750.00
PO#:	17820	Voucher #:	69129	Invoice	Invoice No: 00044250	6/24/2022	Paid Amt: \$750.00 Check Amount: \$750.00
0118	chec	104198	6422		KATHERINE ANN KNUTSON		Check
			E 01	010 203 011 161 304	Storyteller Performance #1		\$350.00
			E 01	010 203 011 161 304	Storyteller Performance #2		\$200.00
			E 01	010 203 011 161 304	Storyteller Performance #3		\$100.00
			E 01	010 203 011 161 304	Milage (405 miles @ \$.585/mi)		\$236.93
PO#:	18500	Voucher #:	69110	Invoice	Invoice No: 062022	6/24/2022	Paid Amt: \$886.93 Check Amount: \$886.93
0118	chec	104199	01095		LAKE COUNTRY POWER		Check
			E 01	005 810 000 000 332	Electricity		\$44.00
PO#:		Voucher #:	69119	Invoice	Invoice No: 10000178-05/01-06/01	6/24/2022	Paid Amt: \$44.00
			E 01	005 810 000 000 332	Boiler House		\$6,214.00
PO#:		Voucher #:	69120	Invoice	Invoice No: 90000204/205-06/01	6/24/2022	Paid Amt: \$6,214.00
			E 01	005 810 000 000 332	ECFE BLDG		\$786.00
PO#:		Voucher #:	69121	Invoice	Invoice No: 90000206-05/01-06/01	6/24/2022	Paid Amt: \$786.00
			E 01	005 810 000 000 332	School		\$12,373.16
PO#:		Voucher #:	69122	Invoice	Invoice No: 90000203-05/01-06/01	6/24/2022	Paid Amt: \$12,373.16
			E 01	005 810 000 000 332	Football Lights		\$42.00
PO#:		Voucher #:	69123	Invoice	Invoice No: 10000176-05/01-06/01	6/24/2022	Paid Amt: \$42.00 Check Amount: \$19,459.16
0118	chec	104200	5223		MADISON NATIONAL LIFE		Check
			B 01	215 031	Employer Insurance Withholding Payable		\$1,042.18
PO#:		Voucher #:	69141	Invoice	Invoice No: 1505118	6/24/2022	Paid Amt: \$1,042.18 Check Amount: \$1,042.18
0118	chec	104201	1095		MARCO TECHNOLOGIES LLC		Check
			E 01	005 110 000 000 370	DISTRICT		\$738.11
			E 01	010 203 202 000 370	ELEMENTARY		\$738.10
			E 01	020 211 000 000 370	SECONDARY		\$738.11
PO#:		Voucher #:	69125	Invoice	Invoice No: 474450020	6/24/2022	Paid Amt: \$2,214.32 Check Amount: \$2,214.32
0118	chec	104202	5867		MINER'S INCORPORATED		Check
			E 01	310 294 220 301 402	FLOWERS		\$36.40
PO#:		Voucher #:	69116	Invoice	Invoice No: 00027321	6/24/2022	Paid Amt: \$36.40 Check Amount: \$36.40

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104203	6020		MN PEIP		Check
			E 01	010	000 000 291	Elem Retired Emp Benefit	\$3,100.08
			E 01	020	011 000 000 291	Retired Emp Benefit	\$1,240.20
			E 01	010	050 000 000 291	Retired Emp Benefit	\$886.34
			B 01	215	031	Employer Insurance Withholding Payable	\$43,214.39
			E 01	010	050 000 000 291	Retired Emp Benefit	\$0.00
PO#:		Voucher #:	69139	Invoice	Invoice No: 1204087	6/24/2022	Paid Amt: \$48,441.01 Check Amount: \$48,441.01
0118	chec	104204	4065		NORTHERN STAR COOPERATIVE		Check
			E 03	005	760 000 720 441	Gasoline	\$3,093.34
			E 03	005	760 000 720 444	Diesel	\$9,692.97
PO#:		Voucher #:	69105	Invoice	Invoice No: 05312022	6/24/2022	Paid Amt: \$12,786.31 Check Amount: \$12,786.31
0118	chec	104205	4485		NORTHLAND FIRE PROTECTION		Check
			E 05	005	865 000 363 305	Annual Fire Ext + Exit EMERG. Lighting INSP	\$248.70
PO#:		Voucher #:	69136	Invoice	Invoice No: 49635	6/24/2022	Paid Amt: \$248.70
			E 05	005	865 000 363 305	Annual Fire Ext + Exit EMERG. Lighting INSP	\$287.00
PO#:		Voucher #:	69137	Invoice	Invoice No: 49634	6/24/2022	Paid Amt: \$287.00 Check Amount: \$535.70
0118	chec	104206	5651		OFFICE OF MNIT SERVICES		Check
			E 01	005	810 000 000 320	Telephone	\$15.43
PO#:		Voucher #:	69124	Invoice	Invoice No: W22050677	6/24/2022	Paid Amt: \$15.43 Check Amount: \$15.43
0118	chec	104207	5796		O'REILLY AUTO PARTS		Check
			E 03	005	760 000 720 420	Shop Supplies	\$50.00
			E 03	005	760 000 720 420	Shop Supplies	\$25.00
			E 03	005	760 000 720 420	Shop Supplies	\$20.82
PO#:	18442	Voucher #:	69112	Invoice	Invoice No: 1533-115114	6/24/2022	Paid Amt: \$95.82
			E 03	005	760 000 720 420	Shop Supplies	\$25.00
			E 03	005	760 000 720 420	Shop Supplies	\$14.00
PO#:	18298	Voucher #:	69113	Invoice	Invoice No: 1533-115362	6/24/2022	Paid Amt: \$39.00 Check Amount: \$134.82
0118	chec	104208	4632		PEMBERTON SORLIE RUFER &		Check
			E 01	005	110 000 000 305	Consulting Fees	\$2,991.00
PO#:		Voucher #:	69114	Invoice	Invoice No: 145	6/24/2022	Paid Amt: \$2,991.00 Check Amount: \$2,991.00

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Detail Payment Register By Check**

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Check				Pmt/Void		Pmt	
Co	Bank	No	Code	Rcd	Vendor	Type	
0118	chec	104209	05240	R	PIONEER MANUFACTURING CO	Check	
			E	01	005 810 000 000 401 Quickstripe Pant QSW12 12 cases with shippi		\$875.40
	PO#: 18435	Voucher #:	69115	Invoice	Invoice No: INV837253	6/24/2022	Paid Amt: \$875.40
	Check Amount:					\$875.40	
0118	chec	104210	5624		SPEECH PARTNERS	Check	
			E	01	010 401 000 740 394 Purchase Speech Services		\$465.05
	PO#:	Voucher #:	69117	Invoice	Invoice No: 101530-101533	6/24/2022	Paid Amt: \$465.05
	Check Amount:					\$465.05	
0118	chec	104211	6146		TC's FOODS INC	Check	
			E	02	005 770 000 701 490 LUNCH		\$17.25
			E	02	005 770 000 705 490 BREAKFAST	\$6.49	
	PO#:	Voucher #:	69126	Invoice	Invoice No: 131207	6/24/2022	Paid Amt: \$23.74
PO#:			E	02	005 770 000 705 490 BREAKFAST	\$4.25	
	Voucher #:	69127	Invoice	Invoice No: 131506	6/24/2022	Paid Amt: \$4.25	
Check Amount:					\$27.99		
0118	chec	104212	3509	R	TEACHER DIRECT	Check	
			E	01	010 203 011 161 530 Friendly critters seating set of 12. 3895 CFK		\$92.88
			E	01	010 203 011 161 530 Color tones 7ft8in x 10ft9in Oval. 1897DDJC	\$375.88	
	PO#: 18481	Voucher #:	69128	Invoice	Invoice No: INV/2022/10475 shipping	6/24/2022	Paid Amt: \$539.07
Check Amount:					\$539.07		
0118	chec	104213	5767		TINA HARCEY	Check	
			E	04	500 505 000 321 401 T-Ball Shirts		\$240.00
			E	04	500 505 000 321 401 Girls Softball Jerseys	\$650.00	
	PO#: 18454	Voucher #:	69118	Invoice	Invoice No: 291677/291678	6/24/2022	Paid Amt: \$890.00
Check Amount:					\$890.00		
Report Total:						\$266,025.96	

Northland Community Schools

JOB DESCRIPTION

**Position Title: Paraprofessional
(Special Education)**

Date Written: July 2022

Department: District

Reports To: Building Principal

Board Approved

JOB SUMMARY: Assist students with disabilities who need support to access the curriculum and benefit from their educational placement.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- 45 % Implement Instructional Content and Practice
 - A. Assist in adapting instructional strategies and materials according to the needs of the student, under the direction of the special education teacher.
 - B. Implement strategies for assisting with the inclusion of students in various settings.
 - C. Prepare and organize materials to support teaching and learning, as directed by the special education teacher.
 - D. Support and reinforce the instruction of students in academic areas, following written and oral lesson plans developed by licensed teachers.
 - E. Access and effectively use available resources (including technology) for supporting teacher instruction in all academic areas.
- 35 % Manage Student Behavior and Social Interaction Skills
 - A. Understand and follow applicable laws, rules and regulations, and procedural safeguards regarding the management of student behavior.
 - B. Understand the district/building behavior management plans for students.
 - C. Determine positive strategies to change behavior and appropriately collect objective and accurate information on student behavior.
 - D. Demonstrate a variety of strategies that reinforces positive behavior, using a student's behavior management plan.
- 10 % Understand Characteristics of Students
 - A. Identify and communicate the effects that exceptional conditions have on a student's life, family, school, and community.
 - B. Identify and communicate challenges and expectations of various learning environments
 - C. Establish and maintain rapport with students.
 - D. Use strategies to promote student's independence.
- 10 % Collect and Record Data
 - A. Collect and record objective and accurate information regarding academic and behavioral performance data on students under the direction of a special education teacher.
 - B. Support a licensed teacher in gathering and recording of data regarding student academic performance.

Perform related work as assigned or requested ~~including attending professional development/meetings, in-services and workshops~~

WORK REQUIREMENTS AND CHARACTERISTICS:

Education/Certification Requirements:

- High School diploma or equivalent
- AA degree or successful completion of the Para Pro test

Experience:

- Previous experience in working with children, specifically with disabilities, preferred
- CPI, CPR and first aid training desired
- PCA and CFSS certification preferred

Essential Knowledge, Skills, and Abilities:

- Ability to work in a diverse environment
- Ability to communicate effectively with students, parents, teachers, administrators, community, and staff
- Working knowledge of district curriculum
- Working knowledge of district discipline policies
- Ability to effectively tutor students, grade PreK-12, in a wide range of academic studies
- Ability to exercise confidentiality with district information
- Ability to work with individuals of various ability levels
- Knowledge and application of Crisis Prevention Institute (CPI) training if required by the position
- Ability to work independently within a larger context of team cooperation

Machines, Tools, Equipment, Electronic Devices, and Software:

- Operates computer, printer, copy machine, fax machine, phone system, walkie-talkie, and other electronic or technological equipment for the specific position
- Uses basic office software
- Uses Gmail to send and receive district communication
- Operates wheelchairs, standers, lifts and power chairs
- Operates large motor adaptive equipment for physical education class

Supervision of Other Employees:

- This position does not provide work direction or supervision to other district employees.

Physical Job Requirements:

- Position may include extended periods of standing
- Position may include extended periods of sitting during meetings and when working with students
- Position may include bending, stooping or sitting on the floor while working with students
- Position may include lifting equipment or supplies, typically not to exceed 25 pounds
- Position involves listening, speaking clearly and visual acuity
- Position may involve addressing physical and/or emotional outbursts from students

Mental Job Requirements:

- Position includes the need to clearly communicate directions and information to students
- Position requires working with interruptions, handling multiple tasks and organizing and prioritizing work assignments
- Position requires flexibility and willingness to undertake a variety of tasks
- Position involves responding to critical or emergency situations

Working Conditions:

- Work is primarily performed in a classroom environment which typically includes moderate noise from students, computers, and other work-related equipment
- Position involves occasional exposure to blood/bodily fluids and airborne pathogens
- Position involves risk of occasional physical injury from student and/or emotional outbursts
- Position involves occasional exposure to outdoor temperature extremes and weather conditions on the playground
- Position involves frequent exposure to students with special needs and students with severe disabilities
- Position may involve higher noise level if supervising during lunch

Working ConditionsJob Outcomes:

- Projects a positive, cooperative and respectful attitude with students, parents, other employees and community members.
- Maintains a positive, professional, and safe educational environment at all times.
- Supports students to assist them in reaching their full potential academically, emotionally, physically, and socially
- Provides confidentiality for all students and staff

This description describes the general nature and work 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.

Northland Community Schools

Independent School District #118

School Board Report

Date: August 15, 2022



Community Education

Report Submitted by: Jennifer Welk

MISSION: Northland Community Education ties local strengths, culture and resources Together to promote and provide life-long learning for all members of our community.

Celebrations:

- Fall/Winter Bulletin is coming out soon.
- Pony League football had 23 registered players
- Community Education Advisory Council meeting is Wednesday, August 17^h, 2022 at 5:30 pm– NHS~ Conference room in the high school. Open to all.

Concerns:

None at this time

Master Agreement

2022-2025

between

**Independent School District No. 118
Board of Education**

and

**Independent School District No. 118
Principals' Association**

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Article I

Parties

Parties: This Agreement, entered into between Independent School District No. 118, Remer, Minnesota, hereinafter referred to as the "School District," and Independent School District No. 118 Principals' Association, hereinafter referred to as the "Association," pursuant to and in compliance with the Public Employment Labor Relations Act, as amended, hereinafter referred to as "PELRA," has as its purpose the provision of the terms and conditions of employment for principals for the duration of this Agreement.

Article II

Recognition of Exclusive Representative

Section 1. Recognition: In accordance with PELRA of 1971, the School District recognizes the Independent School District No. 118 Principals' Association as the exclusive representative of principals employed by the School District No. 118. The Principals' Association shall have those rights and duties as prescribed by PELRA and as described in the provisions of this Agreement.

Section 2. Appropriate Unit: The exclusive representative shall represent all principals the School District as defined in this Master Agreement and in said PELRA and in order of the Commissioner of Bureau of Mediation Services (BMS).

Article III

Definitions

Section 1. Terms and Conditions of Employment: "Terms and Conditions of Employment" shall be those indicated in PELRA.

Section 2. Principal: "Principals" shall mean only members of the appropriate unit as defined in Section 3.

Section 3. Appropriate Unit: "Appropriate unit" shall consist of all and only those defined herein as follows:

All principals of the School District, Remer, Minnesota, who are licensed by the State of Minnesota as principals, who are employed for more than 14 hours per week and for more than 67 work days

per year and who devote at least 35 percent of their work week, whichever is less, to administrative or supervisory duties in the capacity of principal

Section 4. Superintendent: “Superintendent” shall mean the Superintendent or his/her designated representative(s).

Section 5. Duty Days: “Duty Days” shall mean those days when principals are expected to be on duty, providing their contractual services as set forth below.

Section 6. Individual Contract Year: “Individual Contract Year” shall mean number of duty days.

Section 7. School Board: “Board” shall mean the School Board of the School District and/or its designated official(s).

Section 8. Parties: “Parties” shall mean the School Board and the Association.

Section 9. Grievance: “Grievance” shall mean a dispute or disagreement as to the interpretation or application of any term(s) of this Agreement.

Section 10. Other Terms: Terms not defined in this Agreement shall have those meanings as defined in PELRA.

Article IV

School District Rights

Section 1. Managerial Rights: Except as otherwise provided in this Master Agreement and statutes of the State of Minnesota, the Association recognizes that the School District has the authority to manage and direct, on behalf of the public, all the operations and activities of Independent School District to the extent authorized by law and that all management rights and management functions not expressly delegated in this Agreement are reserved to the School District, subject to the rights of the exclusive representative to meet and confer as provided in PELRA.

Article V

Principal's Rights

Section 1. Principal's Retained Rights: Nothing contained herein shall be construed to deny or restrict a principal's rights that he/she may have granted elsewhere and may be in addition to those provided elsewhere.

Section 2. Access to Information: The School District shall provide, upon written request of the Association, all information pertaining to the School District's present and proposed budgets, revenues, and financing. The parties further agree that the Association shall have access, upon notice, to information necessary for the Association to exercise its responsibilities as exclusive representatives.

Section 3. Fair Share: In accordance with PELRA, any principal included in the appropriate unit who is not a member of the exclusive representative may be required by the exclusive representative to contribute a fair share fee. Any dispute as to the amount of such a fee shall be resolved in accordance with PELRA, as amended.

Article VI

Compensation

Section 1. Paychecks: The principals' annual basic salary will be paid in 24 equal installments, commencing with July 1 and ending June 30 of the following year.

Section 2. Expenses: With the approval of the School Board and at the discretion of the Superintendent, all approved expenses for lodging, meals, travel, and fees incurred as part of a principal's position shall be paid in full by the School District.

Article VII

Insurance

Section 1. Hospital and Medical: The School District shall provide and pay the total cost of hospital and medical insurance for all principals and their dependents who qualify and are enrolled in the School District's group hospital and medical middle value plan. Or the School District shall provide the principal and his/her spouse with their choice of individual policies if less costly than family coverage.

Section 2. Errors and Omissions Insurance: The School District shall provide and pay the total cost of errors and omissions liability insurance for principals, in accordance with M.S. 466.07.

Section 3. Long-Term Disability Insurance: The School District shall provide and pay the total cost of long-term disability insurance for each principal, up to a maximum cost of \$500.00 per year.

Section 4. Dental Insurance: The School District shall provide and pay the total cost of dental insurance for all principals and their dependents that qualify for and are enrolled in the School District's group hospital and medical insurance plan, up to a maximum cost of \$1,250.00 per year.

Section 5. Life: The School District shall pay for \$50,000.00 of life insurance coverage on the principal's life, up to a maximum cost of \$300.00 per year.

Section 6. Theft and Vandalism Coverage: In the event that a principal suffers loss or damage to personal property by an act of vandalism or theft related to his/her association with the School District, or involving personal property located on school district grounds, the School District will reimburse him/her for the loss in an amount equal to the difference between replacement or repair cost (whichever is less) and the coverage from any applicable personal or district insurance.

Article VIII

Leave

Section 1. Sick Leave: Each principal is granted 15 sick leave days annually, accumulated to a maximum of 110 days.

Section 2. Personal Leave/Emergency Leave: The principal is eligible for personal leave/emergency leave during each school year for necessary absence required for the transaction of personal business which cannot be completed outside the normal school day, up to five days per year at the sole discretion of the Superintendent. This leave will not be deducted from sick leave credits. This leave will not be deducted from sick leave credits. Examples of personal business are court appearances, real estate closings, transportation difficulties, religious holidays, and family events such as weddings and commencement ceremonies. A request to use such leave must be submitted to the Superintendent in writing at least three duty days in advance, except for emergency situations, as determined by the Superintendent, and must be approved in writing by the Superintendent or his/her authorized representative.

Section 3. Professional Leave: Each principal is eligible for professional leave during each school year. This leave will not be deducted from sick leave. Request for such leave will be submitted to the Superintendent in writing at least three duty days in advance and must be approved by the Superintendent or his/her authorized representative.

Section 4. Adoption Leave: The School Board may grant an adoption leave to any principal who makes a written application for such leave. Adoption leave benefits shall apply to both married and unmarried principals. Upon learning of the date of home placement, the principal shall submit a written application for adoption leave to the School Board through the Superintendent.

Section 6. Child Care Leave:

Subd. 1. Application: A childcare leave may be granted by the School District, subject to the provisions of this Section, to one parent of an infant child, provided such parent is caring for the child on a full-time basis.

Subd. 2. Procedure: A principal making application for childcare leave shall inform the Superintendent in writing of intention to take the leave at least three calendar months before commencement of the intended leave.

Subd. 3. Sick Leave: If the reason for childcare leave is occasioned by pregnancy, a principal may use sick leave only for the period of physical disability. A pregnant principal will also provide, at the time of leave application, a statement from her physician indicating the expected date of delivery.

Subd. 4. Commencement: The School District and principal may adjust the proposed beginning or ending date of childcare leave so that the dates of the leave are coincident with some natural break in the school year – i.e., winter vacation, spring vacation, semester break, or quarter break, end of a grading period, end of the school year, or the like.

Subd. 5. Duration: In making a determination concerning the commencement and duration of a childcare leave, the School Board shall not, in any event, be required to:

1. Grant any leave more than 12 months in duration.
2. Permit the principal to return to his/her employment prior to the date designated in the request for childcare leave.

Subd. 6. Reinstatement: A principal returning from a childcare leave shall be reemployed in a position for which he/she is licensed unless previously discharged or placed on unrequested leave.

Subd. 7. Termination: Failure of the principal to return pursuant to the date determined under this Section shall constitute grounds for termination unless the School District and the principal mutually agree to an extension in the leave.

Subd. 8. Probationary Period: The parties agree that the applicable periods of probation for principals as set forth in Minnesota Statutes are intended to be periods of actual service, enabling the School District to have opportunity to evaluate a principal's performance. The parties agree, therefore, that periods of time for which the principal is on childcare leave shall not be counted in determining the completion of the probationary period.

Subd. 9. Retention of Rights: A principal who returns from childcare leave within the provisions of this section shall retain all previous experience credit for pay purposes and any unused time accumulated under the provisions of this Agreement at the commencement of the beginning of the leave. The principal shall not accrue additional experience credit for pay purposes or leave time during the period of absence for childcare leave.

Subd. 10. Insurance Coverage: A principal on childcare leave is eligible to participate in group insurance programs if permitted under the insurance policy provisions, but shall pay the entire premium for such programs as the principal wishes to retain, commencing with the beginning of the childcare leave. If occasioned by pregnancy, the School District will continue to contribute its share of insurance premiums for two months. The right to continue participation in such group insurance programs, however, will terminate if the principal does not return to the School District pursuant to this Section.

Subd. 11. Pay and Fringe Benefits: Except as stipulated, leave under this Section shall be without pay or fringe benefits.

Section 7. Leave of Absence: Each principal shall be eligible for a leave of absence of up to three continuous years upon approval of the School Board.

Subd. 1. Compensation: A principal on leave of absence shall not receive any compensation or fringe benefits but shall retain all rights of tenure and benefits as though working during that period.

Subd. 2. Principals on Leave: No more than one principal may be on leave of absence at one time.

Article IX

Fringe Benefits

Section 1. Physical Examination: The School District may require principal(s) to have a physical examination. If a physical examination is required, the principal will be notified, and a doctor/clinic will be selected by mutual agreement, and the entire cost of the physical examination will be paid by the School District.

Section 2. Professional Dues: The School District shall pay the national, state, or local dues for each principal for one membership in that principal's professional organization. The School District shall pay the administrator fee to the Minnesota Board of School Administrators for each

principal on an annual basis. The principal are solely responsible for providing the BOSA invoice for this fee to the School District in a timely manner.

Section 3. Mileage: The School District shall pay each principal mileage for using his/her personal vehicle for school district-related business. The amount per mile shall be in accordance with the school board policy.

Section 4. Professional Meetings and Conventions: The principal may be granted written permission to attend national conventions. Principals may be granted permission to attend national conventions on a rotating basis not to exceed once every three years, per individual principal, except with special permission from the School Board. The School District shall pay in full all legitimate transportation costs, registration fees, and meal and lodging expenses. Out of state travel and related expenses must be pre-approved by the-School Board.

Principals shall be permitted to attend division and state meetings of their state organization, and the School District shall pay in full all legitimate expenses thereof.

Section 5. Tuition Reimbursement: The School District shall pay all tuition and fees for classes taken beyond a master's degree by any of the principals for those credits required to maintain state certification.

Section 6. Tax-Sheltered Annuity: Each principal is eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, M.S. 123B.02, Subd. 15., school district policy, and as otherwise provided by law. Each principal will receive \$500.00 per month placed into his/her 403(b) plan, provided the principal also contributes.

Article X

Calendar and Duties

Section 1. School Calendar: The school calendar shall be the same as the one used by the teachers and set by the School Board.

Section 2. Work Calendar: A work calendar will be submitted by the principals for approval by his/her supervisor.

Section 3. Duty Day: The principal shall be on duty or approved leave for all teacher school calendar days. The length of the Duty Day shall include the school day and all additional time necessary to complete the duties of the position, including assigned extra-curricular events, Mentor-Mentee programs, staff training, or committee meetings falling outside the regular school day.

Section 4. Full-Time Administrators: All principals shall be employed as full-time administrators.

Section 5. Administrative Duties: Any additional administrative duties which might be added to the present workload will necessitate meeting and negotiating between the School Board and the Association.

Article XI

Release Time

Section 1. Professional Meetings: Principals who are selected or elected to serve on region, state, or national professional association committees, boards, or as officers shall be granted the time necessary to perform duties, without loss of rights and benefits, subject to the approval of the Superintendent and School Board (including commitments to IASC unless pre-approved in writing by the Superintendent).

Section 2. Grievances: Processing of all grievances shall be during the normal workday whenever possible, and principals shall not lose wages due to their necessary participation. Grievances shall be processed locally whenever possible.

Section 3. Negotiations: When negotiations and/or mediation and/or arbitration sessions are scheduled by mutual consent between the principals and the School Board or its duly designated officials during school hours, up to two members of the principal's team will be released from their regular administrative responsibilities for this purpose without loss of pay.

Article XII

Unrequested Leave of Absence

Section. 1: Purpose. The School Board may place on unrequested leave of absence, without pay or fringe benefits, as many principals as may be necessary because of discontinuance of position, lack of students, financial limitations, or merger of classes by consolidation. The unrequested leave shall be effective at the close of the Contract year. In the event a principal must be placed on unrequested leave of absence due to discontinuance of position, lack of students, financial limitations, or merger of classes by consolidation the provisions of M. S. 122A.40 Subd 10, as amended, shall apply.

Subd 1. Principals put on leave shall receive notice by March 1 of the school year prior commencement of such leave.

Subd 2. Principals shall be placed on unrequested leave in reverse order of their hiring.

Subd 3. Principals may not assert a seniority right into a promotional position.

Subd 4. Principals shall be recalled from an unrequested leave of absence to available positions in the School District in fields for which they are licensed in the inverse order in which they were placed on unrequested leave of absence.

Subd. 5. No appointment of a new principal shall be made while there is available, on unrequested leave, a principal who is properly licensed to fill such vacancy. The principal's right to reinstatement shall terminate if the principal fails to file with the Board by April 1 of any year a written statement requesting reinstatement.

Subd. 6. Failure to accept re-employment, in writing, within such ten (10)-day period shall constitute a waiver on the part of the principal to any further rights of employment or reinstatement, and that principal shall forfeit any future reinstatement or employment rights.

Subd. 7. The unrequested leave of absence of a principal who is not reinstated shall continue for a period of three (3) years from the date the principal's unrequested leave of absence began.

Article XIII

Retirement

Section 1. Retirement Package: Benefits in this Article shall be applicable should a full-time principal who qualifies and chooses to retire his/her position.

Section 2. Eligibility: Full-time principals who have completed at least 15 years of continuous service as a principal with School District No. 118 and who are a minimum of 55 years old shall be eligible for retirement pay pursuant to the provisions of this Article upon submission of a written resignation accepted by the School Board.

Section 3. Application: This Article shall apply to principals as defined by this contract.

Section 4. Years of Service: Eligible principals, upon retirement (a minimum of 15 years of service for Northland Community Schools), shall receive as retirement pay an amount representing ten days of pay for each full year of full-time service to the School District as a principal, but not to exceed a dollar amount of \$18,000.00 for a principal. In applying these provisions, a yearly salary at the time of retirement, divided by 220 days, shall be the daily rate of pay.

Section 5. Unused Sick Leave: In addition to the retirement pay provided in Section 4, a principal shall be eligible to receive as pay, upon his/her retirement, the amount obtained by multiplying 25 percent of his/her unused number of sick leave days, but not to exceed a total of \$10,000.00 for the principal.

Section 6. Payment: Retirement-pay shall be paid by the School District in a lump sum and occur in the same calendar year as the retirement.

Article XIV

Grievance Procedure

Section 1. Grievance Definition: A “grievance” shall mean an allegation by a principal resulting in a dispute or disagreement between the principal and the School District as to the interpretation or application of terms and conditions contained in this Agreement.

Section 2. Representative: The principal, administrator, or School Board may be represented during any step of the procedure by any person or agent designated by such party to act in the party’s behalf.

Section 3. Definitions and Interpretations:

Subd. 1. Extension: Time limits specified in this Agreement may be extended by mutual agreement.

Subd. 2. Days: Reference to days regarding time periods in this procedure shall refer to working days. A “working day” is defined as all week days not designated as holidays by state law.

Subd. 3. Computation of Time: In computing any period of time prescribed or allowed by procedures herein, the date of the act, event, or default for which the designated period of time

begins to run shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday, a Sunday, or a legal holiday, in which event, the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.

Subd. 4. Filing and Postmark: The filing or service of any notice or document herein shall be timely if it is personally served or if it bears a certified postmark of the United States Postal Service within the time period.

Section 4. Time Limitation and Waiver: A grievance shall not be valid for consideration unless the grievance is submitted in writing to the School District's designee, setting forth the facts and the specific provision(s) of this Agreement allegedly violated and the particular relief sought within 20 days after the date of the event giving rise to the grievance occurred. Failure to file any grievance within such period shall be deemed a waiver thereof. Failure to appeal a grievance from one level to another within the time periods hereafter provided shall constitute a waiver of the grievance. An effort shall first be made to adjust an alleged grievance informally between the principal and the School District's designee.

Section 5. Adjustment of Grievance: The School District and the principal shall attempt to adjust all grievances which may arise during the course of employment of any principal within the School District in the following manner:

Subd. 1. Level I: If the grievance is not resolved through informal discussions, the Superintendent or designee shall give a written decision on the grievance to the parties involved within ten days after receipt of the written grievance.

Subd. 2. Level II: In the event the grievance is not resolved in Level I, the decision rendered may be appealed to the School Board, provided such appeal is made in writing within five days after receipt of the decision in Level I. If a grievance is properly appealed to the School Board, the School Board shall set a time to hear the grievance within 20 days after receipt of the appeal. Within 20 days after the meeting, the School Board shall issue its decision in writing to the parties involved. At the option of the School Board, a committee or representative(s) of the Board may be designated by the School Board to hear the appeal at this level and report its findings and recommendations to the School Board. The School Board shall then render its decision.

Section 6. School Board Review: The School Board reserves the right to review any decision issued under Level I of this procedure, provided the School Board or its representative notifies the parties of the intentions to review within ten days after the decision has been rendered. In the event the School Board reviews a grievance under this Section, the School Board reserves the right to reverse or modify such decision.

Section 7. Denial of Grievance: Failure by the School Board or its representative to issue a decision within the time periods provided herein shall constitute a denial of the grievance, and the principal may appeal it to the next level.

Section 8. Arbitration Procedures: In the event that the principal and the School Board are unable to resolve any grievance, the grievance may be submitted to arbitration as defined herein:

Subd. 1. Request: A request to submit a grievance to arbitration must be in writing signed by the aggrieved party, and such request must be filed in the office of the Superintendent within ten days following the decision in Level II of the grievance procedure.

Subd. 2. Prior Procedure Required: No grievance shall be considered by the arbitrator which has not been first duly processed in accordance with the grievance procedure and appeal provisions.

Subd. 3. Selection of Arbitrator: Upon the proper submission of a grievance under the terms of this procedure, the parties shall, within ten days after the request to arbitrate, attempt to agree upon the selection of an arbitrator. If no agreement on an arbitrator is reached, either party may request the commissioner to appoint an arbitrator, pursuant to the PELRA, providing such request is made within 20 days after request for arbitration. The request shall ask that the appointment be made within 30 days after the receipt of said request. Failure to agree upon an arbitrator or the failure to request an arbitrator from the commissioner within the time periods provided herein shall constitute a waiver of the grievance.

Subd. 4. Hearing: The grievance shall be heard by a single arbitrator, and both parties may be represented by such person or persons as they may choose and designate. The parties shall have the right to a hearing, at which time both parties will have the opportunity to submit evidence, offer testimony, and make oral or written arguments relating to the issues before the arbitrator. The proceeding before the arbitrator shall be a hearing denovo.

Subd. 5. Decision: The decision by the arbitrator shall be rendered within 30 days after the close of the hearing. Decisions by the arbitrator in cases properly before the arbitrator shall be final and binding upon the parties, subject, however, to the limitation of arbitration decisions as provided in the PELRA. The arbitrator shall issue a written decision and order, including findings of fact which shall be based upon substantial and competent evidence presented at the hearing. All witnesses shall be sworn upon oath by the arbitrator.

Subd. 6. Expenses: Each party shall bear its own expenses in connection with the arbitration, including expenses relating to the party's representatives, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording of the hearing shall be made at the request of either party. The parties shall share equally fees and expenses of the arbitrator, the cost of the transcript or recording if requested by either or both parties, and any other expenses which the parties mutually agree are necessary for the conduct of the arbitration. However, the party ordering a copy of such transcript shall pay for such copy.

Subd. 7. Jurisdiction: The arbitrator shall have jurisdiction over disputes or disagreements relating to grievances properly before the arbitrator pursuant to the terms of this procedure. The jurisdiction of the arbitrator shall not extend to proposed changes in terms and conditions of employment as defined herein and contained in this written Agreement; nor shall an arbitrator have jurisdiction over any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedure as outlined herein; nor shall the jurisdiction of the

arbitrator extend to matters of inherent managerial policy, which shall include but are not limited to such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel. In considering any issue in dispute, the arbitrator's order shall give due consideration to the statutory rights and obligation of the public school district to efficiently manage and conduct its operation within the legal limitations surrounding the financing of such operations.

Section 9. Election of Remedies and Waiver: A party instituting any action, proceeding, or complaint in a federal or state court of law, or before an administrative tribunal, federal agency, state agency, or seeking relief through any statutory process for which relief may be granted, the subject matter of which may constitute a grievance under this Agreement, shall immediately thereupon waive any and all rights to pursue a grievance under this Article. Upon instituting a proceeding in another forum as outlined herein, the employee shall waive the right to initiate a grievance pursuant to this Article or, if the grievance is pending in the grievance procedure, the right to pursue it further shall be immediately waived. This section shall not apply to actions to compel arbitration as provided in the Agreement or to enforce the award of an arbitrator.

Article XV

Duration and Severability

Section 1. Duration of Agreement: The Agreement shall remain in full force and effect for a period commencing on July 1, 2019, through June 30, 2022, and thereafter until modifications are made pursuant to PELRA. If either party desires to modify and/or amend this Agreement commencing on July 1, 2018, ⁹ it shall give written notice to the other party of such intent no later than May 1, 2019²². Unless otherwise mutually agreed, the parties shall not commence negotiations more than 120 days prior to the expiration of this contract.

Section 2. Effect: This Agreement constitutes the full and complete agreement between the School District and the Association. The provisions herein relating to terms and conditions of employment supersede any and all prior agreements, resolutions, practices, school district policies, or rules or regulations concerning terms and conditions of employment inconsistent with these provisions.

Section 3. Severability: The provisions of this Agreement shall be severable, and if any provision(s) thereof or the application of any such provision(s) is held invalid by a court of competent jurisdiction, it shall not affect any other provisions of this Agreement or the application of any provisions thereof. A substitution for an invalidated provision of this Master Contract shall be provided through appropriate consultation and negotiation with the Association.

In Witness thereof: The parties have executed this Agreement as follows:

For

For:

Independent School District No. 118
Principals' Association

The School District
Board of Education

High School Principal

School Board Chairperson

Elementary Principal

Dated this ____ of _____, 2019

Dated this ____ day of _____, 2019

Appendix A

Principal Salary Schedule

Years at NCS	2022-23		2023-24		2024-25
	220 Days		220 Days		220 Days
0	89089		90871		92688
1	92196		94040		95920
2	94039		95920		97838
3	95920		97838		99795
4	97646		99599		101591
5	99111		101093		103115
6	100598		102610		104662
7	102107		104149		106232
8	103638		105711		107825
9	105193		107297		109443
10	106771		108906		111084

Athletic Director

Agree to Athletic Director being dealt with separately under a memorandum or agreement and possible modification to Policy 446.

Northland Community Schools

Paraprofessional Handbook

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Welcome to Northland Community Schools

Welcome to Northland Community Schools! Paraprofessionals are an integral team member, assisting students with special education needs, as well as many other student support areas. In the Northland Community Schools the primary role of the paraprofessionals is to provide direct support to students. This can include students with special needs in and out of the classroom by working with students one-on-one or in small groups. Paraprofessionals may however, be called on to perform a variety of other tasks. We hope that your time at Northland will be filled with positive growth and learning for you, as well as for the students and teachers with whom you will work with every day.

Contacts and Important Phone Numbers:

Name:	Position	Phone #	Email Address
Mary Yakibchuk	Superintendent	566-2351 ex. 32014	myakibchuk@isd118.org
Mark Motherway	High School Principal	566-2351 ex. 32038	mmotherway@isd118.org
Janessa Green	Elementary Principal	566-2351 ex. 32051	jgreen@isd118.org
Jackie Skelly	Special Ed Director	(218) 256-6080	jskelly@isd317.org
Kristen Panchyshyn	Special Ed Coordinator		kpanchyshyn@isd002.org
Julie Erpelding	Payroll Clerk	566-2351 ex. 32025	jerpelding@isd118.org

District Procedures/General Information

Absences: Attendance and punctuality convey how seriously you take your job. Your supervising teacher and students you work with count on you being at work on time every day. All Leaves of Absences are addressed in the contract. Most leaves need prior approval. Please contact your building principal or payroll clerk to discuss leaves.

- All paraprofessionals are required to submit leave requests using the TimeClock Plus System.
- When the paraprofessional will be absent due to illness or special emergency, the paraprofessional must contact the school front office at **566-2351 ext. ?? by 6:30 AM.**
- After notifying the front office, the paraprofessional needs to enter the sick leave or special emergency leave in the TimeClock Plus system. Sick leave cannot be paid until the sick leave request is entered in the TimeClock plus system by the paraprofessional.

Often a major part of your supervision is directly related to the safety of students. Punctuality and adhering to your schedule within the day is very important. There will be times when your daily schedule changes. It is important that teachers or other persons you work with are notified of the changes you have been directed.

Attitude: All employees convey an image of the school to other professionals, to parents, and to the community. We want this to be a favorable image. The paraprofessional is as much a part of creating this image as are the certified staff members. Therefore, your actions and speech should be always appropriate and professional. Show your support for the special education program as well as your supervising teacher verbally, enthusiastically, and actively. For example, just remembering to smile and being friendly towards others can make a difference, as well as looking to assist others. When working with students, having a sense of humor, praising their efforts, and using positive statements show students that you care about them and that you enjoy what you are doing.

Schedules: Paraprofessionals will work with their supervising classroom or special education teacher to create a written schedule that will be submitted to the principal. These schedules are to be followed daily.

****Paraprofessionals working in a non-classroom environment will submit schedules to building principal.**

Each paraprofessional must arrive at their scheduled time. If a paraprofessional is aware ahead of time they may be late, a courtesy call to the district office is required, stating the approximate time of arrival. This is so the supervising teacher can plan appropriately and account for each of the students the paraprofessional is responsible for.

Each paraprofessional must stay for their scheduled time. If a paraprofessional must leave their workday early they must first clear it with their supervising teacher. A paraprofessional who leaves early without notifying their supervising teacher to make arrangements for their absence, will be subjected to district discipline policy.

Breaks: Paraprofessionals are entitled to a duty free 30 minute lunch break each day. Paraprofessionals will work with their supervising teacher to schedule two 15 minutes breaks throughout day, as the schedule and student needs allow.

Cell Phone Usage: Cell phones should never be out when working with students. Cell phones may be used at your discretion when NOT with a student and when you are on a break. Keep personal cell phone use to break time only unless it's an emergency.

Communication: No matter how well a program is designed, success depends on good communication between the teacher and the paraprofessional. It is key to keep communication positive among staff and students. Poor communication skills and negative statements are at the heart of most problems. The learning process is totally dependent upon the staff establishing and maintaining good lines of daily communication. However, communication with students and staff goes beyond verbal interaction and includes nonverbal interaction. Research has concluded that approximately 80% of communication is nonverbal. Your actions may speak more loudly than your words.

Criminal Background Check: All new employees must clear a Criminal Background Check before beginning employment with the Northland Community Schools. There is a fee for the background check, which is paid by the potential employee.

E-mail: Northland Community Schools strives to be a paperless district therefore each employee is issued an email address. Important district and building messages are sent electronically. Please check your email regularly. Use any computer with internet access to check your e-mail via a link from the district web page under staff services. Please choose an appropriate time during the school day to check your email. If you are not sure when would be an appropriate time check with your direct supervisor. This should not be done while working with students.

Pay Periods: Northland Community Schools pay periods are the 15th and the last weekday of every month. Questions regarding pay periods and paychecks can be directed to Julie Erpelding.

Probationary Period: New employees shall be considered on probation for 1 calendar year of continuous service from their first date of hire.

School Attire: Please check with your supervising teacher regarding proper dress. Attire will vary according to your job duty and assignment.

Supervision: As a general rule, paraprofessionals will almost always have one official immediate supervisor to deal with (typically the principal). However, due to the dynamic nature of the position, paraprofessionals may find themselves in environments that they may need to report to or take direction from many people. These people may include, but are not limited to special education teachers, general education teachers, related special education staff, and administration. The classroom and special education teacher that you work with will be a primary source of information for you and may be asked to provide information for your performance evaluation.

Para "Chain of Command": Please follow this chain of command when reporting to the district supervisors:

1. Regular Education Teacher, if working in the room at the time of question or concern
2. Special Education teacher;
3. Building Administration;

Professional Growth, Reflections, and Evaluation Plan

Northland Community Schools supports an ongoing program of professional growth, reflection and evaluation. To this end, the administration and staff of Northland Community Schools are directed to implement and maintain a systematic program of employee growth, reflection and evaluation.

Assumptions of the Northland Community Schools employee Professional Growth, Reflection, and Evaluation Plan:

- A. All employees of Northland Community Schools are committed to on-going professional growth and proficiency.
- B. Professional development is supported through effective performance evaluation.
- C. Probationary employees will demonstrate a level of performance at or above the level of proficiency or have clearly demonstrated progress towards proficiency as defined by this Growth, Reflection & Evaluation Plan in order to achieve regular status.
- D. Regular Employees of the Northland Community Schools will perform at or above the level of proficiency as defined by this Growth, Reflection & Evaluation Plan.
- E. Employees who are not performing at or above the level of proficiency as defined by this Growth, Reflection & Evaluation plan will be placed on a Performance Improvement Plan.

Purposes of the Northland Community Schools Employee Growth, Reflection and Evaluation Plan:

- A. To improve the quality of learning experiences for students.
- B. To facilitate communication and cooperation between staff and administrators.
- C. To provide specific assistance and feedback for staff to promote professional growth.
- D. To provide a continuous written record of professional staff performance and service as an acknowledgment of effective job performance.
- E. To aid the employee in gaining insights as to strengths and weaknesses and to provide a vehicle for continued improvement in job performance.
- F. To provide a basis for the principal/supervisor to recommend “regular” status or as a basis for placement on the Performance Improvement Plan.

Growth, Reflection & Evaluation Process

All new paraprofessionals are evaluated at least twice during the first year of employment. After the first year, paraprofessionals are evaluated at least once a year. More evaluations can be scheduled as needed.

Gathering of Input

- A. The Principal will gather input from the Special Education Teacher and General Education Teachers that are associated with each individual paraprofessional. The Principal will send the Input Form to these staff members and will follow up to completion.
- B. The Principal will formally observe paraprofessionals throughout the school year and prior to the evaluation.
- C. If a category does not apply, the teacher offering input should acknowledge it by writing Not Applicable.

Growth, Reflection & Evaluation Meeting

- A. A meeting between the employee and the Principal will take place. The meeting will be a discussion regarding the employee's Self Evaluation and the evaluation document from the Principal with the input from the associated teachers.
- B. During this meeting, growth goals will be created between the Principal and the employee. This will include the goal, expected outcome and evidence or indicators that the outcome has been met. These goals may be shared with the employee's Special Education Teacher at the employee's request.
- C. Upon completion of setting growth goals, the employee and the Principal sign the final document, which includes the growth goals and the employee's self-reflection, in order to show the required steps have been accomplished. The signatures do not mean agreement with the feedback or ratings. Also, the employee can attach to the evaluation document additional responses, comments or notes at any time.

Performance Improvement Plan

- A. Should the Principal determine that there are multiple categories that need improvement, the Principal will meet with the paraprofessional's special education teacher and discuss feedback and growth opportunities. If the Principal and special education teacher determine further support is needed, they will reach out to their building administrator/Asst. Director of Special Education/Director of Human Resources, to seek support on further training, development, coaching, or, if needed, write a formal performance improvement plan for the paraprofessional.

Paraprofessional Duties and Responsibilities

Paraprofessionals serve under the direction and supervision of the regular or special education teacher to assist in carrying out Individual Education Programs. You are a valued and skilled member of the educational team, and you may be asked to provide input to generate ideas to assist in the development of materials and adaptations for students.

Role of Paraprofessional: The role of the paraprofessional in special education is to directly or indirectly assist and support in the provision of services to students with disabilities to help them access the general education curriculum in as independent as a manner as possible. The role assignments with a paraprofessional are not defined by student, setting, or program, but rather by a student's needs as determined by the IEP.

Behavior Management: Maintain consistent behavior management, as defined by the team and the IEP, with each learner and assist with supervision of all activities. Some students have Behavior Intervention Plans (BIP) written into their IEP. These plans must be followed very closely. Please check with the case manager before implementing any type of behavior intervention, to be sure it is an approved procedure.

Individual/Group Work: Under supervision of the teacher, carry out daily objectives and work with learners as individuals or in groups to reinforce material presented by the teacher(s).

- Assist individuals, or in small or large group instruction
- Direct learners in use of materials and understanding directions
- Provide information to learner through alternative modes when necessary
- Reinforce with practice, skills previously taught
- Assist students with self-care, feeding, eating (when appropriate).
- Assist specialists (nurses, therapists) as required
- Read information, directions, assignments, tests, stories to students as needed

Planning: Assist in organizing classroom and daily lessons, grading papers, and preparing or copying materials for the learner(s).

- Assist in classroom planning as requested.
- Report classroom progress to general education teacher and special education teacher
- Report needs of child in both regular and special education settings to teacher(s)
- Assist with material preparation as directed
- Snack preparations
- Classroom cleanup
- Assist with program planning as requested
- Attend meeting and conferences as requested

Documentation: Assist in recording data as trained and requested (i.e. medical, academic, behavior, incident/accident, etc.)

Equipment: Operate and care for equipment used by students and staff.

- Care of books, supplies, equipment
- Reserve, set-up operate, return instructional equipment
- Operate copying equipment
- Operate equipment specific to learners needs

Transition: Promote learner independence in transitioning with

- Assist students in preparing to enter and leaving building in school, as required throughout the day (may require lifting with some students)
- Assist students with bus loading/unloading

Medical Information

Administering medications: It is the policy of Northland Community Schools not to administer any medications to students unless there is a written doctor's order on file. This policy includes over the counter medications such as aspirin, cough syrups, etc. Medications must be sent to school in the original bottle from the pharmacy, with the doctor's directions. Mixed dosages in the same bottle are not acceptable. Please consult your supervisor or school nurse with questions regarding this policy.

Missed Medication: If a student misses his/her medication, refuses to take it, or it is delayed in being administered, contact your supervisor or the school nurse in charge of the program.

Delegated Medical Procedures: Some medical procedures can be delegated to paraprofessionals if they are properly trained and routinely supervised by the nurse. Paraprofessionals should only perform procedures for which they have been trained and demonstrated competency.

Professional Ethics

To protect the rights of students and families, paraprofessionals must be aware of and practice appropriate ethical behavior. They must maintain confidentiality and protect and promote the rights of students' dignity, privacy, and respect. Paraprofessionals must also demonstrate honesty, loyalty, dependability, cooperation, accountability, and a willingness to learn. The following is a suggested code of Ethics for paraprofessionals:

- Engage only in non-instructional and instructional activities for which you are qualified and trained
- Do not communicate progress or concerns regarding students to parents, community members, or school staff not involved with the students. Discuss student progress, programming, etc., only with the supervising teacher in an appropriate setting
- Refer concerns expressed by parents, students, or others to your supervising teacher or administrator
- Recognize that the supervisor has the ultimate responsibility for instructions and management, and follow his/her prescribed directions.
- Express differences in opinion with supervisor, only when students are not present
- Discuss work-related problems only with appropriate personnel
- Do not engage in discriminatory practices based on a student's handicap, race, sex, culture, or religion
- Be a positive role model
- Follow all district and building policies set forth by administration and school board
- Accept responsibility for improving your skills
- Represent the school in a positive manner

Tips for the Paraprofessional

1. Do not let the student become overly dependent on you. The less work you do for the learner, the better. A successful paraprofessional will guide the student to the correct answer without giving the answer to help the student develop independence and learning skills.
2. Spend time asking questions, listening, writing, and helping students to think for themselves.
3. Be sensitive to the emotional, psychological, social problems that may be affecting the performance and behavior of the student. Bring them to the attention of the case manager, school principal, social worker, or building special education coordinator. Do not be afraid to ask for help!
4. Avoid assuming the role and responsibilities of the professionals and parents. Your job is to support these people, not replace them.
5. Be patient and reinforce positively when a goal is met. Progress may be slow, but always point out the accomplishment no matter how small.
6. Be sensitive in communicating with your students. Most importantly, be a careful listener.
7. Avoid being judgmental or stereotyping students. Each student is different.
8. Be realistic in expectations. If you expect little, little will be produced. Let the learner know you have high, but realistic expectations. With encouragement the learner will come to share your expectations.
9. Teach problem-solving strategies whenever possible.
10. Encourage students to be responsible for listening to direction and encourage them to ask questions for clarification.
11. Assist and praise all students in the class, not just the student you are helping. However, keep in mind your first responsibility is to the Special Education Student(s) in the class.
12. Remember, you are a model of appropriate behavior.
13. Encourage all students to accept, support, trust and assist each other.
14. Allow students to make as many decisions for their self as possible. Give them choices.
15. Treat all students with respect.
16. Respect each other as colleagues, co-workers, and professionals. Speak positively about each other and the school. Do not share conflicts with coworkers with people other than your supervisors.
17. Maintain a professional, but supportive role with students.
18. Avoid becoming overly protective. Students may initially require intensive support, but your goal needs to be to “fade” to a coaching and/or indirect role as soon as possible.
19. Carry your share of the load in the classroom. This is particularly important in rooms that are physically demanding.
20. Confidentiality is an absolute requirement. Only share information with people in the school who have direct involvement with a child, and then only the information that the person needs to know to work with the child. Being a school employee does not entitle people to information (see confidentiality).

Guide For Paraprofessionals

A clear delineation of roles of the teacher and the paraprofessional is an important element of a successful program. Identification of teacher and professional roles insures adherence to ethical and legal requirements and serves as a guide in supervision and evaluation. Actual delivery of instruction to the student may be carried out by the paraprofessional under supervision of the teacher.

A Paraprofessional MAY:	A Paraprofessional May NOT:
Be left alone in a classroom for brief periods of time when teacher is gone.	Be used as a substitute teacher
Work without direct supervision with individuals or groups, on concepts introduced by teachers.	Provide instruction without teacher direction.
Have specific instructional and management responsibility, under direction of certified staff.	Be assigned to attend student staffing in lieu of teacher.
Be involved in student staffing, if requested.	Supervise other staff.
Support inclusion of students in regular class assignments and tutoring.	Assign grades, write programs.
Be assigned record keeping tasks as relevant to classroom management.	Make parent contact or share information with non-school people, unless authorized.
Be reassigned within building/district by administration	Make major program decisions.
Work with a variety of disabilities.	Have access to files, unless authorized.
Assist in transportation supervision of students	Transport students in own vehicles

Tasks a Paraprofessional can do while Assisting in the General Education or Special Education Classroom.

Whole Group Instruction	Independent Work Time	Group Work Time	Testing
Cue students to take notes and make sure they continue to do so throughout the instruction.	Make sure students are on task and productive.	Make sure students get in a group.	Reading test allowed in arranging for them in advance.
Take class notes in a notebook for later use or take notes on the board if this is a system that works for the teacher.	Providing help with assignment completion – offering help multiple times and with different methods.	Facilitate and model participation – okay to offer the group suggestions.	Rephrasing test items – providing scaffolding/triggers (not answers).
Facilitating spelling, organization, on task behavior, etc.	Prompt/cue skills – skimming a textbook, using bold words, index, etc.	Assist with individual tasks – offering help multiple times and with different methods.	Providing a framework or outline when answering essay questions.
Charting student on-task behavior, assignment completion, etc.			
Talk with the teacher about your physical role in the classroom. Find out if you should be seated next to specific students, if you should walk around during the whole group, small group, or independent work time to check on on-task behavior, or offer assistance, etc.			

Positive Behavioral Interventions and Supports (PBIS)

The goal of PBIS (Positive Behavioral Interventions and Supports) is to increase academic achievement and foster the social development of all students. It is a school-wide framework for helping all students achieve important social and learning goals. Rather than focusing on the response or consequences when misbehavior occurs, this approach introduces and models behavior expectations, and then recognizes students when the positive social behaviors occur. The purpose of PBIS is to establish a school climate in which appropriate behavior is the norm.

Expectations for behavior are clearly posted throughout the building, school grounds, buses, and for all school related activities. A common language has been developed for everyone including students, administration, teachers, support staff, bus drivers, paraprofessionals, and guests. A system has been established to recognize students for their positive behavior, academics, and attendance on a weekly, quarterly, and semester basis. The following four behavior expectations have been established for all areas of Northland Community Schools:

Eagle Pride, School Wide

Be Responsible
Be Respectful
Be Productive
Be Safe

Behavior management is complex and unique to each individual. In each classroom environment, staff will manage behavior in a variety of ways. Paraprofessionals, in order to reinforce consistency, need to model the classroom management systems defined by each classroom teacher. When further intervention is necessary, the regular classroom teacher and special education teacher will plan appropriate interventions for the paraprofessional to implement. It is important for paraprofessionals to define their roles with the teacher in each classroom setting.

Attention - It is vital to have the attention of the end individuals who are working with. It is okay to wait until the group is quiet and it's sending to you before you begin activity.

Instruction – It is likely that the student is displaying challenging papers, because they do not know how to do it correctly. We must teach our students how to display the correct behaviors.

Monitoring - The key word here is to circulate. Staying in one place is not an effective way to deal with challenging behaviors.

Modeling – Students become confused as to what appropriate behaviors are expected if they witness inappropriate behaviors by adults in the environment.

Non-Verbal Cueing – Non-verbal cueing is less intrusive than verbal cueing. Especially in a whole classroom setting. Non-verbal cueing can be facial expressions, body posture, proximity, and hand signals.

Environmental control – Behavior problems can be remedied by changing the environment in which the behaviors occur. Providing structured activities on the playground significantly reduces the number of problem behaviors in this setting.

Low Profile Intervention – Intervention does not need to be a big production. Confrontation is NOT an effective form of discipline. In fact this option often escalates the behavior.

There are a number of **general management strategies and tips** that professionals will want to be familiar with no matter what setting they may be working in.

- **Build rapport** with students. Students who have a positive view of you will be more likely to cooperate. It is important to establish Rapport while still maintaining an appropriate

relationship. You can have a positive relationship with a student without being a friend.

- **Praise** is immediate, specific, deserved, and related to behavior. Very professional and should praise appropriate behaviors by describing the appropriate behaviors they see students perform.
- **Positive reinforcement** involves the presentation of a reward (smiles, stickers, points, ect.) following students performing a particular charge of the payment. The reward is designed to increase the frequency of a desired response and works particularly well with elementary students.
- Do not take a student's behavior personally. Challenging behaviors are not a personal attack.
- Never force an issue with a difficult student in front of the class. The student who displays challenging behaviors will feel more challenged when the issue is forced. Take a break and visit the subject again when all parties involved are calm and thinking clearly.
- **Consistent consequences.** Every consequence not carried out weakens the adult status. Idle threats are not considered positive practice. Students can pick these out and will challenge them.
- **Avoid sarcasm.** In the context of behavior management, sarcasm is completely inappropriate. It is not only rude and disrespectful.
- Do not label students as "bad". No student is bad. All students have positive attributes.
- **Set high standards.** Students will perform to the level of our expectations. If you expect more, the student will produce more.
- **Be consistent.** If you saw it, mean it, and treat all behaviors the same way for each student.
- **Keep Calm.** Students will adjust their behaviors to your demeanor.
- Be aware that **prevention is proactive** and **intervention is reactive**. The goal is to prevent problem behaviors before they occur.
- **Deal with problems immediately.** If you wait too long to intervene, the teachable moments are gone.

Confidentiality/Data Privacy

Confidentiality can be extremely difficult to maintain. Often situations arise that are unexpected or appear harmless if information is shared. Your assistance in maintaining the confidentiality of all reports is extremely important. It is imperative for you not to discuss or disclose any information about a student, with anyone who does not have direct responsibility for that child.

Remember, many times breaches of confidentiality are not malicious, but still need to be avoided. A concerned relative, neighbor, or staff member may just wish to chat and show concern. You need to tell the person you cannot discuss the children you serve, and refer them to the teacher, or building principal.

When you are being asked to share information about students, there are some basic questions for you to consider:

1. Do they have the right to know?
2. Do they have the need to know?

Remember: Oral disclosure is disclosure. What you say can carry the same responsibility as written communication.

A very limited number of people have access to student files and data. Supervising teacher will decide and share information with you that is necessary for your work with that child. It is not necessary that every person working with a child have full access to everything in the file.

Mandated Reporting

All public school employees have a responsibility to be mandatory reporters under the Abused and neglected Child Reporting Act. Any school employee who suspects a child is experiencing abuse of any form must report that abuse to the local social services. Once reported, the Social Services will do an investigation.

Minnesota Statute 626.556- Reporting of Maltreatment of Minors

All school employees are Mandated Reporters. Child Protection Assessments are conducted in response to reports of children being abused or neglected by caregivers. Family Services and Law Enforcement are required by law to cross report any child protection reports. The purpose of child protective services is to help protect children from physical abuse, neglect, and sexual abuse. The goal is to help families get the services needed so children do not need to continue to be abused or neglected.

How do I Report Abuse or Neglect? Call Cass County Social Services: 218-547-1340 or after-hours emergencies call 218-547-1424 if you believe that a child is being hurt or neglected. Doctors, school employees, and ministers, are required by law to report suspected child abuse or neglect. Other people, such as neighbors or relatives are encouraged to also report if they think a child is being abused or neglected. Please contact your supervising teacher or principal to complete a Suspected Child Abuse/Neglect Report.

What will happen when I call? County child abuse staff will decide if your concerns fit within the statutory definitions of abuse or neglect. If so, a child protection worker will meet with the family to assess the situation. The name of the person making the report will not be shared with the family, unless the reporter agrees or the court compels it. Child protection will work with local law enforcement and individuals who know the child, such as doctors or teachers if necessary.

Paraprofessional Websites

Websites at the state level which provide excellent resources and helpful hints for paraprofessionals are:

Minnesota Paraprofessional Consortium Website:

www.ici.coled.umn.edu/para/

The Paraprofessional Connection Website:

www.mw.sisna.com.paraconnect

Paraprofessional Training

<http://paraelink.org/>

ParaPro Exam Information

<http://www.resourcetraining.com/Page/ParaProExam>

Liabilities

School districts accept the responsibility for providing the safety and welfare of all students. Certain risks are encountered by students, staff administration, and the district, in the educational process. As students access various learning environments and as a variety of human resources are used in the educational process, it becomes increasingly important to exercise prudent judgment, ensure appropriate levels of supervision, and maintain accurate record keeping. To minimize the risks associated with instruction, it becomes incumbent for each school staff to:

- Fully understand and apply safety procedures.
- Adhere to the instructional plan based on the student's IEP, IFSP, or IIP
- Maintain appropriate records and documentation relative to student performance, behavior, and medical
- Effectively communicate with appropriate staff regarding students
- Be aware of physical, behavioral, emotional, and educational needs of students affecting safety/welfare.
- Be properly trained by certified staff for procedures requiring specific skills.
- Check with supervisor regarding any procedures that could involve liability of violation of student plan
- Report accidents, problems, immediately to supervisor and/or building administrator
- Be informed and follow district/building policies

Disability Descriptions/Definitions

Autism Spectrum Disorders (ASD)

Autism Spectrum Disorders mean a range of pervasive developmental disorders that adversely affect a student's functioning and result in the need for special education instruction and related services. ASD is a disability category characterized by an uneven developmental profile and a pattern of qualitative impairments in several areas of development with onset in childhood: social interaction, communication, or restricted repetitive and stereotyped patterns of behavior, interests, and activities.

Deaf and Hard of Hearing (D/HH)

This disability means a diminished sensitivity to sound, or hearing loss, that is expressed in terms of standard audiological measures. The hearing loss affects the student's educational, communicative, or social functioning and results in the need for special education instruction and related services.

Developmental Cognitive Disabilities (DCD)

This disability category includes students with mild to profound delays in general intellectual functioning, resulting in or associated with concurrent deficits in adaptive behavior that requires special education and related services. Developmental Cognitive Disability has two categories: a. mild to moderate mentally impaired and b. severe to profound mentally impaired.

Developmental Delay

Students with Developmental Delays are served through the Early Childhood Special Education program (ECSE). Special Education and related services are provided to children birth to age 7 who have a substantial delay in development or have an identifiable sensory, physical, mental, or social/emotional condition or impairment known to hinder normal development.

Emotional/Behavioral Disorders (E/BD)

Students identified with Emotional or Behavioral Disorders exhibit established patterns characterized by one or more of the following behavior clusters that affect educational performance:

- A. Severely withdrawn or anxious behaviors, pervasive unhappiness, depression, or wide mood
- B. Severely disordered thought processes manifested by unusual behavior patterns, atypical communication styles or distorted interpersonal relationships
- C. Severely aggressive or impulsive behaviors

Specific Learning Disabilities (SLD)

A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written. Learning disabilities may be exhibited in one or more areas: oral expression, listening comprehension, mathematical calculation and/or reasoning, basic reading skills, reading comprehension, and written expression. This disability category does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, cognitive impairments, emotional or behavioral disturbances, or environmental, cultural, or economic disadvantages.

Other Health Disabilities (OHD)

Other Health Disabilities include a broad range of medically diagnosed chronic or acute health conditions that may adversely affect academic functioning and result in the need for special education instruction and related services. The decision that a specific health condition qualifies as a health disability will be determined by the impact of the condition on academic functioning rather than by the diagnostic label given the health condition.

Physically Impaired (PI)

Physically impaired means a medically diagnosed chronic, physical impairment, either congenital or

acquired, that adversely affects physical or academic functioning and results in the need for special education and related services.

Speech and Language Impairments (SPL)

A speech or language impairment means a communication disorder, such as stuttering, impaired articulation, language impairment, or voice impairment, which adversely affects a student's educational performance. Educational Speech/Language Pathologists provide specialized therapy for students with speech and/or language impairments.

Traumatic Brain Injury (TBI)

This disability category includes students with an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that may adversely affect a student's educational performance and result in the need for special education and related services.

Visually Impaired (VI)

This disability category involves a verified visual impairment accompanied by limitations in sight that interfere with acquiring information or interaction with the environment to the extent that special education and related services are needed.

Common Program Acronyms in Special Education

ADD: Attention Deficit Disorder	ADHD: Attention Deficit Hyperactive Disorder
ASD: Autism Spectrum Disorder	BIP: Behavior Intervention Plan
COTA: Certified Occupational Therapy Assistant	CMH: Children's Mental Health
CRT: Crisis Response Team	D/B: Deaf/Blind
DAPE: Developmental Adaptive Physical Education	DD: Developmental Delay
DCD: Developmental Cognitive Disability (MM-Mild to Moderate Mentally Impaired) (SP- Severe to Profound Mentally Impaired)	DHS: Division of Human Services
D/HH: Deaf/Hard of Hearing	DT: Day Treatment
EBD: Emotional/Behavior Disorder	ECSE: Early Childhood/Special Education
ESY: Extended School Year	FBA: Functional Behavior Analysis
GED: General Education Diploma	IDEA: Individuals with Disabilities Education Act of 2004
IEP: Individual Education Plan	IFSP: Individual Family Service Plan
IIIP: Individual Interagency Intervention Plan	LD: Learning Disability
LEP: Limited English Proficiency	LPN: Licensed Practical Nurse
LRE: Least Restrictive Environment	LSW: Licensed Social Worker
MDE: Minnesota Department of Education	OHD: Other Health Disability
Para: Paraprofessional	PBIS: Positive Behavior Intervention Supports
PI: Physically Impaired	PT: Physical Therapist
PTA: Physical Therapist Assistant	RtI: Response to Intervention
SL: Speech/Language Impaired	SMI: Severely Multiply Impaired
TBI: Traumatic Brain Injury	VI: Visually Impaired

Working with Certified Staff

If the paraprofessional is in an educational setting, they may work directly or come in contact with some of the following professionals:

General Education Teacher: The role of the general education teacher is largely teaching the regular class lessons, with necessary adaptations for the Special Education student. The paraprofessional may be responsible for adaption and explaining curriculum and assisting students with the regular classroom or in small groups to complete assignments.

Special Education Teacher: The Special Education teachers have the background and training to set up specific plans to meet individual students' educational needs. He/she may be the paraprofessional's immediate supervisor and will determine the daily/weekly responsibilities the paraprofessional will perform within the regular classroom, special education classroom, or small group.

Speech/Language Pathologist: The Speech/Language Pathologist provides assessment and intervention services to students with articulation, language, voice and fluency disorders.

Developmental Adaptive Physical Education Teacher (DAPE): The Adapted Physical Education teachers have special training in designing motor programs and exercises to meet the unique physical needs of individual students. This service is frequently provided to students with physical disabilities and a paraprofessional will often assist in delivering these services (under the direction and supervision of the DAPE teacher).

Occupational/Physical Therapists: These skilled professionals collaborate with staff to design procedures that will help students become more independent.

- **Physical Therapists** work with ambulation (walking), modalities (senses) and cardio respiratory functioning.
- **Occupational Therapists** work with fine motor and perceptual skills, sensory integration, cognitive and psychosocial aspects of performance, and adaptive devices related to daily activities.

Licensed School Nurse: The school nurse is responsible for dispensing medications and assisting in monitoring and meeting a student's medical needs. The nurse may delegate some of these responsibilities to a paraprofessional, as long as the nurse provides adequate training and supervision.

School Social Worker: The school social worker meets with students and parents as well as school staff to help improve any social emotional or behavior difficulties which interfere with a student's school performance. Through individual conferences, small group meeting and classroom presentations they work to improve self-esteem, friendship and personal skills for all students.

School Psychologist: The school psychologist provides educational assessment for students with special needs in the areas of academic concerns, social/behavioral and cognitive functioning. In addition, the psychologist provides consultation to staff, parents and the team regarding educational program issues.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

When you hear the PA Announcement for **“Hold: In Your Room or Area. Clear the Halls”**.

1. Follow Teacher instructions. Be a support and guide for what they are telling the students. Stay quiet/silent so that you are an example to students to listen for directions.
2. **If there is no teacher in the room you are responsible for getting everyone to safety inside the building.**
3. Close and lock the door
4. Account for students and adults
5. Do business as usual

SECURE PROCEDURES

When you hear the PA Announcement for **“Secure: Get Inside, Lock Outside Doors”**.

1. Follow Teacher instructions. Be a support and guide for what they are telling the students. Stay quiet/silent so that you are an example to students to listen for directions.
2. **If there is no teacher in the room you are responsible for getting everyone to safety inside the building.**
3. Stop whatever you are doing
4. Bring everyone indoors
5. Lock outside doors
6. Increase situational awareness
7. Account for students and adults
8. Do business as usual

LOCKDOWN PROCEDURES

When you hear the PA Announcement for **“Lockdown: Locks, Lights, Out of Sight”**.

1. Follow Teacher instructions. Be a support and guide for what they are telling the students. Stay quiet/silent so that you are an example to students to listen for directions.
2. **If there is no teacher in the room you are responsible for getting everyone to safety inside the building.**
3. Recover students and staff from hallway if possible
4. Lock the classroom door
5. Turn out the lights
6. Move away from sight
7. Maintain silence
8. Do not open the door

9. Prepare to evade or defend

FIRE DRILL EVACUATION PROCEDURES

GENERAL INSTRUCTIONS ON BUILDING EVACUATION

1. Follow Teacher instructions. Be a support and guide for what he/she is telling the students. Stay quiet/silent so that you are an example to students to listen for directions.
2. **If there is no teacher in the room you are responsible for getting everyone to safety.**
3. The teacher should be the last person out of any room and make sure all doors are closed behind them.
4. **Under no circumstances is the elevator to be used!**

GENERAL INSTRUCTIONS ONCE OUT OF THE BUILDING

1. Make sure students go to their designated evacuation area.
2. **Promote safety, stress that students must remain together in a close group once out of the building. Emergency vehicles will use all the parking lots and any street next to the building.**
3. Once to your designated evacuation area, immediately gather your students and take attendance. You will report any missing students via walkie talkie to the designated admin in your area.

SHELTER/TORNADO DRILL PROCEDURES

When you hear the PA Announcement for “**Shelter: Evacuate to Shelter Area**”.

When we have our annual tornado drill or in the event of an actual tornado, please direct your students to the following areas in a quick, quiet and orderly manner.

Here are the designated spaces:

- PreK - Bathrooms
- D110 Hallway - Choir room
- Band/Shop - Band room/practice rooms
- D120 Hallway - Guest locker room
- B120 Hallway - bathrooms across the hall and close to the fire doors in the hallway
- Kitchen/custodial staff - Supervisor's office
- HS Library - Tutor rooms
- HS Sped - Adjourning office
- HS downstairs hallway - Main bathrooms
- HS upstairs west rooms - Girls' locker room
- HS upstairs east rooms - Boys' locker room
- Office staff - Interior offices

Take your walkie talkie and move students to the designated shelter area. Students will kneel down and cover their heads facing the walls.

Evacuation from School Grounds Procedures

When you hear the PA Announcement for **“Evacuate: To Designated Off Campus Area”**.

1. Follow Teacher instructions. Be a support and guide for when he/she is telling the students. Stay quiet/silent so that you are an example to students to listen for directions.
2. **If there is no teacher in the room you are responsible for getting everyone to safety.**
3. Lead students to Evacuation location
 - PreK-2 and Sped - Congregational Church
 - 3rd-6th - Harvest Church of God
 - High School - Alliance Church
4. Account for students and adults
5. Notify of missing, extra or injured students or adults

School Forms & Reporting

These forms can be found on the district website <https://www.isd118.k12.mn.us/> or you may access them in the office. Please familiarize yourself with them and use them as needed.

1. Employee Incident Form: used to report employee injuries
2. Student Accident Report: required whenever a student is injured at a school-related event

Student Referral Forms

1. Behavioral referrals are completed by the Support Room or Special Education Teacher.
2. Mandated reporter; request to make a report to Child Protection when a student has shared information regarding an unsafe act or being harmed. Always include your supervising teacher and contact the admin or the counseling office for forms to report.

Crisis Management Plan

2022-23

Northland Community Schools – ISD #118
316 Main Street E
Remer, MN 56672



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ASSAULT/FIGHT

First and foremost, ensure safety Of all students and staff.

Violent actions include: Physical Assaults, Fights, Verbal Assaults, Verbal Threats, or Gang Activities

Building Administrator/Principal/Designee

1.	<u>Initiate Standard Response Protocol – “HOLD: In your classroom or area”</u>
21.	Seal off the area where situation is taking place. Clear onlookers.
32.	Contact or direct qualified personnel to contact police liaison or <i>call 911</i>, if necessary.
43.	Assemble Crisis Response Team, if needed.
54.	Notify Superintendent.
65.	Notify law enforcement or school liaison officer, as appropriate, if a weapon is being used, if the victim has sustained physical injury, whether the victim has sustained physical injury causing substantial pain or impairment, or the assault involved sexual contact (intentional touching of anus, breast, buttocks, or genitalia of another person in a sexual manner without consent, including those areas covered by clothing.)
76.	Once the situation is controlled, escort (using police assistance if necessary) the person(s) to office keeping them away from each other (if medically able to do).
87.	Assist police in any way requested to facilitate investigation.
98.	Ensure at least 2 adults and a police officer are present at meeting.
109.	Inform person of his/her rights.
110.	If a student is involved, notify parents/guardians of student involvement in assault.
121.	Obtain statements from witnesses and/or combatants (to be dealt in accordance with school district discipline, harassment and violence policies).
132.	Assess counseling needs of victim(s) or witness(es).
143.	Document incident and report to Superintendent.

Teacher

1.	Make verbal contact in a calm, low-toned voice.
2.	If possible, address combatant by name asking them to “stop”.
3.	Encourage person to talk about issues somewhere more isolated; in an area where they can calm themselves without losing face.
4.	Room Evacuation - Try to empty area of students so there is not an audience and less danger to others.
5.	Give person a choice by clearly stating: “You must go to the Principal’s Office, or the police will be called.”
6.	Do not grab or touch violent person unless they are causing harm to themselves or others.
7.	Escort person to the office keeping them away from each other and other students.
8.	If student refuses to cooperate, notify appropriate personnel (Principal, Special Ed instructor for assistance, etc.).
9.	<i>Do not leave person alone</i> until he/she is calmed down.
10.	Discuss behavior and consequences only after person is calm.
11.	Report incident to the building administrator.

Bomb Threat

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

A bomb threat should always be considered a real and immediate danger to students and requires immediate response by the person receiving the bomb threat message.

At least one bomb threat drill should be conducted each school year. Because evacuation of the students and staff is the response used for a number of other crises in addition to bomb threats, staff members will probably not be aware they are evacuating because of a bomb threat. It is, therefore, a good practice that whenever exiting the classrooms or work areas for any kind of drill, all personnel should quickly inspect their work area for anything unusual or out of place and be aware of any unusual or suspicious persons on the site.

NEVER ATTEMPT TO TOUCH, MOVE, DISMANTLE OR CARRY ANY OBJECT THAT IS SUSPICIOUS.

Bomb Threat by written message

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

If you receive a bomb threat by written message/observe suspect with object:

Teacher

1.	Notify Building Administrator/Principal/Designee reporting any unusual activities or objects immediately.
2.	Preserve the note for the police by touching it as little as possible and placing it in a document protector or plastic bag, if available. Keep in your possession until able to turn over to authorities.
3.	DO NOT activate the fire alarm since the noise may detonate some bombs.
4.	<u>Initiate Stand Reponsie Protocol – “EVACUATE to off-campus locations”</u>
54.	Upon the notification to evacuate the building, take class roster and grade book with you. Note: Public address announcement is not recommended due to potential sensitivity of bombs.
65.	Leave doors and windows are they are.
76.	Do not go to lockers. Check areas near your room (lavatory, work rooms, etc.) as you evacuate the building.
87.	Evacuate students from building as directed by Building Administrator and proceed to <i>designated safe area away from the building</i> .
98.	If emergency warrants Campus Evacuation, follow evacuation procedures.
109.	Reassemble students and complete roll call to account for all students and report any missing students immediately to the building administrator or designated person.
111.	Assist with “check out” of students if directed by the building administrator.
121.	Note on roster any student released to parent or guardian.
132.	No one may re-enter the building until fire or law enforcement personnel declare entire building safe. NOTE: Teachers/staff know what has been disturbed or added to their work area and may be asked by fire or law enforcement personnel to help search or advice/suggestions on how to approach the area.
143.	Wait for notification by Building Administrator of the termination of emergency.

Office Personnel

1.	Notify Building Administrator/Principal/Designee.
2.	Call 911. Inform law enforcement agency officials as to what type of threat was received: written message, suspect object observed, or e-mail.
3.	DO NOT activate the fire alarm since the noise may detonate some bombs.
4.	Secure the vaults and other necessary items, if possible.
5.	Take teacher/student sign-in/sign-out lists, absence lists, class lists, and print-out of emergency release information as you exit. Leave doors and windows as they are.
6.	Proceed to your <i>designated safe area</i> .

Bomb Threat, cont.

(notice by written message or observation, cont.)

Building Administrator/Principal/Designee

1.	Call 911. Inform law enforcement agency officials as to what type of threat was received: written message, suspect object observed or e-mail.
2.	Call local telephone company so calls can be monitored. Johnson Telephone Co 218-566-2302 or 1-800-903-1987
3.	Assemble Crisis Response Team.
4.	<i>DO NOT ACTIVATE the fire alarm or use public address system due to the sensitivity of some bombs.</i>
5.	Calmly have Crisis Response Team go room to room initiating an immediate evacuation of the building to <i>pre-designated routes</i> . <i>Should an alternate route/safe haven be necessary, notify staff at this time. DO NOT MENTION BOMB THREAT TO THE STUDENTS.</i>
6.	During the evacuation, ensure caretakers assist handicapped students
7.	Evacuate building; once at <i>designated safe area</i> , ensure pre-appointed staff have searched building for stragglers.

Staff Not Supervising Students

1.	Check for and visitors students in your area and then evacuate.
2.	Shut off all power equipment (cafeteria staff).
3.	Leave building per general building evacuation procedure.
4.	Confirm with building administrator that the area you checked is vacated.

Custodians

1.	Search boiler rooms and custodial work areas for students.
2.	Check/shut down utilities and electrical devices to avert explosions or outages.
3.	Leave building per general building evacuation procedure.

Bomb Threat by phone call

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation



If you receive a phone call that a bomb has been planted in the school:

Recipient of Bomb Threat:

1. Keep caller on telephone as long as possible – DO NOT HANG UP. DO NOT INTERRUPT!
2. Listen closely to the caller's voice and speech patterns and to any noises in the background. Ask caller to repeat, speak louder, more slowly, etc.
3. Write down exact message!!!!
4. Complete the Bomb Threat Check List (attached) while call is taking place.
5. If student answers phone, get adult to phone, if possible.
6. If call can be traced, initiate the sequences.

Teacher

1.	Notify Building Administrator/Principal/Designee, reporting any unusual activities or objects immediately.
2.	<i>DO NOT activate the fire alarm or use the public address system.</i>
3.	Upon the notification to evacuate the building, take class roster and grade book with you.
4.	Leave doors and windows as they are.
5.	Do not go to lockers. Check areas near your room (lavatory, work rooms, etc.) as you evacuate the building.
6.	Evacuate students from building as directed by Building Administrator and <i>proceed to designated safe area away from the building.</i>
7.	If emergency warrants campus evacuation, follow evacuation procedures.
8.	Reassemble students and complete roll call to account for students and report any missing students immediately to the building administrator or designated person.
9.	Assist with "check out" of students if directed by building administrator.
10.	Note on roster any student released to parent or guardian
11.	No one may re-enter the building until fire or law enforcement personnel declare entire building safe. NOTE: Teachers/staff know what has been disturbed or added to their work area and may be asked by fire or law enforcement personnel to help search or advice/suggestions on how to approach the area.
12.	Wait for notification by Building Administrator of the termination of emergency.

Bomb Threat by phone

(notice by phone call, cont.)

Building Administrator/Principal/Designee

1.	Call 911. Inform law enforcement agency officials as to what type of threat was received: phone call.
2.	Call local telephone company so call can be monitored. <i>Johnson Telephone Co 218-566-2302 or 1-800-903-1987</i>
3.	Assemble Crisis Response Team.
4.	<u>Initiate Standard Response Protocol – “EVACUATE to off-campus locations”</u>
4.	Calmly have Crisis Response Team go room to room initiating an immediate evacuation of the building to <i>pre-designated routes</i> . <i>Should an alternate route/safe haven be necessary, notify staff at this time.</i> DO NOT MENTION BOMB THREAT TO THE STUDENTS.
5.	DO NOT ACTIVATE the fire alarm or use the public address system due to the sensitivity of some bombs.
6.	During the evacuation, ensure caretakers assist handicapped students
7.	Evacuate building; once at <i>designated safe area</i> , ensure pre-appointed staff has searched building for stragglers.
8.	To the best of your ability and as time and circumstances allow, make absolutely sure that all areas of the building have been searched. NO ONE MUST BE LEFT IN THE BUILDING!
9.	Ensure custodians/cafeteria staff have shut off all power equipment, gas, etc.
10.	Notify Superintendent’s Office to ensure necessary administrators are notified.
11.	Advise whether campus evacuation will be necessary.
12.	If students are to be evacuated to another site or dismissed, organize system for transporting students.
13.	If students are to be dismissed, establish “check-out” area.
14.	Students should be released ONLY to parents or those listed on emergency release forms.
15.	Notify staff and students of the termination of emergency once fire or law enforcement officials have given <i>All-Clear</i> .
16.	Notify parents/guardians per district policy (via media, phone) as soon as possible.
17.	File report.

Staff Not Supervising Students

1.	Check for students in your area and then evacuate.
2.	Shut off all power equipment (cafeteria staff).
3.	Leave building per general building evacuation procedure.
4.	Confirm with building administrator that the area you checked is vacated.

Custodians

1.	Search boiler rooms and custodial work areas for students.
2.	Check/shut down utilities and electrical devices to avert explosions or outages.
3.	Leave building per general building evacuation procedure.

Bomb Threat

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

(notice by phone call, cont.)

Office Personnel

1.	Notify Building Administrator/Principal/Designee.
2.	<i>Call 911.</i> Inform law enforcement agency officials as to what type of threat was received: phone call.
3.	<i>DO NOT activate the fire alarm</i> since the noise may detonate some bombs.
4.	Secure the vaults and other necessary items, if possible.
5.	Take teacher/student sign-in/sign-out lists, absence lists, class lists, and print-out of emergency release information as you exit. Leave doors and windows as they are..
6.	Proceed to your <i>designated safe area</i> .

CAMPUS EVACUATION

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

Various situations will warrant evacuation of the school campus. This procedure provides a general guideline for having the students/staff proceed to another location away from the school campus in an orderly fashion.

Group	Relocate to	Method Used	Lead Person At This Site	Phone Number At Site	Location of Keys
Pre-K, K, 1, 2, Elem Special Ed, <u>HS Sped</u>	Congregational Church	Walk	Kindergarten Teacher <u>EC Coordinator</u>	218-566-1495	Key holders: Kindergarten Teacher <u>PreK Building</u>
<u>3, 4, 5, 6</u> <u>High School All Grades</u>	Alliance Church	Walk	<u>5th Grade Teacher</u> <u>High School Principal then</u> <u>Executive Secretary</u>	218-566-2695	Key Holders: <u>5th Grade Teacher</u> <u>Office</u> <u>PreK Building</u>
<u>High School All Grades</u> <u>Grades 3, 4, 5, 6</u>	Harvest Church of God	Walk	<u>High School Principal then</u> <u>Executive Secretary</u> <u>Elementary Principal</u> <u>School Secretary</u>	218-566-3683	Keys in NHS office
All non -ambulatory students	<u>Harvest Church of God</u> <u>Congregational Church</u>	Each with own plan	<u>High School Principal then</u> <u>Executive Secretary</u> <u>Elementary Principal then</u> <u>School Secretary</u>	218-566-3683	
Others (custodians, etc.)	Harvest Church of God	Walk		218-566-3683	Keys in NHS Office
<u>Mechanic Transportation Supervisor/Mechanic</u>	Alliance Church	Coordinate district transportation needs		218-566-2695	
Buses, if and when they arrive, will be parked single file on the East side of 2 nd Avenue NE from Highway 200					

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

CLASSROOM EVACUATION

Various situations will warrant evacuation of a classroom. This procedure provides a general guideline to teachers for having students leave the classroom in an orderly fashion.

Teachers

1.	If teacher is able to evacuate with students, she/he will retain control of them.
2.	If teacher is unable to evacuate with students, direct a responsible person to take control and assume the duties; provide class roster if reasonable to do so.
3.	Take class roster and grade book with you.
4.	Close the door as you leave.
5.	Do not allow the students to go to their locker or leave the group as you evacuate.
6.	Proceed in an orderly, calm manner checking areas near your room (lavatories, work rooms, offices, etc.) as you proceed to the designated tornado shelter.
7.	Once in relocated area, account for all students and report any missing persons to the building administrator/principal or designated person, if possible.
8.	Remain with students until given further direction from the building administrator/principal or person of authority.

Demonstration/Disturbance

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

These procedures are for dealing with anyone causing or participating in a demonstration or disturbance at a building: individual students, student groups, or outside individuals or groups not associated with the building.

First and foremost, ensure safety of all students and staff.

NOTIFY BUILDING ADMINISTRATOR/PRINCIPAL/DESIGNEE IMMEDIATELY OF THE DISTURBANCE.

LOCK DOWN CODE: — “LOCK DOWN IN PROGRESS”
Outside Building: Standard Response Protocol: “SECURE – Get inside. Lock Outside Doors”
Inside Building: Standard Response Protocol: “HOLD – in your classrooms”

Building Administrator/Principal/Designee

1.	Notify law enforcement, if necessary. <i>Call 911.</i>
2.	Ensure safety of students and staff in any way possible.
3.	Secure building initiating <i>Lock-Down Procedures</i> if necessary.
4.	Assemble Crisis Response Team.
5.	Notify Superintendent.
6.	Ask demonstrators to disperse, or to re-assemble in the NHS Gym.
7.	Contain the disturbance by sealing off the area to the extent possible.
8.	Relocate individuals involved in the disturbance to an isolated area to the greatest extent possible.
9.	Shut off bells, if applicable.
10.	Document incidents with <u>cassettes-recordings</u> or take detailed notes.
11.	Refer media calls to Superintendent.

Teachers

1.	Keep students in classroom. Try to maintain a calm atmosphere.
2.	If directed, proceed with lock-down procedures.
3.	Make a list of all students absent from classroom.
4.	Do not allow students outside of classroom until an <i>all clear</i> is received from building administrator.
5.	Document all incidents and forward Incident Report Form to building administrator/principal.

DEMONSTRATION/DISTURBANCE INCIDENT REPORT FORM

This incident report form is to be used to document all incidents, including the names of anyone causing or participating in a demonstration or disturbance on Northland Community Schools ISD#118 grounds: individual students, student groups, or outside individuals or groups not associated with the district.

1. Date of Demonstration/Disturbance: _____
2. Location of Incident: _____
3. Individual Completing Form: _____
4. Individual(s)/Group(s) Involved: _____

5. Student(s)/Staff Member(s) Affected: _____

6. Details of the Incident (Please use the reverse side of this form if additional space is needed.): _____

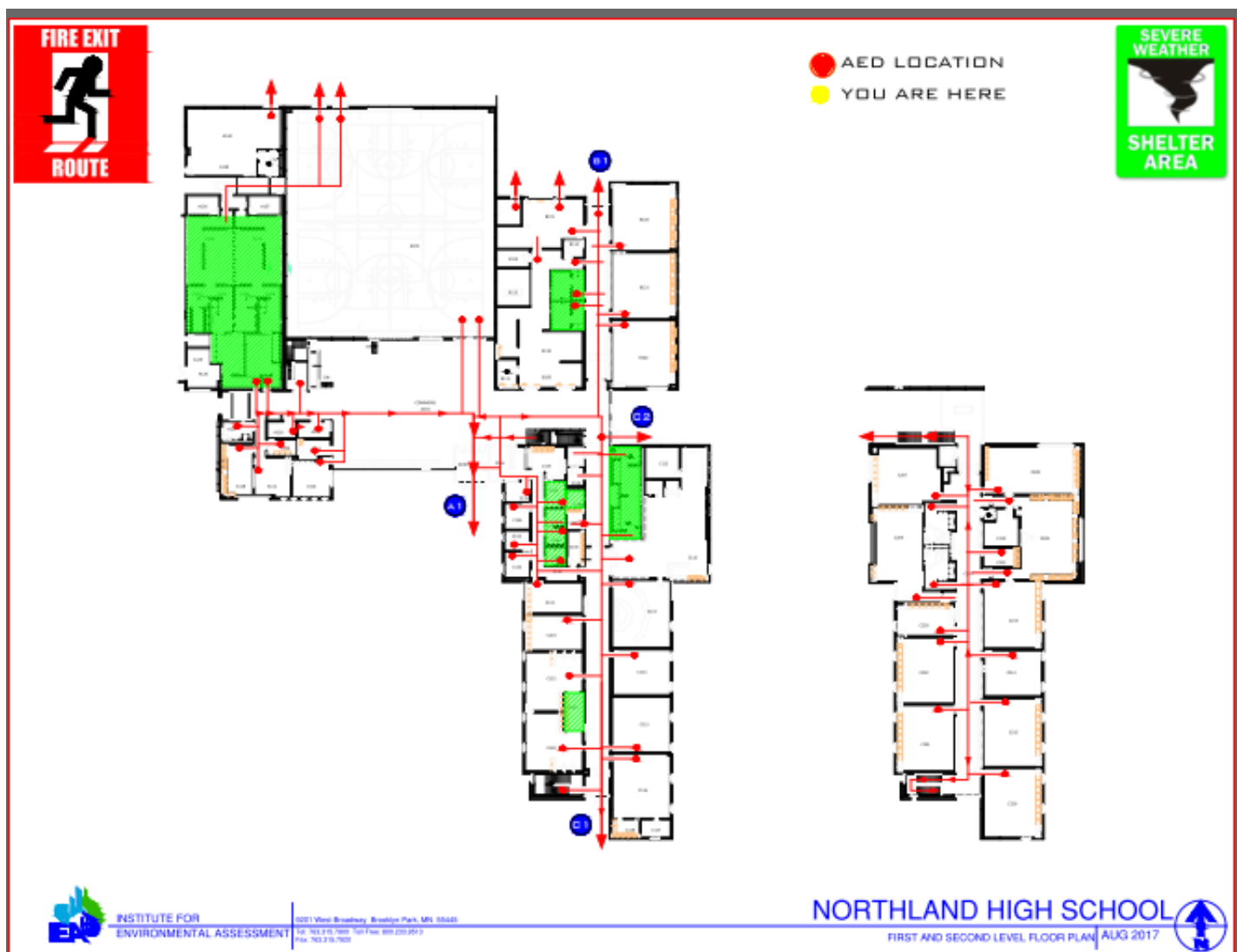
Designated Safe Area Evacuation Northland High School/Remer Elementary

INSIDE BUILDING EVACUATION

Note:

Paraprofessionals will accompany the class they are with at the time of the evacuation. Custodians perform their assigned tasks and remain in the area they are in at the time of the evacuation.

See green shaded areas on the maps below:



FIRE EXIT



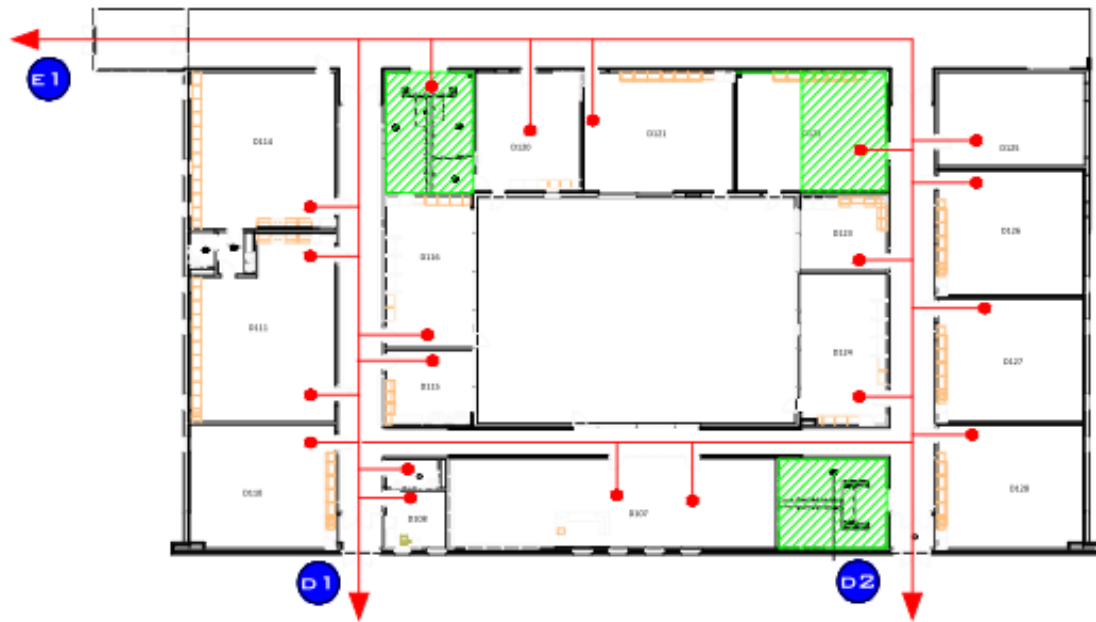
ROUTE

● YOU ARE HERE

SEVERE WEATHER



SHELTER AREA



INSTITUTE FOR
ENVIRONMENTAL ASSESSMENT

5001 West Broadway, Brooklyn Park, MN 55428
Tel: 763.216.7800, Toll Free: 800.225.2513
Fax: 763.216.7800

REMER ELEMENTARY SCHOOL
FIRST LEVEL FLOOR PLAN AUG 2017



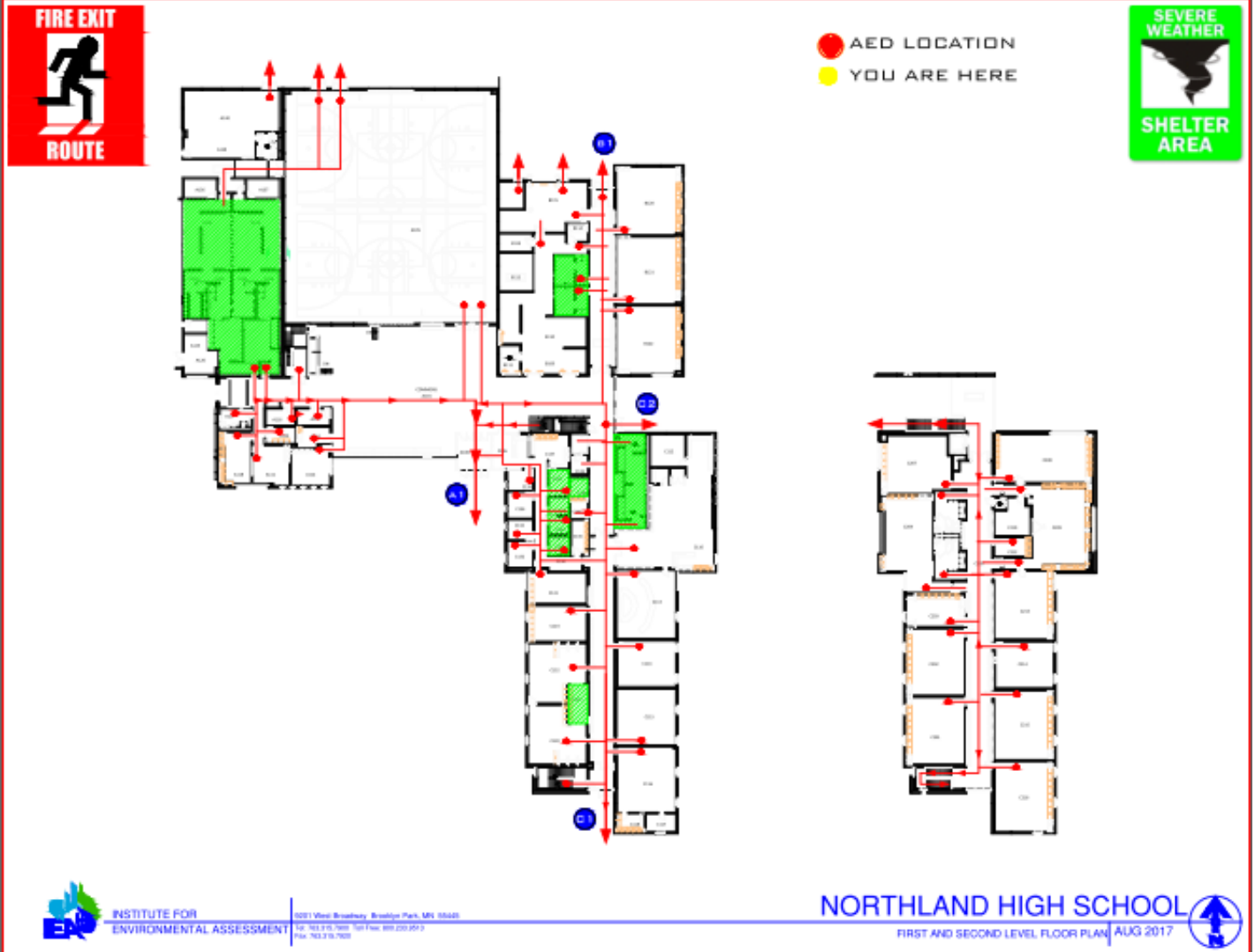
Designated Safe Area Evacuation Northland High School/Remer Elementary

OUTSIDE BUILDING EVACUATION

Note: Check maps for red arrows indicating the direction to the closest exit.

<i>Area in Building/ Exit Door</i>	<i>Specific Location</i>	<i>Appointed Leader</i>
<u>Preschool Building</u> <u>D100 Hallways, Door 14, 15</u>	East Parking Lot	Each teacher takes roll then reports to the Building Administrator/ Building Secretary.
	Across the drive from the West Side of the Earl Childhood Building	Each teacher takes roll then reports to the Building Administrator/ Building Secretary.
<u>Offices, Gym – Door 1</u> <u>C200 Hallway – Door 1, 2</u> <u>C100 Hallway– Door 1</u>	Front Parking Lot	Each teacher takes roll then reports to the Building Administrator/Building Secretary.
<u>HS Library – Door 3</u>	East Parking Lot	Each teacher takes roll then reports to the Building Administrator/Building Secretary.
<u>B100 Hallway – Door 4</u> <u>E100 Hallway – Door 9, 10</u>	North NHS Field	Each teacher takes roll then reports to the Building Administrator/Building Secretary.

**This section will be filled in once the doors are numbered/lettered – based on the evacuation maps.*



FIRE EXIT

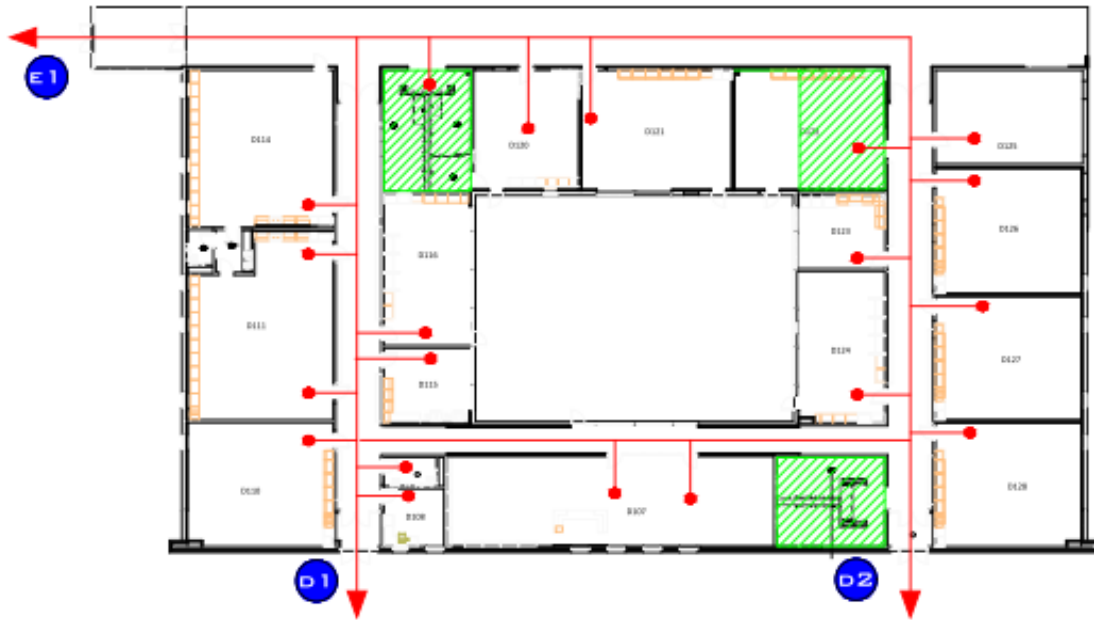


● YOU ARE HERE

SEVERE WEATHER



SHELTER AREA



INSTITUTE FOR
ENVIRONMENTAL ASSESSMENT

5001 West Broadway, Brooklyn Park, MN 55428
Tel: 763.216.7800, Toll Free: 800.225.2513
Fax: 763.216.7800

REMER ELEMENTARY SCHOOL
FIRST LEVEL FLOOR PLAN AUG 2017



GUIDELINES FOR EVACUATION DRILLS

1. Contact law enforcement as to the time and date. Make certain law enforcement is at the drill.
2. Review the plan with students the week prior to the drill.
3. Inform Harvest Church of God, Alliance Church, and Congregational Church.

Fire Evacuation

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

Teacher

1.	Prepare to evacuate if you hear fire alarm or call on P.A. system. Be aware of pre-designated <i>primary and alternate</i> evacuation routes.
2.	Take roster sheet and grade book with you.
3.	Close windows, if possible.
4.	If classroom door is closed, feel the door to see if it is hot. If it <i>is not hot, open it</i> and proceed slowly and low to the floor. If it <i>is hot, find an alternate route</i> and lead the students in an orderly manner from the building.
5.	Close classroom door, leaving it unlocked, and turn out lights as students leave.
6.	<u>Do not go to lockers.</u> Check areas near your room (lavatory, work rooms, offices, etc.) as you are exiting the building.
7.	If emergency warrants Campus Evacuation, follow evacuation procedures.
8.	Always evacuate cross wind and/or upwind, if possible.
9.	Reassemble students and complete roll call to account for all students and report any missing students immediately to the building administrator or designated person.
10.	Assist with “check out” of students if directed by building administrator.
11.	Note on roster any student released to parent or guardian.
12.	Return to classroom <u>only</u> when instructed to do so by authorized district or fire department officials.
13.	If emergency allows staff/students to remain on campus, walk from building to Designated Safe Area outside (<i>see above locations</i>).

Office Personnel

1.	Secure vaults and other necessary items, if possible.
2.	Take teacher/student sign-in/sign-out lists, absence lists, and class lists.
3.	Leave building per general building Evacuation Procedure.

Fire Evacuation

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

Custodians

1.	Search boiler rooms, custodial work areas for any personnel or students.
2.	Check/shut down utilities and electrical devices to avert any explosions/outages.
3.	Leave building per general building evacuation procedure.

Staff Not Supervising Students

1.	Close the windows and check for students and visitors in your area.
2.	Shut off all power equipment (cafeteria staff).
3.	Leave building per general building evacuation procedure.
4.	Confirm with the building administrator that the area you checked is vacated.

Building Administrator/Principal/ Designee

1.	Sound fire alarm to signal evacuation. Use P.A. announcement if alternate route or assembly area is to be used.
2.	Call 911 for police and/or fire department. Advise whether ambulances are needed.
3.	Assemble Crisis Response Team.
4.	Evacuate building; once at Designated Safe Area, ensure pre-appointed staff have searched building for stragglers.
5.	As evacuation is taking place, ensure that caretakers assist handicapped students.
6.	To the best of your ability and as time and circumstances allow, make absolutely sure that all areas of the building have been searched. NO ONE SHOULD BE LEFT IN THE BUILDING.
7.	Ensure that custodians/cafeteria staff have shut off all power equipment.
8.	Notify Superintendent's Office to ensure necessary administrators are notified.
9.	Advise whether Campus Evacuation will be necessary.
10.	If students are to be evacuated to another site, organize system for transporting students.
11.	If students are to be dismissed, establish "Check-Out Area".
12.	Students should be released ONLY to parents or those listed on emergency release forms.
13.	Signal "ALL-CLEAR" to return to classroom when directed by authorized officials.
14.	Report incident (even if it is a false alarm) to the Fire Marshall, as required by law (Minn. Stat. 299F.452).

Grief Counseling Policy

CRISIS PROTOCOL

IF YOU NEED ADDITIONAL HELP WITH A SCHOOL CRISIS PLEASE CONTACT THESE PEOPLE IN THIS ORDER:

Scott Peterson 218-889-2397 (H) 218-326-0733 (C) 218-566-2351 x32017

Terri Shepard 218-259-9122 (C) 218-566-2351 x32027

IASC Schools – for school counselor support

Cass County Sheriff's Office – chaplains – 218-547-1424

North Homes Staff 218-999-9908

~~EAP—for staff support—800-883-2177~~

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

Hazardous Materials

**Division of Emergency Management
MN Duty Officer/24 Hour – 1-800-422-0798
Cass County Emergency Management – 218-547-7437**

A hazardous materials incident is an undesired event which, under slightly different circumstances, could result in harm to people, damage property, or harm the environment.

A hazardous materials accident is an undesired event which results in harm to people, damage to property, or harm to the environment.

If a major chemical accident necessitates student/staff evacuation, the fire department or other appropriate agency will be consulted and may take command and control of the situation.

Procedures for reporting chemical accidents should be posted at key locations (i.e., chemistry labs, art rooms, pool areas, janitorial closets).

First and foremost, ensure safety of all students and staff.

Hazardous Materials

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

If incident occurs in school:

Teacher

1.	Notify Building Administrator/Principal/Designee, supply location and identity of hazardous material if possible.
2.	Seal off area of leak/spill if possible
3.	Prepare to evacuate if you hear fire alarm or call on P.A. system. Be aware of pre-designated <i>primary and alternate</i> evacuation routes.
4.	Take roster sheet and grade book with you.
5.	Close windows, if possible.
6.	Close classroom door, leaving it unlocked, and turn out lights as students leave.
7.	<u>Do not go to lockers.</u> Check areas near your room (lavatory, work rooms, offices, etc.) as you are exiting the building.
8.	If emergency warrants Campus Evacuation, follow evacuation procedures.
9.	If emergency allows staff/students to remain on campus, walk from building to <i>designated safe area</i> (see above locations).
10.	Always evacuate cross wind and/or upwind, if possible.
11.	Reassemble students and complete roll call to account for all students and report any missing students immediately to the building administrator or designated person.
12.	Check to see if students need medical attention.
13.	Assist with “check out” of students if directed by building administrator.
14.	Note on roster any student released to parent or guardian.
15.	Return to classroom <u>only</u> when instructed to do so by authorized district or fire department officials.

Building Administrator/Principal/Designee

1.	<i>Call 911.</i> Inform law enforcement agency officials as to what type of emergency, location of spill/leak, and possible identity of material.
2.	If possible, attempt to contain the spill or area around it. Close doors – <i>but do not attempt to clean up or remove spill.</i>
3.	If type of chemical is known, locate MSDS for guidance. Bring information out of building, and give to law enforcement or fire department personnel.
4.	Inform law enforcement if medical treatment is needed.
5.	Notify Superintendent’s Office to ensure necessary administrators are notified.
6.	Advise whether campus evacuation will be necessary.
7.	Assemble Crisis Response Team.
8.	Sound fire alarm to signal evacuation. Use P.A. announcement if alternate route or assembly area is to be used, Standard Response Protocol – “EVACUATE to off-campus locations” .
9.	If students are to be evacuated to another site or dismissed, organize system for transporting students. (<i>See above relocation site.</i>)
10.	Evacuate building; once at <i>designated safe area</i> , ensure pre-appointed staff have searched building for stragglers.
11.	As evacuation is taking place, ensure that caretakers assist handicapped students.
12.	To the best of your ability and as time and circumstances allow, make absolutely sure that all areas of the building have been searched. NO ONE MUST BE LEFT IN THE BUILDING.
13.	Ensure that custodians/cafe/cafeteria staff have shut off all power equipment.
14.	If students are to be dismissed, establish “check-out” area.
15.	Students should be released ONLY to parents or those listed on emergency release forms.

Hazardous Materials

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

Building Administrator/Principal/Designee

16.	Signal “ALL-CLEAR” to return to class when directed by authorized officials.
17.	File accident report.
18.	Refer media to the Superintendent’s Office.

Staff Not Supervising Students

1.	Check all rooms and close doors and windows if possible.
32	Leave building per general building evacuation procedure.
43	Confirm with building administrator that the area you checked is vacated.

Custodians

1.	Search boiler rooms and custodial work areas for students.
2.	Check/shut down utilities and electrical devices if possible.
3.	Locate SDS information and bring out to fire and law enforcement personnel. SDS Sheets are located in the custodial cabinets in the receiving.
4.	Leave building per general building evacuation procedure.

Kitchen Staff

1.	Shut off all power equipment (cafeteria staff).
2.	Check cafeteria and kitchen for students/other adults.
3.	Leave building per general building evacuation procedure.

Hazardous Materials

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

If incident occurs near school property:

Teacher

1.	Prepare to evacuate if you hear fire alarm or call on P.A. system. Be aware of pre-designated <i>primary and alternate</i> evacuation routes.
2.	Take roster sheet and grade book with you.
3.	Close windows, if possible.
4.	Close classroom door, leaving it unlocked, and turn out lights as students leave.
5.	<u>Do not go to lockers.</u> Check areas near your room (lavatory, work rooms, offices, etc.) as you are exiting the building.
6.	If emergency warrants Campus Evacuation, follow evacuation procedures.
7.	If emergency allows staff/students to remain on campus, walk from building to designated safe area (<i>See above locations</i>).
8.	Always evacuate cross wind and/or upwind, if possible.
9.	Reassemble students and complete roll call to account for all students and report any missing students immediately to the building administrator.
10.	Check to see if students need medical attention.
11.	Assist with “check out” of students if directed by building administrator.
12.	Note on roster any student released to parent or guardian.
13.	Return to classroom <u>only</u> when instructed to do so by authorized district or fire department officials.

Building Administrator/Principal/Designee

1.	Fire or Police will notify school officials.
2.	Sound fire alarm to signal evacuation if evacuation is necessary. <u>Standard Response Protocol – “EVACUATE to Off-campus location (or alternate locations) Use P.A. announcement if alternate route or assembly area is to be used.</u>
9.	Notify Superintendent’s Office to ensure necessary administrators are notified.
3.	Assemble Crisis Response Team.
4.	Have custodial staff or designate others to close all air intakes (unit vents, etc.) if hazardous spill/leak is airborne.
5.	Ensure that custodians/cafeteria staff have shut off all power equipment.

Hazardous Materials, cont.

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

Building Administrator/Principal/Designee

10.	Advise whether campus evacuation will be necessary.
11.	If students are to be evacuated to another site organize system for transporting students. (<i>See above relocation site</i>).
	Have all phone calls forwarded to the Superintendent's Office.
	Evacuate building; once at designated safe area, ensure pre-appointed staff have searched building for stragglers.
	As evacuation is taking place, ensure that caretakers assist handicapped students.
	To the best of your ability and as time and circumstances allow, make absolutely sure that all areas of the building have been searched. NO ONE MUST BE LEFT IN THE BUILDING.
12.	If students are to be dismissed, establish "check-out" area.
13.	Students should be released ONLY to parents or those listed on emergency release forms.
14.	Signal "ALL-CLEAR" to return to class when directed by authorized officials.
15.	File accident report.
16.	Refer media to the Superintendent's Office.

Staff Not Supervising Students

1.	Check all rooms and close doors and windows if possible.
2.	Leave building per general building evacuation procedure.
3.	Confirm with building administrator that the area you checked is vacated.

Custodians

1.	Search boiler rooms and custodial work areas for students.
2.	Check/shut down utilities and electrical devises if possible.
3.	Check/shut down any air intake equipment if possible.
4.	Leave building per general building evacuation procedure.

Kitchen Staff

1.	Shut off all power equipment (cafeteria staff).
2.	Put all food away.
3.	Check cafeteria and kitchen areas for students and visitors.
4.	Leave building per general building evacuation procedure.

Intruder/Hostage

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

An intruder is any unauthorized visitor who enters a district without a legitimate purpose. It could be school personnel who first recognize the danger, or it could be a law enforcement agency that notifies the district of a possible problem or danger.

The first step taken in this situation is to implement ~~“Lock-Down-Procedures”~~Standard Response Protocol – “LOCKDOWN” to secure the building and to keep students inside and keep the danger outside of the building away for students and staff.

~~Lock-Down Code Phrase:~~Standard Response Protocol:
~~“LOCK DOWN IN PROGRESS”~~LOCKDOWN! Locks
Lights, Out of Sight!”

NOTE: Refer to MSBA/MASA Model Policy 903 (attached), Visitors to School District Buildings and Sites

Intruder:

Any/All Staff Members

1.	Ask another staff person to accompany you before approaching the intruder if the situation does not indicate a potential for violence.
2.	Politely greet the intruder and identify yourself.
3.	Ask the intruder to identify himself/herself and to state the purpose of their visit.
4.	Inform the intruder that all visitors must register at the Main Office.
5.	If the intruder’s purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.
6.	Notify building administrator and/or police liaison of the situation.

Intruder Refuses to Leave:

Any/All Staff Members

1.	Should the intruder refuse to leave or is a repeat offender, continue to observe intruder from a safe distance. Ask someone else to notify the principal or superintendent immediately.
2.	Walk away from the intruder if he/she indicates a potential for violence. Do not attempt to disarm anyone with a weapon or physically restrain anyone who may be capable of inflicting bodily harm. Be aware of the intruder’s actions at this time (where they’re located in the building, if they are carrying a weapon, a physical description of the intruder).
3.	Notify security, police, or building administrator if intruder refuses to leave. Give police as complete a description of the intruder as possible.

- | | |
|----|--|
| 4. | At the building administrator's discretion, <u>Lock-Down-ProceduresStandard</u>
<u>Response Protocol: LOCKDOWN</u> will be issued and the Crisis Response Team assembled. |
|----|--|

Intruder/Hostage

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

Witness to Hostage Situation:

Any/All Staff Members

- | | |
|----|---|
| 1. | If hostage taker is unaware of your presence, do not intervene. |
| 2. | Call 911 immediately. Give dispatcher details of the situation; ask for assistance from the hostage negotiation team. |
| 3. | Seal off area near hostage scene, if possible. |
| 4. | Notify building administrator. (If necessary the rest of the building may be evacuated). |
| 5. | Police and hostage negotiation team will assume command and control of the situation when they arrive. |
| 6. | Keep detailed record of events. |

Building Administrator/Principal/Designee

- | | |
|----|--|
| 1. | Call 911 and report situation. |
| 2. | Make the decision to evacuate the building should need/safety allow. |
| 3. | Assist police as needed. |
| 4. | Assemble Crisis Response Team. |
| 5. | Direct media calls to the Superintendent. |
| 6. | Work with Superintendent's Office to prepare a news/information release, as appropriate. |
| 7. | Hold an information meeting with all staff. |
| 8. | Refer media to the Superintendent's Office. |

If Taken Hostage:

Any/All Staff

- | | |
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| 1. | Follow instructions of hostage taker. |
| 2. | Try not to panic. Calm students if they are present. |
| 3. | Treat hostage taker as normal as possible. |
| 4. | Be respectful to the hostage taker. Ask permission to speak. Do not argue or make suggestions. |

SECURE OR LOCK-DOWN PROCEDURES

General directions for drills: Please operate your day normally when a drill is scheduled. Do not keep students out of restrooms or other regular activities/classes.

One means of securing the school is to implement secure or lock-down ~~procedures~~ Standard Response Protocol. ~~Lock-down~~ These procedures may be issued in situations involving dangerous intruders, incidents that may result in harm to persons inside the school building, or external threats that may enter the building.

~~Soft Lockdown~~ Standard Response Protocol: SECURE – this is initiated when there is a threat outside the building or when there is a non-threatening circumstance when people just need to be kept away from an area (e.g. medical emergency or disturbance.)

Standard Response Protocol: LOCKDOWN ~~Lockdown with Intruder~~ – this is initiated when there is a threat or intruder inside the building.

<u>Standard Response Protocol: SECURE PROCEDURES FOR A SOFT LOCKDOWN:</u>

Building Administration:

1. Announce: ~~“This is a soft lockdown.”~~ “SECURE: Get inside. Lock outside doors” Repeat ~~several~~ two times.
2. Monitor circumstances.
3. Announce “all clear” signal when threat/circumstance has ceased.

Secretaries –

1. Radio staff outside the building and tell them where they should take students for safety.
2. Principal’s Secretary calls Little Sand Group Home, ~~Alternative School—566-3879 or~~ 566-2342 and Little Sand Learning Center at 566-3879. Attendance Secretary calls Northland Family Center – 566-3636
- ~~3.~~ 4.3. Make announcements for movement within the building as directed by administration.

Custodians - All exterior doors are locked. Bells are disabled.

All Staff –

1. Control all movement within the building.
2. Cover exterior windows.
3. Keep students away from windows.
4. Continue classes. Move on announcement only.
5. Wait for further instructions.

Standard Response Protocol: LOCKDOWN ~~FOR LOCKDOWN WITH INTRUDER:~~

To activate the lock-down ~~procedure~~protocol, the following public announcement is to be used.

Repeat 5 times:

~~“Attention All Staff: The building is being locked down. Begin LOCK-DOWN PROCEDURES in your area.~~

“LOCKDOWN: Lock, Lights, Out of Sight!” Repeat 2 times

Call Northland Family Center (Preschool) at 566-3636 and Little Sand Group Home ~~at 566-3879, 566-2342, and Little Sand Learning Center at 566-3879~~

Building Administrator/Principal/Designee

1.	Call 9-911. Maintain communication with police as much as possible.
2.	NOTIFY: Other buildings: Northland Family Center (Preschool) – 566-3636 Extension of Administrators- Superintendent: 32011, Principal: 32014; Head custodian: 32037. Mechanic: 32041.
3.	Refer media to the Superintendent’s Office.

Building Secretaries

1.	Call any classes/groups on field trips and tell them delay their return until called after situation is resolved.
2.	Principal’s secretary calls Little Sand Group Home, Alternative School
3.	Radio staff outside the building and tell them where they should take students for safety.

Any/All Staff

1.	Direct all students, staff and visitors into nearest classroom.
2.	Lock classroom/office door. Doors should have already been locked. One should only have to shut the door. When closing your door, observe/peek into the corridor for people needing shelter in your room. Direct them to come inside.
3.	Move people to a place in the classroom where they cannot be seen from the hallway. Stay away from the doors and windows. Turn off room lights.
4.	Cover <u>indoor</u> windows by closing the drapes/shades if present. NOTE: Drapes and shades do not occlude the room completely. STAY LOW.
5.	Have everyone sit on the floor and remain as quiet as possible.
6.	Identify who has cell phones. Instruct individuals not to use phones unless directed to do so by the adult in charge.
7.	Bathroom checks: Restrooms and other small areas need to be searched for students. The adult located nearest the bathroom checks the bathroom, if possible. If checking a restroom would place the checker in danger, do not check the room. Students must be taught that if they are in the restroom when the signal occurs, they should stay there, go into a stall, and lock the stall door until an adult comes for them. Stay quiet.
8.	Allow no one outside of the room until the all-clear signal is delivered by an authorized official who will unlock your door.
9.	STAY PUT! REMAIN QUIET!
10.	SPECIAL ROOM SITUATION: □ If in the commons area – move all students to the kitchen, close and lock all doors. □ If in the new Gym – move to the boys’ locker room or girls’ locker room.

- | | |
|--|--|
| | <ul style="list-style-type: none">❑ If in the old gym, move to visitor's locker rooms.❑ If outside on the north side of the buildings, move to the mechanic's building. (Doors should be locked.)❑ If on the east or south side playground, move to Harvest Church. |
|--|--|

This information may be updated after discussion with emergency professionals.
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Release from Lockdown

1. Knock on door.
2. Announce who you are.
3. Unlock door and enter.

If all is clear and no other precautions are necessary, say: Everything is safe. There was a report that

_____.

It turned out that A: it was a false alarm.

B: law enforcement _____

_____.

If there is a need to evacuate, say: At this time it is necessary to evacuate the building. Leave by way of

_____.

There is a report that _____.

Please be calm and orderly.

If there is an evacuation to buses, say: At this time you need to leave the building and go to your bus.

Walkers and students whose parents pick them up at school need to go to the building office.

There was a report that _____.

It has been determined that it is now safe to leave the building.

LOCK DOWN DUTIES

Administrator

- Push Emergency Button. If it is a drill, make announcement or start automatic announcement. Notify groups outside by radio.
- Pull blinds in office
- Take sign out sheets (student and visitor)
- Take emergency information
- Call LSGH at 566-2342, [LSLC at 566-3879](tel:566-3879) and Family Center at 566-363 or direct secretary to do so
- Lock personal office

Secretary:

- Push Emergency Button if directed
- Lock office doors
- Turn off lights
- Check nurse's room
- Report to Principal's Office
- Call Little Sand Group Home, Family Center if directed
- Call any school groups on field trips to delay their return until called after situation is resolved.
- Go to safe area with any students that are in the office.

MEDIA PROCEDURE

The School District assumes responsibility for issuing public statements during an emergency. Our general guidelines are stated below.

1. **All media contact will be deferred to *Superintendent*. In the event of his/her absence: *Principal /Designee***
2. **Staff should take measures to limit media access on school grounds.**
3. **Do not allow media access to students either on school buses or school grounds.**
4. **Schedule press conference once crisis has passed. *FACTS ONLY*.**
 - **Develop a written statement to hand out.**
 - **Stress positive action taken by school.**
 - **Control message and focus on well-being of students.**
 - **Do not release names. Know the state laws and board policies concerning release of names.**
 - **Stay calm, no matter what happens.**
 - **Be in control of interview – short direct answers.**
 - **Anticipate questions.**
 - **Do not argue with media.**
 - **Never say “No comment” – indicates uninformed of something to hide.**
 - **Do not speculate.**
 - **Say what you want to say; don’t be pushed into saying what the reporters want you to say.**
 - **Always be honest.**
5. **Update the media regularly; use scripted responses to inquiries.**
6. **Maintain a log of all telephone inquiries.**
7. **Remember to provide accurate information and assure students’ well being and confidentiality.**

Pandemic Response Policy

The School District's Pandemic Response Team (PRT) is:

Response Team (in order of leadership):

Superintendent
K-12 Principal
Assistant Principal
Special Education Director
Executive Secretary
Principal's Secretary
Attendance Secretary
Activity Director
Head Custodian
Mechanic
Food Service Supervisor
Teacher Union President
Associate Staff Union President

The PRT will meet as directives are received from the county, state or federal level.

The PRT will respond in an effective and efficient manner to those directives.

The PRT may need to handle additional educational and public awareness responsible.

Procedures:

Upon formal confirmation (as directed by local, state or federal government agency) of human to human flu contamination, the Response Team will assemble and assess the situation. At that point the team will consider:

Chain of command and authority
Appropriate district responses
Communication efforts – channels and message
Staff health concerns
Training needs
Team membership
Responsibility of school board members
Local media needs

Depending on directives/notification, the Response Team may need to:

Facilitate communications with government agencies
Follow all official communication
Educate and inform as directed
Ensure all school communication systems are up to date and operational
Advise staff of potential job duty changes and the need to advise Team/School Nurse of health concerns
(include District Office functions such as payroll and accounts receivable)
Be aware of students with special needs: Low income students, special facilities (juvenile justice); those with limited English communication skills; etc.

With regard to building usage, the Response Team will consider the following:

Licensed personnel available as prescribed by law (boilers, administrators, etc.)
Filtration and sanitation systems operational as directed by local government agencies
Security provisions

Food service needs – as they may arise

With regard to communication, the Response Team will consider the following:

Phone tree communication with all staff

Emergency broadcasting and public broadcasting as in the event of school closure

Mediums as directed by government agencies:

Work with local health department to address provision of psycho-social support services for the staff, students and families during and after a pandemic

With regard to educational services, the Response Team will consider:

Staff training needs

Variations in job duties

Delivery systems – technical and mechanical

Student/parent access points/systems

Internet/online communication/instruction

Recovery

After a disaster, local governments assess community needs and determine the actions required to return the community to a state of normalcy. The local emergency manager, working with the assessor's office and public works department, is usually charged with assessing damages, tabulating losses to businesses and homeowners and estimating needed repairs. Similarly, the school district is responsible for assessing needs of its affected buildings after a disaster or traumatic event. There are four key components of recovery in a school setting:

- Physical/structural recovery
- Fiscal recovery
- Academic recovery
- Social/emotional recovery

Often disasters and traumatic events affecting schools involve several of these components.

Recovery Team

Recovery is an important part of a district emergency plan. Staff involved with recovery planning may differ from those participating in preparedness or response planning. A recovery team should include people who have responsibilities and expertise in the four key recovery components. Core team members should include those at the district level who are in charge of buildings and grounds, curriculum and instruction, mental health and student support services, business and finance, and administration. Other key members could include a teacher representative, director of communications and other community organizations or resources.

Four Key Recovery Components

Physical/ Structural Recovery

Ensuring the safety and usability of a building is the primary goal of physical and structural recovery. Physical damages must be assessed to determine the cost and feasibility of repairing or replacing structures or contents. For a school, building and grounds personnel working with the district business /risk manager and insurance carrier would most likely perform this function.

Physical recovery planning considerations:

- Assess the building structure. Depending on the scope of the damages, inspections from OSHA, Minnesota Pollution Control Agency (MPCA) and the State Fire Marshal's office may be necessary.
- Provide for temporary relocation of classes or activities if damages require extensive repair or rebuilding.
- Resume transportation and food service. Reroute buses if necessary and possibly reconfigure drop off zones. If the cafeteria is affected, look at alternative areas for food service and inspection by health authorities.
- Assess damages or replacement of furniture, equipment and supplies (desks, books, computers, gym equipment, labs, teacher supplies, etc.)
- Clean up damaged facilities. V Determine who will do it, how soon and who pays.

Physical damages may also be linked to social/emotional needs. For example, in a school shooting, if deaths or injuries occurred in a certain room, the school may decide to not use the room again due to the extreme trauma associated with that room, even if it was cleaned and repaired.

Fiscal Recovery

Following a disaster, *critical business functions* of a school must be restored as soon as possible. Payroll systems, accounting and access to personnel and student data need to be available and operational. Most school districts keep electronic files for many of these functions and should have at least one current backup of their system. Unexpected expenditures and the need to manage grant funds or donations may result from the disaster or emergency. Additional staff may be required to handle these activities.

Fiscal or business recovery also involves planning for *lines of succession* for key administrators. Schools must have “continuity of operations plans” (COOP) to ensure a smooth transition of authority and responsibility should top leadership be unable to function in their role due to a disaster or traumatic incident.

Fiscal and business recovery planning considerations:

- Assign responsibilities and determine who is in charge of fiscal services restoration
- Develop continuity of operations or succession plans
- Track expenditures and payments for the incident. Track overtime hours, rentals, supplies and equipment. Determine who is responsible for these tasks and how things will be reported and segregated from normal school business.
- Expedite contracting services needed immediately (clean up, debris removal, utility restoration). This may require a board policy for implementation.
- Apply for and administer recovery grant programs
- Back up electronic data files. Determine who is responsible, where the files will be stored, and how the school’s technological functions will be restored.

Academic Recovery

Restoring the structure and routine of learning is the goal of academic recovery. Returning to the normal school day enhances the healing process. While changes in routine may occur due to the disaster or emergency, staff, students, and families working through the event will create a “new normal.”

Planning for academic recovery involves personnel in curriculum, public information (communications), technology (IT), transportation, food service, health & safety, building and grounds, administration, and teaching. Plans for academic recovery involve short and long term considerations.

Short-term planning considerations:

- Resume classes as soon as possible. Determine who makes the decision, what factors might affect the date/time and method for returning and how the information is communicated to staff, students, and families
- Modify the academic routine as needed. Modifications may be necessary if buildings have been significantly damaged and cannot be used safely. Also consider the social/emotional needs of students and staff as they learn how to cope with results of the disaster
- Replace academic materials, supplies and equipment if necessary for class resumption. Involve teaching staff, business manager and building and grounds personnel in developing lists of “needed” and “wanted” items
- Communicate regularly with staff. Hold briefings for all staff supplemented by emails and printed materials. Staff will need to be aware of modifications made to the regular routine, provisions of counseling services and communications sent to students/ homes
- Communicate with parents or guardians. Determine what information is needed and how the information will be communicated (i.e. meetings, phone, web site, letter, email)

Long-term planning considerations:

- Arrange for homebound instruction or tutoring services for students unable to attend school
- Rearrange or reschedule tests or assignments if necessary due to physical limitations of the building, loss of instructional time or lack of necessary materials

- Allow for periodic visits to counseling services

Social/Emotional Recovery

The goal of emotional recovery is to promote coping and resiliency for students, staff and their families following a disaster or traumatic event. According to the National Institute of Mental Health, both children and adults demonstrate a wide range of reactions after a catastrophic event including physical, cognitive, and emotional symptoms. For some, adverse effects lessen with emotional support and the passage of time. Others are more deeply affected and experience longer-term consequences. It is important to know that these emotional reactions are normal responses to an abnormal event.

Planning for social/emotional recovery is the responsibility of student support staff (nurses, school social workers, counselors, school psychologists) working with teachers, school administrators, and key community mental health agencies. This planning involves establishing partnerships and developing agreements between the school and community agencies, providing training for staff and recommending policies for school board consideration. Community-based resources need to be identified *before* an emergency or disaster so they are available for families needing assistance.

Social/emotional recovery planning considerations:

- Assess emotional needs of students and staff. Determine who will do this and how teachers, school resource officers and others can help identify students in need of assistance
- Organize emotional support systems with student support services personnel district-wide. Establish partnerships with community mental health agencies and faith groups
- Promote messages of resiliency and hope. Work with communications and district leadership to prepare messages, arrange parent meetings, provide fact sheets and web based materials
- Train staff to recognize symptoms of extreme stress in children. Schools may want to provide a class on Psychological First Aid or similar curriculum and involve community agencies
- Determine intervention methods for students, staff and families in need of emotional support. Plan for student support services staff availability, method of referral to community agencies, allotment of time with counselors and ongoing assessments for longer term support
- Plan for memorials. Make pre-disaster recommendations for spontaneous memorials (flowers, posters, stuffed animals, etc.) and prepare district response to requests for permanent memorials. Plan for first anniversary events and consider holding events during the school year that allow students to express themselves

Recovery Communications

Many school stakeholders including staff, parents, students, and vendors need information after an emergency response is over. Communication is key to getting timely, accurate information to a wide variety of audiences.

When the school is actively responding to an emergency, the district's public information officer (PIO) works closely with the community's PIO to coordinate statements and press releases with emergency responders. During recovery, the district PIO works with school administrators and recovery team members to plan for the schools' continuing communication with internal and external audiences. Timeliness and accuracy are critical in disseminating recovery messages and controlling rumors. The district may also want to designate one phone number for all "recovery" calls and/or provide an email contact on their web site for recovery inquiries. Communications staff can monitor information trends coming from these inquiries to help identify rumors and possible misinformation so corrective messages can be sent out immediately.

Recovery communication considerations:

- Identify and prioritize stakeholders and their need for information from the school. Consider internal and external audiences, the kind of information each will need and the form and method of delivery used. Set up news briefings and parent meetings when necessary
- Determine authorship of communications from school administrators or subject matter experts (i.e. school psychologist, transportation coordinator)
- Identify information audiences need. Consult with recovery team members to select formats and methods for dissemination
- Update the school or district web site, voice mails, messages to parents and frequently asked questions in a timely manner
- Provide resources. Determine who will answer recovery calls and respond to email inquiries, add links to outside resources on the school's web site and communicate information about school-based resources
- Control rumors. Track down rumors and misinformation. Respond with corrections
- Convey messages of resilience and a return to normalcy

Communications may be very active in the first few days after a major emergency. The need for communications changes over time as the recovery process is put into place. There may be a need for periodic messages dealing with school changes and methods to help children cope. Communications and other recovery team members should plan together for anniversaries of major, traumatic events.

Behavioral Health Crisis Intervention

Behavioral Health Crisis Intervention is the first step in assisting students, staff and parents with their social/emotional recovery. School behavioral health teams perform these actions during the first 48-72 hours after a traumatic event in the school.

When an emergency occurs:

Building administration and student support services

- Evaluate the situation and determine the need for behavioral health crisis interventions for staff, students and families
- Provide grief counseling as necessary
- Arrange for information and referrals to community mental health resources
- Ensure ongoing support for staff, students and families
- Identify and monitor at-risk students
- Follow-up with assessment or treatment referrals, if necessary
- Implement longer-term social/emotional recovery plan

Staff

- Be aware of staff and student need for behavioral health crisis interventions
- Make referrals to designated staff professionals as necessary
- Identify, monitor and refer students (or other staff) at risk
- Re-establish school and classroom routines as quickly as possible
- Facilitate opportunities for students to talk about their fears or concerns. Communicate a positive, “I’m not helpless” attitude

Each school district should identify a 24-hour contact person or agency responsible for behavioral health crisis assessment and intervention in the community or region.

In the event of a tragic, highly publicized event, unsolicited mental health professionals from federal, state and non-government agencies may respond to offer post-crisis aid. Consult with the Minnesota Department of Health for support, advice and assistance when coordinating activities of these outside organizations.

Indicators or Symptoms of Distress in Children

As a result of traumatic experiences, children may exhibit a variety of symptoms of distress. Knowing a child's baseline or typical behavior is critical to identifying unusual or problematic behaviors in the child. The following symptoms, if uncharacteristic, may indicate a child is experiencing distress.

Symptoms:

- Unusual complaints of illness
- Isolation from the rest of the group
- Acting out
- Changes in behavior and/or appearance
- Refusing to open up; no eye contact
- Difficulty concentrating and focusing in class
- Emotional displays
- Lack of emotional expression
- Poorer performance
- Lethargic or apathetic
- Easily startled, jumpy

How Teachers Can Assist Students

Children may have difficulty understanding that certain events cannot be controlled or predicted and the adults in their lives cannot always “fix” problems or keep them from happening again. Listed below are some ways teachers and other school staff can help students deal with trauma and the distress or difficult emotions that may result.

- Cope with your own feelings of helplessness, fear, and anger
- Learn to recognize signs and symptoms of distress in children
- Give children opportunities to talk – then listen to them
- Help children put the emergency or disaster in context. Provide a perspective
- Communicate a positive “I’m not helpless” attitude
- Help children to feel safe and secure
- Identify children who seem particularly distressed – those who don’t seem to be progressing emotionally after a few weeks. Refer them to school support staff for follow up

From Kentucky Center for School Safety's "Emergency Management Resource Guide: Revision 2008"

SERIOUS INJURY/DEATH

Serious Injury is any injury where the staff and/or administrator feel that trained medical personnel is needed. Any injury where victim is unconscious should always be considered a serious incident.

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

If incident occurs in school building:

Teacher

1.	Notify Building Administrator/Principal/Designee/ <u>Office</u> immediately of incident.
2.	<i>DO NOT LEAVE VICTIM UNATTENDED.</i>
3.	If possible, isolate affected student/staff member.
4.	If trained in first aid, initiate if needed.
5.	Do not move victim, unless evacuation is absolutely necessary.
6.	Stay with victim until trained personnel arrive.
7.	After trained medical help has arrived, make sure any witnesses are directed to school psychologist/counselor/mental health professional.

Building Administrator/Principal/Designee

1.	Call 911. Inform law enforcement agency officials as to what type of emergency, location of victim, types of injuries, or any other pertinent information.
2.	Assemble Crisis Response Team. Designate staff person to accompany injured/ill person to hospital.
3.	Notify parent(s)/guardian(s) if affected person is a student.
4.	Notify Superintendent of incident.
5.	Help direct witness(s) to school psychologist/counselor/mental health professional. Contact parents/guardians if any student is sent to psychologist/counselor.
6.	Refer media to Superintendent.
7.	Decide if school should remain in progress. If not, initiate early closing steps.
8.	Prepare accident/incident report.

Refer to Recovery activities (See Recovery Section).

If incident occurs near school property:

Any/All Staff Members

1.	Stay with victim until medical help arrives.
2.	Notify building administrator.

Building Administrator/Principal/Designee

1.	Assemble Crisis Response Team.
2.	Notify Superintendent.
3.	Notify parent(s)/guardian(s) if affected person is a student.
4.	Determine if school will go on as usual or if students and parents/guardians need to be notified of closing.
5.	If school will be closing early, initiate early closing steps.
6.	Refer media to Superintendent.
7.	Prepare accident/incident report as soon after incident as possible.

Severe Weather Evacuation

TORNADO/SEVERE THUNDERSTORM WATCH: POSSIBILITY OF A TORNADO EXISTS

TORNADO/SEVERE THUNDERSTORM WARNING: TORNADO IS SPOTTED OR INDICATED ON RADAR

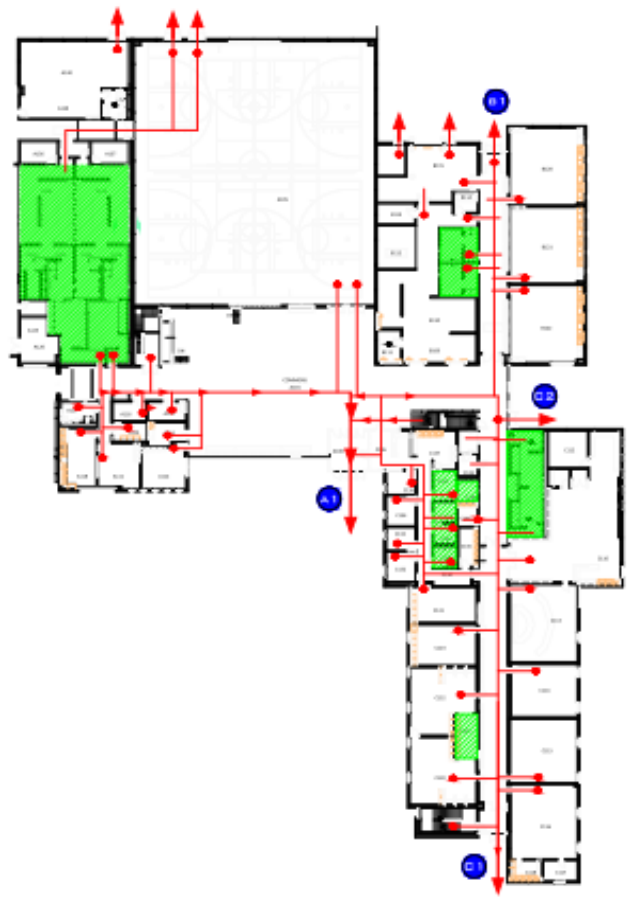
Danger Signs

- Severe Thunderstorms with thunder, lightning, heavy rains and strong winds
 - Hail usually comes from dark-colored skies as pellets of ice
 - Roaring Noise which sounds like a hundred trains or a crashing, thunderous sound
 - Funnel with a dark, spinning “rope” or column stretching from the sky to the ground or a sudden increase in wind
1. District has identified both potential problem areas on the campus and areas with the highest degree of safety for students and staff. *Unsafe* areas include rooms with large unsupported roof spans, large windows, or rooms located where they will receive the full force of the wind such as upper floor gymnasiums and auditoriums. *Safe* areas include small rooms with few windows, on the lowest floor of the building, and at the interior of the building, such as a restroom, locker/shower area, basement gymnasium, closet, or hallway which are NOT parallel to the tornado’s path, which is usually from the southwest.
 2. Facility diagrams have been prepared for each classroom/office/work area showing the most direct evacuation route to the safest area of the building (see diagrams and sheltering procedure). The Building Administrator must update these annually by October 1.

**Note: Designated safe areas are shaded in green on the following maps
Directions to exit the buildings are the red arrows.**



- AED LOCATION
- YOU ARE HERE



INSTITUTE FOR
ENVIRONMENTAL ASSESSMENT

6201 West Broadway, Brooklyn Park, MN 55420
Tel: 763.476.7000 Toll Free: 800.250.2572
Fax: 763.476.7000

NORTHLAND HIGH SCHOOL

FIRST AND SECOND LEVEL FLOOR PLAN | AUG 2017



Severe Weather Evacuation

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

REMEMBER **THERE MAY NOT BE TIME FOR A WARNING BEFORE SEVERE WEATHER STRIKES**

Building Administrator/Principal/Superintendent/Designee

1.	<i>Direct secretary to listen to Emergency Alert Stations</i> regarding a potential or impending emergency.
2.	Assemble Crisis Response Team if potential emergency is threatening.
3.	Bring all persons inside the building. Keep students, staff and visitors inside the building.
4.	<i><u>Evacuate Shelter</u></i> unsafe classrooms and offices to the designated safe areas inside the building. <i><u>Announce Standard Response Protocol: “TORNADO: Evacuate to Tornado Shelter” Repeat 2 times</u></i>
5.	Monitor any changes in the weather; keep staff informed of the conditions, if possible.
6.	Issue an all-clear after the crisis has passed.

Teacher

1.	Assist administration in bringing all persons inside the building. Keep students, staff and visitors inside building.
2.	Close classroom windows and doors.
3.	If evacuated to inside designated safe area, take class rosters with you.
4.	Calmly move students along inside walls to safest areas of the building. (<i>See predetermined emergency response routes (posted near doorway in each room of building).</i>)
5.	Remain with students in the “safe area” in the tuck position, facing the wall until warning expires or building administrator has issued an all-clear signal.
6.	Account for all students/staff and report any missing persons to the building administrator when it is safe to do so.

Custodial Staff

1.	Assist the building administrator with monitoring the emergency alert stations as needed.
2.	Proceed to safe area when required.
3.	Once the crisis has passed, check utilities and electrical devices for damage due to any outage.
4.	Notify the utility company if a break is suspected in the building gas, water or electrical lines. Lake Country Power 1-800-421-9959 or 218-326-6671 Johnson Telephone Co. 218-566-2302 or 1-800-903-1987 Cenex Deer River 1-218-246-8296 or 1-800-864-3767 City of Remer City Clerk's Office 218-566-4156 Fire Hall 218-566-2600 or Russ Hogate 218-206-4113 Police (Cass County Sheriff) 218-547-1424 Ambulance Building 218-566-1349 or Diane Ammerman 218-244-2268

Shooting

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

These procedures apply to snipers inside or outside of the school building or any other firearm threat that poses an immediate danger. The threat may also result from an intruder or from participants in a demonstration.

If person threatens with a firearm or begins shooting: Inside of Building

Any/All Staff

1.	Implement the <u>Standard Response Protocol: LOCK DOWN</u> lock-down procedure once you are aware of the situation (either through the P.A. system or through actual witnessing).
2.	Notify the main office of the situation as soon as it is possible to do so safely.

Building Administrator/Principal/Designee

1.	Call 911. Inform law enforcement agency officials as to what type of emergency, location of shooter, known injuries, and potential for additional shooting.
2.	Implement “lock-down” procedures <u>Standard Response Protocol: “LOCK DOWN: Locks, Lights, Out of Sight!”</u> to secure building.
3.	Assemble Crisis Response Team.
4.	Help assist staff and students in evacuating from immediate danger to safe area, if possible.
5.	Notify Superintendent, if possible.
6.	After crisis has passed, proceed with Recovery activities. (See Recovery Section).
7.	Refer media to the Superintendent’s office.

Shooting

If person threatens with a firearm or begins shooting: Outside of Building

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

Any/All Staff/Students

1.	If possible, teachers and staff should direct students into building.
2.	If it is not possible to go into building, help students to make themselves as compact as possible.
3.	Try to put something (building, car, etc.) between students and shooter. Do not gather in groups.
4.	Notify building administrator as soon as possible.
5.	STAY PUT! Do not attempt to move until law enforcement personnel give the all clear.
6.	SPECIAL ROOM SITUATION: ○ If in the commons area – move to the kitchen. ○ If in the new Gym – move to the locker rooms. ○ If in the old Gym – move to the visitor locker rooms. ○ If outside north of school - move to the mechanic's building. ○ If on the south side playground move to Harvest Church.. ○ Restrooms – Need to be searched by staff closest to the restroom. Students found in the restrooms should go to the closest classroom.

This section may be updated after receiving information from emergency professionals.

Building Administrator/Principal/Designee

1.	Call 911. Inform law enforcement agency officials as to what type of emergency, location of shooter, known injuries, and potential for additional shooting
2.	If it is possible to get students into building, initiate “lock-down” procedures <u>Standard Response Protocol: “SECURE: Get inside. Lock Outside Doors.”</u> immediately.
3.	Assemble Crisis Response Team.
4.	Help assist staff and students in evacuating from immediate danger to safe area, if possible.
5.	Notify Superintendent, if possible.
6.	After crisis has passed, proceed with Recovery activities. (See Recovery Section).
7.	Refer media to the Superintendent's Office.

Suicide Attempt in School

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

National Youth Crisis Hotline 800-442-HOPE (4673)

If suicide is attempted in school:

Teacher/Any Staff Member

1.	Send for counselor, school psychologist, and social worker as quickly as possible.
2.	Stay calm. Try to keep the suicidal person composed using a serene tone of voice. If students are present in classroom, reassure them.
3.	Ask the individual threatening suicide if you may evacuate the classroom. If permission is given, evacuate students in a calm, orderly manner.
4.	Try to isolate the suicidal person from other students to prevent them witnessing a traumatic event.
5.	Stay with the individual until a counselor/suicide prevention professional arrives. DO NOT LEAVE SUICIDAL PERSON ALONE.
6.	Once the crisis has passed, return students to classroom.
7.	Honor the student's privacy.
8.	Complete an accident/incident report as soon as possible.
9.	Identify/recognize any student needing counseling and report this finding to Counselor and Building Administrator.

Building Administrator/Principal/Designee

1.	Call 911 for police and ambulance.
2.	Assemble the Crisis Response Team; keep them out of the view of the person attempting suicide.
3.	Notify parents/guardians if victim is a student.
4.	Designate a responsible adult to meet with emergency response personnel and the student's parents/guardians once they arrive.
5.	Notify the Superintendent of the situation.
6.	Once emergency response personnel and parents/guardians have arrived, escort them to the scene. Stay out of view of the person attempting suicide.
7.	Once the crisis has passed, direct witness(es) to school psychologist/counselor. Contact parents/guardians of student if meeting with psychologist or counselor.
8.	Defer all media to Superintendent.
9.	File accident/incident report as soon as possible.
10.	Refer to Recovery activities (see Recovery section).
11.	Require parents/guardians of student attempting suicide to show proof of psychological consultation before student returns to school.

If suicide was not prevented, refer to the Serious Injury/Death Section.

Terrorism

(Chemical or Biological Threat)

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

A chemical or biological (terroristic) threat should always be considered a real and immediate danger to students and requires immediate response by the person receiving the message.

It is important that all staff be knowledgeable in the procedures to initiate evacuation, in the notification of local law enforcement agencies and appropriate personnel, and in the steps to take before the site is cleared for re-entry. All staff should be aware of the location of chemical or biological threat procedures.

If the building administrator determines it is necessary to evacuate the campus, the superintendent and local law enforcement agents should be consulted to determine how parents and guardians can be notified, school facilities can be protected, and crowd control can be provided, if needed.

Terrorism

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

(Chemical or Biological Threat)

If you receive a chemical or biological threat letter:

Teacher

1.	Notify Building Administrator/Principal/Designee, reporting any unusual activities or objects immediately.
2.	Minimize the number of people who come in contact with the letter by <u>immediately</u> limiting access to the immediate area in which the letter is discovered.
3.	Preserve the note for the police by touching it as little as possible and placing it into another container. Keep in your possession until turned over to authorities.
4.	Evacuate students from building as directed by Building Administrator and <i>proceed to designated safe area away from the building. DO NOT MENTION TERRORISM/CHEMICAL OR BIOLOGICAL AGENT TO THE STUDENTS.</i>
5.	Close classroom door, but <u>do not lock the door.</u>
6.	Take class roster with you and grade book with you.
7.	Do not go to lockers. Check areas near your room (lavatory, work rooms, etc.), as you evacuate the building.
8.	Once evacuated, take roll call. Report any absences immediately.
9.	If emergency warrants campus evacuation, teachers should escort his/her class by the most direct route possible to the crossing across from designated area. (<i>See above relocation site</i>).
10.	Reassemble students and complete roll call to account for all students and <i>report any missing students immediately to the building administrator or designated person.</i>
11.	Assist with “check out” of students if directed by the building administrator.
12.	Note on roster any student released to parent of guardian
13.	No one may re-enter the building until fire or law enforcement personnel declare entire building safe. NOTE: Teachers/staff know what has been disturbed or added to their work area and may be asked by fire or law enforcement personnel to help search or advice/suggestions on how to approach the area.
14.	Wait for notification by Building Administrator of the termination of emergency.

Office Personnel

1.	Notify Building Administrator/Principal/Designee.
2.	Call 911. Notify Minnesota Duty Officer – 1-800-422-0798. Inform law enforcement officials as to what type of threat was received: written message.
3.	Take teacher/student sign-in/sign-out lists, absence lists, class lists, print-out of emergency release information.

Terrorism, cont.

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

(Chemical or Biological Threat)

Building Administrator

1.	Call 911. Notify Minnesota Duty Officer – 1-800-422-0798. Inform law enforcement agency officials as to what type of threat was received: phone or written message.
2.	Call local telephone company so calls may be monitored. Johnson Telephone Co 218-566-2302 or 1-800-903-1987
3.	Calmly have Crisis Response Team go room to room initiating an immediate evacuation of the building to <i>pre-designated routes</i> . <i>Should an alternate route/safe haven be necessary, notify staff at this time.</i> DO NOT MENTION TERRORISM/CHEMICAL OR BIOLOGICAL AGENT TO THE STUDENTS. <u>Use Standard Response Protocol: EVACUATE – to off-campus locations</u>
4.	Ensure caretakers assist handicapped students
5.	Ensure pre-appointed staff search building for stragglers
6.	Advise whether primary or alternate assembly area will be used.
7.	Advise whether students need to be transported by bus to another site.
8.	Ensure that after total roster is collected, pre-appointed staff members search building for any missing students (as circumstances allow).
9.	Notify parents/guardians per district policy (via media, phone) as soon as possible.
10.	If students are to be evacuated to another site, organize system for loading buses. (<i>See above location site</i>).
11.	If students are to be dismissed, establish “check-out” area.
12.	Students should be released ONLY to parents or those listed on emergency release forms.
13.	Notify staff and students of termination of emergency once fire or law enforcement has given <i>All-Clear</i> .
14.	Separate “involved” people from the rest of the staff and students for investigation purposes.
15.	Move all “uninvolved” people out of the immediate area to a holding area
16.	Ask “involved” people to remain calm until local public safety officials arrive.
17.	Ask “involved” people to minimize their contact with the letter or their surroundings, because the area is now a crime scene.
18.	Notify Superintendent’s Office to ensure necessary administrators are notified.
19.	If necessary, see that arrangements are made (under the advisement of public safety officials) for limited decontamination and the opportunity to change clothing for a person who opened or handled the letter without gloves.
20.	File report.
21.	Refer media to the Superintendent’s Office.

Staff Not Supervising Students

1.	Check for locked doors, students and visitors.
2.	Confirm with authorities that the area you checked is vacated.
3.	To the best of your ability and as time and circumstances allow, make absolutely sure that all areas of the building have been searched. NO ONE MUST BE LEFT IN THE BUILDING!

Custodians

1.	Search boiler rooms and custodial work areas for students.
2.	Check/shut down utilities and electrical devices to avert explosions or outages.

Terrorism, cont.

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

(Chemical or Biological Threat)

If you receive a phone call that a chemical or biological hazard has been planted in the school:

Recipient of a Chemical or Biological Threat:

1.	Keep caller on telephone as long as possible – DO NOT HANG UP. DO NOT INTERRUPT!
2.	Listen closely to the caller's voice and speech patterns and to any noises in the background. Ask caller to repeat, speak louder, more slowly, etc.
3.	Write down <u>exact</u> message!!!!
4.	Complete the Terroristic Treat Check List (attached) while call is taking place
5.	If student answers phone, get adult to phone, if possible.
6.	If call can be traced, initiate the sequence.

Teacher

1.	Notify Building Administrator/Principal/Designee, reporting receipt of phone call.
2.	Evacuate students from building as directed by Building Administrator and <i>proceed to designated safe area away from the building. DO NOT MENTION TERRORISM/CHEMICAL OR BIOLOGICAL AGENT TO THE STUDENTS. Use Standard Response Protocol: EVACUATE – to off-campus locations"</i>
3.	Close classroom door, but do not lock the door. Leave windows open.
4.	Take class roster with you.
5.	Do not go to lockers. Check rooms near your room (lavatory, work rooms, etc.)
6.	Once evacuated, take roll call. <i>Report any absences immediately.</i>
7.	If emergency warrants Campus Evacuation, teachers should escort his/her class by the most direct route possible to the crossing across from the Alliance Church (<i>See above relocation site</i>).
8.	For evacuation without vehicles (<i>see above locations</i>), walk from building in stated course.
9.	Note on roster any student released to parent or guardian.
10.	No one may re-enter the building until fire or law enforcement personnel declare entire building safe. NOTE: Teachers/staff know what has been disturbed or added to their work area and may be asked by fire or law enforcement personnel to help search or advice/suggestions on how to approach the area.
11.	Wait for notification by Building Administrator of the termination of emergency.

Staff Not Supervising Students

1.	Check for locked doors students and visitors.
2.	Confirm with authorities that the area you checked is vacated.

3.	To the best of your ability and as time and circumstances allow, make absolutely sure that all areas of the building have been searched. ABSOLUTELY NO ONE MUST BE LEFT IN THE BUILDING!
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Terrorism, cont.

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

(Chemical or Biological Threat)

Office Personnel

1.	Call 911. Notify Minnesota Duty Officer – 1-800-903-1987. Inform law enforcement agency officials as to what type of threat was received: phone or written message
2.	Notify Building Administrator/Principal/Designee
3.	Take teacher/student sign-in/sign-out lists, absence lists, class lists, print-out of emergency release information.

Building Administrator/Principal/Designee

1.	Call 911. Notify Minnesota Duty Officer – 1-800-422-0798. Inform law enforcement agency officials as to what type of threat was received: phone or written message.
2.	Call local telephone company so calls can be monitored. Johnson Telephone Co 218-566-2302 or 1-800-903-1987
3.	Calmly have Crisis Response Team go room to room initiating an immediate evacuation of the building to pre-designated routes. Should an alternate route/safe haven be necessary, notify staff at this time. DO NOT MENTION TERRORISM/CHEMICAL OR BIOLOGICAL AGENT TO THE STUDENTS. <u>Use Standard Response Protocol: EVACUATE – to off-campus locations”</u>
4.	Ensure caretakers assist handicapped students.
5.	Ensure pre-appointed staff search building for stragglers.
6.	Ensure custodians/cafeteria staff have shut off all power equipment, gas, etc.
7.	Notify Superintendent’s Office to ensure necessary administrator is notified.
8.	Advise whether primary or alternate assembly area will be used.
9.	Advise whether students need to be transported by bus to another site.
10.	Ensure that after total roster is collected, pre-appointed staff members search building for any missing students (as circumstances allow).
11.	Notify parents/guardians per district policy (via media, phone) as soon as possible.
12.	If students are to be evacuated to another site or dismissed, organize system for loading buses.
13.	If students are to be dismissed, establish <i>check-out</i> area.
14.	Students should be released ONLY to parents or those listed on emergency release forms.
15.	Notify staff and students of termination of emergency once fire or law enforcement has given an <i>All Clear</i> .
16.	Separate “involved” people from the rest of the staff and students for investigation purposes.
17.	Move all “uninvolved” people out of the immediate area to a holding area.
18.	Ask “involved” people to remain calm until local public safety officials arrive.

19.	Ask “involved” people to minimize their contact with the letter or their surroundings, because the area is now a crime scene.
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Terrorism, cont.

(Chemical or Biological Threat)

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

Building Administrator/Principal/Designee

20.	Notify Superintendent’s Office to ensure necessary administrators are notified.
21.	If necessary, see that arrangements are made (under the advisement of public safety officials) for limited decontamination and the opportunity to change clothing for a person who opened or handled the letter without gloves.
22.	File report.

Custodians

1.	Search boiler rooms and custodial work areas for students.
2.	Check/shut down utilities and electrical devices to avert explosions or outages.

Weapons

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

What is a weapon? While the media has focused on the issue of guns in schools, guns make up a relatively small portion of the weapons in school. Your student code of conduct should list the weapons which can include firearms, explosives, machetes, dirks, sword canes, bowie knives, switchblades, straight-edged razors, ice picks box cutters, blackjacks and fighting chains.

First and foremost, ensure safety of all students and staff.

Students who become aware of a weapon brought to school

1.	<i>Immediately</i> notify building administrator, teacher, or police liaison. If you feel there is no time to notify these individuals, <i>call 911</i> directly.
2.	Relay to building administrator, teacher or police liaison any information pertinent to the situation: - Name of person suspected of entering building with a weapon (if known). - Where the person is located and what they look like. - Has the person threatened anyone?

Any Staff who become aware of a weapon brought to school

1.	If a teacher suspects a weapon is in the classroom, confidentially notify <u>another staff member.</u> <u>That staff member should should contact the office/or admin.-teacher. Enact Standard</u>
2.	<i>DO NOT LEAVE THE CLASSROOM.</i>
3.	Approach the situation in a calm and controlled manner. If possible address the person by name.
4.	If a weapon is visible or the person is threatening, ask him/her as calmly as possible for permission to evacuate your classroom.
5.	Once permission is received, evacuate the classroom as quickly and quietly as possible.
6.	If not allowed to evacuate the classroom, try to secure the students away from the person.
7.	Keep talking with person until law enforcement authorities have arrived.
8.	Try to calmly talk to the individual: "What is wrong?" "What is it you want?"
9.	When the police arrive, do as they advise.
10.	After the incident, file a report IMMEDIATELY with assistance from the building administrator.

Weapons, cont.

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

Building Administrator/Principal/Designee

1.	Seal off the area where situation is taking place, if possible to do so without drawing attention.
2.	Call 911. Report: a) Is a weapon being used? b) Are there injuries?
3.	Notify Superintendent while waiting for Police.
4.	Assemble Crisis Response Team, if needed.
5.	Once the police arrive, have them approach the person.
6.	Under advisement of police, consider announcing request for all students to remain in classrooms. Use <i>designated locking device</i> to lock doors, if possible.
7.	Have administrative staff/designee evacuate students who have been locked out of Classrooms or are in public areas to a safe area outside the building.
8.	If advised to do so by police, evacuate building by PA announcement – DO NOT USE FIRE ALARM.
9.	Have police bring person to office with backpack, purse, books and/or other possessions.
10.	Ensure at least 2 adults and a police officer are present at meeting.
11.	Inform person of his/her rights. Ask person to empty pockets and all other containers.
12.	If personal search yields nothing, school officials will search person's locker.
13.	If weapon is found, police officer will remove person from campus.
14.	Obtain statements from witnesses.
15.	Notify parents/guardian if a student is involved and explain why a search was made and results. Notify Superintendent or designee.
16.	Document incident and report it, if appropriate.
17.	Follow disciplinary action according to CODE OF STUDENT CONDUCT.
18.	After the crisis has passed, notify parents/guardians.
19.	Refer media to Superintendent.

Appendix

CRISIS RESPONSE TEAM
For
Northland Community Schools

Title/Name	Work Phone	Home Phone	Mobile/ Pager	Certified CPR &/or 1 st Aid
High School Principal Clayton Lindner <u>Mark Motherway</u>	218-566-2351 Ext. 320 <u>3814</u>		602-766-9296 <u>(218) 259-7727</u>	
Elementary Principal/Activities Director <u>Janessa Green</u>	<u>218-566-2351</u> <u>Ext. 32051</u>		<u>(218) 252-5789</u>	
Facilities/Operations Supervisor Superintendent McDonald <u>Yakibchuk</u>	218-566-2351 Ext. 3201 <u>41</u>		218-821-4297 <u>(651) 272-9655</u>	
District Secretary Kristen Balvin	218-566-2351 Ext. 32083	218-763-1439	612-760-1861	
Head Custodian Jared Johnson	218-566-2351 Ext. 32037		218-851-3604 <u>(218) 839-7706</u>	
Transportation Jacob Wilkinson <u>Jesse Denver</u>	218-566-2531 Ext. 32041		904-402-4707 <u>(218) 398-7897</u>	
Nurse/EMT None <u>Kerry Ruyak</u>	<u>218-566-2351</u> <u>Ext. 32057</u>		<u>(218) 838-7538</u>	
Food Service Head Deanne Launert <u>Brenda Snakenberg</u>	218-566-2351 <u>Ext. 32034 or 32090</u>			

Counselors – NHS Scott Peterson	218-566-2351 Ext. 32016	218-889-2397	218-326-9733	
Social Worker – Elementary Terri Shepard	218-566-2351 Ext. 32027	218-999-5737	218-259-9122	
Mental Health North Homes	218-999-9908	Office at Northland – ext. 32058		
School Secretary	218-566-2351 Ext. 32010	218-566-3331		
Miranda Chambers <u>Laura Flood</u>				
School Secretary	218-566-2351 Ext. 32036			
Deb Schaefer <u>Mandy Jones</u>				
Community Members				
Police – Cass County Sheriff	218-547-1424			
Fire – Remer Ross Hogate<u>Kristian Myers</u>	218-566-2600		218-206-4113 <u>(218) 821-9316</u>	
Clergy *Will invite as needed				
Ambulance Service Diane Ammerman	218-566-1349		218-244-2268	CPR First Aid
City Hall – Remer Mark Madden			218-821-7867	

***Several EMT's/First Responders within the district are available should a medical emergency arise. An administrator will contact these individuals as needed.

EMERGENCY TELEPHONE NUMBERS

REMER

Ambulance or Fire or Police	911
Police (Non-Emergency)	
Cass County Sheriff	218-547-1424
Itasca County	218-326-3477
Fire (Non-Emergency)	218-566-2600
Kristian Myers	(218) 821-9316
State Patrol – Dist Office/Brainerd	218-828-2230
24 Hour Dispatch	218-828-2400
U.S. Marshall – State Office/24 hr	612-664-5900
F.B.I. – Bemidji	218-751-0610
Bureau of Criminal Apprehension - Bemidji	218-755-6600
 Hospitals:	
St. Joseph’s Area Health Ser.-Park Rapids	218-732-3311
	800-566-3311
St. Joseph’s Health Care-Brainerd	218-829-2861
Deer River Health Care Center	218-246-3011
Grand Itasca Clinic & Hospital-Grand Rapids	218-326-3401
Cuyuna Regional Medical Center-Crosby	218-546-7000
Cass Lake Indian Health Service	218-335-3200
	888-257-8067
 Clinics:	
Longville Lakes Clinic	218-363-3300
Duluth Clinic – Remer	218-566-1441

EMERGENCY TELEPHONE NUMBERS

FOR ROAD CONDITIONS

WEB SITE: www.weather.com

Cass County Sheriff: 218-547-1424

Tom Emery – Maintenance Supervisor

Home: 218-547-7230

Cass County Highway Dept: 218-547-1211 Ext. 112

Cass County Highway Dept: 218-547-1211 Ext. 111

Cass County Road Conditions: 218-547-1211 Ext. 111(Kris Lyytinen)

MN Dept of Transportation – Road & Travel Conditions: 1-800-542-0220

MN State Patrol – Dist Office/Brainerd: 218-828-2230

24 Hour Dispatch: 218-828-2400

UTILITIES

Crow Wing Power	1-800-648-9401
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Lake County Power	1-800-421-9959
	218-326-6671

Northern Star Coop (Cenex)	daytime: 1-218-246-8296
	after hours: 1-218-821-3503

Johnson Telephone Company	218-566-2302
	1-800-903-1987

Remer City Hall	218-566-4156
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EMERGENCY TELEPHONE NUMBERS

ADDITIONAL RESOURCES:

CRIME VICTIM SERVICES	1-888-622-8799
HAZARDOUS MATERIALS/POISON MINNESOTA DUTY OFFICER (Report any hazardous materials, leaks or spills)	1-800-422-0798
POISON CONTROL CENTER	1-800-222-1222
DISASTER SERVICES – STATE OF MN/24 HOUR	651-291-6789
AMERICAN RED CROSS – NATIONAL/24 HOUR BRAINERD OFFICE	1-888-737-4306 Ext. 910 218-829-4004
DIVISION OF EMERGENCY MANAGEMENT MINNESOTA DUTY OFFICER/24 HOUR	1-800-422-0798
EMERGENCY MANAGEMENT – CASS COUNTY	218-547-7437
NATIONAL YOUTH HOTLINE	1-800-448-4663
SUICIDE PREVENTION CENTER (FARGO-MOORHEAD)	701-232-4357
PUBLIC HEALTH NURSE CASS COUNTY ITASCA COUNTY	218-547-2855 218-327-2941 1-800-422-0312
COUNTY HUMAN SERVICES CASS COUNTY ITASCA COUNTY	218-547-1340 218-327-2941 1-800-422-0312
CITY HALL REMER LONGVILLE	218-566-4156 218-363-2022

Press and Media

EMERGENCY ALERT STATIONS

RADIO STATION	PHONE	CODE
KOZY 1320 AM – Grand Rapids KMFY 96.9 FM (one call will cover both KOZY	218-326-3446 218-326-0307 and KMFY)	RR or Double R
WTBX 93.9 FM – Grand Rapids WNMT 650 AM (USA 99.9 FM, WMFG 106.3 FM,	218-327-1194 WMFG 1240 AM,	RE-17 KMFG 102.9 FM)
KKBJ 103.7 FM - Bemidji 98.3 FM 1360 AM	218-751-7777	Summer
WJJY 106.7 FM - Brainerd KTCF 101.5 FM (one call will cover both WJJY	218-828-1244 and KTCF)	Blue Sky Calling
KTIG – Pequot Lakes (One call covers 91.5, 102.7 and 104.3)	866-568-4422	Winter White
TELEVISION STATION	PHONE	CODE
FOX NINE NEWS (www.kmsp9schools.com)	952-946-5742	ID Code: 1675 PIN: 9997669
KARE11 (www.kare11.com/closings)	866-546-4093	ID Code: 0523 PIN: 5523
WCCO TV/WCCO RADIO (wcco.com/cancellations)	612-330-2655 612-480-5703 After Hours Pager	Northland District ID Code: 3023 PIN: 2389 Remer Elementary ID Code: 3437 PIN: 2352
WDIO TV/Radio	218-279-7757	Code: Whiteout
NEWSPAPER		
Pine Cone Press-Citizen	218-363-2002	

Reviewed: 10/27/16

Revised: 7/20/00, 06/20/02, 04/21/05, 04/20/06, 09/15/11, 7/9/19, 8/22

416 DRUG AND ALCOHOL TESTING

*[Note: Drug and Alcohol Testing of school bus drivers and applicants is mandatory under federal law. The mandatory testing is described under Part III. of the policy. Testing of other employees or testing of school bus drivers beyond that mandated by federal law is optional ~~but~~ **and** can be done under state law only if a policy containing provisions such as the provisions of Part IV. of this policy are adopted. To preserve the right to request or require school district employees who are not bus drivers and applicants to undergo drug and/or alcohol testing or to require bus drivers to submit to testing that is not federally mandated, a school district should adopt Part IV. as part of its drug and alcohol testing policy.]*

I. PURPOSE

- A. The school board recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. The school board believes that a work environment free of drug and alcohol use will be not only safer, healthier, and more productive but also more conducive to effective learning. ~~Therefore, to~~ **To** provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in federal law and ~~Minn. Stat. §§~~ **Minnesota Statutes, sections** 181.950-181.957.

II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of this policy and as provided ~~in Minn. Stat. §§~~ **Minnesota Statutes, sections** 181.950-181.957.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in ~~Minn. Stat. §§~~ **Minnesota Statutes, sections** 181.950-181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not

medically prescribed, including medical cannabis, ~~regardless of~~ whether or not it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs ~~which that~~ are not medically prescribed, including medical cannabis, ~~regardless of~~ whether or not it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs ~~which-that~~ are not medically prescribed are prohibited from entering or remaining on school district property.

- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.
- E. Any employee who violates this section shall be subject to discipline ~~which-that~~ includes, but is not limited to, immediate suspension without pay and immediate discharge.

III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

A. General Statement of Policy

All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.
2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.

3. “Breath Alcohol Technician” (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. “Commercial Motor Vehicle” (CMV) includes a vehicle ~~which~~ that is designed to transport 16 or more passengers, including the driver.
5. “Designated Employer Representative” (DER) means ~~a designated school district representative authorized an employee authorized by the school district~~ to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process, ~~and to receive~~ The DER receives test results and other communications for the school district.
6. “Department of Transportation” (DOT) means United States Department of Transportation.
- ~~7. “Direct Observation” means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.~~
- ~~87.~~ “Driver” is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.
- ~~98.~~ “Evidential Breath Testing Device” (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
- ~~10. “Licensed Medical Practitioner” means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.~~
- ~~119.~~ “Medical Review Officer” (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district’s drug testing program and for evaluating medical explanations for certain drug tests.
- ~~120.~~ “Refusal to Submit” (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine

specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed by the school district or the collector; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

131. "Safety-Sensitive Functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work and all responsibility for performing work until relieved from work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
142. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
153. "Stand Down" means the practice of temporarily removing an employee from performing safety-sensitive functions after-based only upon a laboratory reports to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test result but before the MRO completes the verification process.
164. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

[Note: ~~The f~~Federal regulations require that school districts provide materials to bus drivers explaining the school district's policies and procedures and the federal requirements with respect to the mandatory drug and alcohol testing of bus drivers. 49 ~~C.F.R.~~ § Code of Federal Regulations, section 382.601. ~~Almost all~~ Most of the required information is contained within this model policy. Additional materials to be provided to employees are described in Paragraph 2. of ~~this~~ Section C.]

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug-controlled substance problem (the driver's or a coworker's); and available methods of intervening when an alcohol or drug-controlled substance problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that he or she the driver has received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

[Note: The federal regulations require a school district to obtain a signed statement from each driver certifying that he or she has received a copy of these materials. 49 ~~C.F.R.~~ § Code of Federal Regulations, section 382.601(d). The original signed certificate must be maintained by the school district and a copy may be provided to the driver.]

D. Alcohol and Controlled Substances Testing Program Manager

[Note: School districts are required by the federal regulations to designate a person to answer driver questions about the policy and the education materials described in Section C. above and to notify the drivers of the designation. 49 ~~C.F.R.~~ Code of Federal Regulations, section. § 382.601(b)(1).]

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

[Note: The specific prohibitions for drivers are contained, in large part, in 49 C.F.R. §§Code of Federal Regulations, sections 382.201-382.215.]

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until ~~he~~ or she the driver undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed ~~physician~~ medical practitioner who is familiar with the driver's medical history and has ~~has~~ advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled

substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.

8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district ~~which—that~~ prohibit~~—the~~ possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

[Note: Consequences for drivers engaging in alcohol-related conduct are described in the federal regulations. 49 C.F.R. §Code of Federal Regulations, section 382.505.]

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and ~~the policies~~ of the school district.

G. Prescription Drugs/Cannabinoid Products

A driver shall inform ~~his or her~~the supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry-. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for marijuana. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

[Note: School districts must utilize the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse") to conduct pre-employment queries, annual queries, and reports regarding CDL holders who operate CMVs on public roads (including school bus drivers) and who are covered by the Federal Motor Carrier Safety

Administration (FMCSA) Drug and Alcohol Testing Program. In addition to utilizing the Clearinghouse, school districts must continue to comply with the alcohol and controlled substance testing required under Title 49 of the Federal Regulations.]

1. Pre-Employment Testing

[Note: ~~49 C.F.R.~~ §Code of Federal Regulations, section 382.301 details the requirements for pre-employment testing.]

- a. A driver applicant shall undergo testing for [alcohol and] controlled substances including medical cannabis before the first time the driver performs safety-sensitive functions for the school district.

[Note: A school district is permitted, but not required, to conduct pre-employment testing for the use of alcohol. If a school district elects to require pre-employment testing for alcohol, it should include the bracketed text in Subparagraph a., above, and test all applicants uniformly.]

- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. ~~In order to~~ To be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

[Note: ~~The~~ fFederal regulations require school districts to inquire about, obtain, and review alcohol and controlled substances information from prior employers pursuant to a driver's written authorization, prior to the time a driver performs safety-sensitive functions, if feasible. ~~49 C.F.R.~~ Code of Federal Regulations, section ~~§~~ 382.413 and ~~49 C.F.R.~~ §Code of Federal Regulations, section 40.25. If not feasible, school districts must not permit the employee to perform safety-sensitive functions for more than thirty (30) days from the date a safety-sensitive function was performed unless the school districts make good faith efforts to obtain the information and to make a record of those efforts to be retained in the driver's qualification file.]

- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.
- e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query. The school district shall retain the consent for three (3) years from the date of the query.

2. Post-Accident Testing

[Note: 49 C.F.R. §Code of Federal Regulations, section 382.303 governs post-accident testing of drivers.]

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.

- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.
- g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

[Note: 49 ~~C.F.R.~~ §Code of Federal Regulations, section 382.305 governs random testing of drivers.]

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.

[Note: The Federal Highway Administration (FHWA) ~~lowered~~ has set the random alcohol selection and testing rate ~~from at 25~~10% of the average number of driver positions ~~to 10% in 1998~~ and evaluates this minimum percentage each year. School districts can elect to stay at the 1998 level of 25% (or a higher percentage) if they do not want to monitor the minimum annual percentage rate set by the FHWA. The random controlled substances selection and testing rate has remained at 50% each year and has not been lowered to 25% as is possible under the regulations.]

- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made. Each driver selected for testing shall be tested during the selection period.
- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is

performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

[Note: 49 ~~C.F.R.~~Code of Federal Regulations, section. § 382.307 governs reasonable suspicion testing of drivers.]

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty ~~or~~ within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

[Note: 49 ~~C.F.R.~~Code of Federal Regulations, sections ~~–§§~~ 382.309, 40.23(d), and 40.305 govern return-to-duty testing.]

5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has

successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances.

[Note: ~~49 C.F.R. §§Code of Federal Regulations, sections 382.311, 40.307, and 40.309 govern follow-up testing.~~]

6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

7. Refusal to Submit and Attendant Consequences

[Note: Consequences for refusals to submit to required drug and alcohol tests are addressed generally in ~~49 C.F.R. §§Code of Federal Regulations, sections 40.191, 40.261, and 382.211.~~ They are more specifically addressed in ~~49 C.F.R. §§Code of Federal Regulations, section 382.501-382.507 and in 49 U.S.C. §United States Code, section 521(b).~~]

- a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
- b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of ~~49 U.S.C. §United States Code 521(b).~~ In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.
- c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
- d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.
- e. Drivers or driver applicants who refuse to submit to required

testing will be required to sign Attachment C to this policy.

I. Testing Procedures

1. Drug Testing

[Note: The Federal Drug Testing Custody and Control Form (CCF) must be used to document every urine collection required by the DOT drug testing program. 49 ~~C.F.R.~~ §Code of Federal Regulations, section 40.45.]

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.
- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to

provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.

- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
 - (1) The donor expressly declines the opportunity to discuss the test results;
 - (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
 - (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

[Note: The DOT Alcohol Testing Form (ATF) must be used for every DOT alcohol test. 49 ~~C.F.R.~~ §Code of Federal Regulations, section 40.225]

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.

- b. Any test result less than 0.02 alcohol concentration is considered a “negative” test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor’s inability to provide a breath sample is genuine or constitutes a refusal to test.
- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

- 1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver’s or driver applicant’s expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

[Note: The limitation on discharge in Paragraph 2., below, is contained solely in Minnesota law. State law is preempted by federal laws and regulations as it relates to drivers of commercial motor vehicles (such as bus drivers). See ~~Minn. Stat.~~ Minnesota Statutes, section 221.031, Subd. 10. Nevertheless, school districts may decide to comply with the state law requirements for various reasons (such as to treat all school district employees equally since employees subject to testing only under state law are accorded these additional rights). Consultation with the school district’s legal counsel is recommended.]

- 2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
 - a. The school district has first given the employee an opportunity to participate in, at the employee’s own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
 - b. The employee refuses to participate in the recommended program,

or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.

- c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be [McNeil Environmental, 112 Northwest 5th Street, Grand Rapids, MN 55744-2606 (218) 999-7009], which is a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minnesota Statutes- Chapter- 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

[Note: The federal recordkeeping requirements for school districts are detailed in the federal regulations 49 C.F.R. §§Code of Federal Regulations, sections 382.401 et seq. and 40.331. The DOT publishes a guide to the recordkeeping requirements of mandatory drug and alcohol testing for persons with a commercial driver's license as part of its Alcohol & Drugs: DOT Compliance Manual.]

2. The required records shall be retained for the following minimum periods:

Basic records	5 years
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“Basic records” includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
Collection records <u>Alcohol and controlled substance collection procedures</u>	2 years
Negative and cancelled controlled substance tests	1 year
Alcohol tests with less than 0.02 concentration	1 year
Education and training records	indefinite

“Education and training records” must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse (“Clearinghouse”) as required under federal law, including:

- a. The name of the person tested;
- b. Any verified positive, adulterated, or substituted drug test result;
- c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;
- d. Any refusal to submit to any test required hereunder;
- e. Any report by a supervisor of actual knowledge of use as follows
 - i. Any on-duty alcohol use;
 - ii. Any pre-duty alcohol use;
 - iii. Any alcohol use following an accident; and
 - iv. Any controlled substance use.
- f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;
- g. Any negative return-to-duty test; and
- h. Any employer’s report of completion of follow-up testing.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

- a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

[Note: Subparagraphs b. and c., below, are based on the provisions of 49 ~~C.F.R.~~ Code of Federal Regulations, section 40.289.]

- b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

[Note: School districts are not required to comply with state law governing drug and alcohol testing when the individuals are subject to the federal laws and regulations (i.e., bus drivers). If a school district, after consultation with legal counsel, chooses to comply voluntarily with these requirements, Subparagraph b., above, can be modified as follows:

b. The school district will offer a driver an opportunity to return to a DOT safety-sensitive duty following an employee's first positive test result on a confirmatory test if no reasons independent of the first test result for discharge exist. Otherwise, the school district may choose, but is not required, to provide an SAP evaluation or any subsequent recommended education or treatment.]

- c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.
 - d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

- a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in ~~Minnesota Statutes, sections~~ §§ 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

[Note: When the testing of drivers complies with federal testing requirements and procedures, school districts clearly are exempt from the state drug and alcohol testing requirements in ~~Minnesota Statutes, sections~~ §§ 181.950-181.957. See ~~Minnesota Statutes, section~~ § 221.031, ~~subdivision~~ Subd. 10. When testing beyond the federally mandated requirements, however, school districts still must comply with state law.]

Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

R. Annual Clearinghouse Query

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited

query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations 382.701.

2. The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.
3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.
4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

IV. DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

A. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required:

1. General Limitations

- a. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, unless the testing is done pursuant to this drug and alcohol testing policy; and is conducted by a testing laboratory ~~which participates in one of the programs that meets one of the criteria~~ listed in Minnesota Statutes, section- § 181.953, ~~subdivision~~Subd. 1.
- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing on an arbitrary and capricious basis.

2. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer ~~which-that~~ is contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

3. Random Testing

The school district may request or require employees to undergo drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

4. Reasonable Suspicion Testing

The school district may request or require any employee to undergo drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a. is under the influence of drugs or alcohol;
- b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;
- c. has sustained a personal injury, as that term is defined in

~~Minnesota Statutes, section-§ 176.011, Subdivision- 16,~~ or has caused another employee to sustain a personal injury; or

- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

5. Treatment Program Testing

The school district may request or require any employee to undergo drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

6. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

B. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

C. Definitions

1. "Drug" means a controlled substance as defined in Minnesota Statutes, including medical cannabis, regardless of enrollment in the state registry program..
2. "Drug and Alcohol Testing," "Drug or Alcohol Testing," and "Drug or Alcohol Test" mean analysis of a body component sample by a testing laboratory that meets one listed in ~~Minnesota Statutes, section-§ 181.953, Subdivision. 1,~~ for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested.
3. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in

whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."

4. "Job Applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.).
5. "Positive test result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in ~~Minnesota Statutes, section~~ § 181.953, ~~Subdivision~~ 1.
6. "Random Selection Basis" means a mechanism for selection of employees that:
 - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
 - b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
7. "Reasonable Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
8. "Safety-Sensitive Position" means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing

subject to the provisions contained in Paragraphs 2. and 3. of ~~this~~ Section IV.D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test.

4. Notice of and Right to Explain Positive Test Result

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide ~~him or her~~the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information.
- b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.
- c. The employee may present verification of enrollment in the medical cannabis patient registry as part of the employee's explanation.
- ~~d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for marijuana. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.~~
- ~~ed.~~ Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide ~~him or her~~the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
- b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under ~~Minnesota Statutes~~section—§ 181.953, ~~Subdivision~~1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are

followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform ~~him or her~~ the individual of other rights provided under Sections F. or G., below, whichever is applicable.

Attachments E and F to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
 - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.

4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon or after hire, or failing to do so would violate federal law or regulations, or cause the school district to lose money or licensing-related benefit under federal law or regulations.
6. The school district may not discriminate against any employee in termination, discharge, or any term or condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
7. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;

2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and
4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minnesota Statutes, Chapter 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minnesota Statutes, Chapter 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug and alcohol testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment G to this policy.

V. **POSTING**

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

- Legal References:*** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 43A (State Personnel Management)
[Minn. Stat. § 151.72 \(Sale of Certain Cannabinoid Products\)](#)
[Minn. Stat. § 152.01 \(Definitions\)](#)
Minn. Stat. § 152.22 ([Definitions](#), Medical Cannabis: ~~Definitions~~)
Minn. Stat. § 152.23 ([Limitations](#), Medical Cannabis: ~~Limitations~~)
Minn. Stat. § 152.32 (Protections for Registry Program Participants)
[Minn. Stat. § 176.011, subd. 16 \(Definitions; Personal Injury\)](#)
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031 (Motor Carrier Rules)
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
[49 U.S.C. 31306a \(National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators\)](#)
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)
- Cross-References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

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5/20/04, 10/22/13, 8/22

417 CHEMICAL USE/ABUSE

[NOTE: This policy reflects mandatory provisions of state and federal law and is not discretionary.]

I. PURPOSE

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The school board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of controlled substances, toxic substances, medical cannabis, and alcohol before, during or after school hours, at school or in any other school location, is prohibited ~~in the school setting~~ in accordance with school district policies with respect to Drug-Free Workplace/Drug-Free School.
- B. The ~~policy of this~~ school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement. ~~is to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.~~
- C. ~~The Every~~ school district that participates in a school district chemical abuse program shall establish ~~and maintain in every school~~ a chemical abuse preassessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
- ~~D. The superintendent, with the advice of the school board, shall be responsible for establishing a school and community advisory team to address chemical abuse problems in the district.~~
- DE. The school district shall establish ~~and maintain a~~ drug-free awareness program to for educate and assist its employees, ~~students and others in understanding this policy and the goals of achieving drug-free schools and workplaces.~~

[Note: School districts are required to establish a drug-free awareness program for school district employees pursuant to the Drug-Free Workplace Act. In addition, state law requires that the written

~~districtwide school discipline policy must include procedures for detecting and addressing chemical abuse problems of a student while on the school premises. Further, school districts are required to develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement if receiving funding under the federal Student Support and Academic Enrichment Grants law~~NOTE: Comprehensive drug prevention programs are required to be adopted and carried out by school districts pursuant to the Safe and Drug-Free Schools and Communities Act of 1994. In addition, school districts are required by the Drug-Free Workplace Act of 1988 to establish drug-free awareness programs for school district employees. Further, state law authorizes school districts to provide instructional programs in chemical abuse and the prevention of chemical dependency.]

III. DEFINITIONS

- A. "Chemical abuse" as applied to students means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the ~~minor's~~ student's normal function in academic, school, or social activities is chronically impaired.
- ~~B. "Chemicals" includes but is not limited to alcohol, toxic substances, and controlled substances as defined in the school district's Drug-Free Workplace/Drug-Free School policy.~~
- ~~B. "Controlled substances," as applied to the chemical abuse assessment of students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes section 152.02 and "marijuana" as defined in Minnesota Statutes section 152.01, subdivision 9 but not distilled spirits, wine, malt beverages, intoxicating liquors or tobacco. As otherwise defined in this policy, "controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.~~
- ~~C. "Drug prevention" means prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence based.~~
- ~~C. "Use" includes to sell, buy, manufacture, distribute, dispense, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration.~~
- ~~D. "School location" includes any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off-school property at any school-sponsored or school-approved activity, event or functions, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.~~
- ~~D. "Teacher" means all persons employed in a public school or education district or by a service cooperative as members of the instructional, supervisory, and support staff including superintendents, principals, supervisors, secondary vocational and other classroom teachers, librarians, counselors, school psychologists, school nurses, school social workers, audio-visual directors and coordinators, recreation personnel, media generalists, media supervisors, and speech therapists.~~

IV. STUDENTS

A. ~~Instruction~~ Districtwide School Discipline Policy.

Procedures for detecting and addressing chemical abuse problems of a student while on school premises are included in the districtwide school student discipline policy.

B. ~~Programs and Activities~~

1. Every ~~The~~ school ~~district~~ shall ~~develop, implement and evaluate comprehensive programs and activities that foster safe, healthy, supportive and drug-free environments that support student academic achievements.~~ The programs and activities may include, among other programs and activities, drug prevention activities and programs that may be evidence based, including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.~~provide an instructional program in chemical abuse and the prevention of chemical dependency. The school district may involve parents, students, health care professionals, state department staff, and members of the community in developing the curriculum.~~

~~[NOTE: The Safe and Drug-Free Schools and Communities Act of 1994 requires school districts to adopt and carry out a comprehensive drug and violence prevention program with funds received. Since a comprehensive drug prevention program is required and a school district is specifically authorized by state law to provide instructional programs in chemical abuse and the prevention of chemical dependency, this should be a component of each school district's mandatory program. In addition, the Safe and Drug-Free Schools and Communities Act of 1994 specifies additional items which may be included as part of the mandatory comprehensive drug prevention program. Some of the suggested items relating to instruction or training are detailed in paragraphs 2 through 6 below and a school district may wish to adopt one or all of the listed components as part of its mandatory program.]~~

2. As part of its drug-free programs, the school district may implement the drug abuse resistance education program (DARE) that enables peace officers to undergo the training to teach a curriculum on drug abuse resistance in schools.

2. ~~Each school shall have age-appropriate and developmentally based activities that:~~

~~a. address the consequences of violence and the illegal use of drugs, as appropriate;~~

~~b. promote a sense of individual responsibility;~~

~~c. teach students that most people do not illegally use drugs;~~

~~d. teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;~~

~~e. teach students about the dangers of emerging drugs;~~

~~f. engage students in the learning process; and~~

~~g. incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.~~

- ~~3. Each school shall have activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.~~

- ~~4. Each school shall disseminate drug and violence prevention information within the school and to the community.~~

- ~~5. Each school shall have professional development and training for, and involvement of, school personnel, student services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.~~

- ~~6. Each school shall have drug and violence prevention activities that may include the following:~~

~~a. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.~~

~~b. The hiring and mandatory training, based on scientific research, of school security personnel who interact with students in support of youth drug and violence prevention activities under this policy that are implemented in the school.~~

~~c. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.~~

~~d. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.~~

~~e. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.~~

CB. Reports of Chemical Use, Possession, or Transfer of Alcohol or a Controlled Substance/Abuse.

- ~~1. In the event that a school district employee knows that a student is abusing, possessing, transferring, distributing or selling chemicals in a school location:~~

~~a. The employee shall immediately either take the student to an~~

- ~~_____ administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.~~
- ~~_____ b. The administrator will notify the student's parents. If there is a medical emergency, the administrator will notify the school nurse and/or outside medical personnel as appropriate.~~
- ~~_____ c. The administrator will notify law enforcement officials, the student's counselor, and the chemical preassessment team.~~
- ~~_____ d. The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by school district officials shall be in accordance with school board policies regarding search and seizure.~~
- ~~_____ e. The school district will take appropriate disciplinary action in compliance with the student discipline code. Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.~~
- ~~_____ 2. If a school district employee has reason to believe that a student is abusing, possessing, transferring, distributing or selling chemicals:~~
 - ~~_____ a. The employee shall notify the building administrator or a member of the preassessment team and shall describe the basis for the suspicion. The building administrator and/or team will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the student or parents, or providing a meeting between a single member of the team and the student to discuss the behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.~~
 - ~~_____ b. The team may determine there is no chemical abuse. If the team determines there is chemical abuse, the team will select an appropriate course of action, which may include referral to a school counselor; referral to a treatment program; referral for screening, assessment, and treatment planning; participation in support groups; or other appropriate measures.~~

1. A teacher in a nonpublic school participating in a school district chemical use program, or a public school teacher, who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify the school's chemical abuse preassessment team, or staff member assigned duties similar to those of such a team, of this information.

[Note: School districts are not required to participate in a chemical abuse program or establish a chemical abuse preassessment team pursuant to state law. Schools are required to have procedures for detecting student chemical abuse and can obtain federal funding if they establish drug prevention, detection, intervention, and recovery support services. Thus, it is recommended that schools establish these programs and activities. For those schools that do not establish a chemical abuse preassessment team, those obligations could be assigned to a specified staff member such a school counselor or administrator.]

23. Students involved in the abuse, possession, transfer, distribution or sale of chemicals ~~shall may~~ be suspended and proposed for expulsion in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minnesota-Statutes, sections. § 121A.40-121A.56, ~~and proposed for expulsion~~.
34. Searches by school district officials in connection with the ~~abuse~~, possession, transfer, distribution or sale of alcohol or a controlled substance ~~chemicals~~ will be conducted in accordance with school board policies related to search and seizure.
4. Nothing in paragraph IV.B.1. prevents a teacher or any other school employee from reporting to a law enforcement agency any violation of law occurring on school premises or at school sponsored events.

DG. Preassessment Team.

1. Every school that participates in a school district chemical abuse program shall ~~have establish~~ a chemical abuse preassessment team designated by the superintendent or designee. The team will be composed of classroom teachers, administrators, and ~~other appropriate professional staff~~ to the extent they exist in each the school, ~~such as~~ school nurse, school counselor or psychologist, social worker, chemical abuse specialist, ~~or others~~ and other appropriate professional staff. For schools that do not have a chemical abuse program and team, the superintendent or designee will assign these duties to a designated school district employee.
2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within 45 days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

ED. Data Practices.

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minnesota-Statutes, sectio-§ 13.32 and applicable federal law and regulations.
2. Destruction of records.
 - a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than 6 months after the determination is made.

- b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with such information, records created or maintained by the team about the student shall be destroyed not later than 6 months after the student is no longer enrolled in the district.

c. ~~This section shall govern D~~destruction of records identifying individual students shall be governed by paragraph IV.E.2. notwithstanding Minnesota Statutes section 138.163 (Preservation and Disposal of Public Records).

~~notwithstanding provisions of the Records Management Act, Minn. Stat. § 138.163.~~

FE. Consent

Any minor may give effective consent for medical, mental and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

[Note: State law permits schools to provide these services to minor students without the consent of a parent. If, however, a school district provides these or other services pursuant to a grant received under the Student Support and Academic Enrichment Grants law, this funding could be jeopardized if the requirements of federal law, to obtain prior written, informed consent from the parent of each child who is under 18 years of age is not obtained.]

~~F.~~ School and Community Advisory Team

~~1. The superintendent, with the advice of the school, board shall establish a school and community advisory team to address chemical abuse problems. The advisory team will be composed of representatives from the school preassessment teams to the extent possible, law enforcement agencies, county attorney's office, social service agencies, chemical abuse treatment programs, parents, and the business community.~~

~~2. The advisory team shall:~~

~~a. build awareness of the problem within the community, identify available treatment and counseling programs for students and develop good working relationships and enhance communication between the schools and other community agencies; and~~

~~b. develop a written procedure clarifying the notification process to be used by the chemical abuse preassessment team when a student is believed to be in possession of or under the influence of alcohol or a controlled substance. The procedure must include contact with the student, and the student's parents or guardian in the case of a minor student.~~

V. EMPLOYEES

A. The ~~superintendent or designees~~school district shall establish ~~undertake and maintain a drug-free awareness and prevention program to inform employees, students and others about:~~

1. The dangers ~~and health risks of~~ chemical drug abuse in the workplace/~~school~~.

2. The school district's policy of maintaining a drug-free workplace/~~drug-free school policy~~.
 3. ~~Any~~ Aavailable drug ~~or alcohol~~ counseling, ~~treatment~~, rehabilitation, ~~re-entry~~ and/or employee assistance programs ~~available to employees and/or students~~.
 4. The penalties that may be imposed on employees for drug abuse violations.
- B. The ~~superintendent or designee~~school district shall notify ~~any~~ federal granting agency required to be notified under the Drug-Free Workplace Act of 1988 within ten (10) days after receiving notice from the employee or otherwise receiving actual notice of any criminal drug statute conviction of an employee for a violation of a criminal drug statute occurring in the workplace. ~~To facilitate the giving of such notice, any employee aware of such a conviction shall report the same to the superintendent.~~

~~[NOTE: Notification to the federal granting agency within ten (10) days is required by the Drug Free Workplace Act. 41 U.S.C § 8103]~~

Legal References: Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 124D.695 (Approved Recovery Program Funding)
Minn. Stat. § 126C.44 (Safe Schools Levy)
Minn. Stat. § 138.163 (Preservation and Disposal of Public Records)
Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances; Administration of Chapter)
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)Minn. Stat. § 299A.33 (DARE Program)
Minn. Stat. § 466.07, subd. 1 (Indemnification Required)
Minn. Stat. § 609.101, subd. 3(e) (Controlled Substance Offenses; Minimum Fines)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. §§ 7101-7122 (Student Support and Academic Enrichment Grants)
20 U.S.C. § 5812 (National Education Goals)
20 U.S.C. § 7175 (Local Activities)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
20 U.S.C. §§ 7101-7143 (Safe and Drug-Free Schools and Communities Act of 1994)
34 C.F.R. Part 85 (Governmentwide Requirements for Drug-Free Workplace)

Cross Reference:

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

MSBA/MASA Policy 416 (Drug and Alcohol Testing)

MSBA/MASA Policy 418 (Drug-Free Workplace/Drug Free School)

MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)

MSBA/MASA Policy 506 (Student Discipline)

MSBA/MASA Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)

[MSBA/MASA Model Policy 515 \(Protection and Privacy of Pupil Records\)](#)

MSBA/MASA Policy 527 ([Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches](#)~~Student Motor Vehicles; Use; Parking; Search~~)

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, and nonintoxicating cannabinoids (including edible cannabinoid products), and controlled substances without a physician prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of alcohol, controlled substances, toxic substances, medical cannabis, nonintoxicating cannabinoids (including edible cannabinoid products), and alcohol-controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses alcohol, toxic substances, or controlled substances—medical cannabis, nonintoxicating cannabinoids (including edible cannabinoid products), or controlled substances in any school location.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

- A. "Alcohol" includes any alcoholic beverage containing more than one half of one percent alcohol by volumes, malt beverage, fortified wine, or other intoxicating liquor.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. United States Code, section. § 812, including analogues and look-alike drugs.
- C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by any route of administration.
- E. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of

them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the commissioner.

~~C. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.~~

~~D. "Use" includes to sell, buy, manufacture, distribute, dispense, possess, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.~~

~~EE. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.~~

FG. "School location" includes any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

~~H. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the commissioner of health~~

~~I. "Use" includes to sell, buy, manufacture, distribute, dispense, possess, use, or be under the influence of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids (including edible cannabinoid products), and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.~~

IV. EXCEPTIONS

A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance which has a currently accepted medical use in treatment in the United States and the person has a physician prescription for the substance. The person shall comply with the relevant procedures of this policy.

B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of ~~Minnesota Statutes, section~~ § 624.701, ~~Subdivision~~ 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, must comply with the school district's student medication policy. must provide a copy of the prescription and the medication to the school nurse, principal or other designated staff member. The school district's licensed school nurse, trained health clerk, principal or teacher will administer the prescribed medication in accordance with school district procedures.

[Note: School districts are required by Minnesota Statutes, section 121A.22 to develop procedures for the administration of drugs and medicine. If the school district does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: "Students who have a prescription from a physician for medical treatment with a controlled substance must provide a copy of the prescription and the medication to the school nurse, principal, or other designated staff member. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer the prescribed medication in accordance with school district procedures."]

- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/ Drug-Free School policy and shall be required to acknowledge that he or she have received the policy.

[NOTE: The Drug-Free Workplace Act of 1988 requires that school district employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition. 41 U.S.C. §United States Code, section 10334 C.F.R. Part 85. An acknowledgement will document satisfaction by the school district of this federal requirement.]

- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances in a school location except with the express permission of the superintendent.

- F. No person is permitted to possess or use medical cannabis on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medial cannabis.

- GF. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes, section § 624.701, Subdivision 1a, shall be by permission of the school board only. The applicant for permission shall apply in writing and shall follow the school board procedures for placing an item on the agenda.

VI. ENFORCEMENT

A. Students.

- ~~1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids (including edible cannabinoid products).~~
- ~~2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service, which may be provide by school based mental health services providers; and/or referral to law enforcement officials when appropriate.~~
34. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.
- ~~2. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.~~

B. Employees.

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public.

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References:

~~Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)~~
~~Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)~~
~~Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)~~
~~Minn. Stat. § 152.22, subd. 6 (Definitions; Medical Cannabis)~~
~~Minn. Stat. § 152.23 (Limitations; Medical Cannabis)~~
~~Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)~~
~~Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)~~
~~Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)~~
~~Minn. Stat. § 609.684 (Abuse of Toxic Substances)~~
~~Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)~~
~~20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)~~
~~21 U.S.C. § 812 (Schedules of Controlled Substances)~~
~~41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)~~
~~21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)~~
~~34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)~~
~~Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)~~
~~Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)~~
~~Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)~~
~~Minn. Stat. § 609.684 (Sale of Toxic Substances to Children; Abuse of Toxic Substances)~~
~~Minn. Stat. § 624.701 (Liquor in Certain Buildings or Grounds)~~
~~)~~
~~20 U.S.C. § 7101-7165 (Safe and Drug-Free Schools and Communities Act)~~
~~21 U.S.C. § 812 (Schedules of Controlled Substances)~~
~~41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)~~
~~21 C.F.R. §§ 308.11-1308.115 (Controlled Substances)~~
~~34 C.F.R. Part 85 (Government wide Requirements for Drug-Free Workplace)~~

Cross-References: MSBA/MASA Model Policy 403 Discipline, Suspension and Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 417 (Chemical Use/Abuse)
~~MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)~~
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 516 (Student Medication)

Northland Community Schools

Independent School District #118
Remer, Minnesota

316 Main Street East, Room 200
Remer, Minnesota 56672
(218) 566-2351 FAX (218) 566-3199

— ACKNOWLEDGMENT — DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL POLICY

I have received a copy of the Drug-Free Workplace/Drug-Free School Policy of Independent School District No. 118, Remer, Minnesota.

Dated: _____

Signature of Employee/Applicant

Typed or Printed Name

Adopted: 09/18/97

Independent School District# 118

Policy 524

Annual Review: 3/15/07,03/09, 11/21/12,

Revised: 04/20/00, 05/20/04 04/20/06, 12/2006, 3/15/07,02/08, 3/09

05/17/2012, 6/21/2012, 10/22/13, 01/06/14, 7/15/14, 2/18/16 , 10/27/16, 1/3/18, 10/12/21, 8/22

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications. Utilization of technology is an inherent managerial policy under MN Statute 179A.07.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

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

district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit or distribute:
 - a. pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
 2. Users will not use the school district system to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization. Users will not use the school district system to engage in cyber bullying or harassment of another person, or to engage in personal attacks, including prejudicial or discriminatory attacks. This includes, but is not limited to, social network sites, tweeting, texting, chat rooms, email and other electronic communications.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
 4. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

- (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or

- (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to,

social networks such as “Facebook”, “Twitter,” Instagram,” “Snapchat, and “Reddit” and similar websites of applications.

7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district’s Bullying Prohibition Policy (MSBA/MASA Model Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations include, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.
- 10. Users will not conduct personal business on district owned computers during the established work day.

Staff members will not use district owned computers for recreational use during established work hours.
- 11. Students must not be permitted to play non-educational games. Routinely allowing students to play games is strictly prohibited. However, it is permissible to allow a class and/or student as a reinforcer to use educationally related programs or sites.
- B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. Students will be taught about the benefit/hazards of online social behavior, social networking and cyber bullying.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

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

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet. Education on social networks, cyber bullying will be integrated into all computer classes.
- C. The Internet Use Agreement form for students must be read, approved, and signed by the user and the parent or guardian. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district diskettes, tapes, hard drives or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives or servers.
 - b. Information retrieved through school district computers, networks or online resources.
 - c. Personal property used to access school district computers, networks or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 - 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
 - 6. Notification that the collection, creation, reception, maintenance and dissemination of data via the Internet, including electronic

communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
1. the technology provider's employees or contractors have access to educational data only if authorized; and
 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
1. any location-tracking feature of a school-issued device;
 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
2. the activity is permitted under a judicial warrant;
3. the school district is notified or becomes aware that the device is missing or stolen;
4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or

6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVIXH. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References:

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- [Minn. Stat. Ch. 13 \(Minnesota Government Data Practices Act\)](#)
[Minn. Stat. § 13.32 \(Educational Data\)](#)
[Minn. Stat. § 121A.031 \(School Student Bullying Policy\)](#)
[Minn. Stat. § 124D.166 \(Limit on Screen Time for Children in Preschool and Kindergarten\)](#)
- 15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 6751 *et seq.* (Enhancing Education through Technology Act of 2001)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
[Minn. Stat. § 121A.031 \(School Student Bullying Policy\)](#)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)
Doninger v. Niehoff, 527 F.3d 41 (2nd Cir. 2008)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, No. 12-588, 2012 WL 3870868 (D. Minn. 2012)
[*Tatro v. Univ. of Minnesota*, 800 N.W.2d 811 \(Minn. App. 2011\), aff'd on other grounds 816 N.W.2d 509 \(Minn. 2012\)](#)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Kowalski v. Berkeley County Sch., 652 F.3d 565 (4th Cir. 2011)
Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F. Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:

- MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
- MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School
District Property by Nonschool Persons)

Independent School Dist. #118 Network Acceptable Use and Responsibility Policy Agreement Regulation

Please read the following carefully before signing this document. This is a legally binding agreement and must be signed before you will be given an access account.

Independent School Dist. #118 supports instruction through the use of educational and administrative computers, school licensed software and other media, as well as networks and servers. Independent School Dist. #118 provides Internet access. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people. Students, teachers, support staff, parents and school board members have limited access to: (1) electronic mail (e-mail) communication with people all over the world; (2) information and news from a variety of sources and research institutions; (3) public domain and shareware software; (4) discussion groups on a wide variety of educational topics; (5) access to many university libraries, the Library of Congress, and more!

With access to computers and people all over the world comes the availability of some material that may not be considered to be of educational value within the context of the school setting. Independent School Dist. #118 has taken precautions to restrict access to controversial materials. However, on a global network such as the Internet, it is impossible to control the content of all available materials. Independent School Dist. #118 firmly believes that the valuable information and interaction available on this worldwide network far outweigh the possibility of users accidentally procuring material that is not consistent with the educational goals within each school.

Following are guidelines provided to establish the responsibilities of anyone using Independent School Dist. #118s' computers, media, computer networks and/or Internet access. Use of Network accounts is a privilege. If a user violates any of these provisions, his or her access may be terminated and any future access could be denied. **The signature(s) at the end of this document is (are) legally binding and indicate(s) the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance. Any user who violates the terms of this policy will immediately lose his/her access privileges, and may be subject to a hearing before the school board, and/or further legal action.**

TERMS AND CONDITIONS

I. **ACCEPTABLE USE:** The purpose of the Independent School Dist. #118s' networks connections are to support research and instruction, or the business of conducting education, by providing access to unique resources and opportunities for collaborative work. The use of an account must be in support of education and research, or the business of conducting education, consistent with the educational objectives of the Independent School Dist. #118 system. Additionally, use of other organizations' networks or computing resources must comply with rules appropriate for that network. Transmission of any material in violation of any U.S. or state law or state agency provisions is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for any non-educational purpose (as defined by Independent School Dist. #118) or commercial activity by any individual or organization, regardless of for-profit or not-for-profit status, is not acceptable. Use for product advertisement or political lobbying is strictly prohibited. (Initial)_____

II. **PRIVILEGES:** The use of network accounts and access to the Internet is a **PRIVILEGE**, not a right, therefore, inappropriate use may result in a cancellation of those privileges. Each student who receives access will be part of a discussion with an Independent School Dist. #118 faculty member pertaining to the proper use of the network. Independent School Dist. #118 administration and the system administrator(s) will deem what is inappropriate use. The decision of the system administrator(s) is final. The system administrator(s) may close an account or deny access at any time. Based on the recommendation of teachers and staff, the administration of Independent School Dist. #118 Schools may request that the system administrator deny, revoke, or suspend specific user accounts or access. (Initial) _____

III. The Educational Technology Committee firmly believes that the best security system for monitoring student acceptable use of the Internet is direct adult supervision.

. It is strictly forbidden for a staff member to give any student his/her password and/or any password.

Any student or staff member that actively compromises any security system may be held personally liable for district expenses to repair and/or replace said security system.

IV. NETIQUETTE (NETWORK ETIQUETTE) and PROTOCOLS: The use of an account or access to the Internet on any Independent School Dist. #118 network requires that you abide by accepted rules of network etiquette, which include, but are not limited to, the following:

1. BE POLITE. Do not send abusive messages to ANYONE.
2. APPROPRIATE LANGUAGE. In all messages, do not swear, use vulgarities or any other inappropriate language.
3. APPROPRIATE ACTIVITIES. Anything pertaining to illegal activities is strictly forbidden. Any activity not directly related to the educational mission of Independent School Dist. #118 is strictly forbidden. Activities relating to, or in support of, illegal activities will be reported to appropriate authorities.
4. PRIVACY. Do not reveal the personal address or phone numbers of yourself or any persons. All communications and information accessible via the network should be assumed public property. Electronic mail is not guaranteed to be private. Systems administrators have access to all mail. Messages relating to, or in support of, illegal activities will be reported to appropriate authorities.
5. CONNECTIVITY. Do not use the network in such a way that would limit or disrupt the use of the network by others.
6. SERVICES. Independent School Dist. #118 will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, or service interruptions caused by negligence, errors or omissions. Use of any information obtained via networks is at user's risk. Independent School Dist. #118 specifically denies any responsibility for the accuracy or quality of information obtained through its network services.
7. SECURITY. Security on any computer system is a high priority. If users can identify a security problem on any of the networks, they must notify a system administrator either in person or via the network as soon as possible. Users must not demonstrate the problem to other users. Use of network service accounts provided by Independent School Dist. #118 is not transferable or assignable. Any user who knowingly allows another to use the account assigned to them will immediately lose their access privileges, and may be subject to further legal action. Attempts to fraudulently log in on any network as a system administrator or another user will result in immediate cancellation of user privileges and may be subject to further legal action. Any user identified as a security risk, or having a history of problems with other computer systems, may be denied access to the networks and other computer services.
8. VANDALISM AND ELECTRONIC MISCHIEF. Vandalism will result in cancellation of privileges. This includes, but is not limited to, electronic mischief, the uploading or creation of computer viruses, attempts to tamper with any program, applications, files, etc.
9. UPDATES. Independent School Dist. #118 may occasionally require new registration and account information from users to continue providing services. Users must notify the system administrator(s) of any changes in account information.
10. Users will not conduct personal business on district owned computers during the established work day.

Staff members will not use district owned computers for recreational use during established work hours.
11. Students must not be permitted to play non-educational games .

. Routinely allowing students to play games is strictly prohibited. However, it is permissible, to allow a class and/or student as a reinforcer to use educationally related programs or sites.

All Terms and Conditions as stated in this document are applicable to any Independent School Dist. #118 network. These Terms and Conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These Terms and Conditions shall be governed and interpreted in accordance with the laws of the State of Minnesota, United States of America.

“I understand and will abide by the above Terms and conditions for the privilege of accessing the Internet or having an account on any Independent School Dist. #118 network server. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken.”

User name (please print): _____

User Signature: _____ Date: _____

**** If user is under the age of 18, a parent or guardian must also read, agree to, and sign this agreement.
PARENT OR GUARDIAN NETWORK RESPONSIBILITY AGREEMENT**

As the parent or guardian of this student I have read the Terms and Conditions of Independent School Dist. #118's Network Acceptable Use and Responsibility Agreement for network services. I understand that this access is designed for educational purposes, and Independent School Dist. #118 has taken available precautions to eliminate controversial materials. However, I also recognize it is impossible for Independent School Dist. #118 to restrict access to all controversial materials, and I will not hold them responsible for materials available on the network.

Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give my permission to issue an account in my name for my child's use and certify that the information contained on this form is correct.

Parent or Guardian (please print): _____

Signature: _____ Date: _____

SPONSORING TEACHER AGREEMENT *(This is to be used only when parent/guardian is not available to authorize access to the internet)*

I have read the Terms and Conditions of Independent School Dist. #118's Network Acceptable Use and Responsibility Agreement for network services and agree to promote this agreement with the user. As the sponsoring teacher, I agree to instruct the student on acceptable use of the network and proper network etiquette.

Sponsor's Name (please print): _____

Signature: _____ Date: _____

Loss of Privileges: Upon loss of privileges under this policy, the acceptable use agreement on file at that time will be revoked.

Reinstatement: Before reinstatement can occur, a new acceptable use agreement must be signed by the parent and student.

Adopted: 12/3/97

Independent School District #118 Policy 709

Revised: 07/19/01, 04/21/05 04/20/06, 03/15/07,

04/09, 03/18/10 10/25/11, 10/22/13, 7/15/14, 2/18, 7/21/2022

709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minn. Stat. § 169.446, Subd. 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
9. The school district shall adopt and make available for public review a curriculum for transportation safety education.
10. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by school district policy 709-2 under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules

The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

- a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

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

the school district. Parents or guardians will be notified of any warning and/or offense and/or suspension of bus privileges. (See Bus Expectations Flowchart in Appendix A)

A. PreKdgn – Grade 12

1st Major Referral offense- Warning

2nd Major Referral offense- 15 school-day suspension from riding the bus

3rd Major Referral offense- 240 school-day suspension from riding the bus

4th Major Referral offense- 320 school-day suspension from riding the bus/meeting with parent

~~5th offense- suspended from riding the bus for the remainder of the school year~~

Further major offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

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

B. Other discipline

Minor behaviors will be managed by the Transportation Supervisor. 2 minor behaviors in 1 day or 3 minor behaviors in 1 week constitutes a major referral.

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

C. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by the school district to the Department of Public Safety in accordance with state and federal law.

D. Vandalism/Bus Damage

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

E. Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

F. Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family.

Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop five minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.
8. All elementary students must have an adult present at the location of bus stop after school. If a parent is not present emergency contacts will be called and arrangements to pick up the student on the bus route will be made with the bus driver. If emergency contacts are not available local law enforcement will be called and student will be kept on the bus. The student will be turned over to law enforcement and social services may be contacted.
9. Parents/Guardians that wish to allow their students to be dropped off at home without a parent present need to sign a liability waiver and have it on file in the front office.
10. Parents must have a written request for their child to be dropped off at another location that is NOT their designated bus stop. The address must be in the attendance area of the school. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes.

11. Elementary students that do not ride the bus to school should not arrive before 8:10am. After 8:10 students are dismissed to their classrooms. Students that walk or are dropped off after 8:45am need an adult to sign them in at the front office.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
 - 1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 - 2. reckless driving;
 - 3. improper or erratic traffic lane changes;
 - 4. following the vehicle ahead too closely;
 - 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 - 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.
- G. School bus drivers will enforce all bus safety guidelines and communicate to Transportation Office/School office of any disciplinary actions that need to be addressed.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers

will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

[Note: The school district may use alternative assessments rather than those set forth in the Model School Bus Driver Training Manual for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least eight hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones

at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

[Note: A school district is not required to comply with Section VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand- held or hands free, when the vehicle is in motion. For purposes of this paragraph, “school bus” has the meaning given in Minn. Stat. § 169.011, Subd. 71. In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer’s rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words “school bus” in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A “type III vehicle” must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:

- a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
- b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
- c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
- d. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
- e. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
- f. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - 1) safe operation of a type III vehicle;
 - 2) understanding student behavior, including issues relating to students with disabilities;
 - 3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - 4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - 5) handling emergency situations;
 - 6) proper use of seat belts and child safety restraints;
 - 7) performance of pretrip vehicle inspections;
 - 8) safe loading and unloading of students, including, but not limited to:
 - i. utilizing a safe location for loading and unloading students at the curb, on the

- nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - ii. refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - iii. avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - iv. placing the type III vehicle in “park” during loading and unloading;
 - v. escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
 - vi. compliance with paragraph V.F. concerning reporting convictions to the employer within ten days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minn. Stat. § 122A.18, Subd. 8, or Minn. Stat. § 123B.03 for school district employees; Minn. Stat. § 144.057 or Minn. Stat. Ch. 245C for day care employees; or Minn. Stat. § 171.321, Subd. 3, for all other persons operating a type III vehicle under this section.
- d. Operators shall submit to a physical examination as required by Minn. Stat. § 171.321, Subd. 2.
- e. The operator’s employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer’s policy under Minn. Stat. § 181.951, Subds. 2, 4, and 5. Notwithstanding any law to the contrary, the operator’s employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator’s driver’s license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minn. Stat. § 171.321, Subd. 5.
- g. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol- related school bus driver offenses), or whose driver’s license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver’s license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, Subd. 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within three years of the first of three other

moving offenses is precluded from operating a type III vehicle for one year from the date of the last conviction.

- j. Students riding the type III vehicle must have training required under Minn. Stat. § 123B.90, Subd. 2 (See Section II.B., above).
 - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
- 2. The type III vehicle must bear a current certificate of inspection issued under Minn. Stat. § 169.451.
 - 3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I “Activity” Buses Driven by Employees with Driver’s License Without a School Bus Endorsement

- 1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the eight-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minn. Stat. § 171.321, Subd. 2.
 - e. The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in Minn. Stat. § 171.02, Subd. 2a(h) - 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of Pre- school Age Children in School Buses,” if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
- 2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.

3. A school bus operated under this section must bear a current certificate of inspection.
4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident). **[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]**
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 1. the student's name and address;
 2. the nature of the student's disabilities;
 3. emergency health care information; and
 4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.

- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References:

- Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
- Minn. Stat. § 123B.03 (Background Check)
- Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)
- Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
- Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)

Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 144.057 (Background Studies on Licensees & Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16 and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Driver Training Programs)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notification of Conviction for Violation by a Commercial Driver)
Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)
Minn. Stat. § 171.321 (Qualifications of School Bus Driver)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions) Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection) 49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations) 49 C.F.R. § 383.33 (Notification of Driver's License Suspensions) 49 C.F.R. § 383.5 (Transportation Definitions)

Cross References:

MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)



This Service Agreement (the "Agreement") is entered into July 22, 2022 (the "Effective Date") by and between Northland Community Schools, ISD #0118 (the "Customer") located at 316 Main Street East, Remer, MN 56672 and Arrowhead Regional Computing Consortium (ARCC) (the "Service Provider") located at 4884 Miller Trunk Highway, Suite 300 Duluth, MN 55811, also individually referred to as the "Party", and collectively the "Parties".

1. **Services.** The Service Provider shall perform the services listed in this Exhibit 1 (the "Services").
2. **Compensation.** The Customer agrees to pay the Service Provider the following rates:
 - Business Manager Services \$125.00 per Hour
 - Bank Reconciliation Services \$100.00 per Hour
 - Mileage at the current IRS Rate.
 - With a cap of \$60,000 for the service period
3. **Payment.** The Service Provider shall submit an invoice to the Customer quarterly. Invoices shall be paid within 30 days from the date of the invoice.
4. **The term of this agreement shall cover the period of July 22, 2022 through June 30, 2023.**
5. **Either Party may terminate the Agreement at any time upon 60 days' prior written notice to the other Party.** In the event the Customer terminates the Agreement, the Customer shall still remain obligated to pay the Service Provider for any Services performed up to the date of termination and any expenses approved, but not paid, prior to the date of termination. In the event the Service Provider terminates the Agreement, the Service Provider shall reimburse the Customer any amounts previously paid to the Service Provider for which the Service Provider has not yet performed the Services.
6. **Contract Renewal.** Both parties will determine the scope and cost of ongoing services beyond June 30, 2023 no later than May 1, 2023.
7. **No Exclusivity.** The Parties understand this Agreement is not an exclusive arrangement. The Parties agree they are free to enter into other similar agreements with other parties. The Service Provider agrees the Service Provider will not enter into any agreements that conflict with the Service Provider's obligations under this Agreement.
8. **Dispute Resolution.**
 - Choice of Law.** The Parties agree that this Agreement shall be governed by the State in which the duties of this Agreement are expected to take place.

Negotiation. In the event of a dispute, the Parties agree to work towards a resolution through good faith negotiation.

Mediation or Binding Arbitration. In the event that a dispute cannot be resolved through good faith negotiation, the Parties agree to submit to binding mediation or arbitration.

Attorney's Fees. In the event of Arbitration and/or Mediation, the prevailing Party will be entitled to its legal fees, including, but not limited to, its attorneys' fees.

9. Assignment. The Parties may not assign their rights and/or obligations under this Agreement.
10. Complete Contract. This Agreement constitutes the Parties entire understanding of their rights and obligations. This Agreement supersedes any other written or verbal communications between the Parties. Any subsequent changes to this Agreement must be made in writing and signed by both Parties.
11. Severability. If any section of this Agreement is found to be invalid, illegal, or unenforceable, the rest of this Agreement will still be enforceable.
12. Waiver. Neither Party can waive any provision of this Agreement, or any rights or obligations under this Agreement, unless agreed to in writing. If any provision, right, or obligation is waived, it is only waived to the extent agreed to in writing.

Customer

Northland Community Schools, ISD #0118

Signed by its (Position)

Name (Printed)

Signature

Date

Service Provider

Arrowhead Regional Computing Consortium

Signed by its (Position)

Executive Director

Name (Printed)

CINDY LEE OLSON

Signature

Cindy Lee Olson

Date

08/03/2022

Northland Remer Proposal for Fiscal Year 2023 - Exhibit 1

Superintendent- Business Manager	Accountant- Bookkeeper	Other (Name)	ARCC	Category	Task	Details
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DEVELOP BUDGET FOR NEXT FISCAL YEAR - Start Jan/Feb - Should be done in time to make staffing changes to balance the budget. It MUST be approved by the board by June 30th in order to spend funds starting July 1st! It is a good idea to create a budget binder where you store all of the support/thought/scenarios considered when you created the budget. This is particularly helpful when you revise the budget and is invaluable when you are finalizing the MD & A letter for your fiscal year end audit.

District will need to approve the projections	X	Develop Revenue Budget	Project Student Counts: Resident ADM ADM Served Adjusted ADM	Working with MARSS staff and Principals project student ADM numbers and enter into the statewide simulation report to calculate general education revenue. This should also include voluntary Pre-K students.
District will need to provide names, % allocation, Supplies and	X	Develop Revenue Budget	Project Categorical Revenue	Work with other department heads to project Title revenue (including application process), food service revenue, community service aid/levy, student fees, admission fees, and concession revenues.
District will need to complete 10 year LTFM projections, and Special	X	Develop Revenue Budget	Project Local Revenue	Work to project local levy revenue, Impact Aid (Indian Education), Special Education revenue, Medical Assistance revenue, REAP, interest income, Long Term Facility Maintenance revenue, tuition revenue and other miscellaneous revenue.
	X	Develop Revenue Budget	Other Funding Areas	Keep up to date on potential new funding areas, aid, levy, grant, etc., which would include any Covid funding.
	X	Develop Expenditure Budget	Budget Salaries and Benefits	Work with Superintendent on contract settlement scenarios and work with ARCC to create payroll and benefit budget using SMART HR.
	X	Develop Expenditure Budget	Professional Services	Review historical budget and any new/existing contracts and develop budgets for contracted services, attorney fees, consulting fees, etc.
	X	Develop Expenditure Budget	Supplies and Equipment	Work with department heads to project supply budget, food service budgets, curriculum replacement budgets, equipment and technology budget.
	X	Develop Expenditure Budget	Facilities	Work with Superintendent, Department Heads and Facilities Director to determine long term facility maintenance expenditures and expected capital purchases.
	X	Develop Expenditure Budget	Other Expenditures	Work independently to project all other expenditure budgets.
	X	Other Budget Work	Presentation	Present budget to Superintendent.

			X	Other Budget Work	Presentation	Make any requested adjustments and provide updated budget to the Superintendent.
			X	Other Budget Work	Presentation	If required, present budget to the School Board, may do remotely.
			X	Other Budget Work	Final adjust before locking the budget	Make any approved adjustments and provide final budget to the School Board.
			X	Other Budget Work	Lock the budget	Lock initial adopted budget in SMART. Verify that this matches Board Minutes. Make a copy labeled "Revised" budget in SMART Finance.
			X	Other Budget Work	Monitor budget	Monitor budget throughout the year and recommend changes. Any approved changes need to be updated in SMART's Revised Budget. Verify that the revised budget matches all approved Board changes.
			X	Other Budget Work	Publish budget	Provide the budget report for the district's administrative assistant to publish newspaper of record.
			X	Other Budget Work	Compare Budget to actual audited numbers	The MD & A statement in the audit requires that the business manager explain significant differences between actual financial transactions and the budget.
			X	Other Budget Work	Truth in taxation	Budget is also part of the Truth in Taxation presentation.
			Addl Fee	Other Budget Work	Beyond current fiscal year	Multiyear budget forecast can also be provided to the School Board and Administration.
			X	REVISED Budget	Revising budget	Same steps as above, but done in December/January when you have a better handle on your student count for the year. Brought to the board for approval.
LEVY CERTIFICATION - The levy is how you get funding from your local property tax payers. There are a number of steps to the levy and it covers the whole calendar/fiscal year. You certify the						
District will need to assist with information to complete this step			X	Set the Levy	Data needed for Levy	Gather information to include in the July – September summer levy reporting system including: - o Input all required expenditure budget, actual and licensure information for Career and Technical (vocational) levy (for districts with a CTE program). - o Projecting resident, adjusted, LEP and extended time ADM on ADMWE. - o Health benefits for pre-1992 retirees. - o Annual OPEB expenses. - o Debt payments based on principal and interest schedules. - o Building and land lease amounts based on agreements. - o Re-employment insurance estimates. - o Student transportation projections (student transported and costs). - o Work with Superintendent or Buildings and Grounds Manager on Long Term Facility Maintenance 10 year plan (LTFM). <u>Final numbers will need to be verified by the district.</u>
			X	Set the Levy	Enter data	Enter data into the Summer Levy System.
			X	Set the Levy	Verify sparsity components	Verify numbers used to calculate elementary and secondary sparsity, like miles to nearest district.
			X	Set the Levy	Verify facility age	Annually update facilities age and square footage report.

			X	Set the Levy	Make final changes prior to initial certification	Verify accuracy of levy certification when available, make necessary corrections, and contact MDE or ARCC for assistance.
			X	Present and Approve Preliminary Levy	Board meeting to approve proposed levy	Download and provide levy documentation for School Board approval of Proposed Levy Certification (September).
			X	Present the Levy to the Public	Truth in Taxation TNT	Provide information for Truth in Taxation meeting, present if necessary. December.
			X	Present and Approve Final Levy	Board approves final levy	After TNT presentation to the public, download and provide levy documentation for Board approval of Final Levy Certification (December).
			X	Submit the Levy	Submit to stakeholders	Complete required forms and submit to the County Auditor's Office, MDE, and MN Department of Revenue by deadlines (Some of these forms are only available on-line). Mailing can be done by district's administrative assistant.
SPECIAL EDUCATION This work is done year round, BUT it must be balanced by the time your audit is complete. Aug-Oct time frame. The state reimburses you the LESSER of the numbers in UFARS or SEDRA.						
District will need to identify staff	X	Understanding Spec Ed		Work with coop	Work with special education cooperative as conduit for information. Each coop does things differently. Know who puts information into SEDRA.	
	X	Coding		Code AP to correct disability code	Use UFARS appropriate codes to allocate special education expenses for teachers, para professionals, shared staff, supplies, etc.	
	X	Balance Expense vs Reported		Balance final year end numbers for special education to numbers in SEDRA.	Working with your coop, balance Special Ed SMART Finance expenditures with information on SEDRA.	
ARCC will work with Julie to submit payroll code transfers	X	Bookkeeping		Be sure to retain PARS reports in case of an audit.	Track PARS report and submit a payroll transfer to correct coding for employees working in special education.	
SCHOOL BOARD. Year round. Each school does this differently. In some districts the business manager does not attend Board meetings, in some districts they do and are very involved in sub committees like the finance committee.						
	X	Board		Meetings	Attend regular School Board Meetings if requested (can be remote).	
	X	Board		Reports	Provide financial information to the Superintendent to present at School Board Meetings. Or do remote presentations.	
District staff		Board		Committee meetings	Attend committee meetings (Finance, Personnel, etc.).	
District staff		Board		Board Book	Keep Board Book up to date with original meeting documents/handouts and approved minutes.	
District staff		Board		Board Motions	Track Board Motions that impact the budget and make corresponding changes to the revised budget.	
District staff		Board		Board Election	Oversee School Board election process (attend training, monitor, report).	
BIDDING - Following state statute bidding requirements Statute 471.345. Can be year round.						
District staff		Bidding		Understand purchasing laws	Following state and any programmatic rule requirements, work with Administration on development of any Requests for Bids or Requests for Proposals.	

District staff		Bidding	Know what you are asking for and how you will score bids received	Review narrative and develop bid scoring rubric.
District would open bids		Bidding	Set date and open/track bids received	Attend bid openings and help track bids received and monitor bid scoring.
	X	Bidding	Maintain records for audits	Keep all bidding information and provide to auditors at year end audit.
CASH MANAGEMENT AND ACCOUNTS RECEIVABLE - At times this part is divided to provide segregation of duties for reducing fraud. Year round.				
	X	Bills owed TO the district	What is the district owed by other districts, agencies of people	Keep all accounts receivable billing up to date including, but not limited to: Cobra Billing. Tuition Billing. Carl Perkins Billing. Shared Staff Billing. Shared program billing, etc.
District will need assist with list eligible expenditures.	X	Grants	Federal, state and local grants	Keep all grant and other aid applications up to date, including application, status updates, budget reports and requests for reimbursement. Some of the application work may be the responsibility of the Principal (Title narrative for example, SEDRA, Cares funding, ESSER funding, etc.).
Teamwork	X	Procedures	Prevent Fraud	Work with other district staff to develop and follow proper cash handling procedures.
District will deposit, copy detail to ARCC		Procedures	Prevent Fraud	Deposit cash and checks received in the bank no less than once a week. Be sure to have documentation on what is being deposited, and make sure you balance to that documentation.
	X	Record Deposits	Record Receipts	Enter all deposits into SMART Finance, including local deposits, local tax payments, state aid payments, SWIFT state processed receipts and all incoming wires. Code using appropriate UFARS codes.
	X	Record Deposits	Record Receipts	Develop a process to track credit card payments to the district.
	X	Reconcile Bank Statements	Prevent Fraud	Reconcile all bank statements MONTHLY using SMART Finance.
	X	Cash Flow	Cash Flow	Create and maintain cash flow tracking system to assure sufficient funds to cover all payrolls, bills, debt service payments, etc.
	X	Wire Transfers between Accounts	Cash Flow	Initiate wire transfers to manage cash flow (from investments, savings, checking).
	X	Investments	Cash Flow	Manage investments (monitor available investment opportunities create and authorize investments, track investments).
	X	Broker Notification	Audit	Keep Broker Notification and Certification on file.
	X	Collateral	Audit	Monitor bank balances and verifies bank collateral when over FDIC limits.
	X	Aid Anticipation	Cash Flow	Complete aid anticipation application if needed. (looking at cash flow, if not enough coming in, district may borrow against future aid receipts.

			X	Treasurer's Report for Board	Board Report	Calculate and create the monthly Treasurer's report for the School Board.
STUDENT REPORTING, MARSS, EdFi Many districts have a separate MARSS person, but the Business Manager should understand how the numbers work. Year round.						
			X	MARSS EdFi Theory	Read the manual	Understand the fields of MARSS/EdFi data and how they impact revenue, tuition responsibility, federal compliance reports, etc.
	District - Kris			MARSS Reports	Make sure you aren't missing students	Review EOY MARSS/EdFi - ADM for reasonability (ADM drives your general education revenue), compare to prior year.
			X	MARSS Analysis	Review Free and Reduced #s	Review Fall MARSS/EdFi - Free-Reduced status drives compensatory, e-rate discounts, Title I allocating, etc., compare to prior year.
	District - Kris			Tuition Agreements	Maintain tuition agreements	Maintain a file of school district tuition agreements for students who are served in other districts and verify addresses on Minnesota Poll-Finder website if resident district address is questionable.
	District - Kris			Submission Deadlines	KNOW EdFi and MARSS Deadlines	Working with the district MARSS/EdFi coordinator, verify that MARSS/EdFi reports are submitted by deadlines and that student data submitted is accurate (especially important for special education students and for transportation status).
	District - Kris			MCCC Reporting	Know MCCC Deadline	Ensure that MCCC information is complete and that the report has been submitted timely.
			X	Project Student Counts	Project student counts for next year	Work with Principals, ECFE coordinators and building secretaries to project next year student counts.
			X	Update MDE Web Site	Update student numbers on MDE site	At least annually update ADMWE with projected student numbers.
	District - Kris			Home schooled students	Maintain info on Homeschooled students	Maintain information on homeschooled students.
	District - Kris			Homeless students	Maintain info on Homeless	Maintain information on homeless students.
	District - Kris			Neglect and delinquent	Maintain info on Neglected and delinquent students	Maintain information on neglected and delinquent students counts.
	District - Kris			CRDC Reporting	Know CRDC Deadline	Meet Civil Rights Data Collection Report (CRD) deadline.
	District - Kris			0-4 Census	Add reporting data	Maintain 0-4 census reporting.
ACCOUNTS PAYABLE - Most districts combine this responsibility with accounts receivable, or payroll. Year round.						
	District			Requisitions, Purchase Orders	Employee Req, PO's	Following district purchasing procedures, maintain requisition and purchase order system.
	Julie			Purchase Orders/Packing Slips	Recordkeeping	Keep organized copies of completed purchase orders, packing slips and other accounts payable documentation.
	Julie			Tie out	PO, Packing slips and invoices	Match completed purchase orders, packing slips and other methods of approval to invoices received.

Julie		Accounts Payable	Process AP	Process invoices for timely payment: Code to appropriate UFARS code. Key into SMART Finance. Watch for over budget alerts and review with Principals and Superintendent. Generate payments, print checks, process wire transfers. Match check to remittance advice and mail.
Julie		Record keeping	File	Match supporting documentation to check stub and file in accounts payable files.
		Debt	Debt	Make sure ALL debt payments are made and manage all debt work, refinancing, retiring, acquiring, etc.
Julie		Record keeping	Maintain files	Maintain accounts payable files in accordance with Minnesota Historical Society rules on document retention.
		Reports to Board	Print AP report for Board	Submit report of payments made to School Board for approval.
		Reports to IRS	Print 1099s	Year end 1099 reconciliation and reporting.
<u>HUMAN RESOURCES AND PAYROLL</u> - Most small districts do not have a separate HR/Payroll department. Most HR work is taken over by Principals, Superintendents and Confidential Assistants. Year round.				
Julie		Contracts	Bargaining Units	Fully understand all negotiated group contracts.
Julie		Contracts	Bargaining Units	Maintain seniority lists.
Julie		Onboarding	Process for new employee onboarding	Based on School Board approval and notification from department heads process new employees. Provide employee with onboarding paperwork, assist with completion if needed. Set up employee in SMART Finance. Add demographic information, licensure information, etc. Set up pay rates. Code to appropriate UFARS salary codes. Set up employee chosen deductions. Set up mandatory employee deductions (taxes, garnishments). Code to appropriate UFARS deduction codes. Set up benefits ensuring employee share and Board share. Code to appropriate UFARS benefits codes.
Julie		Onboarding	All employees have background checks	Submit background check.
Julie		Licensure	DOT validation if driving	Check with DOT if driving is part of job description.
Julie		Licensure	Valid teaching licensure	Check with Board of Teaching for valid licensure.
Julie		Record Keeping	Records	Manage employee personnel files in accordance to Minnesota Historical Society rules.

			Process Payroll. - o Key in or import time worked for hourly employees. - o Review new employee setup. - o Update any benefit changes or pay changes. - o Balance payroll and submit to ARCC for processing. - o Ensure there is adequate money in the checking account to cover payroll. - o Distribute paychecks. - o Process third party payments for benefits (including deduction registers). - o Process tax payments. - o Analyze payroll variances for payoff payrolls. - o File payroll reports and maintain files in accordance with Minnesota Historical Society rules.
Julie	Payroll	Paying staff	
			Payroll/HR Reporting. - o Report new hires. - o File quarterly hours worked with Department of Employment and Economic Development. - o Balance and submit quarterly tax reports to the IRS and to the state Department of Revenue. - o Balance, submit and distribute W2 forms. - o Provide HIPAA notices to employees and retirees. - o Keep district up to date with Affordable Care Act tracking and reporting. - Track hours worked. - Track insurance offered/declined events. - Monitor measurement period. - Import and analyze data provided by the insurance companies on covered lives. - Print 1095 forms and report to the IRS. - Pay PCORI Fees. - o Prepare information for worker's compensation audit. - o Maintain and distribute Pay Equity reports to employees when hired or when pay changes. - o Coordinate STAR reporting to MDE.
Julie	Payroll reporting	Reports	
			Leave Reporting: - Enter all leave requested, including reason, date, hours. - Update annual leave benefits by employee. - Answer employee questions on leave.
Julie	Time Off	Record and approve	
			Workers compensation program - Work with staff and admin team to obtain Supervisor's report of injury - Complete and submit First Report of Injury in a timely manner to insurance company - Work as district's initial contact for questions related to job injuries - Maintain OSHA log of job injuries using SMART HR - Complete and post OSHA 300A Summary by deadline - Answer log questions and mod index questions from any requesting agency
Julie	Workers Comp	Steps needed	
			Keep up to date with employment and Human Resources Law
Julie	HR Laws/Rules	SHRM membership?	

					Benefits Management: - o Follow state Health Insurance Transparency Act to procure group health insurance for the district. - o Provide health, dental, life and LTD applications, TRA, PERA, TSA applications and change forms, etc. to participating active employees and retired employees. - o Notify retirees and active employees of rate changes and participant contribution. - o Confirm retiree premium payments monthly; contact retirees of outstanding payments due. - o Review and update insurance invoices monthly prior to payment. - o Notify health, dental, life and LTD representatives of all changes due to new hires, LOA, retirements, terminations via letter, fax, or e-mail. - o Maintain COBRA paperwork; follow up with individuals who do not return forms. - o Annually send Creditable Coverage notification to retirees over 65. - o Complete employer's section of all LTD applications for benefits. - o Complete employer's section of the beneficiary's claim forms. - o Maintain benefit files according to Minnesota Historical Society rules.
FISCAL YEAR END AUDIT - Timeline July 1-November 30. Report must be submitted to MDE on the 30th, so should be done before then.					
District	X	Audit	Selecting audit firm	Coordinates requests for quotes on audit services.	
	X	Audit	Schedule audit	Coordinates audit schedule and engagement agreement with auditors.	
	X	Audit	Prep and record keeping	Prepares all audit work papers, confirmations, journal entries and documentation as required for annual audit.	
	X	Audit	Audit work papers	All general ledger balance sheet accounts must be reconciled including: Cash and Investments. Accounts Receivable. Fixed Assets. Accounts Payable. Salaries and Benefits. Reconcile food service, community ed. Debt. OPEB. Fund Balances. Analyze revenues. Tie out special education expenditures in SMART and EDRS. Salaries tie out to quarterly wage reporting. Benefits should be checked out for reasonableness to annual insurance and benefits billing.	
	X	Audit	Audit work papers	Student Activity: Retain slips that identify advisor and students for each activity. Provide list of expenditures by activity. Provide list of revenues by activity. Provide reconciliation worksheet for bank account if in separate account.	
	X	Audit	UFARS Submission	Work with ARCC to submit UFARS Financial data by deadlines set in statute. First file submitted by September 15th. Final file submitted by Nov 30th along with the auditors complete compliance report.	

			X	Audit	Review UFARS Submission Results	Review turnaround reports and make adjustments and resubmissions on a timely basis.
			X	Audit	Work with Auditors	Assist auditors in annual financial audit process either during field work and electronically.
			X	Audit	Reconcile audit to SMART	Review draft of audit report and reconcile to SMART Finance.
			X	Audit	Confirm with auditors	Notify auditor of any changes or concerns.
			X	Audit	MD & A compare budget to actual financials	Create MD&A letter comparing final financial results to the Board approved budget.
			X	Audit	Receive final report, review again, schedule board presentation	Receive final audit report, schedule presentation to the full School Board.
Admin Asst		Audit		Audit reports submitted	Provide a copy of the final audit to MDE and Dun & Bradstreet.	
OTHER AREAS BUSINESS MANAGERS MAY OVERSEE OR COMPLETE The smaller the district the more diverse the role of the business manager.						
Kris Admin Asst		Food Service		Basic Info	Food service - year round: - o Complete and/or update the Food Service Management contract, addendums, and annual renewals based on the requirements and criteria established by MDE. - o Review applications for free and reduced lunch and ensure that all students are marked correctly for MARSS/Edfi files. - o Coordinate annual food service budget. - o Act as MDE's key contact for correspondence and distribution of child nutrition information. - o Verify accuracy of food service UFARS coding and make journal entries as needed. - o Submit meals served through the MDE CLICS system for state and federal payments. - o Process payments for state and federal food service. (ARCC would do this step)	
Food Service		Food Service		If using electronic food service software	Update meals and payments on student information system. Year round.	
Food Service		Food Service		Meal rates student & staff accounts	Keep meal rates updated on web site and student information system. Year round. - o Process student and staff payments for food service. - o Cost out and calculate year end food service inventory. - o Calculate outstanding amount due on student and staff food service accounts and record for year-end audit. - o Submit annual reports as required.	

				Athletics - o Oversee cash box activity and verify ticket continuity on athletic ticket sales reports. - o Prepare cash boxes for games and concessions. - o Collect athletic fees from student athletes. - o Reconcile cash submitted for admissions and concessions and deposit at least once a week. - o Record receipts in SMART (ARCC would do this step) - o Maintain athletic ticket inventory and order when depleted. - o Keep up to date in the legal process of paying referees, set up and maintaining 1099 reporting for referees. - o Submit annual athletic costs to remain compliant with Title 9.
District		Athletics	From the student athletes to gate fees.	
District, Community Education		Community Education	From classes to payments to stipends	Community Education Year round. - o Work with Community Education Director to set the annual budget. - o Process invoices that have been approved by the Director. - o Process payroll or stipends for Community Education coordination and classes. - o Process receipts, make bank deposits and record in SMART Finance. (ARCC would record in SMART). - o Provide auditors a summary of classes held, tuition rates and number of participants (to allow them to audit community education revenue). - o Provide the Community Education Director quarterly finance reports.
	Julie	OPEB	Actuary every other year	Actuarial Valuation of Other Post-Employment Benefits (OPEB). Every two years, provide District's contracted actuary with current employment data so they can recalculate OPEB liability. (Payroll will prepare report for the actuaries, ARCC will record in SMART for the Audit).
		Scholarships	Tracking and reporting	Scholarships: - o Maintain scholarship program and investments - o Calculate and advise annual scholarship award amount - o Report balances to scholarship committee
			Technology Funding	Technology Funding <u>E-Rate Discounts</u> - o Determine list of services and network equipment the district will seek e-rate discounts on. (District does this step). Fall. - o File form 470 (Request for quotes). Winter. - o Review all quotes received and score them with cost being the highest weighted factor. Spring. - o Sign contract. (District does this step) Spring. - o File form 471 (notifying Universal Service Administrative Company of service selection, vendor selection, cost and discount rate). Spring. - o Work with vendor to receive discounts on an ongoing basis OR file for 471 to receive e-rate discounts. (Fall) <u>Telecom Equity Aid Spring</u> After the year's books have closed, MDE will ask districts for telecom costs beyond e-rate funding. Complete this report and receive about 40% of service costs that were not reimbursed by e-rates.

			X	Transportation	Annual reporting of miles driven/cost	Annual MDE Transportation reporting Due August 15th. - o Create spreadsheets and input every transportation mileage slip in proper category for state reporting purposes. - o Calculate a per mile cost and complete a journal entry to reallocate those costs to the appropriate UFARS code. - o Complete and submit annual transportation report to MDE in a timely manner. - o Maintain transportation vehicle inventory and submit documentation of additions and changes to MDE.
				Pay Equity	Every 3 years, fair pay male/female roles	Pay Equity Report January 31st. o Create, complete, and submit pay equity to the Department of Employee Relations as required every three years.
			X	Truth in Taxation	Presentation to the public	Annual Truth-In-Taxation process. December. - o Attend ARCC Truth in Taxation session to get timelines and materials. - o Process required notices and documentation to MN Dept of Revenue. - o Present TNT hearing to School Board and public as requested by Superintendent and School Board. (can do remotely)
Administrative Assistant				Federal Registration	Used for federal payments and for Dun and Bradstreet credit rating	Renew DUNS and CCR numbers annually.
			X	SEDRA	Site where you report special education expenditures	SEDRA should be updated to reflect updated and accurate costs of all state special education staff, licensure, supplies, and equipment.
			X	LCTS	Time Study	Complete and submit Local Collaborative Time Study Report quarterly expenditure report. Quarterly.
			X	Debt	Mandatory report to the county	Report indebtedness to the county annually.
			X	Lobbying costs	Annual report	Submit lobbying expenditure report to the state auditor annually.
			X	Sales Tax	Report and pay	Complete and submit sales tax (shop re-sale, yearbooks) keep up to date on what is taxable. Quarterly or annually.
In collaboration with district staff			X	SERVS	MDE Grant Tracking System	SERVS – stay on top of the process changes and attend monthly web-ex training. Year round. - o Work with administration on federal grant applications and provide financial information as needed. - o Draw down grant dollars from MDE after proper proof and documentation of expenditure is obtained. - o Verify the accuracy of grant revenues and expenditures and set up receivables for audit. - o Contact MDE for assistance as needed. - o Submit Licensure information verifying highly qualified staff

District		Voluntary Student Insurance	For Student Athletes	Student Assurance (voluntary student insurance for student athletes). - o Update enrollment data with insurance company to provide voluntary student insurance options annually. - o Forward blank applications to secretaries and collect (from secretaries) completed student insurance applications, forward to Student Assurances. - o Verify for accuracy the enrollment data turnaround report from insurance company.
District		Umbrella Insurance	Auto, D & O, Liability, etc	Property and Liability Insurance Year Round. - o Work with district's insurance agent on annual renewal of property and liability insurance. - o Report accidents and complete all required paperwork and submit to the insurance company. - o Contact insurance company with potential issues or questions that arise. - o Request Certificates of Insurance from contractors providing services or verify from architect that they are requesting and have on file the proper insurance documentation.
In collaboration with district staff	X	Negotiations	Teachers, Para, etc	Negotiations (timeline depends): - o Provide Superintendent and School Board with estimated negotiation costs for all bargaining units and individual contracts. - o Cost out potential expenses through the development computerized spreadsheets, salary schedules and proposed language changes as requested by the Superintendent. - o Update MSBA green sheets (online process) after teacher negotiations are complete. - o Update revised budget to reflect changes due to negotiations.
In collaboration with district staff	X	Student Activity	All within SMART	Student Activity Year round. - o Annually verify that all activity slips include adult advisor and student contact for each activity. - o Code approved accounts payable vouchers and pay. - o Code receipts and deposit. - o Record both expenses and receipts in the student activity finance software. - o Reconcile bank statement monthly. - o Make journal entries and monitor balances to ensure none are negative. - o Report balances quarterly to advisor. - o Provide audit work papers at year end.

Northland Community Schools
Independent School District 118

20221-20223

Parent/Student Handbook

Northland Community Schools



ISD #118 does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, familial status, religion, creed, gender, marital status, genetic information, or receipt of public assistance in admission, access to, or treatment or employment in its programs and activities.

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All Board Policies are available on the district website and through the district office.

District Calendar

Northland Community Schools 2022-23 School Calendar

Board Approved:

August	August
	M T W T F
26 New Staff Orientation	1 2 3 4 5
29-31 Teacher Workshops	8 9 10 11 12
31 Open House, 5-7 p.m.	15 16 17 18 19
0/3	22 23 24 25 26
	29 30 31

September	September
	M T W T F
	1 2
5 6 7 8 9	5 6 7 8 9
12 13 14 15 16	12 13 14 15 16
19 20 21 22 23	19 20 21 22 23
26 27 28 29 30	26 27 28 29 30

September	September
1 Teacher Workshop	18/19/20
5 NO SCHOOL, Labor Day	
6 First Day of School for grades 7-12	
6 PIE conferences for K-6	
7 First Day of School for grades K-6	

October	October
	M T W T F
10 NO SCHOOL, Teacher Workshop	3 4 5 6 7
20-21 NO SCHOOL	10 11 12 13 14
18/19	17 18 19 20 21
	24 25 26 27 28
	31

November	November
	M T W T F
	1 2 3 4
7 8 9 10 11	7 8 9 10 11
14 15 16 17 18	14 15 16 17 18
21 22 23 24 25	21 22 23 24 25
28 29 30	28 29 30

November	November
4 End of 1st Quarter	18/20
7 NO SCHOOL, Teacher Workshop	
10 Veteran's Day Program, 10 am	
10 Parent Teacher Conf, Sugar Point 4:30-7:30 pm	
11 NO SCHOOL, Parent Teacher Conferences	
24 25 NO SCHOOL, Thanksgiving Break	

December	December
	M T W T F
12 High School Concert, 7:00 pm	5 6 7 8 9
21 Elem Concert, 1:00 pm	12 13 14 15 16
23-30 NO SCHOOL, Christmas Break	19 20 21 22 23
16/16	26 27 28 29 30

January	January
	M T W T F
2 3 4 5 6	2 3 4 5 6
9 10 11 12 13	9 10 11 12 13
16 17 18 19 20	16 17 18 19 20
23 24 25 26 27	23 24 25 26 27
30 31	30 31

January	January
2 NO SCHOOL, New Year's Day	19/21
16 NO SCHOOL, Teacher Workshop	
20 End of First Semester	
23 NO SCHOOL, Teacher Workshop	

February	February
	M T W T F
20 NO SCHOOL, President's Day	6 7 8 9 10
27 NO SCHOOL, Teacher Workshop	13 14 15 16 17
18/19	20 21 22 23 24
	27 28

March	March
	M T W T F
	1 2 3
6 7 8 9 10	6 7 8 9 10
13 14 15 16 17	13 14 15 16 17
20 21 22 23 24	20 21 22 23 24
27 28 29 30 31	27 28 29 30 31

March	March
9 Parent Teacher Conferences, 4-7 pm	22/23
10 NO SCHOOL, Parent Teacher Conferences	
23 End of 3rd Quarter	
24 NO SCHOOL, teacher workshop	

April	April
	M T W T F
6-10 NO SCHOOL, Easter Break	3 4 5 6 7
17 - HS Concert, 7 p.m.	10 11 12 13 14
24 NO SCHOOL, Teacher Works	17 18 19 20 21
16/17	24 25 26 27 28

May	May
	M T W T F
1 2 3 4 5	1 2 3 4 5
8 9 10 11 12	8 9 10 11 12
15 16 17 18 19	15 16 17 18 19
22 23 24 25 26	22 23 24 25 26
29 30 31	29 30 31

May	May
24 - Athletic Banquet, 7:00 p.m.	22/22
29 - NO SCHOOL, Memorial Day	

June	June
	M T W T F
1 Last Day of School	5 6 7 8 9
2 Last Day for Teachers	12 13 14 15 16
2 Graduation	1/2



	Student	Teacher
	EI HS	
Qtr 1:	40 41	46
Qtr 2:	43 43	46.5
Qtr 3:	41 41	43.5
Qtr 4:	44 44	47
	168 169	183

New Staff Orientation
First / Last Day of School
Holiday / No School
Tchr Workshop/No School
No School, Conferences
Conferences, 4-7 PM
Graduation
End of Quarter
School Board Mtgs

Northland Community Schools Handbook Review Form

Date: _____

I have received a student handbook and understand that I need to follow the guidelines set forth in the handbook. Failure to follow the guidelines will result in the consequences set forth in the handbook.

Student Name (Print)

Student Signature

I have reviewed the handbook with my student.

Parent Signature

Turn into teacher within 5 days of return or enrollment.

General Information - Section I

Welcome to Northland Community Schools

This handbook is prepared to provide information and direction to Northland Community Schools' students. It is intended as a guide to ensure that living and learning in our school community is more worthwhile and memorable.

Mission Statement

The mission of Northland Community Schools is to educate and inspire all learners to reach their full potential.

Vision Statement

Through unified family, community and school relationships, Northland Community Schools will, by providing a rigorous, relevant, and engaging curriculum, ensure that all students have the opportunity to acquire the necessary skills to achieve their potential, become productive community members, and value life-long learning.

School Mascot: Eagle

Eagle Pride Expectations

Eagle Pride, School Wide

Be Responsible
Be Respectful
Be Productive
Be Safe

Digital Tools

Northland Community Schools uses a variety of digital tools to support student learning. Technology vendors and software is utilized to support work as we help all students develop the skills necessary to succeed in an ever-changing world.

We have an inventory of our curriculum, testing, and assessment tools posted on our website at www.isd118.k12.n.us and it includes an outline of the student data elements within each tool. This list is maintained and communicated annually to all families at the start of the school year.

Please reach out to Lori Sizenbach, District Tech, at (218) 566-2351 ext. 32085 for additional questions regarding specific digital tools used in classrooms.

Addresses, Phone Numbers, Administrators

Northland Community School Office
316 Main Street East
Remer, MN 56672
Hours: 7:00 am - 4:30 pm
Telephone: 218-566-2351
Fax: 218-566-2053

www.isd1118.k12.mn.us

Superintendent: Mary Yakinchuk, myakibchuk@isd118.org
Elementary Principal: Janessa Green jgreen@isd118.org
High School Principal: _____

School Hours

The student day is from 8:25 a.m. - 3:06 p.m. The building secretary is in the building to take calls from 7:30 a.m. - 4:30 p.m. daily. Students are not allowed in the building before 8:10 a.m. and after 3:06 p.m. unless they are participating in an extra-curricular activity or supervised by an identified adult .

Closed Campus

Northland Community Schools is a closed campus; therefore Northland High School has a closed lunch period. This means students must remain in the building during their lunch period. Students are not permitted to leave for lunch, unless they are a senior in their 2nd semester with signed parent/guardian permission.

Registration

To register a student, pick up a registration packet from the school office or call the school office at (218) 566-2351 to have a packet mailed to you. Forms can also be found on the district website: www.isd118.k12.mn.us > Resources>Parent> Forms and Registration Paperwork. Return the completed packet to the school secretary.

Every child entering kindergarten must show evidence that he/she attended an Early Childhood Screening. If your kindergarten child has not attended an Early Childhood Screening prior to entering school, please contact the school office or Early Childhood Coordinator. A copy of the student's birth certificate and immunization record must be presented at registration for kindergarten. No student in Minnesota may enter school without proper immunizations.

School Breakfast and Lunch Programs

	Breakfast	Lunch
Elementary Students	\$.90	\$2.75 \$2.85
High School Students	\$1.00	\$2.85 \$2.95
Adults	\$1.90 \$2.00	\$3.85 \$3.95
Reduced Students	Free	Free
Milk is \$. 40 <u>\$.50</u>		

Each student is assigned a personal meal account. Parents deposit money into the account either by sending cash/check to school or by depositing money online through the Parent Portal. Parents may request an account detail report at any time. Food Service account information is also available through the Parent Portal. Letters will be sent home to notify a family of a low or negative balance. We suggest a minimum of \$10 per student to be prepaid into their meal account. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.

Meal Benefit Application Forms are available from the school and on the district website to apply for free and reduced lunches: [isd118.k12.mn.us>Departments>Food Service Information](http://isd118.k12.mn.us/Departments/Food%20Service%20Information)

Federal regulations require the school district to feed a child who has no money in his/her account. Students who have a zero or negative balance will be given the school lunch but may not take any a la carte items. [Parents/guardians are responsible for any negative balances. You may reapply for free/reduced lunches at any time during the school year. Payment plans may be arranged with the principal.](#)

Northland Community Schools Food Service Program uses the offer-versus-serve provision of the National School Lunch Program for high school students. This provision allows students to refuse or take smaller portions of one or two of the five required food items in the lunch if they do not intend to consume them. This is designed to reduce food waste and food cost without jeopardizing the nutritional integrity of the lunches served.

The lunch program is automated. Each student is given a four-digit pin number which they enter on the keypad at the end of the food line. This number stays with them for the entire time they are at Northland Community Schools.

Northland High School has a closed lunch period which means that students must remain in the building during their lunch period.

School Closing Information

If school is going to start late, close early, or close due to inclement weather, notification will be made through the following information outlets:

- Instant Message via phone, email and text
- Posted on the district website: www.isd118.k2.mn.us
- Posted on the Facebook page for Northland Community Schools
- Posted on the following Radio Stations & TV Stations and their websites:

Radio

KOZY 1320 AM/KMFY 96.9 FM

Midwest Communications – WBTX 93.9 FM, WNM 650 AM< USA 99.9 FM, WMFG 106.3 FM, WMFG 1240 AM

Brainerd – WJJY 106.7 FM, KTCF 101.5 FM

TV

WCCO – 4

KSTP – 5

KMSP – 9

KARE – 11

WDIO

KBJR

Dressing for the Weather

As the weather becomes colder or wetter, students are expected to arrive at school dressed for the weather conditions.

When weather permits all elementary students will go outside for recess. Please dress your child appropriately for the weather. Students will not go outside if the windchill or temperatures are below zero degrees Fahrenheit.

School Supplies

Some general school supplies (tablets, pencils, erasers, folders) **MAY** be available for students to purchase in school. Parents should make sure their students have the necessary writing instruments and paper.

A list of school supplies needed is available on the district website at:

www.isd118.k12.mn.us. Click on Schools>Northland Elementary School>School Supply Lists under Quick Links.

Extra-Curricular Activities / Field Trips – District Policy #610

For participation in some activities, parental permission is required.

A. Extracurricular activities such as sports programs or after-school special activities.

B. Field Trips

- If a field trip is going to happen during school hours and is not related to the school's curricular offerings, parental permission is required.
- Field trips related to the curricular offerings do not need parental permission. Teachers will inform parents when transportation is needed for a field trip.

The complete District Policy #610 – Field Trips can be found in the Policy Manual on the school website.

Health Services

High School students who become ill during the school day should report to the school office. Elementary students should report to their teacher. If it becomes necessary for the student to go home, the parents/guardian will be contacted through the school office. Students will not be allowed to go home until the parents have been contacted.

Medications

A. Prescription Medication

- You must provide the school with written authorization and a statement from a licensed physician when requesting that medication be administered during the school hours.
- *Administration of Prescription Medications Forms* are available in the offices and on the school's website.
- A new form needs to be filled out once per year, or when a prescription is changed.
- Prescription medication must come to school in the original container appropriately labeled for the student by the pharmacy and be brought to school by the parent/guardian and left with the office secretary.

B. Non-Prescription Medications

- Non-prescription medications must come in the original container.
- Students in grades 9-12 may possess and use non-prescription pain relief if authorized yearly by the student's parent or guardian. The forms are available in the offices and on the school's website.

Special Health Circumstances

Students who are under a doctor's care and need to be excused from an activity and/or classes need to present a written excuse signed by a licensed physician.

Head Lice

Northland Community Schools has a live head lice procedure; this means that if your child is found with live head lice, families will be notified, and the child will be sent home. Your child will need to be treated before they return to school, and he/she will be checked upon return to school.

Health Emergency

Please make sure that the school has your current home phone number, your work number (both parents if they work), and the number of a friend or relative you will permit to take charge of your child if he/she is sick or injured. Depending on the severity of the illness or accident, medical services may be contacted prior to contacting families. Your child will be sent to the nearest medical services by Ambulance.

Conjunctivitis (Pink Eye)

Conjunctivitis, commonly known as pink eye, is an inflammation of the thin transparent layer of tissue that lines the inner surface of the eyelid and covers the white part of the eye. This leads to redness and soreness of the eye, often caused by viruses or allergies. Other causes of conjunctivitis include bacterial infections and irritation from chemicals. Students do not need to be excluded from school unless the student has a fever or is not healthy enough to participate in routine activities. Antibiotics or a note from a health care provider are not required. The American Academy of Pediatrics recommends considering conjunctivitis like the common cold-both diseases are easily spread among children and both resolve without treatment.

Criteria for Sending Students Home from School

- Students too ill to return to class will be sent home. Parents will be called and have the responsibility to transport the student home.
- Students who present with any communicable illness or conditions such as vomiting, diarrhea, or fever greater than 100 degrees will be sent home.

Northland Community Schools will follow current health requirements set forth by Minnesota Department of Health (MDH) and Minnesota Department of Education (MDE).

Procedure for Visitors to School District Buildings and Sites

Northland Community Schools encourage interest on the part of the families and community members in school programs and student activities. The school welcomes visits to the school building and school property by families and community members provided the visits are consistent with the health, education, and safety of the students and employees, and are conducted within the procedures and requirements by the school district.

Procedures

Visitors entering Northland Community Schools must report directly to the Office. All visitors must:

- Sign, date, provide location, and record time they have entered the building
- Receive and wear the visitor identification badge
- Prior to leaving the building the visitor must return the visitor identification badge and record the time they are leaving the building.

Unauthorized persons shall not be permitted in school buildings or on school grounds. School

administrators are authorized to take appropriate action to prevent such persons from entering buildings or from loitering on grounds.

Visitors to the school are not allowed to interview nor interrogate students at school unless they have written permission from the student's parent/guardian and consent from an administrator.

Visitors who are not employees of ISD 118 shall not be permitted to meet with employees and/or students during the work/school day, except as permitted by the Principal or designee.

Student Dress and Appearance – District Policy #504

It is the policy of this school district to encourage students to dress appropriately for school activities.

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

- Clothing appropriate for the weather
- Clothing that does not create a health or safety hazard
- Clothing appropriate for the activity (ex. physical education or the classroom)

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

- “Short” shorts, skirts, and dresses, skimpy tank tops, spaghetti straps, tops that expose the midriff, show too much cleavage, and/or show undergarments, and other clothing that is not considered appropriate.
- Shorts must be not higher than 6" above the middle of the student's knee when standing
- Skirts/dresses may not be higher than 4" above the middle of the student's knee when standing
- Clothing which bears a message which is lewd, vulgar, or obscene
- Apparel promoting products or activities that are illegal according to law and/or for use by minors
- Objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership
- Any apparel or footwear that would damage school property
- Hats and hoods are not to be worn in the building except with the approval of the building principal (i.e.: student undergoing chemotherapy; medical situations, and special events). Note: baseball caps or hats are not to be used as welding protective head gear. Welding hats are available from the instructor.
- For safety reasons, bulky outerwear, coats, jackets, blankets and backpacks are to be left in the student's locker during the regular school day, unless permission is received from Administration.

****When a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.**

****The administration may recommend a form of dress considered appropriate for a specific**

event and communicate the recommendation to students and parents/guardians.

****Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.**

The complete District Policy #504 -Student Dress and Appearance can be found in the Policy Manual on the school website.

Cell Phone Policy – District Policy #360

~~All Pre-K through 6th grade students will place all electronic devices in their school locker each day prior to the start of first hour (8:30 am). Devices must be turned off when stored in school lockers. Students in grades 7 through 12 will be allowed to use personal electronic devices between class periods and during their scheduled lunch period. Students may not use their cell phones during instructional time unless otherwise given permission by the teacher. This includes students in the office, hallways, and restrooms during instructional time. Instructional time is defined as the time from the last tone of one tardy bell to the first tone of the dismissal bell. Each teacher has the discretion to allow and regulate the use of cell phones in the classroom and on specific projects.~~

~~Cell Phones must always be in silent mode while on school campus, unless otherwise allowed by a teacher.~~

~~Cell phone use will not be permitted in locker rooms or restrooms.~~

~~The use of cell phones in a bathroom or locker room may result in law enforcement being called.~~

~~**The complete District Policy #360 – Cell Phones can be found in the Policy Manual on the school website.**~~

Cell Phone Policy

- All Pre-K through 6th grade students will place all electronic devices in their school locker each day prior to the start of first hour (8:30am). Devices must be turned off when stored in school lockers.
- All students in grades 7-12 may use cell phones between class periods and during lunch.
- **Students may not use have their cell phones, headphones or earbuds out during instructional time.**
This includes students in the office, hallways, and restrooms during instructional time. Instructional time is defined as the time from the last tone of one tardy bell to the first tone of the dismissal bell.
- Cell phones must ALWAYS be in silent mode while on school campus, unless otherwise allowed by a teacher.
- Cell phone use will not be permitted in locker rooms or restrooms.
- Consequences:
 - First offense — (minor) the phone is taken away until the end of the day
 - Second offense – (minor) the phone must be picked up by a parent or guardian
 - Third offense – (major) either the student is suspended for 1 (one) day, or the phone is taken away for 5 (five) days, via parent’s choice.
 - Any further infractions will result in the student not having a cell phone on school grounds during the school day. Furthermore, students who do not adhere to these guidelines will be subjected to other disciplinary actions.

The complete District Policy #360 – Cell Phones can be found in the Policy Manual on the school website.

EXCERPT FROM DISTRICT POLICY 524 INTERNET ACCEPTABLE USE AND SAFETY

**(Complete policy is posted in the policy manual on the District website:
www.isd118.k12.mn.us)**

Adopted: 09/18/97

Annual Review: 3/15/07, 03/09, 11/21/12, Revised: 04/20/00, 05/20/04, 04/20/06, 12/2006, 3/15/07, 02/08, 3/09, 05/17/2012, 6/21/2012, 10/22/13, 01/06/14, 7/15/14, 2/18/16, 10/27/16, 1/3/18

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications. Utilization of technology is an inherent managerial policy under MN Statute 179A.07.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

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

damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit or distribute:

a. pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;

b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;

c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;

d. information or materials that could cause damage or danger of disruption to the educational process;

e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

2. Users will not use the school district system to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization. Users will not use the school district system to engage in cyber bullying or harassment of another person, or to engage in personal attacks, including prejudicial or discriminatory attacks. This includes, but is not limited to, social network sites, tweeting, texting, chat rooms, email and other electronic communications.

3. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.

4. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

Northland Community Schools ISD 118 Children's Online Privacy Protection Act (COPPA)

Privacy Notice & Authorization

Northland Community Schools ISD 118 is committed to providing your student with the most effective digital curriculum for learning. The Children's Online Privacy Protection Act (COPPA), a federal law, requires parental notification and consent for student use of district approved online resources for instructional purposes for students under 13 years of age. The law permits schools to act as the parent's agent and can consent to the collection of student information on the parent's behalf with parent permission.

Northland Community Schools uses many different software applications and web-based services, operated by third party service providers. As with any educational undertaking, a strong partnership with families is essential to our success. In order for our students to use these programs and services, certain personal identifying information must be provided to the website operator. This information can include, but is not limited to the student's name, teacher's name, grade, birthday, and Email address/login. The District will only provide the minimum amount of information required.

Under Federal law, entitled The Children's Online Privacy Protection Act (COPPA), these application and websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits school districts to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the website operator. A list of the possible sites to be used in our classrooms, with links to their privacy policies and terms of service, can be obtained by clicking on the COPPA Compliant List link at the bottom of this document.

At a minimum, all Northland Community Schools ISD 118 District students will be assigned a network login that will provide basic system access.

I understand that my consent is required in accordance with the Children's Online Privacy Protection Act (COPPA). I agree to the release of personally identifiable information regarding my child. I must complete and return this consent form before the District can allow my child to access any application or websites listed in the COPPA Compliant List. I further understand that my consent is required for disclosure of this information and I may revoke this consent at any time, upon providing written notice to Northland Community Schools ISD 118 District. I understand that, until this revocation is made, this consent shall remain in effect for the applications or web services on the compliance list below.

Printed Name of Student _____ Student's Grade _____

Student's Teacher _____

School Name _____

_____ I Agree

_____ I Do Not Agree

Printed Parent/Legal Guardian Name _____

Parent/Legal Guardian Signature _____

Date _____

Resources:

- For more information on COPPA, please visit <http://www.ftc.gov/privacy/coppafaqs.shtm>.
- View the 2022-2023 Northland Community Schools ISD 118 COPPA Compliance List at <https://docs.google.com/spreadsheets/d/1-nOpEchJ1KpCW36LRKUL8CqWf7QvxOJgWGWQP8TLnDg/edit?usp=sharing>



School Owned Device Policies & Guidelines

Parent-Student-School Technology Compact

Since 2013 Northland Community School District has maintained a one-one device policy for students in grades 1-12 with the device limited to school use only. Beginning in the 2019-2020 school year students in grades 10-12 will have the opportunity to take the device home to continue to work on school assignments. Take-home devices for students in grades 10-12 will be distributed to students after parents and students attend a device care session and necessary forms are signed. Students will be issued a device and this device will be the one issued to them every year until their device is due for replacement. Students in grades 1-9 will be cart-based and the device will stay in school. The district remains the owner of the device, but the student is responsible for caring for it, much like other district issued equipment like books and athletic equipment.

Chargers: Only one charger will be provided by the district for the life of the student's device. The district will not replace lost or damaged chargers. Chargers may be purchased in the high school media center. Students in grades 10-12 opting in on the device take home-policy will be issued a charger at the beginning of the year and the charger will be collected at the end of each year.

Damages: Students and families will be responsible for maintaining the device in operating condition, which may include repair or replacement charges. Some repairs can be done in the technology department, but any repair costs must be paid in full before a device will be repaired. Loaner devices may be available while the device is being repaired. Students will not be allowed to take a loaner device out of the building.

Insurance: There will be no insurance option offered through the school district, but parents/guardians may purchase their own insurance through a third-party vendor such as Worth Ave Group or Square Trade.

Return: At the end of each year, students in grades 10-12 will return the device and charger back to the district. In the fall, the same device will be returned to the student in the condition in which it was turned in. If the device is not returned at the end of the year the parent/guardian will be held responsible for payment in full.

At the end of the device's life, families will have the option to purchase the device or return the device to the district. In the event that no device is returned at the end of the device's life or the device has lost all value due to damage, the family will be required to pay the amount equal to the cost of purchasing the used device.

Northland Community School District Student Pledge for Device Use

- I will charge my device battery daily.
- I will keep food, beverages, and other liquids away from my school-owned device.
- Device should be carried with the lid closed and no objects between screen and keyboard.
- I will protect my school-owned device by only carrying it while in the case provided.
- I understand that my school owned device is subject to inspection at any time without notice and remains the property of the Northland Community School District. There should be no expectation of privacy.
- I will follow the policies outlined in the *Acceptable Use Policy* while at school, as well as outside the school day.
- I will file a police report in case of theft or vandalism and report it to ISD 118.
- I will be **responsible** for all damage or loss caused by neglect or abuse.
- I agree to return the school-owned device and case in good working condition.
- I will protect my reputation and privacy by creating and maintaining privacy settings, not giving out personal information, or posting anything that I wouldn't want my parents, teachers, administration, friends, or future employers to see.
- I will demonstrate my maturity by using my school-owned device in ways that are appropriate, meet Northland Community School District expectations and are educational.
- I will obey general school rules concerning behavior and communication that apply to computer use including utilizing all technology resources in an appropriate manner so as not to damage school equipment.
- I will help the Northland Community School District protect its computer system/devices by contacting an administrator about any security problems encountered.
- I will monitor all activity on my account(s).
- I will always turn off and secure my school-owned device after I am done working to protect my work and information.
- If I should receive email containing inappropriate or abusive language or if the subject matter is questionable, I will report it to the school official ASAP.
- I will never leave my school-owned device unattended and I will lock it in my locker when not in use or return it to the cart.
- I will never lend out my school-owned device to other individuals unless directed to share by an instructor.
- I will not disassemble any part of my school-owned device or attempt any repairs.
- I will never use technology to cheat and agree to report inappropriate usage when necessary.
- I will not place decorations (such as stickers, markers, etc.) on my school-owned device. Each device has a Northland barcode sticker to identify each device. This sticker must not be removed, damaged or altered in anyway. Any tampering with of labels could result in loss of privilege and a replacement fee.

Parent/Guardian Responsibilities

- Parents assume responsibility for the supervision of Internet use outside of school. Parents have read and will support their student in adhering to the School Acceptable Use Policy. Parents are encouraged to discuss family rules and expectations for using Internet based tools, including G Suite for Education. Parents are encouraged to report any evidence of cyber bullying or other inappropriate use to school administrators.

School Responsibilities

- G Suite for Education student accounts created by the school district will be managed based on parent permission and requirements for use in classes. Internet safety education will be included in as part of introducing new web-based tools. In school, teacher supervision and website content filters are used to prevent access to inappropriate content and to ensure students' use of digital tools follows the Northland Community School District Acceptable Use and other School Policies.

Additional information on G Suite for Education Privacy Notice can be found at

https://gsuite.google.com/terms/education_privacy.html

District Policies may be viewed at

http://www.isd118.k12.mn.us/sites/isd118.k12.mn.us/files/files/Private_User/kbalvin/Policies/524%20REVISED%202018%20FINAL.pdf

Acceptable Use

The use of the Northland Community School District's technology resources is a privilege, not a right. The privilege of using the technology resources provided by the Northland Community School District is not transferable or extendible by students to people or groups outside the district and terminates when a student is no longer enrolled in the Northland Community School District. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this policy, privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. The Northland Community School District's *Acceptable Use Policy* as well as the Student Handbook shall be applied to student infractions.

Access to the technology in the Northland Community Schools District has been established for educational purposes. The use of the Northland Community School District's electronic technologies is a valued resource to our community. All electronic technologies must be used in support of the educational program of the District. This access may be revoked at any time for abusive or inappropriate conduct related to the use of electronic technologies. Failure to comply with the District's Bullying Prohibition Policy (#514), Internet Acceptable Use Policy (#524), the Student use of Cellular Phones (#360), or the guidelines stated in this document for care and use of the school owned device may result in the loss of privilege.

The school-owned device is the property of Northland Community Public Schools and as a result may be seized and reviewed at any time. The student should have NO expectation of privacy of materials found on a school-owned device.

Violations may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.

By signing below, I confirm that I have read and understand the information contained in this consent/permission form and agree to the following.

- Under the Family Educational Rights and Privacy Act, a student's educational records are protected from disclosure to third parties. I understand that my student's educational work stored in G Suite for Education may be accessible to someone other than my student and Northland Community School District by virtue of this online environment. My signature below confirms my consent to allow my student's educational work to be stored by Google.
- I understand that by participating in G Suite for Education, information about my child will be collected and stored electronically. I have read the privacy policies associated with the G Suite for Education (<https://www.google.com/policies/privacy/>)

This one-time consent/permission form will remain in effect while the student remains a student at Northland Community School District unless I withdraw my consent. I also understand that the District maintains the right to immediately withdraw access and use of G Suite for Education when there is reason to believe violations of law or school policies have occurred.

I give permission for my child to be assigned a full Northland Community School G Suite account for the school she/he attends. This means my child will receive an account with access to Google Drive Applications, Calendar, Sites, Email, Classroom and other select apps.

Printed Name of Student _____ Student's Grade _____

Printed Parent/Legal Guardian Name _____

Parent/Legal Guardian Signature _____ Date _____

Parents with students under the age of 13 are also required to complete the Northland Community School Child Online Privacy and Protection Act Notice & Authorization Form.

Individual school-owned devices and accessories must be returned to the Northland Community Media Center at the end of the project. Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment at Northland Community School District for any other reason must return their individual school-owned device and case on or before the date of termination.

Student Transportation Safety – District Policy #709

Bus Riding is a Privilege

The 1994 Omnibus Education Act clearly established that riding a school bus is a privilege and not a right. A student's riding privilege may be revoked for failing to obey the school district's bus discipline policy or for failing to demonstrate knowledge of school bus safety principles after receiving safety training. Furthermore, school districts are not required to provide transportation for a student whose riding privileges have been revoked. Some provision must be made for students with disabilities.

Parent Responsibility

First and foremost, parents and guardians have the primary responsibility for the actions of their children. While teachers, drivers, and other school personnel share in the responsibility to educate children, the parent is the person responsible for the appropriate behavior of a child in and outside of the home. It is through the cooperation of all people involved that a child will succeed in life. But it is the parent who must insist and be responsible for appropriate behavior of their child. This responsibility clearly applies in the area of bus safety.

All students are expected to follow Eagle Pride Bus Basics:

Seat on the Seat
Back on the Back
Feet Toward the Floor
No Eating or Drinking
Kind & Quiet Voices
Check Floor & Seat for Belongings

Rules at the Bus Stop

1. Students must be on time at the designated bus stops. Buses cannot wait for tardy students. Students are expected to be at the bus stop five minutes early.
2. Students will not stand in the roadway while waiting for the bus. Students should stand at least five feet from the edge of the road.
3. Students will crossroads at the bus driver's signal and at a point 10 feet in front of the bus and not behind it.

The complete District Policy #709 -Student Transportation Safety can be found in the Policy Manual on the school website.

Attendance – District Policy #503

Regular attendance is very important for successful schoolwork. While a student is enrolled in school, his or her number one job is attending classes regularly and fulfilling all the class requirements. Regular and prompt attendance is a positive habit and should be cultivated as such. Minnesota State Law governs the attendance of pupils and obligates schools to ensure regular attendance.

Student Responsibilities

1. Attend each class and arrive to class on time and prepared.
2. Make up required activities, classroom assignments, tests and quizzes within two (2) school days for each day absent unless other arrangements are made with the classroom teacher(s).
3. If you become ill during the day, or if you must leave school for any reason, you must receive permission from the office. If you leave school for any reason without notifying the office prior to leaving, your absence will be regarded as unexcused. Any unexcused absence is considered truancy.

If an absence occurs that is not school related, follow these procedures:

- A parent/guardian must call the attendance office each day you are absent. If unable to call, a student must bring a note signed by the parent or guardian to the attendance office within 48 hours of returning to school.
- The note or phone call should state the reason for the absence and include the phone number where the parent/guardian may be reached.
- If a parent/guardian does not call or a signed note is not presented to the attendance office within two (2) school days after the student's return to school, the absence will remain permanently unexcused.

Attendance – District Policy #503 (additions)

If an absence occurs that is not school related, follow these procedures:

1. Notify the attendance office by phone each day your child is absent from school by 10:00 am. Attendance office phone number is 218-566-2351. Please include your child's name, grade, and reason for absence.
 - 1. If a parent/guardian does not call or a signed note is not presented to the attendance office within two (2) school days after the student's return to school, the absence will remain permanently unexcused.**
 - 2. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. Excused absences will be limited to three (3) days per quarter. Additional days beyond three (3) requires approval by building administrator or designee.**

Minnesota law requires schools to inform parents/guardians of absences report truancy as follows:

First Step

After three days if the child is in elementary school; or three or more class periods in three days if the child is in middle school, high school, or area learning center, the school will begin an intervention process. School personnel will send a letter to the parent or guardian.

Second Step

After five or more days if the child is in elementary school; five or more class periods if the child is in middle school, high school or area learning center; school personnel will send a letter to the parent or guardian explaining the consequences if the unexcused absences continue. The parent/guardian and student will be invited to participate in an intervention plan.

Third Step

After seven or more days if the child is in elementary school; seven or more class periods if the child is in middle school, high school or area learning center; school personnel will send a letter to families to notify them that the student has met or exceeded 7 days of unexcused absences and is classified as habitual truant.

County, Tribal, and appropriate Social Services will be notified and provided documentation.



The complete District Policy #503 – Student Attendance can be found in the Policy Manual on the district website.

Compulsory School Attendance Procedure

Step One

After 3 unexcused absences school personnel will send a letter to families detailing the truancy status.

Step Two

After 7 or more unexcused absences the Principal will send a certified letter to families to notify them that the student has met or exceeded 7 days of unexcused absences and is classified as habitual truant.

County, Tribal, or appropriate Social Service will be notified and provided documentation.

Weapons

It is the policy of Northland Community Schools to maintain a learning and working environment that is free from threats or harmful influence of any person(s) or group(s) which exhibit and promote violence and disruptive behaviors. It shall be a violation of this policy for any pupil or staff member to possess a firearm or any dangerous weapon when in the school building, on school grounds, or at any school related activity. Anyone who violates this policy will be turned over to local law enforcement agencies in violation of the "Gun Free Schools Act of 1994" and will be expelled from school and may lose their driver's license.

The complete District Policy #501 – School Weapons Policy can be found in the Policy Manual on the district website.

Discipline

Students will have the discipline policy explained to them during the first full week of each school year.

Positive Behavioral Interventions and Supports (PBIS) – (for full district policy regarding discipline read District Policy #506 – Student Discipline)

The goal of PBIS (Positive Behavioral Interventions and Supports) is to increase academic achievement and foster the social development of all students. It is a school-wide framework for helping all students achieve important social and learning goals. Rather than focusing on the response or consequences when misbehavior occurs, this approach introduces and models behavior expectations, and then recognizes students when the positive social behaviors occur. The purpose of PBIS is to establish a school climate in which appropriate behavior is the norm.

Expectations for behavior are clearly posted throughout the building, school grounds, buses, and for all school related activities. A common language has been developed for everyone including students, administration, teachers, support staff, bus drivers, paraprofessionals, and guests. A system has been established to recognize students for their positive behavior, academics, and attendance on a weekly, quarterly, and semester basis. The following four behavior expectations have been established for all areas of Northland Community Schools:

Eagle Pride, School Wide
Be Responsible
Be Respectful
Be Productive
Be Safe

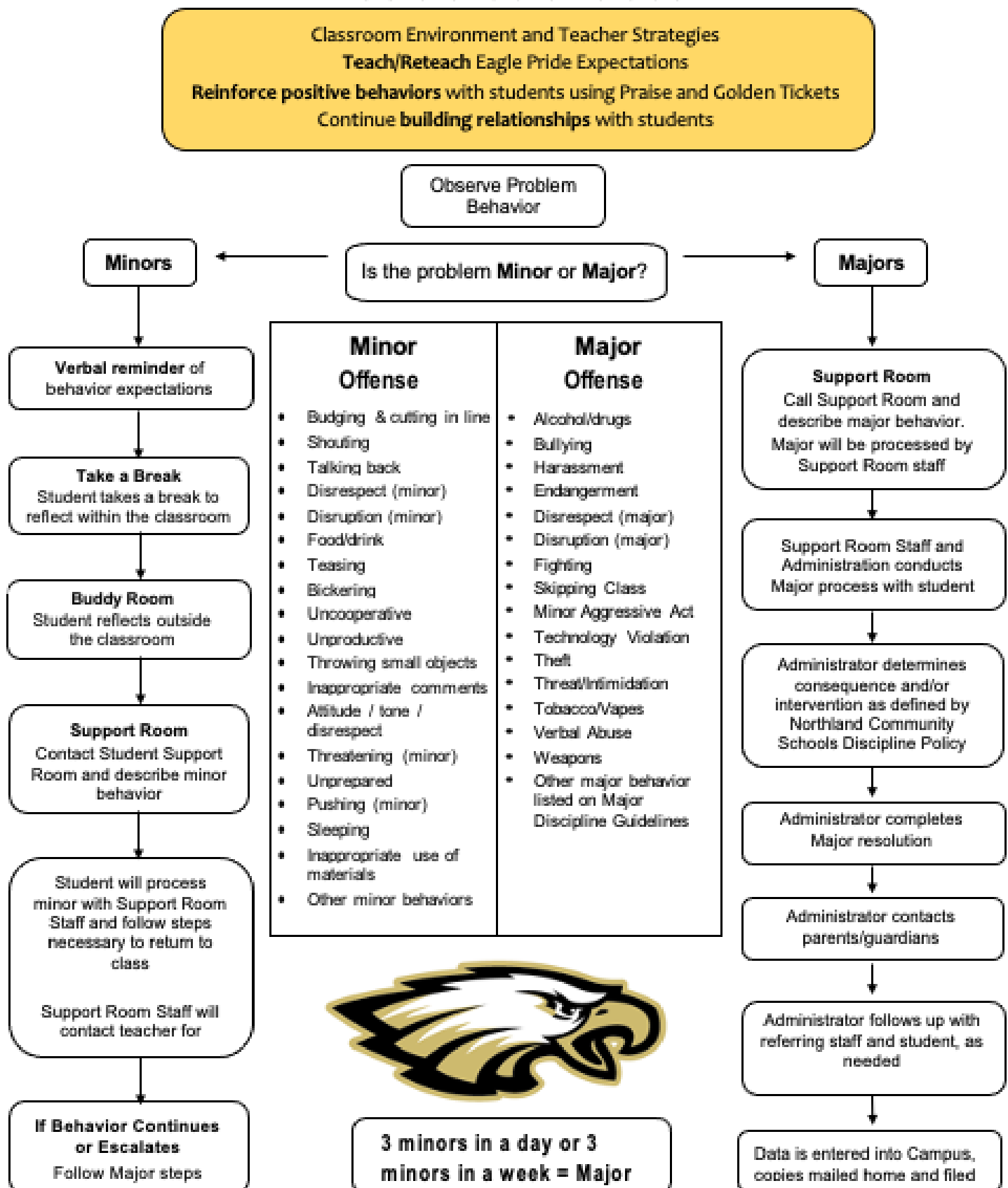
Independent School District 118 asks for parental support in this endeavor. Talk with your children about these important school wide expectations. Please, contact staff or administration with any questions or comments you may have. Thank you for helping us build Eagle Pride, School Wide.

Special Situations:

The disciplinary action described herein will be applied equally to all students.

- Students who do not show a change in behavior when dealt with according to the consequences established by the school shall be subject to progressive interventions to meet the student's needs.
- Students in Special Education shall be subject to all of the parts of the discipline policy unless a special plan is written in their Individual Education Plan (IEP). That plan shall then become the guideline for their behavior and shall specify consequences for misbehavior. This plan will be monitored for appropriateness. If needed, a team meeting may be held to review and potentially modify the student's needs and supports offered.

Northland Behavior Flowchart



Northland Community Schools Student Support Process

First, build relationships with your students and work to prevent situations where he/she could escalate. When students trust that their teacher cares about them, they will be more likely to want to work with their teacher to solve a problem.

If behaviors disrupt the learning of others and cannot be solved by the classroom teacher's attempts, additional adults outside of the classroom may offer assistance.

Determine whether it is a **minor** or **major** behavior based off of the Major Discipline Guidelines.

MINORS - Follow Classroom Management Procedures Below

RESPONSE 1: Verbal or visual reminder of expectation or redirection

RESPONSE 2: In Classroom "TAKE A BREAK" – This must be proactively taught on the first day of school and throughout the year.

- THIS IS NOT A PUNISHMENT! This is an opportunity for the student to practice pre-taught coping strategies in order to regulate their brain so that they are prepared to return to learning.
- Your tone of voice will tell the student whether this is a punishment or opportunity. Let it be an opportunity.
- Have a tool kit in the "Take a Break" space with fidgets, books, and visuals to guide students through independent self regulation.
- Quickly, neutrally, calmly and directly tell the student to "take a break"
 - The first break is student directed in which they can return to the group when they feel they are ready
 - The second break is teacher directed – the student stays in the break area until the teacher goes over and respectfully processes what happened and what the student's plan is and then invites them back

RESPONSE 3: BUDDY ROOM - Must be proactively taught

- Have previously established partnerships with other teachers in your area that can act as buddy rooms.
- Send a student to the Buddy Room with the Buddy Room pass.
 - Expected time to spend in Buddy Room (no longer than 10-15 minutes)
- This is another opportunity for the student to regulate, take a break, and make a plan
- Buddy Room teacher or Para
 - Check in with the student before they go back to class.
- If student refuses to go to Buddy Room, the classroom teacher calls Support Room

RESPONSE 4: Support Room

- Reporting staff will call Support Room Staff to advise that a student is coming with details about behavior. (Never send a student without talking to the support room staff first.)
- Send the student to the support room (If a student refuses to leave the room, call back to the support room so they can help assist or find someone to help assist.)
- The support staff will process the issue and develop a restorative plan with the student as needed. Students and support room staff will fill out the minor processing form. Support Room Staff will place a pink copy in the teacher's box by the end of the day for their records.
- **When determined by Support Room Staff**, the student will return to class after support staff notifies the classroom teacher.
- **Teachers are strongly encouraged to inform parents/guardians of the minor and restorative plan.**

- Teachers will communicate with parents/guardians during a conference a summary of student's access to additional support.
- If a pattern of minor behaviors occur (3 minors in a day or in a week) equals a Major Discipline (follow procedures below).

If behaviors are indicated as MAJORS - Follow Procedures Below:

- Reporting staff will call the Support Room. The Support Staff will take the needed steps to minimize immediate behaviors, notify the Administration and/or take needed steps to minimize immediate behaviors.
- Support Room staff will fill out the Teacher/Staff portion of the Major form.
- The Administrator/Office will be notified there is a student with a Major. If the student is in control of their behavior and it is not an emergency, the student will be sent back to class and administration will process the Major with them as soon as possible. If the student is not able to go back to class they will stay in the support room until an administrator can process the Major with them.
- The administrator determines consequence and/or intervention as defined in the policy.
- Administrator completes bottom section Major.
- Administrator contacts parents/guardians about the incident and consequences.
- The completed copy of the Major form will go to the office for entry into Campus, a copy will be filed in the support room, a copy will be mailed home, and a copy will be put in the referring teacher's mailbox. Please keep these forms in a confidential location.

Returning to Class

- The student may return to class after a conference with the appropriate administrator, teacher, and/or parent(s)/guardian(s).
- At the time of this conference, a plan of action will be established.



Eagle Pride School Wide

	Arrival/D dismissal	Breakfast/Lunch	Classroom	Hallways/Stairs	Bathroom/ Locker Room	Playground
Respect	• Maintain personal space • Be on time • Remove hat and hood when entering building	• Use table manners • Kind, quiet voices • Listen to cafeteria staff • Eat at tables or counters only • Food is to be eaten in commons	• Follow classroom routines and procedures • Be an active listener • Respect all students' right to learn	• Maintain personal space • Respect yours, others', and school's property • Use kind, quiet voices • Use appropriate verbal and body language	• Flush the toilet • Keep area clean and neat • Honor privacy and maintain personal space • Use kind, quiet voices	• Include others in activities • Wait your turn • Use the playground equipment appropriately • Listen to all adult supervisor directions
Responsible	• Stay in designated area • Clear hallways of personal things • Arrive promptly to class/bus	• Scrape trays using utensils • Return trays and utensils to wash area • Wipe tables/counters • Push in chairs and stools • Use soft seating appropriately (sit on seats, feet on floor, no food)	• Be prepared to learn • Bring all necessary materials for each class • Follow technology policy • Advocate for your learning	• Shut lockers quietly • Lock lockers with assigned lock • Stay with your class when directed • Use planner/pass when appropriate	• Quietly walk to and from these areas • Use toilet, sink, hand dryer, and showers appropriately • Shut off water • Throw away trash	• Wear weather appropriate clothes • Be aware of surroundings • Use equipment for intended purpose
Productive	• Be where you are supposed to be • Bring all necessary materials you need for class/home	• Use time wisely • Eat your food • Donate packaged or whole fruit to mini cooler	• Work cooperatively • Try your best • Work on/turn in assignments on time • Actively participate in classroom work	• Go directly to assigned/directed location • Be aware of time • Use time appropriately	• Use time appropriately • Use facility appropriately	• Line up when your grade is called • Have fun, be kind • Return equipment to bin after using • Pick up your belongings
Safe	• Walk on the right side of the hallways/stairs • Wear appropriate clothing for the weather • Be aware of your surroundings	• Follow lunch line procedures • Enter and exit in a safe and orderly manner • Use stairs or ramps when entering/exiting stage • Report any hazards/spills • Use microwave appropriately	• Respect yours and others' personal space • Use materials appropriately • Sit on chairs/stools appropriately • Be peaceful problem solvers	• Keep to the right • Be aware of surroundings • Keep hands, feet, and objects to self • Always walk • Keep hallways and stairwells clean and clear	• Wash hands • Leave area when finished • Follow technology policy • Report problems/hazards to a staff member • Secure and lock belongings in locker room	• Report problems and injuries to adult supervisors • Stay in designated play areas • Be peaceful problem solvers



Eagle Pride School Wide

	Bus	Office	Library	Support Room	Gym/Weight Room	Commons (Before/After School)
Respect	- Kind, quiet voices - Maintain personal space - Listen to all adult bus driver directions	- Enter quietly - Use kind, quiet voices - Use appropriate verbal and body language - Wait your turn - Stay in front of the office counter	- Use kind, quiet voices - Use all areas appropriately - Take care of the books and equipment	- Enter the room quietly and appropriately - Use kind, quiet voices - Use appropriate verbal and body language	- Use kind and appropriate language - Maintain personal space based on activity - Clean up after yourself - Follow Weight Room Policy	- Remain in designated zone - Use kind, quiet language - Use appropriate verbal and body language - Listen to all adult supervisor directions
Responsible	- Arrive promptly to bus - Go directly to your assigned seat - Keep area clean and clear - Check floor & seat for belongings	- Have a pass during class - State your business	- Return books to appropriate location - Use appropriate check-in/out scanning procedures - Return your books, materials, equipment on time - Charge computers - Ask permission to use resource rooms	- Focus on YOUR situation - Be honest about your situation - Remain patient while waiting to process with Support Room Staff - Follow technology Policy - No technology unless given other direction from Support Room Staff	- Use equipment properly and return - Wear appropriate clothing and gym shoes - Use good sportsmanship - Food and drinks only permitted during specific events and activities - Follow Weight Room Policy	- Hold yourself accountable for your actions - Be honest about behaviors and conduct - Keep your surroundings clean - Utilize resources (weight room, technology, teachers, etc.) appropriately
Productive	Follow all bus basics	- Ask the secretary for what you need - Get your requests and forms early - Take care of business and return to class promptly	- Use time appropriately - Use internet according to policy	- Focus on YOUR task - Speak only with Support Room Staff unless given other direction - Complete appropriate form(s) with Support Room Staff - Actively follow through with your plan of action	- Actively participate in assigned activity - Be on time and prepared - End activity with enough time to clean up and get to next class - Follow Weight Room Policy	- Work quietly on schoolwork if needed - Actively work toward specific task when directed - Help others with schoolwork or tasks when needed
Safe	- Stay seated - Walk on and off the bus - No eating or drinking - Keep aisles clear - Stay clear of danger zones	- Keep doorway clear - Open door safely - Sit appropriately on bench/chairs while waiting - Follow technology policy	- Stay in area - Maintain personal space - Sit properly on chairs/stools	- Find and remain in the space you are assigned and use seating appropriately - Use all materials appropriately - Respect your space as well as the space of others - Remain in Support Room until given permission Support Room Staff to leave	- Be aware of your surroundings - Use bleachers for sitting when bleachers are out - Report any problems or hazards to an adult supervisor - Use equipment only for intended purposes and when needed - Follow Weight Room Policy	- Follow all Eagle Pride Expectations - Utilize all areas appropriately - Respect the boundaries and spaces of others - Maintain personal space - Report any problems or hazards to an adult supervisor

Major Discipline Guidelines (Elementary School)

Infraction	Definition	Grade	Consequence	
			Minimum	Maximum
Academic Dishonesty	Intentional behavior including, but not limited to, plagiarism, copying another's work, cheating, or altering records. Knowingly using information or property of another, or knowingly sharing academic information to gain an unfair advantage.	K-2	Mediation	5 Day OSS, Loss of Credit
		3-6	Parent notification	
Alcohol/Drugs	The possession or use of intoxicating alcoholic beverages, chemical substances, narcotics, prescription medications, inhalants, controlled substances, synthetic substances, or substances that students represent to be chemical substances, narcotics, or controlled substances. This includes being under the influence at school, school-sponsored events and on school-sponsored transportation.	K-2	1 Day OSS	5 Day OSS
		3-6	3 Day OSS	Expulsion
Arson	Intentional destruction of, or damage to, property by means of fire or explosives.	K-2	5 Day OSS	Expulsion
		3-6	10 Day OSS	
Assault	Intentionally, knowingly or recklessly causing any physical injury to another person	K-2	1 Day OSS	Expulsion
		3-6	3 Day OSS	
Bomb Threat	Threat to harm students, staff, or school property by use of a bomb.	K-2	5 Day OSS	Expulsion
		3-6	5 Day OSS, Police referral	
Bullying	The repeated delivery of direct or technology-based messages or acts that involve intimidation, imbalance of power, teasing, taunting, threats, or name calling.	K-2	Mediation (relationship repair with offended party)	Expulsion
		3-6		
Harassment (Cyber)	The delivery of technology-based messages or acts that involve intimidation, teasing, taunting, threats, or name calling.	K-2	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		3-6		
Harassment (Racial)	Race discrimination involves treating someone unfavorably because he/she is of a certain race or because of personal characteristics associated with race. Harassment can include, for example, racial slurs, offensive or derogatory remarks about a person's race or color, or the display of racially-offensive symbols.	K-2	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		3-6		
Harassment (Physical)	The persistent or repeated annoying or tormenting of another person in a physical manner	K-2	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		3-6		
Harassment (Sexual)	The unwelcome conduct of sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.	K-2	1 Day OSS	Expulsion
		3-6	2 Day OSS	
Harassment (Verbal)	The persistent or repeated annoying or tormenting of another person in a verbal manner	K-2	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		3-6		
Controlled Substances (prescription)	Possession of medication that is prescribed to the student, but the possession is against school policy.	K-2	Conference, parent notification	Expulsion
		3-6		
Defiance/Disrespect	Treating any staff member or any others with contempt or rudeness. Intentionally resisting or disregarding authority and/or excessive arguing with refusal to redirect.	K-2	Conference with Administration Mediation (relationship repair with offended party)	Long Term Suspension (More Than 10 Days)
		3-6		
Disruption/Disorderly/Insubordination	Creating disturbances in class, on campus, or at school-sponsored events. Continual or repeated disruptions may warrant more severe consequences.	K-2	Conference	Long Term Suspension
		3-6	Conference and/or Lunch/Recess Detention	
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district	K-2	Conference / Parent Contact / Change of clothes	3 Day OSS
		3-6		
Endangerment	Recklessly creating a risk of injury or imminent injury to another.	K-2	1 Day OSS	Expulsion
		3-6	3 Day OSS	
Excessive vulgar language/swearing	The use of profanity or any derogatory language stated publicly.	K-2	Mediation (relationship repair with offended party)	10 Day OSS
		3-6		
Fighting	When two or more persons engage in any violence toward each other in an angry or quarrelsome manner.	K-2	1 Day OSS	Expulsion
		3-6	3 Day OSS	
Gang Activity	Student uses gesture, dress, and/or speech to disply affiliation with a gang.	K-2	Parent Contact	Expulsion
		3-6	Parent Contact	
Hazing	Committing an act against a student, or coercing a student into committing an act, that endangers the mental or physical health of safety of that student, in order for the student to be initiated into or affiliated with a student organization.	K-2	Parent Contact	Expulsion
		3-6	1 Day OSS	
Skipping Class and/or Tardies	Failure to be at a designated location at a specified time.	K-2	Lunch/Recess Detention and/or make up lost learning time	3 Day ISS
		3-6		
Illegal Drugs	Possession, use, solicitation, or distribution of a controlled substance.	K-2	3 Day OSS	Expulsion
		3-6	5 Day OSS	
Over-the-Counter Medications against School Policy	A student found in possession of an over the counter medication, unless the student has complied with the school district's policy for such medication.	K-2	Conference and/or ISS	Expulsion
		3-6		
Leaving school grounds without permission	Leaving school grounds or being outside of the school building during regular school hours without permission.	K-2	1/2 Day ISS	5 Day OSS
		3-6		
Physical Contact (Minor Aggressive Act)	The behavior of rough boisterous play, minor confrontations, pushing and/or shoving.	K-2	Mediation (relationship repair with offended party) and/or ISS	Long Term Suspension
		3-6		
Pyrotechnics	Possession or use of substances/objects readily capable of causing bodily harm and/or propert damage (matches, lighters, gasoline, lighter fluid, firecrackers, fireworks, smoke bombs, etc. that contain flash powder, gunpowder, blackpowder, or any other explosive compound.	K-2	Conference	Expulsion
		3-6	1 Day OSS	
Robbery	Taking or attempting to take anything of value or personal property that is owned by another person or organization, by force or threat of force or violence.	K-2	Mediation (relationship repair with offended party)	10 Day OSS/Restitution
		3-6	Mediation (relationship repair with offended party) and/or ISS	
Sexual Misconduct (Inappropriate Display of Affection)	Violating school policies of kissing, hugging, fondling, or touching in public.	K-2	Conference with students	Long Term Suspension
		3-6		
Technology	The misuse of school or personal electronic devices, computer system, web pages, and networks for the intended educational use or other violations of school policy. Cell phone violations to follow school policy.	K-2	Conference, Loss of Priviledge	10 Day OSS/Restitution
		3-6		
Theft	Taking the property of another person or school without permission, with the intent of not returning it. No force is involved.	K-2	Mediation (relationship repair with offended party)	10 Day OSS/Restitution
		3-6	Mediation (relationship repair with offended party) and/or ISS	
Threat/Intimidation	When a person indicates by word or physical action, the intent to cause physical injury or serious damage to a person or their property.	K-2	Mediation (relationship repair with offended party) and/or Lunch/Recess Detention	Expulsion
		3-6		
Tobacco	The possession or use of smoking tobacco, smokeless tobacco, vapes and all delivery devices on school property, at school-sponsored events and on school-sponsored transportation.	K-2	1 Day ISS and completion of educational training	3 Day OSS and involve law enforcement
		3-6		
Vandalism	Willful destruction or defacement of school property or personal property.	K-2	Conference and Restitution	Expulsion/Restitution
		3-6	1 Day OSS and Restitution	
Verbal Abuse	Using abusive, threatening, profane or obscene language either oral or written (including Social Media) by a student toward a staff member or another student, including, but not limited to, conduct which degrades people because of their gender, race, religion, ethnic background, or physical or mental handicaps	K-2	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		3-6		
Weapons	Being in the possession of a thing designed or used for inflicting bodily harm or physical damage.	K-2	1 Day OSS	Expulsion
		3-6	3 Day OSS	

***Any majors are also held to the consequences and code of conduct set forth by the Minnesota State High School League for students participating in extra-curricular activities that fall under this league.

***All consequences fall under the discretion of administration.

Major Discipline Guidelines (High School)

Infraction	Definition	Grade	Consequence	
			Minimum	Maximum
Academic Dishonesty	Intentional behavior including, but not limited to, plagiarism, copying another's work, cheating, or altering records. Knowingly using information or property of another, or knowingly sharing academic information to gain an unfair advantage.	7-12	Loss of credit	5 Day OSS, Loss of Credit
Alcohol/Drugs	The possession or use of intoxicating alcoholic beverages, chemical substances, narcotics, prescription medications, inhalants, controlled substances, synthetic substances, or substances that students represent to be chemical substances, narcotics, or controlled substances. This includes being under the influence at school, school-sponsored events and on school-sponsored transportation.	7-12	5 Day OSS	Expulsion
Arson	Intentional destruction of, or damage to, property by means of fire or explosives.	7-12	10 Day OSS	Expulsion
Assault	Intentionally, knowingly or recklessly causing any physical injury to another person	7-12	5 Day OSS	Expulsion
Bomb Threat	Threat to harm students, staff, or school property by use of a bomb.	7-12	10 Day OSS, Police referral	Expulsion
Bullying	The repeated delivery of direct or technology-based messages or acts that involve intimidation, imbalance of power, teasing, taunting, threats, or name calling.	7-12	1 Day ISS	Expulsion
Harassment (Cyber)	The delivery of technology-based messages or acts that involve intimidation, teasing, taunting, threats, or name calling.	7-12	1 Day ISS	Expulsion
Harassment (Racial)	Race discrimination involves treating someone unfavorably because he/she is of a certain race or because of personal characteristics associated with race. Harassment can include, for example, racial slurs, offensive or derogatory remarks about a person's race or color, or the display of racially-offensive symbols.	7-12	3 Day OSS	Expulsion
Harassment (Physical)	The persistent or repeated annoying or tormenting of another person in a physical manner	7-12	Mediation (relationship repair with offended party) and/or ISS	Expulsion
Harassment (Sexual)	The unwelcome conduct of sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.	7-12	3 Day OSS	Expulsion
Harassment (Verbal)	The persistent or repeated annoying or tormenting of another person in a verbal manner	7-12	Mediation (relationship repair with offended party) and/or ISS	Expulsion
Controlled Substances (prescription)	Possession of medication that is prescribed to the student, but the possession is against school policy.	7-12	Conference, parent notification	Expulsion
Defiance/ Disrespect	Treating any staff member or any others with contempt or rudeness. Intentionally resisting or disregarding authority and/or excessive arguing with refusal to redirect.	7-12	Lunch Detention	Long Term Suspension (More Than 10 Days)
Disruption/Disorderly/ Insubordination	Creating disturbances in class, on campus, or at school-sponsored events. Continual or repeated disruptions may warrant more severe consequences.	7-12	Lunch Detention	Long Term Suspension
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district	7-12	Conference / Parent Contact / Change of clothes	3 Day OSS
Endangerment	Recklessly creating a risk of injury or imminent injury to another.	7-12	5 Day OSS	Expulsion
Excessive vulgar language/swearing	The use of profanity or any derogatory language stated publicly.	7-12	Lunch Detention	10 Day OSS
Fighting	When two or more persons engage in any violence toward each other in an angry or quarrelsome manner.	7-12	5 Day OSS	Expulsion
Gang Activity	Student uses gesture, dress, and/or speech to display affiliation with a gang.	7-12	1 Day OSS	Expulsion
Hazing	Committing an act against a student, or coercing a student into committing an act, that endangers the mental or physical health or safety of that student, in order for the student to be initiated into or affiliated with a student organization.	7-12	3 Day OSS	Expulsion
Skippping Class and/or Tardies	Failure to be at a designated location at a specified time.	7-12	Lunch Detention and/or ISS	3 Day ISS
Illegal Drugs	Possession, use, solicitation, or distribution of a controlled substance.	7-12	5 Day OSS	Expulsion
Over-the-Counter Medications against School Policy	A student found in possession of an over the counter medication, unless the student has complied with the school district's policy for such medication.	7-12	1 Day OSS	Expulsion
Leaving school grounds without permission	Leaving school grounds or being outside of the school building during regular school hours without permission.	7-12	1 Day ISS	5 Day OSS
Physical Contact (Minor Aggressive Act)	The behavior of rough boisterous play, minor confrontations, pushing and/or shoving.	7-12	1 Day ISS	Long Term Suspension
Pyrotechnics	Possession or use of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, gasoline, lighter fluid, firecrackers, fireworks, smoke bombs, etc. that contain flash powder, gunpowder, blackpowder, or any other explosive compound.	7-12	3 Day OSS	Expulsion
Robbery	Taking or attempting to take anything of value or personal property that is owned by another person or organization, by force or threat of force or violence.	7-12	ISS and Restitution	10 Day OSS/Restitution
Sexual Misconduct (Inappropriate Display of Affection)	Violating school policies of kissing, hugging, fondling, or touching in public.	7-12	Lunch Detention	Long Term Suspension
Technology	The misuse of school or personal electronic devices, computer system, web pages, and networks for the intended educational use or other violations of school policy. Cell phone violations to follow school policy.	7-12	Conference, Loss of Privilege	10 Day OSS/Restitution
Theft	Taking the property of another person or school without permission, with the intent of not returning it. No force is involved.	7-12	ISS and Restitution	10 Day OSS/Restitution
Threat/Intimidation	When a person indicates by word or physical action, the intent to cause physical injury or serious damage to a person or their property.	7-12	Mediation (relationship repair with offended party) and/or Lunch/Recess Detention	Expulsion
Tobacco	The possession or use of smoking tobacco, smokeless tobacco, vapes and all delivery devices on school property, at school-sponsored events and on school-sponsored transportation.	7-12	1 Day ISS and completion of educational training	3 Day OSS and involve law enforcement
Vandalism	Willful destruction or defacement of school property or personal property.	7-12	3 Day OSS and Restitution	Expulsion/Restitution
Verbal Abuse	Using abusive, threatening, profane or obscene language either oral or written (including Social Media) by a student toward a staff member or another student, including, but not limited to, conduct which degrades people because of their gender, race, religion, ethnic background, or physical or mental handicaps	7-12	Mediation (relationship repair with offended party) and/or ISS	Expulsion
Weapons	Being in the possession of a thing designed or used for inflicting bodily harm or physical damage.	7-12	5 Day OSS	Expulsion

***Any majors are also held to the consequences and code of conduct set forth by the Minnesota State High School League for students participating in extra-curricular activities that fall under this league.

***All consequences fall under the discretion of administration.

Disciplinary Action Options:

It is the general policy of the school district to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor or other school district personnel, and verbal warning;
- B. Parent contact;
- C. Parent conference;
- D. Removal from class;
- E. In-school suspension;
- F. Suspension from extracurricular activities;
- G. Detention or restriction of privileges;
- H. Loss of school privileges;
- I. In-school monitoring or revised class schedule;
- J. Referral to in-school support services;
- K. Referral to community resources or outside agency services;
- L. Financial restitution;
- M. Referral to police, other law enforcement agencies, or appropriate authorities;
- N. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- O. Out-of-school suspension under the Pupil Fair Dismissal Act;
- P. Preparation of an admission or readmission plan;
- Q. Saturday School;
- R. Expulsion under the Pupil Fair Dismissal Act;
- S. Exclusion under the Pupil Fair Dismissal Act; and/or
- T. Other disciplinary action as deemed appropriate by the school district

The complete District Policy #506 -Student Discipline can be found in the Policy Manual on the school website.

Northland Community Schools 2022-2023 School Year

Annual Integrated Pest Management Pesticide Notification

Northland Community Schools uses licensed, professional pest control firm for the prevention and control of rodents, insects, and other pests in and around the district's buildings.

Pests can sting, bite, cause contamination, damage property and spread disease; therefore, we must prevent their presence and control them as necessary. The district or outside contractors may also apply herbicides on district properties, as deemed necessary. The long-term health effects on children from the application of such pesticides may not be fully understood. All pest control materials are chosen and applied according to labeling directions per Federal law.

To limit the potential pesticide exposure, the district follows safety regulations to ensure pesticides are applied properly. All pesticide products, which are used in and around school buildings, are required to be registered with the Minnesota Department of Agriculture and the U.S. Environmental Protection Agency. In addition, school employees and certified and licensed applicators are required by state and federal law to comply with all requirements of the pesticide label, including building sites, application rates, re-entry intervals, posting, use of personal protective equipment, use restrictions, and disposal on the product label. An estimated schedule of pesticide applications is available for review or copying at the district office.

To be notified about pesticide applications or the management plan, please contact Jared Johnson with Northland Community Schools at (218) 566-2351 ext. 32037.

AHERA Annual Asbestos Notification

During the past school year and continuing into the 2022-2023 school year the following asbestos management plan activities have been or are currently being completed, pursuant to the Environmental Protection Agency 40 CFR Part 763- "Asbestos Containing Materials in Schools; Final Rule and Notice."

ACTIVITIES SCHEDULED FOR ~~2019~~2022-23

- Periodic surveillance of building materials
- Training of District Personnel

Northland Community Schools has contracted through the Institute for Environmental Assessment (IEA) to provide Environmental, Health and Safety consulting services, including being involved in the above listed activities.

The complete updated Asbestos management plan can be found in the maintenance office.

Any questions concerning this notice, or an explanation of our Asbestos Management Plan can be directed to Jared Johnson, with Northland Community Schools at (PH218) 566-2351 ext. 32037.

Indoor Air Quality Annual Notification

Northland Community Schools has an Indoor Air Quality (IAQ) management plan. The management plan outlines specific policies and procedures that will be used in the district to address indoor air quality issues. IEA, the District's health and safety consultant completes annual IAQ assessments within the school to ensure proper air quality.

Any questions concerning this notice or an explanation of our IAQ Management Plan can be directed to Jared Johnson with Northland Community Schools at (218) 566-2351 ext. 32037.

Lead-in-Water Annual Notification

Minnesota Statute 121A.335 requires public school buildings serving prekindergarten through grade 12 to test for lead in water every 5 years. Northland Community Schools conducts Lead in Drinking Water testing per the Minnesota Department of Health guidelines.

For more information on ST##P1 lead reduction program and testing results, please contact Jared Johnson with Northland Community Schools at (218) 566-2351 ext. 32037.

Northland Elementary School - Section II

Parent-Student-Teacher Partnership

We at Northland Community Schools believe that the responsibility for learning rests within a partnership of parent, student, and teacher.

To facilitate this partnership, we have implemented a program called Partners in Education (PIE). On the first day of the school year (elementary school is not in session), individual teachers and families meet to plan the year for their children. We hope families take advantage of this unique opportunity to share important information about their child directly with their child's teacher. Families are asked what they want their child to gain in the upcoming school year and what is special about their child. Families and teachers then write an Individual Learning Plan (ILP). Individual Learning Plans are required for each child in grades K-6. Families will be contacted to schedule their PIE Conference.

Report Cards

Report cards are issued at the end of every quarter. The quarter's end dates are as follows: Q1 – [11/04/2022](#)~~11/06/2021~~; Q2 – [01/20/2023](#)~~01/21/2022~~; Q3 – [03/23/2023](#)~~03/25/2022~~; Q4 – [06/01/2023](#)~~06/03/2022~~

Recess

All students, grades K-6 go outside for recess each day unless there is inclement weather. Please dress your child appropriately for the weather. Students will not go outside if the windchill or temperatures are below zero degrees Fahrenheit.

Northland High School - Section III

Bell Schedule

MONDAY-~~TUESDAY-THURSDAY~~-FRIDAY

0 Hour M-F	7:30 – 8:20	50 Minutes
Period 1	8:25 – 9:16	51 Minutes
Period 2	9:20 – 10:10	50 Minutes
Period 3	10:14 – 11:04	50 Minutes
Period 4A	11:09 – 11:59	50 Minutes
(early lunch)	(11:04-11:30)	24 Minutes
Period 4B	11:34 – 12:24	50 Minutes
(lunch)	(11:59-12:24)	25 Minutes
Period 5	12:28 – 1:18	50 Minutes
Period 6	1:22 – 2:12	50 Minutes
Period 7	2:16 – 3:06	50 Minutes
Extension M-F (No Wed)	3:15 – 4:18	63 Minutes

~~WEDNESDAY EARLY RELEASE~~

0 Hour M-F	7:30 – 8:20	50 Minutes
Period 1	8:25 – 9:06	41 Minutes
Period 2	9:10 – 9:50	40 Minutes
Period 3	9:54 – 10:34	40 Minutes
Advisory	10:38 – 10:59	21 Minutes
Period 4A	11:03 – 11:49	46 Minutes
(Lunch)	11:03 – 11:28	25 Minutes
Period 4B	11:32 – 12:18	46 Minutes
(lunch)	11:53 – 12:18	25 Minutes
Period 5	12:22 – 1:02	40 Minutes
Period 6	1:06 – 1:46	40 Minutes
Period 7	1:50 – 2:30	40 Minutes

Notes:

Period 1 has an additional minute to allow for announcements and the Pledge of Allegiance.

Seventh and Eighth Grade Requirements

The seventh and eighth grade curriculum consists of the following classes:

- PE (1 year, 1 credit)
- Music (1 year, 1 credit)
- Social Studies (1 year, 1 credit)
- Math (1 year, 1 credit)
- Science (1 year, 1 credit)
- English (1 year, 1 credit)
- Math Comprehension/Study Skills
- Reading Comprehension/Study Skills

Rotation Courses:

- Industrial Tech (1 quarter, 1/4 credit)
- Art (1 quarter, 1/4 credit)

Electives:

- Band
- Choir
- Introduction to Ojibwe

Retention:

Students who fail to meet the junior high requirements may be evaluated for retention based on data compiled from, but not limited to:

- Performance in Jr. High coursework
- Attendance
- MCA II test scores

Special consideration will be given for circumstances beyond the student's control such as illness, death in the family, divorce, etc.

High School Graduation Requirements

Credits for graduation are earned in Grades 9-12. Minimum requirements for students graduating from ISD 118 are as follows:

Required Courses:

English: 4 Credits

- English 9 (1 credit)
- English 10 (1 credit)
- English 11 (1 credit) College Comp I and/or College Comp II may fulfill English 11 and/or English 12 requirement
- English 12 (1 credit) College Comp I and/or College Comp II may fulfill English 11

- and/or English 12 requirement
- English Electives (1 credit each)

Math: 4 Credits

- Intermediate Algebra 1 (1 credit) College Algebra may be used to fulfill Intermediate Algebra or Algebra II
- Geometry (1 credit)
- Algebra II (1 credit) College Algebra may be used to fulfill Intermediate Algebra or Algebra II
- Math Elective (1 credit)

Social Studies: 3.5 Credits

- Social 9 (US History, 1 credit)
- Social 10 (Global Studies, 1 credit)
- Social 12 (US Government, 1 credit)
- Economics (1/2 credit)

Science: 3 Credits

- Physical Science (1 credit)
- Biology (1 credit)
- Science Elective (1 credit)

Students must be enrolled in Math and English every semester unless approved by the educational team.

Total Credits/Electives:

Under the seven-period day, students must pass at least 6 credits per year to be considered "on track" for graduation.

17 required credits

7 elective credits (at least 1 in visual arts or performing arts, 1/2 in health, 1/2 in physical education, 1/2 in careers/AVID and 1/2 in personal finance.)

24 credits total

Note: Under the 7-period system, semester grades are issued independently of each other. Therefore, it is possible to pass one semester of a year-long class but fail the other. In cases where a student fails one semester of a required year-long class, he/she will be scheduled to repeat only the semester he/she failed (unless there is a teacher/parent recommendation.)

Credit Load Rules:

Credit Recovery:

Northland High School students are not to attempt more than 5.5 credits in any single academic semester or 11 in any single academic year.

A typical NHS student carries a full load consisting of 3.5 credits per semester, or seven credits per year. Students who are behind in credits may utilize supplemental learning opportunities (i.e.

credit recovery and/or Infinity Online classes, and/or PLATO). NHS will continue to accept summer school credits from other districts.

A senior not on track for graduation is allowed to return to high school until he/she reaches the age of 21. Alternatives for such students who do NOT wish to return to NHS for an additional senior year or years include an ALC (Area Learning Center), GED and online learning programs. Any exceptions will require written administrative approval.

Academic Assistance:

- Teachers may be available outside of class time for academic and/or behavior assistance as prearranged by the student and teacher.

More intensive academic/behavior intervention may be made available on an as-needed basis and as determined by the student's educational team.

College in the Schools - CIS

Northland Community Schools has partnered with Central Lakes College with the College in the Schools program.

Qualified students, seniors with a 2.5 or better overall GPA and juniors with a 3.0 or better overall GPA, have the opportunity to earn college credit at Northland High School with Northland High School teachers.

Students interested in the CIS program need to complete the following steps:

1. Complete the CIS application and return it to the Guidance Counselor.
2. Make an appointment to take the ACCUPLACER test either at Central Lake College or Northland High School.

Currently there are 30 college credits overall to students within the CIS program.

Online Credits

Northland Community Schools shall grant credit for completing the requirements for a Minnesota Department of Education approved online learning course or program. Northland Community Schools will only allow those credits obtained through online courses taken through the Infinity Program. Only these online credits will be used to determine class rank, eligibility for Valedictorian/Salutatorian, and/or High Honors programs.

Reports

All students will receive a Status Report informing them and their parents of the class work progress at the mid-term of each quarter.

Report Cards

Report cards are issued at the end of every quarter to inform both the students and parents regarding pupil progress in each subject. The quarter's end dates are as follows: Q1 – [~~11/06/2020~~11/04/2022](#); Q2 – [~~01/04/2023~~01/22/2021](#); Q3 – [~~03/23/2023~~03/31/2021](#); Q4 – [~~06/01/2023~~06/03/2021](#)

Honor Roll

The Principal's List recognizes those students who achieve a 3.5 or higher GPA. The Honor Roll recognizes those with a GPA of 3.0 to 3.49.

Honors Graduation Program

High Honors recipients are selected solely on class ranking (GPA) at the end of semester one of the senior year. Eligibility for High Honors requires a minimum cumulative GPA of 3.34 (A average).

High Honors candidates are required to have earned 28 high school credits within ISD 118. However, up to 12 credits could be earned through a PSEO program. PSEO courses must be defined by the college as equally or more rigorous than that of similar mainstream courses provided at ISD 118.

Credits attained through an ALC, ALP, Home School, or have been transferred into ISD 118 from another public or private school in grades 9-12 will not be considered for the High Honors Program.

High Honors students will be recognized alphabetically at graduation ceremonies. Students whose class ranking places them 1-2 will receive written recognition indicating their class rank in the graduation program as well as a verbal recognition during the graduation ceremonies.

Transfer Students

Students transferring into ISD 118 after the first student contact day of their 11th grade year will not be eligible for Val/Sal or High Honors recognition. Students who transfer during their 9-10 grade year or prior to the 1st student contact day of their 11th grade year will be eligible for Val/Sal or High Honors recognition.

Procedure for Changing Classes

Students are given adequate time to select the courses of their choice. All efforts are made to assign the courses requested.

Under no circumstances can a class be dropped or changed without consultation and approval of the Counselor and educational team affected by the change. All such changes must be initiated in the Counseling Office. It is school policy that a course dropped in the first week will in no way appear posted on the student's permanent record. If a course is dropped during the third week or later, an "F" grade will be posted on the student's permanent record for that course.

Lockers/Locks

All students will be assigned a school locker and a lock. Students will not share lockers or locks. Lockers must be locked during class periods and after school. You may not use your own lock without the principal's permission. Any non-school locks will be cut off and discarded. Do not give out your combination.