

Regular Meeting
Wednesday, August 16, 2023 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**
6. **Audience Recognition**
7. **Consent items**
 - 7.1. Approve minutes from the Regular Meeting held on July 19, 2023
 - 7.2. Approve minutes from the Work Session held on August 2, 2023
 - 7.3. Approve minutes from the Special Meeting held on August 7, 2023
 - 7.4. Approve July 2023 Treasurer's Report and bills
 - 7.5. Second reading and approval of policies 534, 616, 617, 618, 709, 806
 - 7.6. Approve the bid for fuel oil from Best Oil at \$0.15 over laid in cost per gallon
8. **Reports**
 - 8.1. **Early Education Report**
 - 8.2. **Business Manager Report**
 - 8.3. **Elementary Principal/Activities Director Report**
 - 8.4. **Principal Report**
 - 8.5. **Facilities Report**
 - 8.6. **Indian Education Report**
 - 8.7. **CE Report**
9. **Superintendent Report**
10. **New Business**
 - 10.1. Approve reassignment of board members to the Policy Committee and set a monthly meeting date and time
 - 10.2. Approve revisions as written to District Policy #410 - Family Medical Leave Act
 - 10.3. First Reading of revisions to District Policy #413 - Harassment and Violence
 - 10.4. First reading of District Policy #501 - Student Weapons
 - 10.5. First reading of revisions to District Policy #504 - Student Dress and Appearance
 - 10.6. First reading of District Policy #506 - Student Discipline
 - 10.7. First reading of District Policy #507 - Corporal Punishment
 - 10.8. First reading of District Policy #524.1 (formerly #360) - Student Cell Phones
 - 10.9. First reading of revisions to District Policy #532 - Use of Peace Officers and Crisis Teams to Remove Students with IEP's from School Grounds
 - 10.10. First Reading of revisions to District Policy #539 - Dance Rules
 - 10.11. Rescind Policy #541 - Gang Behavior (content is already addressed in Policy #504 - Student Dress and Appearance, Policy #506 Student Discipline)
 - 10.12. First reading of revisions to District Policy #601 - School Curriculum and Instruction Goals

- 10.13. Approve revisions as written to District Policy #722 - Public Data and Data Subject Requests
- 10.14. Review, approve and sign the contract between ISD #118 and Interquest Detection Canines for the 2023-2024 school year
- 10.15. Review, approve and sign the UNLC agreement effective September 1, 2023
- 10.16. Approve 2023-2024 Non-Licensed Staff Handbook
- 10.17. Approve 2023-2024 Licensed Staff Handbook
- 10.18. Approve 2023-2024 Mentor/Mentee Handbook
- 10.19. Approve 2023-2024 Parent/Student Handbook
11. **Personnel**
 - 11.1. Approve the Memorandum of Employment between ISD# 118 and Food Service Director, Brenda Snakenberg
 - 11.2. Approve the Memorandum of Employment between District #118 and Indian Education Director, Leah Monroe, with no revisions
 - 11.3. Approve the hire of Pat Kelehan as Cross Country Coach with a start date of August 1, 2023
 - 11.4. Approve the hire of Karissa Benoit for the position of 1.0 FTE High School Social Worker, at BA Step 6 with a start date of August 28, 2023
 - 11.5. Approve the hire of Kathryn Decker for the position of 1.0 FTE 2nd grade teacher at MA, Step 10, with a start date of August 28, 2023
12. **Other school business which can legally be brought before the Board**
13. **Next Meeting Dates:**
 - NREM First Negotiations, August 31, 2023, 4:30 PM
 - Regular Meeting, September 20, 2023, 5:30 PM
14. **Adjournment**

Regular Meeting

Wednesday, July 19, 2023 5:30 PM

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

Aaron Ammerman: Present
Linda Knox: Present
Terri Nystrom: Present
Seth Robison: Present
Marc Ruyak: Present
Tyler Seifert: Present
Bill Wake: Present

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

Action(s):

Call for a motion to adopt the agenda. This motion, made by Aaron Ammerman and seconded by Linda Knox, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

Discussion: Agenda Item 10.6.3, 10.6.6 and 10.6.8 were removed from the agenda for further discussion at the August 2, 2023 Work Session

5. Recognitions

6. Audience Recognition

Discussion: Ryder Pepin

7. Consent items

Action(s):

Call for a motion to approve the consent items. This motion, made by Aaron Ammerman and seconded by Seth Robison, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

7.1. Approve meeting minutes from the Regular Meeting held on June 21, 2023

7.2. Approve June 2023 Treasurer's report and bills

7.3. Approve 1st National Bank of Walker as official depository for 2023-24

7.4. Approve Pemberton, Sorlie, Rufer, Kerschner, PLLP, as school attorneys for 2023-24

7.5. Adopt District Policy # 418 with revisions as written

7.6. Adopt District Policy #419 with revisions as written

7.7. Second Reading and Approval of Policies: 425, 446, 502, 505, 508, 509, 510, 511, 514, and 516.5

7.8. Accept the bid from Epic LLC for snow removal at the Longville bus garage for the 2023-24 school year (1"-5" snow accumulation at \$150 per hour, 6" or more at \$200 per hour)

7.9. Accept the bid from Ferrellgas for propane for 2023-24 school year (\$1.399 per gal)

7.10. Accept the bid from Sandstrom's for milk during the 2023-24 school year (1% white milk for \$.33 per carton and chocolate milk for \$.36 per carton)

7.11. Accept the bid from Outdoor Creations & Renovations for snow removal at the Remer campus during the 2023-24 school year (\$97 per hour)

7.12. Approve the resolution accepting gifts/donations to Northland Community Schools: Whereas the following; therefore, BE IT RESOLVED by the School Board of Northland Community Schools District 118, Remer, and State of Minnesota as follows: The Northland Community Schools - District 118 School Board does hereby accept the following donations:

- \$1200 from the Northland Lions Club for Band
- \$100 from David and Sharon Rouse for Trap Club

8. Reports

8.1. Early Education Report

8.2. Business Manager Report

8.3. Elementary Principal/Activities Director Report

8.4. Principal Report

8.5. Facilities Report

8.6. Indian Education Report

8.7. CE Report

9. Superintendent Report

10. New Business

Action(s):

Approve the contract with ARCC for Business Management services from Lori Backlund. This motion, made by Bill Wake and seconded by Linda Knox, Passed.

Voting Detail:

Aaron Ammerman:	Yea
Linda Knox:	Yea
Terri Nystrom:	Yea
Seth Robison:	Yea
Marc Ruyak:	Yea
Tyler Seifert:	Yea
Bill Wake:	Yea

Voting Summary: Yea: 7, Nay: 0

10.1. Approve renewal of the 2023-24 Business Manager contract with ARCC for Lori Backlund

Action(s):

Call for a motion to approve renewing the contract for 2023-24 between ISD #118 and ARCC for Business Manager services provided by Lori Backlund. This motion, made by Bill Wake and seconded by Linda Knox, Passed.

Voting Detail:

Aaron Ammerman:	Yea
Linda Knox:	Yea
Terri Nystrom:	Yea
Seth Robison:	Yea
Marc Ruyak:	Yea
Tyler Seifert:	Yea
Bill Wake:	Yea

Voting Summary: Yea: 7, Nay: 0

10.2. Approve the 2023-24 Coaches Handbook

Action(s):

Approve the 2023-24 Coaches Handbook with the proposed revisions. This motion, made by Bill Wake and seconded by Seth Robison, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

10.3. Approve the 2023-24 Extra Curricular Activities Handbook

Action(s):

Approve the 2023-24 Extra Curricular Activities with the proposed revisions. This motion, made by Linda Knox and seconded by Bill Wake, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

10.4. Discussion and possible action regarding seal coating quotes for the front parking lot project

Action(s):

Approve the sealcoating quote from Commercial Asphalt. This motion, made by Marc Ruyak and seconded by Seth Robison, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

10.5. Call for bids for fuel oil for 2023-24 with a bid opening on August 9, 2023

Action(s):

Motion to call for fuel oil bids with a bid opening date of August 9, 2023, at 2:00pm. This motion, made by Seth Robison and seconded by Linda Knox, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

10.6. Recommendations from Monday, July 10, 2023 Policy Committee meeting

10.6.1. Adopt District Policy #102 with revisions as written

Action(s):

Motion to approve District Policy #102 - Equal Educational Opportunity - as amended. This motion, made by Seth Robison and seconded by Tyler Seifert, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

10.6.2. Adopt District Policy #424 with revisions as written

Action(s):

Approve adoption of District Policy #424 - License Status- as amended. This motion, made by Terri Nystrom and seconded by Linda Knox, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea

Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

10.6.3. Adopt District Policy #507 with revisions as written

Action(s):

Approve adoption of District Policy #507 - Corporal Punishment - as amended. This motion, made by Linda Knox and seconded by Aaron Ammerman, Withdrawn.

10.6.4. Adopt District Policy #513 with revisions as written

Action(s):

Approve adoption of District Policy #513 - Student Promotion, Retention and Program Design - as amended. This motion, made by Terri Nystrom and seconded by Aaron Ammerman, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

10.6.5. Adopt District Policy #524 with revisions as written

Action(s):

Approve adoption of District Policy #524 -Internet Acceptable Use and Safety - as amended. This motion, made by Seth Robison and seconded by Tyler Seifert, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

10.6.6. Adopt District Policy #532 with revisions as written

Discussion: Removed from the agenda for further discussion at August 2, 2023 Work Session

10.6.7. First reading of revised Policy #534

10.6.8. Adopt District Policy #601 with revisions as written

10.6.9. Adopt District Policy #602 with revisions as written

Action(s):

Approve adoption of District Policy #602 as amended. This motion, made by Linda Knox and seconded by Aaron Ammerman, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

10.6.10. Adopt District Policy #603 with revisions as written

Action(s):

Approve adoption of District Policy #603 - Curriculum Development - as amended. This motion, made by Seth Robison and seconded by Terri Nystrom, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

10.6.11. Adopt District Policy #604 with revisions as written

Action(s):

Approve adoption of District Policy #604 - Instructional Curriculum - as amended. This motion, made by Tyler Seifert and seconded by Aaron Ammerman, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

10.6.12. Adopt District Policy #613 with revisions as written

Action(s):

Approve adoption of District Policy #613 as amended. This motion, made by Seth Robison and seconded by Linda Knox, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

10.6.13. First reading of revised MSBA Policy #616

10.6.14. First Reading of revised Policy #617

10.6.15. First Reading of revised Policy #618

10.6.16. Adopt MSBA's new policy "Literacy and the READ Act" as District Policy #621

Action(s):

Approve adoption of MSBA original policy - Literacy and the Read Act - as District Policy #621. This motion, made by Seth Robison and seconded by Tyler Seifert, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea

Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

10.6.17. Adopt MSBA's new policy "Online Instruction" as District Policy #624

Action(s):

Approve adoption of MSBA original policy "Online Instruction" as District Policy #624. This motion, made by Terri Nystrom and seconded by Linda Knox, Passed.

Voting Detail:

Aaron Ammerman: Yea

Linda Knox: Yea

Terri Nystrom: Yea

Seth Robison: Yea

Marc Ruyak: Yea

Tyler Seifert: Yea

Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

10.6.18. Adopt District Policy #708 revisions as written

Action(s):

Approve adoption of District Policy #708 - Transportation of Nonpublic School Students - as amended. This motion, made by Seth Robison and seconded by Tyler Seifert, Passed.

Voting Detail:

Aaron Ammerman: Yea

Linda Knox: Yea

Terri Nystrom: Yea

Seth Robison: Yea

Marc Ruyak: Yea

Tyler Seifert: Yea

Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

10.6.19. First Reading of revised Policy #709

10.6.20. First Reading of revised District Policy #806

10.7. Resolution Stating the Intention of the School Board to Approve the FY24 LTFM Plan: whereas the following; BE IT RESOLVED by the School Board of Independent School District No. 118, State of Minnesota, approves the district's Long Term Facilities Maintenance Plan. The Board will follow the LTFM Legislation as follows:

10.8. 1. The district will maintain and implement a health and safety program that complies with regulations.

2. The district will maintain an indoor air quality management program.

3. As outlined in the LTFM plan, the district intends to use the dollars in a pay-as-you-go format.

Action(s):

Approve the LTFM plan. This motion, made by Tyler Seifert and seconded by Seth Robison, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

11. Personnel

11.1. Approve the hire of Rod Anderson as 1.0 FTE Science teacher for the 2023-24 school year at MA+15, Step 10 with a start date of August 28, 2023

Action(s):

Call for a motion to approve the hire of Rod Anderson, Science Teacher, at MA+15, Step 10 with a start date of August 28, 2023. This motion, made by Tyler Seifert and seconded by Bill Wake, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

11.2. Approve the 2023-2025 Memorandum of Employment between ISD #118 and Executive Secretary, Tina Anderson, effective July 1, 2023

Action(s):

Motion to approve the 2023-25 Memorandum of Employment, effective July 1, 2023, with Executive Secretary, Tina Anderson. This motion, made by Aaron Ammerman and seconded by Tyler Seifert, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

- 11.3. Approve the 2023-2025 Memorandum of Employment between ISD #118 and Community Education Program Coordinator, Jennifer Welk

Action(s):

Motion to approve the 2023-25 Memorandum of Employment with Jennifer Welk, Community Education Program Coordinator, effective July, 1, 2023. This motion, made by Linda Knox and seconded by Bill Wake, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

12. **Other school business which can legally be brought before the Board**

13. **Next Meeting Dates:**

- **Work Session, August 2, 5:30pm**
- **Regular Meeting, August 16, 5:30pm**

14. **Adjournment**

Action(s):

Call for a motion to adjourn the July 19, 2023 Regular Meeting at 6:15pm. This motion, made by Linda Knox and seconded by Bill Wake, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Yea
Marc Ruyak: Yea
Tyler Seifert: Yea

Bill Wake: Yea

Voting Summary: Yea: 7, Nay: 0

Discussion: Visitors in attendance: Michelle Pepin, Ryder
Pepin, Carol Procopio, Kyndra Johnson

Tina Anderson, Recording Secretary

Linda Knox, Board Clerk

Work Session

Wednesday, August 2, 2023 5:30 PM

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

1. Greetings, Pledge of Allegiance, Mission Statement

Mission Statement: *Educate and inspire all learners to reach their full potential*

2. Discussion Items

2.1. Support Room Changes

Discussion: Discussion among board members regarding proposed changes to the Support Room for the 2023-2024 school year.

2.2. 2024 - 2025 Administration Model

Discussion: The board discussed options regarding the proposed Administration Model

2.3. School Resource Officer

Discussion: Discussion about the use of a School Resource Officer

2.4. Strategic Planning

Discussion: Discussion to begin working on the Strategic Plan set to expire in June 2024

2.5. Discussion about policy changes and revisions as a result of the 2023 Legislative Session:

Discussion: Further discussion and clarification to revisions of mandatory policies that were taken off the agenda from the Regular Meetings held on June 21, 2023 and July 19, 2023

2.5.1. Policy # 501 - School Weapons

2.5.2. Policy #507 - Corporal Punishment and Prone Restraint

2.5.3. Policy #532 - Use of Peace Officers and Crisis Teams to Remove Students with IEP's from School Grounds

2.5.4. Policy #601 - School District Curriculum and Instruction Goals

3. Next Meeting:

Regular Meeting, August 16, 2023, 5:30pm

Discussion: The Board of Directors called for a Special Meeting to be held on August 7, 2023 at 5:30pm in order to take action on agenda items discussed during the August 2, 2023 Work Session

Tina Anderson, Recording Secretary

Linda Knox. Board Clerk

Special Meeting

Monday, August 7, 2023 5:30 PM

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

Aaron Ammerman: Present
Linda Knox: Present
Terri Nystrom: Present
Seth Robison: Absent
Marc Ruyak: Present
Tyler Seifert: Present
Bill Wake: Absent

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

Action(s):

Board Chair Ruyak called for a motion to adopt the agenda. This motion, made by Linda Knox and seconded by Tyler Seifert, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Absent
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 2

5. New Business

5.1. Approve the resignation of Northland High School Principal, Mark Motherway, effective August 11, 2023

Action(s):

Approved High School Principal, Mark Motherway's resignation effective August 11, 2023. This motion, made by Aaron Ammerman and seconded by Tyler Seifert, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Absent
Marc Ruyak: Yea
Tyler Seifert: Yea

Bill Wake: Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 2

5.2. Discuss and approve Administration Model for the 2023-2024 School Year

Action(s):

Approved the Administration Model effective beginning the 2023-2024 school year. This motion, made by Marc Ruyak and seconded by Aaron Ammerman, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Absent
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 2

Discussion: The School Board approved the 2023-2024 Administration Model to include a half-time Superintendent/half-time High School Principal, a full-time Elementary Principal and a full-time Dean of Students and will commit to this model for a period of three years

5.3. Discuss and approve restructuring the role of Interim Superintendent, Mary Yakibchuk, to include the transfer of all High School Principal duties for the 2023-2024 School Year and the designation of Superintendent Yakibchuk as Interim Superintendent/High School Principal for the 2023-2024 school year

Action(s):

Approved the transfer of all High School Principal duties to Interim Superintendent, Mary Yakibchuk for the 2023-2024 school year. This motion, made by Marc Ruyak and seconded by Tyler Seifert, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Absent
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 2

5.4. Discuss and approve personnel committee to engage in negotiations with Interim Superintendent regarding the Interim Superintendent Contract

Action(s):

Approved personnel committee to engage in

negotiations with Interim Superintendent regarding the Interim Superintendent Contract. This motion, made by Marc Ruyak and seconded by Linda Knox, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Absent
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 2

- 5.5. Discuss and approve salary range and qualifications of a Dean of Students position

Action(s):

Approve the Dean of Students qualifications and move salary range discussion to a future meeting. This motion, made by Marc Ruyak and seconded by Aaron Ammerman, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Absent
Marc Ruyak: Yea
Tyler Seifert: Yea
Bill Wake: Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 2

Discussion: As per the newly created job description, the Dean of Students position will not require an Administrator's license but is preferred. The salary range will be discussed in detail at a later date, within the parameters of the NREM teacher contract, which uses a formula that includes education, license type and experience to determine a starting salary.

- 5.6. Discuss and approve the opening of a 1.0 FTE Dean of Students position to be posted effective immediately

Action(s):

Approve posting for a 1.0 FTE Dean of Students position effective immediately. This motion, made by Marc Ruyak and seconded by Linda Knox, Passed.

Voting Detail:

Aaron Ammerman: Yea
Linda Knox: Yea
Terri Nystrom: Yea
Seth Robison: Absent
Marc Ruyak: Yea
Tyler Seifert: Yea

Bill Wake: Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 2

5.7. Approve posting for Northland Community Schools, Dean of Students

6. **Adjournment**

Action(s):

Board Chair Ruyak called for a motion to adjourn the meeting at 6:00pm. This motion, made by Aaron Ammerman and seconded by Linda Knox, Passed.

Voting Detail:

Aaron Ammerman: Yea

Linda Knox: Yea

Terri Nystrom: Yea

Seth Robison: Absent

Marc Ruyak: Yea

Tyler Seifert: Yea

Bill Wake: Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 2

Visitors: Carol Procopio, Kyndra Johnson

Tina Anderson, Recording Secretary

Linda Knox, Board Clerk

Northland Community Schools

Finance Report 7/31/2023

First National Bank

General Checking	\$275,489.03
Money Market Account	\$102,180.14
CD Operating Matures 8/8/23	\$265,540.89
CD Operating Matures 8/8/24	\$269,578.53
CD/Scholarship Carpenter Matures 6/17/24	\$8,145.20
CD/Scholarship Carpenter Matures 6/17/24	\$14,709.38
CD/Scholarship Felton Matures 12/10/23	\$7,187.18
CD/Scholarship Sepin Matures 8/25/26	\$3,435.04
Total Investments	\$670,776.36
 Total of all deposits at First National Bank	 \$946,265.39
 MN Trust Account at PMA total Value	 \$2,477,066.42

Accounts Payable Checks/Wires and Deposits by Fund

Fund #	Fund Description	Deposits	A/P Checks
01	General Fund	\$459,503.86	\$313,313.80
02	Food Service Fund	\$124.05	\$2,207.62
03	Transportation Fund	\$0.00	\$25,959.36
04	Community Ed Fund	\$7,976.27	\$18,224.43
05	Capital Fund	\$0.00	\$7,674.00
06	Construction Fund	\$0.00	\$599.60
07	Debt Redemption Fund	\$11,890.51	\$340,591.88
08	Scholarship Fund	\$0.00	\$0.00
Total		\$479,494.69	\$708,570.69

July 2023 Payroll

	Monthly Total
Gross Payroll	\$257,738.25
Employer Benefits	\$59,825.08
Employer Taxes	\$18,155.11
Total Cost of Payroll	\$335,718.44

Includes Payrolls:

S202401 7/14/2023
S202402 7/30/2023
S202324S2 7/14/2023
S202323 7/14/2023
S202323 7/30/2023

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

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount	
16158	0118	chec															
April 2023 ELS			21578	Credit	A	07/19/23	9876	Check	1	1082	LLBO EARLY CHILDHOOD Pathways II				4,016.66	0.00	
						0118	R 04 500 582 000 337 300								Receipt Total:	\$4,016.66	\$0.00
May 2023 ELS			21579	Credit	A	07/19/23	9877	Check	1	1082	LLBO EARLY CHILDHOOD Pathways II				3,959.61	0.00	
						0118	R 04 500 582 000 337 300								Receipt Total:	\$3,959.61	\$0.00
B.Johnson Health Insurance			21580	Credit	A	07/19/23	9878	Check	1	1070	RETIRE/DEDUCT: Elem Retired Emp Benefit				855.67	0.00	
						0118	E 01 010 203 000 000 291								Receipt Total:	\$855.67	\$0.00
Band Donation			21581	Credit	A	07/19/23	9879	Check	1	1053	NORTHLAND LIONS Band Activity				1,200.00	0.00	
						0118	R 01 310 298 410 301 096								Receipt Total:	\$1,200.00	\$0.00
Avid 2023			21582	Credit	A	07/19/23	9880	Check	1	1167	SOURCEWELL AVID Reimbursements				4,450.00	0.00	
						0118	R 01 020 211 081 000 096								Receipt Total:	\$4,450.00	\$0.00
L.Sizenbach wages			21583	Credit	A	07/19/23	9881	Check	1	1094	MSEA	2075	06/16/23	Invoice	459.68	459.68	0.00
						0118	B 01 115 000								Receipt Total:	\$459.68	\$0.00
HRT Certification			21584	Credit	A	07/19/23	9882	Check	1	1167	SOURCEWELL Sourcewell Grants/Awards				1,650.00	0.00	
						0118	R 01 005 000 200 000 096								Receipt Total:	\$1,650.00	\$0.00
Retirement of Credits			21585	Credit	A	07/19/23	9883	Check	1	C1	Miscellaneous Customer Misc Revenue				237.83	0.00	
						0118	R 01 005 000 000 000 099								Receipt Total:	\$237.83	\$0.00
M.Simek Health & Dental			21586	Credit	A	07/19/23	9884	Check	1	1070	RETIRE/DEDUCT: Retired Emp Benefit				292.64	0.00	
						0118	E 01 020 211 000 000 291								Receipt Total:	\$292.64	\$0.00
Short in June Deposit			21587	Credit	A	07/19/23		Check	1	1073	BAND I Band Activity				0.20	0.00	
						0118	R 01 310 298 410 301 096								Receipt Total:	\$0.20	\$0.00
														Deposit Total:	\$17,122.29	\$0.00	

ISD#118 Remer-Longville

Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16159	0118	chec														
Cass County Flnal Settlement			21588	Credit	A	07/03/23	07032023	Wire	1	1097						
						0118	R 01 005 000	000 000	001	Taxes					37,029.79	0.00
														Receipt Total:	\$37,029.79	\$0.00
														Deposit Total:	\$37,029.79	\$0.00
16160	0118	chec														
Net Food Service Payments			21589	Credit	A	07/31/23	07312023	Wire	1	1069						
						0118	B 02 230 001			Food Service Deferred Revenue					117.05	0.00
														Receipt Total:	\$117.05	\$0.00
														Deposit Total:	\$117.05	\$0.00
16161	0118	2														
MA IEP			21590	Credit	A	07/06/23	797093	Wire	1	MDE						
						0118	R 01 005 000	000 372	071	Minn Dept of ED Med Assist Fr Dept of HS					13,835.27	0.00
														Receipt Total:	\$13,835.27	\$0.00
														Deposit Total:	\$13,835.27	\$0.00
16162	0118	2														
SERVS			21591	Credit	A	07/10/23	0797215	Wire	1	MDE						
						0118	R 01 005 000	000 424	400	TITLE VI PART B REAP					1,355.29	0.00
						0118	R 01 005 000	011 424	400	Federal Aids & Grant					425.06	0.00
						0118	R 01 005 000	000 170	400	Federal Aids & Grant					326.21	0.00
														Receipt Total:	\$2,106.56	\$0.00
														Deposit Total:	\$2,106.56	\$0.00
16163	0118	2														
IDEAS payment			21592	Credit	A	07/15/23	797455	Wire	1	MDE						
						0118	R 01 005 000	000 000	211	Minn Dept of ED Gen Ed/Spar/Pen Adj Aid					65,843.67	0.00
														Receipt Total:	\$65,843.67	\$0.00
														Deposit Total:	\$65,843.67	\$0.00
16164	0118	2														
Servs Reim & St Milk			21593	Credit	A	07/13/23	797388	Wire	1	MDE						
						0118	R 02 005 770	000 703	300	STATE SPECIAL MILK					7.00	0.00

ISD#118 Remer-Longville

Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16164	0118	2														
Servs Reim & St Milk																
			21593	Credit	A	07/13/23	797388	Wire	1	MDE						
						0118	R 01 005 000	012 161 400		Federal Aids & Grant					17,003.08	0.00
														Receipt Total:	\$17,010.08	\$0.00
														Deposit Total:	\$17,010.08	\$0.00
16165	0118	2														
SERVS reimb																
			21594	Credit	A	07/27/23	798062	Wire	1	MDE						
						0118	R 01 005 000	000 170 400		Federal Aids & Grant					136.18	0.00
						0118	R 01 005 000	012 161 400		Federal Aids & Grant					7,199.62	0.00
						0118	R 01 005 000	012 155 400		Federal Aids & Grant					518.64	0.00
						0118	R 01 005 000	012 155 400		Federal Aids & Grant					92,395.10	0.00
						0118	R 01 005 000	011 433 400		Title IV part A, Prior Year					7,768.31	0.00
						0118	R 01 005 000	000 433 400		Title IV					3,702.29	0.00
						0118	R 01 005 000	000 401 400		TITLE I					293.08	0.00
														Receipt Total:	\$112,013.22	\$0.00
														Deposit Total:	\$112,013.22	\$0.00
16166	0118	2														
IDEAS and SERVS																
			21595	Credit	A	07/28/23	798180	Wire	1	MDE						
						0118	R 01 005 000	000 000 211		Gen Ed/Spar/Pen Adj Aid					136,835.92	0.00
						0118	R 07 005 000	000 000 234		Hmstd/Ag Market Value Crec					563.04	0.00
						0118	R 07 005 000	000 000 258		Other State Credits					11,327.47	0.00
						0118	R 07 005 000	000 000 229		Disparity Reduct Aid					16.46	0.00
						0118	R 01 005 000	012 155 400		Federal Aids & Grant					957.07	0.00
						0118	R 01 005 000	000 401 400		TITLE I					63,629.51	0.00
						0118	R 01 010 000	499 499 400		CEM					983.43	0.00
														Receipt Total:	\$214,312.90	\$0.00
														Deposit Total:	\$214,312.90	\$0.00
16167	0118	2														
MA IEP																
			21596	Credit	A	07/19/23	0797718	Wire	1	MDE						
						0118	R 01 005 000	000 372 071		Med Assist Fr Dept of HS					103.86	0.00
														Receipt Total:	\$103.86	\$0.00
														Deposit Total:	\$103.86	\$0.00
														Report Total:	\$479,494.69	\$0.00

ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105419	6564		REMIT ACTIVE INTERNET TECHNOLOGIES LLC		Check		
				E 01	005 630 000 000 405	WEBSITE MANAGEMENT		\$1,071.00	
	PO#:	Voucher #:	71618	Invoice	Invoice No: INV055085	7/10/2023	Paid Amt:	\$1,071.00	
							Check Amount:	\$1,071.00	
0118	chec	105420	3296		AMAZON.COM		Check		
				E 01	010 050 000 000 401	Blue Sky 2023-2024 Academic Year Teacher M		\$15.92	
				E 01	010 050 000 000 401	Desk Calendar 2023-2024 - Calendar 2023-20		\$10.48	
				E 01	020 050 000 000 401	Shipping		\$20.97	
	PO#: 19277	Voucher #:	71616	Invoice	Invoice No: 1KDW-7PHX-DF49	7/10/2023	Paid Amt:	\$47.37	
				E 01	020 050 000 000 401	B008RUTFLA Lexmark 14YK Konica Minolta S		\$60.00	
				E 01	020 050 000 000 401	B08ZHW3DJX Fushing 50 Heavy Duty Double		\$23.90	
	PO#: 19177	Voucher #:	71619	Invoice	Invoice No: 1KDW-7PHX-DF49-A	7/10/2023	Paid Amt:	\$83.90	
				E 01	010 203 012 161 430	Instructional Supp		\$74.16	
	PO#:	Voucher #:	71620	Credit	Invoice No: 1J3L-3MNQ-KVHL	7/10/2023	Paid Amt:	(\$74.16)	
							Check Amount:	\$57.11	
0118	chec	105421	06415		ANDERSON GLASS		Check		
				E 01	005 810 000 000 350	Glazing for glass out in S stairway quote W00f		\$2,895.01	
	PO#: 19030	Voucher #:	71572	Invoice	Invoice No: 1054699	7/10/2023	Paid Amt:	\$2,895.01	
							Check Amount:	\$2,895.01	
0118	chec	105422	4459		ARCHITECTURAL RESOURCES INC		Check		
				E 06	005 867 000 384 520	LTFM Bonded Site Improvement		\$599.60	
	PO#:	Voucher #:	71583	Invoice	Invoice No: 21093.2-1	7/10/2023	Paid Amt:	\$599.60	
							Check Amount:	\$599.60	
0118	chec	105423	4446		ARROWHEAD REGIONAL COMPUTING		Check		
				E 01	005 110 000 000 391	4th qtr-Business Manager		\$15,000.00	
	PO#:	Voucher #:	71585	Invoice	Invoice No: 1828	7/10/2023	Paid Amt:	\$15,000.00	
							Check Amount:	\$15,000.00	
0118	chec	105424	5181		AUL/MIDAMERICA ADMINISTRATIVE & RETIREMENT SOLUTIONS INC		Check		
				E 01	005 020 000 000 251	Mike Doro		\$2,500.00	
	PO#:	Voucher #:	71631	Invoice	Invoice No: M.Doro 7/1/23	7/10/2023	Paid Amt:	\$2,500.00	
							Check Amount:	\$2,500.00	
0118	chec	105425	4848		BIRCHBARK BOOKS		Check		
				E 01	020 258 000 313 430	Native Am.Clothing		\$65.00	
				E 01	020 258 000 313 430	Bear medicine print		\$26.00	
				E 01	020 258 000 313 430	Giigoonken go fish student edition		\$10.00	
				E 01	020 258 000 313 430	Mabel McKay weaving the dream		\$29.95	
				E 01	020 258 000 313 430	tribes of great plains card game		\$10.00	

ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105425	4848		BIRCHBARK BOOKS		Check		
				E 01	020 258 000 313 430	Ginanaadawigoom / we heal you card set		\$28.00	
				E 01	020 258 000 313 430	REZ LIFE David Treuer		\$17.00	
				E 01	020 258 000 313 430	A bag worth a pony the art of the ojibwe bandc		\$34.95	
				E 01	020 258 000 313 430	Freight		\$20.00	
	PO#: 19198	Voucher #:	71594	Invoice	Invoice No: 50001323	7/10/2023	Paid Amt:	\$240.90	
							Check Amount:	\$240.90	
0118	chec	105426	6468		BRANDON OTWAY		Check		
				E 01	010 640 034 316 185	HRS RETREAT MILEAGE		\$123.14	
	PO#:	Voucher #:	71573	Invoice	Invoice No: 06272023	7/10/2023	Paid Amt:	\$123.14	
							Check Amount:	\$123.14	
0118	chec	105427	4672		BSN SPORTS		Check		
				E 01	310 296 310 301 402	010 - BLACK-WOMENS EPIC 2.0 KNIT JACK		\$1,000.00	
				E 01	310 296 310 301 402	Frieght		\$40.00	
	PO#: 19116	Voucher #:	71621	Invoice	Invoice No: 9216465435	7/10/2023	Paid Amt:	\$1,040.00	
				E 01	310 296 310 000 401	Sport Write Pro Volleyball Board, Item # - 138:		\$31.99	
				E 01	310 296 310 000 401	Freight		\$8.00	
	PO#: 19104	Voucher #:	71622	Invoice	Invoice No: 921637298	7/10/2023	Paid Amt:	\$39.99	
							Check Amount:	\$1,079.99	
0118	chec	105428	05062	R	CAPITAL ONE		Check		
				E 01	020 258 000 313 430	MISC beads -sewing materials-painting suppli		\$500.40	
	PO#: 19212	Voucher #:	71576	Invoice	Invoice No: 963152525246053	7/10/2023	Paid Amt:	\$500.40	
				E 01	310 298 114 301 402	Elem Student Activity		\$33.94	
	PO#:	Voucher #:	71577	Invoice	Invoice No: 6231530334282456	7/10/2023	Paid Amt:	\$33.94	
				E 01	010 203 012 161 430	Chapter books		\$125.00	
				E 01	010 203 012 161 430	Incentives		\$43.62	
	PO#: 19262	Voucher #:	71578	Invoice	Invoice No: 653155561502585	7/10/2023	Paid Amt:	\$168.62	
				E 01	010 203 012 161 430	School supplies		\$78.49	
	PO#: 19262	Voucher #:	71579	Invoice	Invoice No: 163159421340956	7/10/2023	Paid Amt:	\$78.49	
				E 01	310 298 093 301 402	helium tank		\$50.00	
				E 01	310 298 093 301 402	graduation decorations		\$28.66	
	PO#: 19253	Voucher #:	71580	Invoice	Invoice No: 653153658502676	7/10/2023	Paid Amt:	\$78.66	
							Check Amount:	\$860.11	
0118	chec	105429	5948		COR ROBOTICS		Check		
				E 04	500 505 000 321 305	General Supplies		\$1,600.00	
	PO#:	Voucher #:	71571	Invoice	Invoice No: 06202023	7/10/2023	Paid Amt:	\$1,600.00	
							Check Amount:	\$1,600.00	

ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105430	6222		DIMENSIONS EDUCATIONAL RESEARCH FOUNDATION		Check		
				E 04	500 582 806 000 401	composite discovery table, large #6931		\$1,849.00	
				E 04	500 582 806 000 401	slapcajon, junior #5215		\$279.00	
				E 04	500 582 806 000 401	Freight		\$319.20	
PO#:	19240	Voucher #:	71570	Invoice	Invoice No: SI23467	7/10/2023	Paid Amt:	\$2,447.20	
				E 04	500 582 806 000 401	slapboxx junior #5138		\$299.00	
				E 04	500 582 806 000 401	Freight		\$44.85	
PO#:	19240	Voucher #:	71575	Invoice	Invoice No: SI23555	7/10/2023	Paid Amt:	\$343.85	
							Check Amount:	\$2,791.05	
0118	chec	105431	5672		FRONTLINE TECHNOLOGIES GROUP LLC		Check		
				E 01	005 110 000 000 305	FY 24		\$5,945.66	
PO#:		Voucher #:	71617	Invoice	Invoice No: INVUS182244	7/10/2023	Paid Amt:	\$5,945.66	
							Check Amount:	\$5,945.66	
0118	chec	105432	6106		FUN AND FUNCTION		Check		
				E 01	010 203 012 161 530	Romano Stand, Item #CF6671		\$484.90	
				E 01	010 203 012 161 530	UPS Ground Shipping		\$0.00	
				E 01	010 203 012 161 530	Shipping		\$65.76	
PO#:	19194	Voucher #:	71569	Invoice	Invoice No: 673307	7/10/2023	Paid Amt:	\$550.66	
							Check Amount:	\$550.66	
0118	chec	105433	06475		HEARTLAND TIRE SERVICE INC		Check		
				E 03	005 760 000 720 420	TIRE DISPOSAL FEE		\$25.00	
PO#:		Voucher #:	71602	Invoice	Invoice No: 15023373	7/10/2023	Paid Amt:	\$25.00	
							Check Amount:	\$25.00	
0118	chec	105434	5590		HOLDEN ELECTRIC		Check		
				E 01	005 810 000 000 350	Elec Boiler down heavy burnt plast and wire sr		\$2,975.18	
PO#:		Voucher #:	71632	Invoice	Invoice No: 72032	7/10/2023	Paid Amt:	\$2,975.18	
				E 02	005 770 000 701 530	Wire new garbage disposal		\$1,400.00	
PO#:		Voucher #:	71633	Invoice	Invoice No: 72034	7/10/2023	Paid Amt:	\$1,400.00	
				E 01	005 810 000 000 350	ELEM gym switches out in SW corner		\$140.00	
PO#:	19031	Voucher #:	71592	Invoice	Invoice No: 72035	7/10/2023	Paid Amt:	\$140.00	
							Check Amount:	\$4,515.18	
0118	chec	105435	01052		HOLKERS DO IT BEST LUMBER		Check		
				E 01	005 810 000 000 420	open PO structure like last one for misc maint		\$20.28	
PO#:	19188	Voucher #:	71587	Invoice	Invoice No: 2306-053024	7/10/2023	Paid Amt:	\$20.28	
				E 01	005 810 000 000 420	GENERAL REPAIR SUPPLIES		\$22.28	
PO#:		Voucher #:	71588	Invoice	Invoice No: 2306-053213	7/10/2023	Paid Amt:	\$22.28	
				E 01	005 810 000 000 420	GENERAL REPAIR SUPPLIES		\$54.92	
PO#:		Voucher #:	71589	Invoice	Invoice No: 2306-053441	7/10/2023	Paid Amt:	\$54.92	

ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105435	01052		HOLKERS DO IT BEST LUMBER		Check		
				E 01	005 810 000 000 420	GENERAL REPAIR SUPPLIES		\$72.29	
PO#:	Voucher #:	71590	Invoice	Invoice No:	2306-053013	7/10/2023	Paid Amt:	\$72.29	
							Check Amount:	\$169.77	
0118	chec	105436	5834		ILLUMINATE EDUCATION		Check		
				E 01	010 216 000 401 406	eduCLIMBER, Software License		\$2,135.80	
				E 01	010 216 000 401 406	Learning Community, eduCLIMBER		\$225.00	
				E 01	010 216 000 401 406	Virtual Consultations, eduCLIMBER		\$495.00	
				E 01	010 271 000 317 406	FastBridge		\$2,751.20	
				E 01	010 271 000 317 406	Training - FASTflix Subscription - Tier 2		\$750.00	
				E 01	010 271 000 317 406	Virtual Consultations, FastBridge		\$495.00	
PO#: 19271	Voucher #:	71603	Invoice	Invoice No:	INVIE0101663	7/10/2023	Paid Amt:	\$6,852.00	
							Check Amount:	\$6,852.00	
0118	chec	105437	4937		INFINITE CAMPUS		Check		
				E 01	010 203 202 000 305	LICENSE: SIS		\$1,059.00	
				E 01	020 211 000 000 305	LICENSE: SIS		\$1,059.00	
				E 01	020 211 000 000 305	LICENSE: MESSENGER		\$158.85	
				E 01	010 203 202 000 305	LICENSE: MESSENGER		\$158.85	
				E 02	005 770 000 701 305	LICENSE: FOOD SERVICE		\$706.00	
				E 01	010 203 202 000 305	TELECOM ANNUAL FEE: MESSENGER		\$345.00	
				E 01	020 211 000 000 305	TELECOM ANNUAL FEE: MESSENGER		\$345.00	
PO#:	Voucher #:	71601	Invoice	Invoice No:	ANNUAL041980	7/10/2023	Paid Amt:	\$3,831.70	
							Check Amount:	\$3,831.70	
0118	chec	105438	4422		INFINITY ONLINE		Check		
				E 01	020 211 000 000 820	INFINITY MEMBERSHIP 2023-2024		\$1,750.00	
PO#:	Voucher #:	71610	Invoice	Invoice No:	311644	7/10/2023	Paid Amt:	\$1,750.00	
							Check Amount:	\$1,750.00	
0118	chec	105439	5140		INSTITUTE FOR ENVIRONMENTAL ASSESSMENT		Check		
				E 05	005 865 000 352 305	LOTO RECERTIFICATION		\$750.00	
PO#:	Voucher #:	71568	Invoice	Invoice No:	000048638	7/10/2023	Paid Amt:	\$750.00	
							Check Amount:	\$750.00	
0118	chec	105440	4643		ISD #0317		Check		
				E 01	310 292 150 000 401	Hotel Fee - 1 coach .5 athletes		\$161.04	
				E 01	310 292 150 000 401	Coaches band		\$26.00	
PO#: 19290	Voucher #:	71584	Invoice	Invoice No:	State Track	7/10/2023	Paid Amt:	\$187.04	
							Check Amount:	\$187.04	

ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105441	5505		IXL LEARNING		Check		
				E 01	010 271 000 317 406	IXL site license (Grades PK-12: 375 students)		\$3,750.00	
	PO#: 19270	Voucher #:	71614	Invoice	Invoice No: s466782	7/10/2023	Paid Amt:	\$3,750.00	
							Check Amount:	\$3,750.00	
0118	chec	105442	1279	R	JOHNSON CONTROLS		Check		
				E 05	005 865 000 380 350	Chiller EVAP Heater Replacement per quote 1		\$3,289.00	
	PO#: 19222	Voucher #:	71591	Invoice	Invoice No: 1-129568910235	7/10/2023	Paid Amt:	\$3,289.00	
							Check Amount:	\$3,289.00	
0118	chec	105443	2598		MESPA		Check		
				E 01	010 050 000 000 820	Dues and Membership		\$351.50	
				E 01	020 050 000 000 820	Dues and Membership		\$351.50	
	PO#:	Voucher #:	71608	Invoice	Invoice No: 15257	7/10/2023	Paid Amt:	\$703.00	
							Check Amount:	\$703.00	
0118	chec	105444	4225		MIDWEST BUS PARTS		Check		
				E 03	005 760 000 720 420	12-FB-IC3910		\$3,990.40	
				E 03	005 760 000 720 420	12-5810-139V		\$1,308.60	
				E 03	005 760 000 720 420	12-580-239		\$332.10	
	PO#: 19269	Voucher #:	71604	Invoice	Invoice No: 184908	7/10/2023	Paid Amt:	\$5,631.10	
							Check Amount:	\$5,631.10	
0118	chec	105445	03598		MREA		Check		
				E 01	005 010 000 000 820	FY24 M.YAKIBCHUK		\$1,452.00	
	PO#:	Voucher #:	71609	Invoice	Invoice No: 2024-5000-1649	7/10/2023	Paid Amt:	\$1,452.00	
							Check Amount:	\$1,452.00	
0118	chec	105446	01415		MSBA		Check		
				E 01	005 010 000 000 820	POLICY SERVICES SUBSCRIPTION		\$750.00	
				E 01	005 010 000 000 820	ISD MEMBERSHIP		\$3,032.00	
				E 01	005 010 000 000 820	BOARDBOOK SUBCRPTION		\$2,100.00	
	PO#:	Voucher #:	71607	Invoice	Invoice No: INV-04719-B2B3W5	7/10/2023	Paid Amt:	\$5,882.00	
							Check Amount:	\$5,882.00	
0118	chec	105447	4065		NORTHERN STAR COOPERATIVE		Check		
				E 03	005 760 000 720 441	GASOLINE		\$707.84	
				E 03	005 760 000 720 444	DIESEL		\$1,024.91	
	PO#:	Voucher #:	71559	Invoice	Invoice No: stmt 6/30/23	7/10/2023	Paid Amt:	\$1,732.75	
							Check Amount:	\$1,732.75	
0118	chec	105448	1066		NORTHLAND AREA FAMILY CENTER		Check		
				E 01	010 200 499 499 186	RANDI ROBISON		\$144.50	
				E 01	010 200 499 499 186	TAXES		\$11.36	

ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105448	1066		NORTHLAND AREA FAMILY CENTER		Check		
				E 01	010 200 499 499 186	MILEAGE/MEALS		\$74.78	
PO#:	Voucher #:	71566	Invoice	Invoice No:	6-2023/330	7/10/2023	Paid Amt:	\$230.64	
							Check Amount:	\$230.64	
0118	chec	105449	4485		NORTHLAND FIRE PROTECTION		Check		
				E 05	005 865 000 363 305	Consulting Fees		\$310.00	
PO#:	Voucher #:	71593	Invoice	Invoice No:	54322	7/10/2023	Paid Amt:	\$310.00	
							Check Amount:	\$310.00	
0118	chec	105450	6547		NORTHLAND MONUMENT		Check		
				E 04	500 582 000 344 520	Sylva softstep playground surfacing		\$2,500.00	
PO#: 19281	Voucher #:	71565	Invoice	Invoice No:	NMI13121	7/10/2023	Paid Amt:	\$2,500.00	
							Check Amount:	\$2,500.00	
0118	chec	105451	06636		PINE CONE PRESS CITIZEN		Check		
				E 01	005 110 000 000 380	BIDS		\$102.00	
				E 01	005 110 000 000 380	MINUTES		\$360.00	
				E 01	005 110 000 000 380	BIDS		\$102.00	
PO#:	Voucher #:	71563	Invoice	Invoice No:	STMT 6/27/23	7/10/2023	Paid Amt:	\$564.00	
							Check Amount:	\$564.00	
0118	chec	105452	04532		POPPLERS MUSIC INC		Check		
				E 01	020 206 011 433 350	Bundy Flute repairs		\$335.00	
PO#:	Voucher #:	71598	Invoice	Invoice No:	2741561	7/10/2023	Paid Amt:	\$335.00	
				E 01	020 206 011 433 350	Yamaha Trombone		\$139.00	
PO#:	Voucher #:	71599	Invoice	Invoice No:	2741562	7/10/2023	Paid Amt:	\$139.00	
				E 01	020 206 011 433 350	credit		\$36.95	
PO#:	Voucher #:	71600	Credit	Invoice No:	2735284	7/10/2023	Paid Amt:	(\$36.95)	
							Check Amount:	\$437.05	
0118	chec	105453	5321		PORKY'S SEWER SERVICE		Check		
				E 01	310 292 110 000 401	portables July1-Nov This is for FY2024		\$1,500.00	
PO#: 19086	Voucher #:	71605	Invoice	Invoice No:	0381213-1	7/10/2023	Paid Amt:	\$1,500.00	
							Check Amount:	\$1,500.00	
0118	chec	105454	03258		RAPIDS WELDING SUPPLY		Check		
				E 03	005 760 000 720 420	acetone		\$18.00	
				E 03	005 760 000 720 420	oxygen		\$16.50	
				E 03	005 760 000 720 420	poly propylene		\$5.50	
				E 03	005 760 000 720 420	argon/co2		\$5.50	
PO#:	Voucher #:	71574	Invoice	Invoice No:	0030036304	7/10/2023	Paid Amt:	\$45.50	
							Check Amount:	\$45.50	

ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105455	3669		REGION 1		Check		
				E 01	010 620 000 000 820	FOLLETT LIBRARY		\$930.28	
				E 01	020 620 000 000 820	FOLLETT LIBRARY		\$930.28	
PO#:	Voucher #:	71606	Invoice	Invoice No:	12926	7/10/2023	Paid Amt:	\$1,860.56	
							Check Amount:	\$1,860.56	
0118	chec	105456	4925	R	SCHOOL SPECIALTY LLC		Check		
				E 01	010 203 012 161 530	Classroom Select Contemporary Chair, 16 Inc		\$1,925.28	
				E 01	010 203 012 161 530	Classroom Select Laminate NeoClass Leg Act		\$1,606.32	
				E 01	010 203 012 161 530	Shipping		\$0.00	
PO#: 19211	Voucher #:	71595	Invoice	Invoice No:	208132441382	7/10/2023	Paid Amt:	\$3,531.60	
			E 01	010 203 012 161 530	Classroom Select Vertical File Cabinet, 4 Drav		\$742.96		
PO#: 19182	Voucher #:	71596	Invoice	Invoice No:	208132363339	7/10/2023	Paid Amt:	\$742.96	
							Check Amount:	\$4,274.56	
0118	chec	105457	6330		SOUL SHOPPE PROGRAMS		Check		
				E 01	010 203 012 161 430	Soul Shoppe's Peace Path® (Vinyl) with Tutori		\$238.00	
				E 01	010 203 012 161 430	Shipping		\$10.20	
PO#: 19206	Voucher #:	71597	Invoice	Invoice No:	northland 2.1	7/10/2023	Paid Amt:	\$248.20	
							Check Amount:	\$248.20	
0118	chec	105458	6154		SPHERO, INC		Check		
				E 01	020 211 000 000 430	Sphero Terrain Park		\$40.00	
				E 01	020 211 000 000 430	Sphero Maze Tape		\$25.00	
				E 01	020 211 000 000 430	Sphero BOLT Power Pack + Sphero Code Ma		\$3,178.00	
				E 01	020 211 000 000 430	3 Year Product Repair under \$3,000.00 (ACC		\$200.99	
				E 01	020 211 000 000 430	Freight		\$65.75	
PO#: 19214	Voucher #:	71564	Invoice	Invoice No:	164851	7/10/2023	Paid Amt:	\$3,509.74	
							Check Amount:	\$3,509.74	
0118	chec	105459	01378		SUPREME SCH SUPPLY		Check		
				E 01	020 050 000 000 401	Class Record & Plan Combo Book (910-8LGN		\$67.50	
				E 01	010 050 000 000 401	Lesson Plan Book, 6 Day Cycle (66)		\$55.00	
				E 01	020 050 000 000 401	Freight		\$8.68	
				E 01	010 050 000 000 401	Freight		\$7.07	
PO#: 19264	Voucher #:	71615	Invoice	Invoice No:	161077	7/10/2023	Paid Amt:	\$138.25	
							Check Amount:	\$138.25	
0118	chec	105460	5243		T J TOWING		Check		
				E 03	005 760 000 720 350	tow to Remer school p.o.# 026162		\$680.00	
PO#: 19119	Voucher #:	71581	Invoice	Invoice No:	50813	7/10/2023	Paid Amt:	\$680.00	

ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	105460	5243		T J TOWING		Check
				E 03	005 760 000 720 350 Boy River to Remer		\$812.50
	PO#:	Voucher #:	71582	Invoice	Invoice No: 51056	7/10/2023	Paid Amt: \$812.50
							Check Amount: \$1,492.50
0118	chec	105461	6146		TC's FOODS INC		Check
				E 01	020 258 000 313 430 MISC food supplies for native home ec.		\$144.75
	PO#: 19195	Voucher #:	71560	Invoice	Invoice No: 178073	7/10/2023	Paid Amt: \$144.75
				E 01	020 258 000 313 430 MISC food supplies for native home ec.		\$55.56
	PO#: 19195	Voucher #:	71561	Invoice	Invoice No: 178077	7/10/2023	Paid Amt: \$55.56
							Check Amount: \$200.31
0118	chec	105462	6512		THELEN HEATING & ROOFING, INC		Check
				E 01	005 020 012 155 520 Bldg Construction		\$92,395.10
	PO#:	Voucher #:	71586	Invoice	Invoice No: REMSC#2	7/10/2023	Paid Amt: \$92,395.10
							Check Amount: \$92,395.10
0118	chec	105463	06131		TREASURE BAY PRINTING		Check
				E 01	310 294 220 301 402 ENGRAVE-1000 PTS		\$59.25
	PO#:	Voucher #:	71562	Invoice	Invoice No: 277011	7/10/2023	Paid Amt: \$59.25
							Check Amount: \$59.25
0118	chec	105464	6315		WRIGHT SPECIALTY PREMIUM TRUST		Check
				E 03	005 760 000 720 340 7NA5CA000025202-COMMERCIAL AUTO		\$11,590.00
	PO#:	Voucher #:	71611	Invoice	Invoice No: 289423	7/10/2023	Paid Amt: \$11,590.00
				E 01	005 940 000 000 340 7NAFF000037702-LIABILITY-EXCESS		\$4,063.00
	PO#:	Voucher #:	71612	Invoice	Invoice No: 289424	7/10/2023	Paid Amt: \$4,063.00
				E 01	005 940 000 000 340 7NA5CP0000452-02 COMMERCIAL PACKAG		\$51,288.69
	PO#:	Voucher #:	71613	Invoice	Invoice No: 288311	7/10/2023	Paid Amt: \$51,288.69
							Check Amount: \$66,941.69
0118	chec	105465	4144	R	ACCURATE LABEL DESIGNS		Check
				E 01	005 010 000 000 401 Roll Labels (Customized)		\$138.00
				E 01	005 010 000 000 401 Freight		\$17.95
	PO#: 19278	Voucher #:	71634	Invoice	Invoice No: 174623	7/18/2023	Paid Amt: \$155.95
							Check Amount: \$155.95
0118	chec	105466	04084		AMERICAN DISPOSAL		Check
				E 01	005 810 000 000 331 JUNE		\$997.85
	PO#:	Voucher #:	71655	Invoice	Invoice No: 540509978	7/18/2023	Paid Amt: \$997.85
							Check Amount: \$997.85
0118	chec	105467	4672		BSN SPORTS		Check
				E 04	500 505 000 321 401 Basketballs		\$319.90
				E 04	500 505 000 321 401 Basketballs needles		\$4.99

ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105467	4672		BSN SPORTS		Check		
				E 04	500 505 000 321 401	bags to store basketball Jerseys in		\$41.97	
				E 04	500 505 000 321 401	Freight		\$26.52	
	PO#: 19304	Voucher #: 71676		Invoice	Invoice No: 921922861	7/18/2023	Paid Amt:	\$393.38	
							Check Amount:	\$393.38	
0118	chec	105468	5454		REMIT DAKOTA MAILING		Check		
				E 01	005 110 000 000 401	Ink for postage machine		\$173.90	
				E 01	005 110 000 000 401	Freight		\$15.31	
	PO#: 19245	Voucher #: 71642		Invoice	Invoice No: AR64934	7/18/2023	Paid Amt:	\$189.21	
							Check Amount:	\$189.21	
0118	chec	105469	3580		EDUCATORS BENEFIT CONSULTANTS LLC		Check		
				E 01	005 110 000 000 299	FLEX PLAN ADMINISTRATION		\$125.00	
				E 01	005 110 000 000 299	FLEX PARTICIPANT SYSTEM FEE		\$24.00	
	PO#:	Voucher #: 71635		Invoice	Invoice No: 28861	7/18/2023	Paid Amt:	\$149.00	
							Check Amount:	\$149.00	
0118	chec	105470	5520		ESSENTIAL HEALTH MPLS		Check		
				E 03	005 760 000 720 290	T.DATZMAN ACCT#113406716		\$158.00	
	PO#:	Voucher #: 71669		Invoice	Invoice No: DATZMAN	7/18/2023	Paid Amt:	\$158.00	
							Check Amount:	\$158.00	
0118	chec	105471	06679	R	FERRELLGAS		Check		
				E 01	005 810 000 000 442	ecfe building		\$1,030.05	
	PO#:	Voucher #: 71671		Invoice	Invoice No: 1123328542	7/18/2023	Paid Amt:	\$1,030.05	
							Check Amount:	\$1,030.05	
0118	chec	105472	6550		GREEN AGAIN LAWN AND LANDSCAPING, INC		Check		
				E 01	005 810 000 000 350	FY2024 **** Weed and Feed for Grass Broadl		\$4,000.00	
	PO#: 19220	Voucher #: 71659		Invoice	Invoice No: 9251	7/18/2023	Paid Amt:	\$4,000.00	
				E 01	005 810 000 000 350	FY2024 **** vegetation control fence lines all t		\$1,800.00	
	PO#: 19232	Voucher #: 71660		Invoice	Invoice No: 9250	7/18/2023	Paid Amt:	\$1,800.00	
							Check Amount:	\$5,800.00	
0118	chec	105473	4498		HILDI INC		Check		
				E 01	005 110 052 000 305	HILDI (OPEB)		\$985.00	
	PO#:	Voucher #: 71656		Invoice	Invoice No: 15166	7/18/2023	Paid Amt:	\$985.00	
							Check Amount:	\$985.00	
0118	chec	105474	03788	R	HILLYARD/HUTCHINSON		Check		
				E 01	005 810 000 000 410	CROSSLINKER 6/CS		\$220.00	
				E 01	005 810 000 000 410	TROPHY H2O GYM FINISH		\$3,485.00	
				E 01	005 810 000 000 410	TACK-IT		\$166.00	
				E 01	005 810 000 000 410	PAD 20 IN BUFF RED 5 CS		\$12.00	

ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105474	03788	R	HILLYARD/HUTCHINSON		Check		
				E 01	005 810 000 000 410	PAD COMP 23 & 30 IN FOR HIL50108 MULTI		\$84.00	
	PO#:	Voucher #:	71667	Invoice	Invoice No: 605157420	7/18/2023	Paid Amt:	\$3,967.00	
							Check Amount:	\$3,967.00	
0118	chec	105475	5590		HOLDEN ELECTRIC		Check		
				E 05	005 865 000 363 350	Replace 6 emergency and exit lights per quote		\$2,800.00	
	PO#: 18932	Voucher #:	71646	Invoice	Invoice No: 72142	7/18/2023	Paid Amt:	\$2,800.00	
				E 05	005 865 000 363 350	Exit light A31A Hallway by Art North is illegally		\$525.00	
	PO#: 19173	Voucher #:	71647	Invoice	Invoice No: 72143	7/18/2023	Paid Amt:	\$525.00	
							Check Amount:	\$3,325.00	
0118	chec	105476	01052		HOLKERS DO IT BEST LUMBER		Check		
				E 03	005 760 000 720 420	STUD FINDER		\$22.90	
	PO#:	Voucher #:	71686	Invoice	Invoice No: 2307-055193	7/18/2023	Paid Amt:	\$22.90	
							Check Amount:	\$22.90	
0118	chec	105477	4163		IASC		Check		
				E 01	010 630 000 000 305	FY24 JULY SCI REIMB		\$116.67	
				E 01	020 630 000 000 305	Tech Cnsltnt Deer Rvr&IASC		\$116.67	
	PO#:	Voucher #:	71641	Invoice	Invoice No: 3494	7/18/2023	Paid Amt:	\$233.34	
							Check Amount:	\$233.34	
0118	chec	105478	02406		ISD #0002		Check		
				E 04	500 507 000 000 391	Q4 OTWAY SALARY & BENEFITS		\$9,950.00	
	PO#:	Voucher #:	71668	Invoice	Invoice No: 1271	7/18/2023	Paid Amt:	\$9,950.00	
							Check Amount:	\$9,950.00	
0118	chec	105479	1279	R	JOHNSON CONTROLS		Check		
				E 01	005 810 000 000 305	*service agreement year2 fy2024 per quote 4-		\$13,177.50	
	PO#: 19259	Voucher #:	71674	Invoice	Invoice No: 1-129807906553	7/18/2023	Paid Amt:	\$13,177.50	
							Check Amount:	\$13,177.50	
0118	chec	105480	01098		JOHNSON TELEPHONE CO		Check		
				E 01	005 010 000 000 320	R0520		\$605.42	
	PO#:	Voucher #:	71639	Invoice	Invoice No: R0520-7/1/23	7/18/2023	Paid Amt:	\$605.42	
				E 01	040 810 000 000 320	R4513		\$31.14	
	PO#:	Voucher #:	71640	Invoice	Invoice No: R4513-7/1/23	7/18/2023	Paid Amt:	\$31.14	
							Check Amount:	\$636.56	
0118	chec	105481	01095		LAKE COUNTRY POWER		Check		
				E 01	005 810 000 000 332	FOOTBALL LIGHTS		\$54.00	
	PO#:	Voucher #:	71661	Invoice	Invoice No: 10000175-6/1-7/1	7/18/2023	Paid Amt:	\$54.00	
				E 01	005 810 000 000 332	BOILER HOUSE		\$5,782.00	
	PO#:	Voucher #:	71662	Invoice	Invoice No: 9000204/205 6/1-7/1	7/18/2023	Paid Amt:	\$5,782.00	

ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105481	01095		LAKE COUNTRY POWER		Check		
				E 01	005 810 000 000 332	ECFE BUILDING		\$938.00	
PO#:	Voucher #:	71663	Invoice	Invoice No:	90000206 6/1-7/1	7/18/2023	Paid Amt:	\$938.00	
				E 01	005 810 000 000 332	MAIN SCHOOL		\$15,193.00	
PO#:	Voucher #:	71664	Invoice	Invoice No:	90000203 6/1-7/1	7/18/2023	Paid Amt:	\$15,193.00	
				E 01	005 810 000 000 332	FOOTBALL LIGHTS		\$50.00	
PO#:	Voucher #:	71665	Invoice	Invoice No:	10000176 6/1-7/1	7/18/2023	Paid Amt:	\$50.00	
							Check Amount:	\$22,017.00	
0118	chec	105482	4820		REMIT LEARNING A-Z		Check		
				E 01	010 216 000 401 406	RAZ Plus		\$1,638.00	
PO#: 19289	Voucher #:	71638	Invoice	Invoice No:	6868890	7/18/2023	Paid Amt:	\$1,638.00	
							Check Amount:	\$1,638.00	
0118	chec	105483	1095		MARCO TECHNOLOGIES LLC		Check		
				E 01	005 110 371 000 580	DISTRICT		\$773.37	
				E 01	010 203 202 000 580	ELEMENTARY		\$773.37	
				E 01	010 203 202 000 580	SECONDARY		\$773.38	
PO#:	Voucher #:	71683	Invoice	Invoice No:	505885566	7/18/2023	Paid Amt:	\$2,320.12	
							Check Amount:	\$2,320.12	
0118	chec	105484	4225		MIDWEST BUS PARTS		Check		
				E 03	005 760 000 720 420	16-HE-6622		\$859.80	
				E 03	005 760 000 720 420	16-HE-6622R		\$248.56	
				E 03	005 760 000 720 420	16-BA-9122		\$81.70	
				E 03	005 760 000 720 420	Freight		(\$25.00)	
PO#: 19269	Voucher #:	71637	Invoice	Invoice No:	WEB65586	7/18/2023	Paid Amt:	\$1,165.06	
				E 03	005 760 000 720 420	16-HE-6622		\$859.79	
PO#: 19269	Voucher #:	71678	Invoice	Invoice No:	WEB65586-1	7/18/2023	Paid Amt:	\$859.79	
							Check Amount:	\$2,024.85	
0118	chec	105485	2560		MN DEPT OF HEALTH		Check		
				E 01	005 110 000 000 305	Birth File Record Renewal 23-24		\$180.00	
PO#: 19244	Voucher #:	71681	Invoice	Invoice No:	2024	7/18/2023	Paid Amt:	\$180.00	
							Check Amount:	\$180.00	
0118	chec	105486	03598		MREA		Check		
				E 01	005 010 000 000 820	2023 Greater Education Summet-Yakibchuk		\$315.00	
PO#:	Voucher #:	71677	Invoice	Invoice No:	4654	7/18/2023	Paid Amt:	\$315.00	
							Check Amount:	\$315.00	

ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105487	6184		MSOPA		Check		
				E 01	005 010 000 000 820	MSOPA Membership renewal		\$100.00	
	PO#: 19279	Voucher #:	71682	Invoice	Invoice No: 2023-2024	7/18/2023	Paid Amt:	\$100.00	
							Check Amount:	\$100.00	
0118	chec	105488	5439		NOR-TRAN INC		Check		
				E 01	310 292 150 733 360	TRACK		\$1,268.75	
	PO#:	Voucher #:	71648	Invoice	Invoice No: 1914	7/18/2023	Paid Amt:	\$1,268.75	
							Check Amount:	\$1,268.75	
0118	chec	105489	5651		OFFICE OF MNIT SERVICES		Check		
				E 01	005 810 000 000 320	JUNE 2023		\$30.67	
	PO#:	Voucher #:	71666	Invoice	Invoice No: W23060691	7/18/2023	Paid Amt:	\$30.67	
							Check Amount:	\$30.67	
0118	chec	105490	5796		O'REILLY AUTO PARTS		Check		
				E 03	005 760 000 720 420	SMOKE MACHINE		\$830.99	
				E 03	005 760 000 720 420	FREIGHT		\$11.25	
	PO#:	Voucher #:	71649	Invoice	Invoice No: 1533-167911	7/18/2023	Paid Amt:	\$842.24	
				E 03	005 760 000 720 420	HDLGHT RESTR		\$76.53	
				E 03	005 760 000 720 420	TERMINAL		\$26.99	
				E 03	005 760 000 720 420	BAT DISCN SW		\$16.40	
				E 03	005 760 000 720 420	SHOP TOWELS		\$37.98	
				E 03	005 760 000 720 420	14 OZ BRAKE CLN		\$83.76	
	PO#:	Voucher #:	71650	Invoice	Invoice No: 1533-166935	7/18/2023	Paid Amt:	\$241.66	
				E 03	005 760 000 720 420	SPRAY PAINT		\$22.98	
	PO#:	Voucher #:	71651	Invoice	Invoice No: 1533-170577	7/18/2023	Paid Amt:	\$22.98	
				E 03	005 760 000 720 420	BLEED KIT		\$420.99	
	PO#:	Voucher #:	71652	Invoice	Invoice No: 1533-167236	7/18/2023	Paid Amt:	\$420.99	
				E 03	005 760 000 720 420	WHEEL SEAL		\$29.60	
	PO#:	Voucher #:	71653	Invoice	Invoice No: 1533-167944	7/18/2023	Paid Amt:	\$29.60	
				E 03	005 760 000 720 420	SHOP SUPPLY		\$701.82	
	PO#:	Voucher #:	71654	Invoice	Invoice No: 1533-170279	7/18/2023	Paid Amt:	\$701.82	
				E 03	005 760 000 720 420	RESPIRATOR		\$14.32	
				E 03	005 760 000 720 420	80#ROLL		\$4.08	
				E 03	005 760 000 720 420	180#ROLL		\$4.21	
				E 03	005 760 000 720 420	320# ROLL		\$4.21	
	PO#:	Voucher #:	71679	Invoice	Invoice No: 1533-171333	7/18/2023	Paid Amt:	\$26.82	
				E 03	005 760 000 720 420	ENGINE HOIST		\$349.99	
				E 03	005 760 000 720 420	ENGINE STAND		\$124.99	
				E 03	005 760 000 720 420	MASK PAPER		\$28.04	
				E 03	005 760 000 720 420	MASKING TAPE		\$11.90	

ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105490	5796		O'REILLY AUTO PARTS		Check		
				E 03	005 760 000 720 420	MASKING TAPE		\$6.32	
				E 03	005 760 000 720 420	LOAD LEVELER		\$59.99	
PO#:	Voucher #:	71680	Invoice	Invoice No:	1533-167085	7/18/2023	Paid Amt:	\$581.23	
				E 03	005 760 000 720 420	BATTERY		\$287.26	
				E 03	005 760 000 720 420	CORE CHARGE		\$44.00	
				E 03	005 760 000 720 420	18OZ RUB COMPD		\$9.99	
				E 03	005 760 000 720 420	SPOT REMOVER		\$12.99	
				E 03	005 760 000 720 420	26 OZ WAX DRY		\$6.99	
				E 03	005 760 000 720 420	180# 1/3 W/P		\$2.88	
				E 03	005 760 000 720 420	220 GRIT		\$5.31	
PO#:	Voucher #:	71684	Invoice	Invoice No:	1533-172628	7/18/2023	Paid Amt:	\$369.42	
							Check Amount:	\$3,236.76	
0118	chec	105491	04532		POPPLERS MUSIC INC		Check		
				E 01	020 206 000 433 401	Yamaha Trombone YSL200AD		\$2,475.00	
				E 01	020 206 011 433 401	DW Hardware 3000 Series Concert Snare Dr		\$269.97	
				E 01	020 206 011 433 401	Yamaha Advantage Alto Saxophone		\$5,340.00	
				E 01	020 206 011 433 401	Yamaha Advantage Flute (YFL200ADII)		\$2,420.00	
PO#: 19087	Voucher #:	71672	Invoice	Invoice No:	2760594	7/18/2023	Paid Amt:	\$10,504.97	
							Check Amount:	\$10,504.97	
0118	chec	105492	6304	REMIT	POWERSCHOOL GROUP LLC		Check		
				E 01	020 211 000 000 406	Schoology LMS Subscription		\$3,751.37	
PO#: 19265	Voucher #:	71644	Invoice	Invoice No:	INV341623	7/18/2023	Paid Amt:	\$3,751.37	
							Check Amount:	\$3,751.37	
0118	chec	105493	6432	REMIT	SAVVAS LEARNING COMPANY LLC		Check		
				E 01	020 211 000 000 460	Connected Math 3 (CMP3)LICENSE GRADE 6		\$546.00	
				E 01	020 211 000 000 460	LICENSE GRADE 7 COPYRIGHT 2018(REAL		\$399.00	
				E 01	020 211 000 000 460	CONNECTED MATHEMATICS 3 DCW1-YEAF		\$567.00	
				E 01	020 211 000 000 460	MMATHXL for school student access 25-PACK		\$412.50	
PO#: 19286	Voucher #:	71643	Invoice	Invoice No:	7028442428	7/18/2023	Paid Amt:	\$1,924.50	
							Check Amount:	\$1,924.50	
0118	chec	105494	4925	R	SCHOOL SPECIALTY LLC		Check		
				E 01	010 203 012 161 430	Smith Carrel Pedestal Base Carrel, 36 x 24 x 3		\$1,315.72	
				E 01	010 203 012 161 530	Shipping		\$0.00	
PO#: 19182	Voucher #:	71675	Invoice	Invoice No:	208132496427	7/18/2023	Paid Amt:	\$1,315.72	
							Check Amount:	\$1,315.72	

ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105495	6314		SFM		Check		
				E 01	005 110 000 000 270	Workers Compens		\$9,613.00	
PO#:	Voucher #:	71636	Invoice	Invoice No:	3052267	7/18/2023	Paid Amt:	\$9,613.00	
							Check Amount:	\$9,613.00	
0118	chec	105496	6255		SHERWIN-WILLIAMS CO		Check		
				E 01	020 211 012 155 430	Pro Industrial Pre-Catalyzed Waterbased Epo		\$134.02	
				E 01	020 211 012 155 430	Pro Industrial Pre-Catalyzed Waterbased Epo		\$67.01	
PO#: 19282	Voucher #:	71673	Invoice	Invoice No:	80201	7/18/2023	Paid Amt:	\$201.03	
							Check Amount:	\$201.03	
0118	chec	105497	6146		TC's FOODS INC		Check		
				E 02	005 770 000 701 490	Food		\$101.62	
PO#:	Voucher #:	71657	Invoice	Invoice No:	STATEMENT BALANCE	7/18/2023	Paid Amt:	\$101.62	
							Check Amount:	\$101.62	
0118	chec	105498	3509	R	TEACHER DIRECT		Check		
				E 01	010 203 205 000 430	Primary Mod Manuscript Counting Nametags		\$10.78	
				E 01	010 203 205 000 430	Elmer's All-Purpose Glue Stick - 71oz		\$47.76	
				E 01	010 203 205 000 430	Giant Magnetic Calendar Set		\$34.88	
				E 01	010 203 205 000 430	Circles Primary Set of 12 Seating Squares		\$69.88	
				E 01	010 203 205 000 430	Magnetic Whiteboard Accessory Bundle		\$36.48	
				E 01	010 203 205 000 430	MISC		\$10.48	
PO#: 19170	Voucher #:	71658	Invoice	Invoice No:	INV/2023/5486	7/18/2023	Paid Amt:	\$210.26	
							Check Amount:	\$210.26	
0118	chec	105499	5767		TINA HARCEY		Check		
				E 04	500 505 000 321 401	T-ball Hats		\$280.00	
				E 04	500 505 000 321 401	coaches pitch t shirts		\$220.00	
				E 04	500 505 000 321 380	Tball and coaches pitch hats		\$490.00	
PO#: 19263	Voucher #:	71670	Invoice	Invoice No:	289860	7/18/2023	Paid Amt:	\$990.00	
							Check Amount:	\$990.00	
0118	chec	105500	5462		TREERING CORPORATION		Check		
				R 01	005 000 321 000 620	Yearbooks		\$88.30	
PO#:	Voucher #:	71687	Invoice	Invoice No:	5280765	7/18/2023	Paid Amt:	\$88.30	
							Check Amount:	\$88.30	
0118	chec	105501	4672		BSN SPORTS		Check		
				E 01	310 294 210 000 350	#1461041 - Black-F7 VTD#COLL HLMT W/AT		\$3,599.92	
				E 01	310 294 210 000 401	#1457999 - Black-Schutt Youth Veng A11 /ROI		\$1,599.92	
				E 01	310 294 210 000 401	Shipping/Handling		\$96.00	
PO#: 18883	Voucher #:	71690	Invoice	Invoice No:	921997985	7/21/2023	Paid Amt:	\$5,295.84	
							Check Amount:	\$5,295.84	

ISD#118 Remer-Longville Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	105502	4397		DELTA DENTAL OF MN		Check		
				E 01	010 203 000 000 291	ELEM RETIREE	\$190.16		
				E 01	020 211 000 000 291	SEC RETIREE	\$92.72		
				E 01	010 050 000 000 291	ADMIN RETIREE	\$140.26		
				B 01	215 046	DISTRICT CONTRIBUTION	\$2,768.07		
PO#:	Voucher #:	71688	Invoice	Invoice No:	RIS0005063118	7/21/2023	Paid Amt:	\$3,191.21	
							Check Amount:	\$3,191.21	
0118	chec	105503	6558		KEVIN HOMSTAD		Check		
				E 04	500 505 000 321 305	TRIP REFUND	\$2,508.00		
PO#:	Voucher #:	71463	Invoice	Invoice No:	COLORADO TRIP REFUND	7/21/2023	Paid Amt:	\$2,508.00	
							Check Amount:	\$2,508.00	
0118	chec	105504	5223		MADISON NATIONAL LIFE		Check		
				B 01	215 036	Ltd Insurance Withholding Payable-Dist	\$1,106.02		
PO#:	Voucher #:	71691	Invoice	Invoice No:	Aug2023	7/21/2023	Paid Amt:	\$1,106.02	
							Check Amount:	\$1,106.02	
0118	chec	105505	6205		MARCIE SWENSON		Check		
				E 04	500 505 000 321 305	Trip Refund	\$1,254.00		
PO#:	Voucher #:	71501	Invoice	Invoice No:	Colorado Trip Refund	7/21/2023	Paid Amt:	\$1,254.00	
							Check Amount:	\$1,254.00	
0118	chec	105506	6489		VSP INSURANCE CO. (CT)		Check		
				B 01	215 032	ER Cafe Plan Payroll Deductions	\$35.74		
PO#:	Voucher #:	71689	Invoice	Invoice No:	9299398	7/21/2023	Paid Amt:	\$35.74	
							Check Amount:	\$35.74	
0118	chec	105507	6513		COLONIAL LIFE		Check		
				B 01	215 032	ER Cafe Plan Payroll Deductions	\$36.92		
PO#:	Voucher #:	71692	Invoice	Invoice No:	JULY	7/31/2023	Paid Amt:	\$36.92	
							Check Amount:	\$36.92	
							Report Total:	\$368,972.51	

534 SCHOOL MEALS POLICY

[Note: In 2021, the Minnesota legislature amended Minnesota Statutes, section 124D.111, to require that Minnesota school districts that participate in the national school lunch program adopt a school meals policy. In 2023, the Minnesota legislature amended the statute to create the free school meals program].

[Note: This MSBA/MASA model policy is drafted to be consistent for all grade levels. However, local school districts may vary the meal charge policy for elementary, middle, and high schools.]

[Note: School districts must follow appropriate debt collection practices when attempting to recover unpaid a la carte items or second meal charges.]

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

[Note: Payment systems and procedures will likely vary from school district to school district. The school district should select one of the following options and delete the remaining options.]

- A. [OPTION 1: All a la carte items or second meal purchases are to be prepaid before meal service begins. [Insert description for how families may add money to students' accounts (e.g., electronic payment options, pay at the school office, etc.).] A student who does not have sufficient funds will not be allowed to charge a la carte items or a second meal until additional money is deposited in the student's account.]

If the school district participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

- B. A school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.
- C. Each school that participates in the free school meals program must:
 - (1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and
 - (2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.
- D. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.
- E. When a student has a negative account balance, the student will not be allowed to charge a snack item.
- F. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

- A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.
- B. Families will be notified of an outstanding negative balance Families will be notified by *[insert the method used to notify families (e.g., automated calling system, phone calls, letters sent by mail)]*.
- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free or reduced-price meals for their children.
- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

- C. Negative balances of more than \$[50.00], not paid prior to [end of month] will be turned over to the superintendent or superintendent's designee for collection.. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year;
 - 2. students and families who transfer into the school district, at the time of enrollment; and
 - 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.
- C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Legal References: Minn. Stat. § 123B.37 (Prohibited Fees)
 Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Service Accounting)
 42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
 7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
 7 C.F.R. § 220.8 (School Breakfast Program Regulations)
 USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
 USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
 USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

Cross References: None

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "World's best workforce" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.
2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.

DISTRICT 118 CURRICULUM REVIEW CYCLE

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Year 1	Science and Industrial Tech	Social Studies and Social Emotional Learning	Language Arts	Health and PE	Music and Art	Math	Science and Industrial Tech
Year 2	Math	Science and Industrial Tech	Social Studies and Social Emotional Learning	Language Arts	Health and PE	Music and Art	Math
Year 3	Music and Art	Math	Science and Industrial Tech	Social Studies and Social Emotional Learning	Language Arts	Health and PE	Music and Art
Year 4	Health and PE	Music and Art	Math	Science and Industrial Tech	Social Studies and Social Emotional Learning	Language Arts	Health and PE
Year 5	Language Arts	Health/PE	Music and Art	Math	Science and Industrial Tech	Social Studies and Social Emotional Learning	Language Arts
Year 6	Social Studies and Social Emotional Learning	Language Arts	Health/PE	Music and Art	Math	Science and Industrial Tech	Social Studies and Social Emotional Learning

KEY:

Year 1 - Preparation (meetings bi-weekly)

Year 3 - Pacing check and assessment development (meetings quarterly)

Year 2 - Implementation and fiscal purchasing year (meetings monthly)

Year 4-5 - Monitor

Year 6 - Evaluate (meetings twice a year)

DISTRICT 118 CURRICULUM REVIEW CYCLE PLANNING

Year 1	Year 2	Year 3	Year 4-5	Year 6
<p>Conduct Research</p> <p>Examine and review state and national standards</p> <p>Research trends and shifts in emphasis among the standards</p> <p>Analyze results of data and current levels of achievement</p> <p>Guiding Change Framework</p> <p>Determine current reality</p> <p>Discuss parameters and unacceptable means related to curriculum and program development</p> <p>Determine desired results</p> <p>Determine Criteria</p> <p>Determine program goals and criteria for the selection of instructional resources</p> <p>Establish broad units of study</p> <p>Identify priority standards</p> <p>Resource and Material Evaluation</p> <p>Evaluate existing resources</p> <p>Identify potential new resources (if necessary) and vet through research and vendor presentations</p> <p>Curriculum Approval</p> <p>Advisory Committee</p> <p>Board of Education</p>	<p>Purchase (July 1)</p> <p>Curriculum Development</p> <p>Review priority standards and broad units of study</p> <p>Develop/Revise Learning Targets</p> <p>Identify key vocabulary</p> <p>Map units of study</p> <p>Develop pacing guides</p> <p>Update course descriptions and syllabi</p> <p>Professional Development</p> <p>Provide professional development for program implementation</p>	<p>Assessment Development</p> <p>Working from priority standards and learning targets, align instructional activities and assessments</p> <p>Review/refine pacing guides</p> <p>Develop formative assessment strategies (assessment for learning)</p> <p>Develop common summative assessments (assessment of learning) and align rubrics or learning scales</p> <p>Establish common grading criteria for processes and products that inform the report card</p> <p>Professional Development (ongoing throughout cycle)</p> <p>Use PLC time to examine student work</p> <p>Analyze results of data and current levels of achievement</p> <p>Use PLC and curriculum development time to collaborate and make adjustments to curriculum, assessments, and instructional activities</p> <p>Share new learning and new instructional strategies</p>	<p>Monitor</p> <p>Gather feedback from teachers in the department</p> <p>Attend to vertical and horizontal alignment</p> <p>Provide professional development as needed.</p> <p>Update instructional units and assessments as needed.</p> <p>Consider additional supplemental and differentiated resources.</p> <p>Professional Development (ongoing throughout cycle)</p> <p>Use PLC time to examine student work</p> <p>Analyze results of data and current levels of achievement</p> <p>Use PLC and curriculum development time to collaborate and make adjustments to curriculum, assessments, and instructional activities</p> <p>Consider opportunities for ongoing professional development through conference or workshop attendance</p> <p>Share new learning and new instructional strategies</p>	<p>Resource and Material Evaluation</p> <p>Evaluate existing resources</p> <p>Gather input from department teachers</p> <p>Professional Development (ongoing throughout cycle)</p> <p>Use PLC time to examine student work</p> <p>Analyze results of data and current levels of achievement</p> <p>Use PLC and curriculum development time to collaborate and make adjustments to curriculum, assessments, and instructional activities</p> <p>Consider opportunities for ongoing professional development through conference or workshop attendance</p> <p>Share new learning and new instructional strategies</p>

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By August of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.

3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

5. Translation services should be provided to the extent appropriate and practicable.

6. The District Advisory Committee shall meet the following timeline each year:
 - Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
 - Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
 - Month(s): Review evaluation results and prepare recommendations.
 - Month: Present recommendations to the school board for its input and approval.

- E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress, the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

- F. Reporting
 1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website.

The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: 5/21/98

Independent School District # 118 Policy 617

Reviewed: 10/09/18

Revised: 6/30/01, 8/21/03, 5/20/04, 3/15/07, 7/23

617 SCHOOL DISTRICT ENSURANCE OF PREPARATORY AND HIGH SCHOOL STANDARDS

I. PURPOSE

The purpose of this policy is to ensure that all locally adopted preparatory and high school content standards of the Profile of Learning are addressed directly in both curriculum and assessment for all students, including those with special needs.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement the Minnesota Graduation Standards, including local adoption of the former Profile of Learning content standards, during the transition to the implementation of the required Minnesota Academic Standards.
- B. This policy ensures that all students who qualify and elect to satisfy their graduation requirements will continue to receive instruction, curriculum and assessment which address the preparatory and high school content standards. This policy also defines how technology will be integrated across student learning areas. [Note: With repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.] In implementing the preparatory and high school content standards, the school district will work to improve the scope and sequences of curriculum, research-based instructional skills of teachers and other district staff who work with students, and alternative assessments of student achievement while making the transition to the required Minnesota Academic Standards.

III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION

Northland Community Schools will continue to write and revise its curriculum guides according to its **6-year** curriculum revision cycle. Each curriculum guide will ensure that all students will receive instruction, curriculum and assessment and that issues of diversity are integrated across student learning areas.

- A. Preparatory Content Standards
- B. High School Content Standards
The school district will follow Policy 613 Graduation Requirements as it implements the graduation standards. This policy ensures that all students will receive instruction, curriculum and assessment which addresses the high school content standards **and** that the uses of technology are integrated across student learning.
- C. Assessment of Content Standards.

The district shall establish criteria by which student assessments of the state standards are to be evaluated and approved. Assessment instruments are expected to provide opportunities for students to demonstrate their achievement of the standards.

D. Special Need Students.

All decisions regarding the graduation standards and appropriate testing conditions for students with special needs will be made in compliance with state and federal requirements related to Individual Education Plans and 504 Plans.

Procedures:

1. As a part of the last annual IEP or 504 review of a student entering the ninth grade and, if necessary, at each subsequent annual review, consideration will be given to granting accommodation, modification, or exemption relating to the graduation standards and to the passing (taking of the Minnesota Basic Requirements Tests of reading, math and written composition).

*For special education students, the decision will be made by the IEP team and will be stated on page 4 “Adaptations of Regular and Special Education “of the IEP.

*For students on a 504 plan, the decision will be made by the 504 team and noted on the 504 plan.

*For students with limited English proficiency the decision will be made by the LEP team teacher, parent, administrator, and grad rule manager and recorded.

2. The team will complete the “Graduations Standards--Special Needs” form detailing the necessary modification(s) or accommodations(s) or stating the rationale for granting an exemption.

3. The “**Graduations Standards--Special Needs**” form will be submitted to the Special Education Director and building principal by the IEP case manager, 504 coordinator, or the LEP teacher.

4. The Special Education Director and case manager, coordinator, or teacher submitting the form will be responsible for arranging the necessary accommodations(s) or modification(s).

5. The case manager is responsible for recording “passed-individual” or “exemption” on the appropriate reporting forms including those of notification to the student and his/her parent/guardian.

6. The Alternative Assessment will be completed and submitted to the State of Minnesota for all students who are exempted (Appendix 635A).

E. Evaluation and Remediation of Student Difficulties and Achievement.

Students in grades 9-12 who did not pass Basic Skills Testing for the areas of reading, math and/or written composition shall have annual opportunities for remediation.

Senior requests for additional testing and accommodations. Students who fail to pass either/and or both tests(s) in the fall of their senior year, will be referred to either the child study team or the

504 team for review and recommendation. Student requests for further testing will be reviewed and accommodated by these committees.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References:

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

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

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

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

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

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

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- D. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- E. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.
- F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- G. "Required standard" means (1) a statewide adopted expectation for student learning in

the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The ***[school board/superintendent/director of instruction]*** shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]

B. Statewide Academic Standards Testing

- 1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
- 2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
- 3. The school district will develop and administer locally constructed tests in social

studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.

4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and
 - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic

standard required for graduation if the school board determines that the student:

1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, will be encouraged to participate in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and

technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.3520 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

709 STUDENT TRANSPORTATION SAFETY POLICY

[Note: School districts are required by statute to have a policy addressing these issues.]

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 School Bus Safety 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 4 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 Minnesota Statutes, section 169.446, subdivision 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 shall adopt and make available for public review a curriculum for transportation safety education.
9. 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.

C. Active Transportation Safety Training

1. Training required
 - a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
 - b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
 - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
 - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.
2. Deadlines.
 - a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.
 - b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.
 - c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must

undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.

- d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.
3. Instruction
- a. The school district may provide active transportation safety training through distance learning.
 - b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

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 the school district 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, the 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 5 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 bus.

4. Consequences

a. 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 cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

b. PreKdgn – Grade 12

c. 1st Major Referral - Warning

d. 2nd Major Referral offense- 1 school-day suspension from riding the bus

e. 3rd Major Referral offense- 2 school-day suspension from riding the bus

f. 4th Major Referral offense- 3 school-day suspension from riding the bus/meeting with parent

g. Further major offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

h. Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense.

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) 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 are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

(6) 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.

(7) 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 5 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.

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;
 - 7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
 - 8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
 - 9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- 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 10 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.

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.
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 8 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 or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes, section 169.011, subdivision 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. Vehicles model year 2007 or older must not be used as type III vehicles to

transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.

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 10-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.
11. 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.
12. 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.
13. 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:
 - (a) 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;
 - (b) 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;
 - (c) 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;
 - (d) placing the type III vehicle in "park" during loading and unloading;
 - (e) 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
 - (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.

- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes, section 122A.18, subdivision 8, or Minnesota Statutes, section 123B.03 for school district employees; Minnesota Statutes, section 144.057 or Minnesota Statutes, chapter 245C for day care employees; or Minnesota Statutes, section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
 - d. Operators shall submit to a physical examination as required by Minnesota Statutes, section 171.321, subdivision 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 Minnesota Statutes, section 181.951, subdivisions 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 Minnesota Statutes section 171.321, subdivision 5.
 - g. A person who sustains a conviction, as defined under Minnesota Statutes, 609.02, of violating Minnesota Statutes, section 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 Minnesota Statutes, sections 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 5 years from the date of conviction.
 - h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes, section 171.3215, subdivision 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 Minnesota Statutes, section 609.02, of a moving offense in violation of Minnesota Statutes, chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
 - j. Students riding the type III vehicle must have training required under Minnesota Statutes, section 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 Minnesota Statutes, section 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 a 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 8-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
 - e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes, section 171.02, subdivisions 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 (1) 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 Minnesota Statutes, section 171.321, subdivision 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 Instruction 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. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and 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 (Safety of School Children; Training and Education Rules)
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 (Notice of Violation by Commercial Driver)
Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
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. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
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)
49 C.F.R. § 383.51 (Disqualification of Drivers)
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

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)

806 CRISIS MANAGEMENT POLICY

[Note: The Commissioner of the Minnesota Department of Education is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

[Note: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

[Note: State law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]

- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.),

visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

[Note: State law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes section 121A.035.]

- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

[Note: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

[Note: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]

3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

[Note: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]

- b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

[Note: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the

building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes section 299F.30. See Minnesota Statutes, section 121A.035.

[Note: The State Fire Marshal advises schools to defer fire drills during the winter months.]

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

[Note: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]

[Note: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes section 13.37,

school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to

teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
 - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
 - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
 - a. student opportunities for leadership related to prevention and safety;
 - b. encouragement and support to students in establishing clubs and programs focused on safety; and
 - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency

- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

[Note: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

[Note: The Every Student Succeeds Act, 20 United States Code section 6301, et seq.; Title IX, 20 United States Code section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code section 7912, require school districts to establish such transfer procedures.]

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, et seq. (Title IX)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
Comprehensive School Safety Guide
[Minnesota School Safety Center - Resources \(mn.gov\)](http://mn.gov)



Community Partnership Agreement

Cass County Health, Human and Veterans Services, Public Health as part of LiveHealthy Cass County has a SHIP (State Health Improvement Program) Grant to work with Cass County organizations to improve health and nutrition.

We support and agree to collaborate with LiveHealthy Cass County with our Minnesota _Northland Early Childhood efforts as part of the Public school setting of SHIP to continue improving and/or start new strategies for our community to improve health in areas of policies, systems, and environmental changes.

Organization agrees to:

1. Complete the project as described in the Community Partner Plan
2. Send invoice for approved items to Jeri Seegmiller at Cass County Health, Human, and Veteran Services before October 1st, 2023.
3. Provide success story and narrative information.
4. Participate in evaluation for SHIP tracking purposes.

LiveHealthy Cass County agrees to:

1. Provide guidance.
2. Reimburse partner for approved expenses listed on the LiveHealthy Partner Plan.
3. Include partner in Community Leadership Team meetings.
4. Provide evaluation materials for SHIP tracking purposes.

We understand that these accomplishments may be used in media and marketing with our approval. This agreement shall be effective November 1 2022, through October 31, 2023, regardless of signature dates.

Partner Name:

Northland Early Childhood

Contact Person:

Cheri Parkinson

Mailing Address:

316 Main Street East, Remer, Mn 56672

Phone: 952-457-1889 (Cheri's Cell)

Fax: 218-566-2053

Partner

Authorized Signature Director, Cass County HHVS

Cheri Parkinson



Signature: __Cheri Parkinson

Signature:

8.8.23

Date: 8/4/23

Date:



Community Partner Award Plan 2022-2023

OVERVIEW

Cass County Health, Human and Veterans Service, Public Health, as part of LiveHealthy Cass County, has State Health Improvement Partnership (SHIP) Grants to encourage community organizations to implement well-designed, evidence-based, and sustainable strategies actively promoting health within the Community. SHIP funding is reserved to make lasting change that will affect large segments of the population, with a priority for those with greater need that include diverse populations and low-income groups. Without equity, well-being cannot exist for individuals or communities. Please ensure that your project considers goals that can offer to create equity and health equity solutions where it is needed. The latest Community Health Assessment reported that Healthy Food, Transportation, Mental Health, Drug and Alcohol Abuse, and Affordable Housing were the top five concerns in Cass County. Please also keep these in mind while developing your project.

LiveHealthy will be offering funding for organizations implementing efforts in Minnesota Eats, Minnesota Moves, Well Being and Tobacco Free Communities contexts.

Minnesota Eats:

The MN Eats context area is dedicated to creating healthier food environments by increasing access to affordable, appealing, healthy, and culturally relevant food and beverage options. The vision for this work is that all people in Minnesota experience an equitable, just, nourishing and resilient food system that is responsive to change.

Minnesota Moves:

The objective of the MN MOVES strategy is to increase physical activity – primarily walking and bicycling – throughout the state of Minnesota. A comprehensive approach through policy, systems, and environmental changes is known to increase access to physical activity opportunities and support behavior changes. These activities focus on creating opportunities that can reach the greatest number of people without the need for equipment or leisure time. As such, much work in MN MOVES emphasizes active transportation – walking, biking, and rolling to destinations – creating opportunities for movement as part of everyday living. In addition, because people are pedestrians during the “first and last mile” of trips on transit, the promotion of transit use is integrated within the MN MOVES strategy.

Well Being:

SHIP intentionally invests in creating opportunities in partnership with communities to create equitable, healthy, and positive conditions that promote well-being and resiliency for all Minnesotans.

Tobacco Free Communities

The goal of this strategy is to increase referrals to Quit Partner and ultimately increase the number of successful quit attempts, thus reducing the overall commercial tobacco use rates in Minnesota

Funding Criterion:

Awarded funds are intended for organizations in Cass County to implement sustainable policy, systems, and environmental changes by October 31st, 2023. Policy, systems, and environmental changes are vital to ensure ongoing changes in individuals' health behavior. Funding is made possible through the Minnesota Department of Health, State Health Improvement Partnership (SHIP) Grant funding.

Partnership have funding available for the Minnesota Eats, Minnesota Moves, Well Being and Tobacco Free Communities contexts. Before receiving funding, partners must complete the LiveHealthy Community Award Partnership Plan, which includes the agreed upon responsibilities and requirements as well as the allocation of funds. A Community Award Partner Agreement must also be signed to finalize the partnership.

Grantee Responsibilities:

- Create a sustainability plan outlined in the Partnership Plan below.
- All expenses must be connected to the proposed project defined in the plan and contribute to these changes by the end of the grant period. The grantee is responsible for tracking all purchases and expenses.
- All grantees must complete the program evaluation requirements.
- All grantees must complete a final narrative and success story.
- Keep in mind that funds can only be used for things that are sustainable (will remain in operation once the grant funding expires on October 31st, 2023)
- Signed tracking of 10% match

Match may include cash contributions and in-kind match.

- Cash match is money spent for SHIP-related costs. Cash match may come from funds contributed by partners or other third-party sources

- In-kind match is a non-cash contribution of the fair market value of goods or services that support SHIP activities, contributed by partners or other third parties. Examples of in-kind contributions are time contributed partners, donated meeting space, donated printing, etc.

For further information please contact Cass County Health Human and Veterans Services, SHIP Coordinator: 218-547-6839

Partner Plan Timeline & Process

Plans will be accepted any time before October 1st 2023. LiveHealthy Cass County will review submitted plans. Applicants will receive an email notification within one month of submission regarding their approved status. If approved, your LiveHealthy coordinator will review with you/your school the grant agreement and funding reimbursement process. Upon completion of the contracting process, program implementation can begin. Plans must be submitted *before* the project has been started and not *after* the fact. Funds must be spent by October 15th 2023.

INSTRUCTIONS

Completed plans will be accepted any time before October 15th 2023.
Applications will be accepted via email (either Word or PDF file) or by mail.

Send completed applications to:

SHIP Coordinator

Cass County Health, Human, and Veteran's Services
PO Box 519
Walker, MN 56484

COMMUNITY PARTNER AWARD PLAN

(Please do not exceed 5 pages)

APPLICANT INFORMATION	
Organization:	Northland Early Childhood -Northland Public School
Contact Person:	Cheri Parkinson
Mailing Address:	316 Main Street East, Remer MN 56672
Telephone:	952-457-1889
Fax:	218-566-2053
Email:	cparkinson@isd118.org

ACTION PLAN: Applicants should answer the questions below to describe their proposed plans to implement strategies (see page 1 for more detail on strategies).

<p>What are the goals and objectives of this proposed project?</p>	<p>There are 3 mini projects that are part of this action plan, all 3 projects are part of a larger initiative to install a professionally planned Nature Explore outdoor classroom in our current outdoor play space. Our number one goal is to create a learning environment outdoors so teachers and students will have the opportunity to spend significant time outdoors during the school day. There are many benefits from spending time in outdoor learning environments including: better social and physical skills, improved fitness, motor-skills and well-being, supporting creativity and imaginative play, inspiring collaboration and reducing violence and bullying, reducing stress, and creating empathy for nature. (Nature Explore, 2023) Each project also has individual objectives. In the raised garden beds we want to teach children about the process of growing food and flowers. Completing the process of planting, growing and harvesting healthy food. These activities foster healthy eating, trying new foods, responsibility, wonder, and multiple learning goals in the science, social-emotional, math and reading areas. The bridge project is an important connecting point for different areas of our outdoor classroom. It will foster physical skills,</p>
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	<p>social skills, imagination and exploration. We want children to move their bodies on different surfaces and textures, going up and over on a bridge is a milestone in our assessments for physical development in young children. The third project is the stage, the goal for this area is to foster movement through dance and other creative movements. Drama, creativity, imagination, music, and social skills will all be practiced and experienced on our stage.</p>
<p>Why is this project needed?</p>	<p>This project is needed to complete these learning areas in our Nature Explore designed outdoor classroom. It fits in well with the goals of this grant in the areas of movement, well-being, and health. One study of Nature Based outdoor Classrooms in Early Childhood Education found “Children in natural settings were reported to be more relaxed, focussed, engaged, cooperative, creative, nurturing, and happy compared with children in indoor classrooms or on traditional playgrounds.” (Dennis, Wells, and Bishop, 2014)</p>
<p>Describe the population(s) you expect to impact through this project; how many customers/clients, staff, community members will be involved?</p>	<p>We have 20-30 preschool children in our building and an additional 20-30 students in kindergarten that will use the space daily during the school year and during summer school. We anticipate some collaboration with the Family Center preschool children as well, they currently enroll 16 students. We will also use the space with ECFE families and with the general public when school is not in session. Accessibility is also an important aspect in all our programming. Our school population is 40% Native American, our district serves over 350 students in the communities of Outing, Remer, Longville, Boy River and Federal Dam and surrounding areas. Almost 80% of our students qualify for free or reduced lunch.</p>
<p>Describe the new or revised policy change or guidelines that will be included in your project.</p>	<p>This project will change our learning environment, from primarily indoor learning to more and more outdoor learning. We will use the outdoor space for more than just recess. We will be able to spend significantly more time in the outdoor classroom, reaping many benefits for our students and families.</p>
<p>Describe how you will know this project was successful, and what method will be used to evaluate it</p>	<p>This project is about building things to enhance our learning in our new outdoor classroom. We will know it is successful because we will see the boards and screws made into garden beds, a bridge, and a stage. We can evaluate the quality of our builds, community and teacher buy-in, and the joyful, happy children who will use the items and how much time we spend in the space compared to past practice.</p>
<p>Describe how you will provide the required minimum 10% in-kind contribution. Provide a detailed itemized</p>	<p>The 10% in kind contribution will primarily be made in staff time. Myself and other staff members want to see this happen and will volunteer time for the building projects. My prediction is that the raised garden beds</p>

	will require 6 hours of build time, and 2 hours of material purchasing time. In kind use of personal tools like saws, nail guns, and drills. The bridge project will take 8-10 hours of donated labor costs, 2 hours of material purchasing and use of personal building equipment. The stage project will require 8-10 hours of build time, 2 hours of material purchasing. We also want to add shrubs, grasses and perennials to these areas and that will require an additional 4 hours at least. At my hourly wage that would add up to \$910 in staff time. I will also provide some perennial plants and shrubs from my home garden, these items would add up to about \$220 if purchased at a store. We need to add more nature to our new space!
list that includes the dollar amount. Also include any amount above and beyond the minimum required 10%.	
Describe how this project will be sustained, or continue to be funded beyond October 31 st , 2023	The building materials we are using are made to last so we will have little maintenance/replacement costs for 20 or more years. We are planting shrubs and perennials that will come back year after year so we do not have high annual costs for plants. We will allot some money for garden costs of seeds, replacing soil, fertilizer into our yearly budget, this should run between \$100-200 annually.

TIMELINE: Below outline the key activities you plan to implement to complete the proposed project. Describe the staff that will be responsible for each activity and the timeline to complete each activity.

Key Activities	Staff Responsible	Timeline
Materials ordered, purchased and delivered	Cheri	In the first 2 weeks after grant approved
Arrange to have holes for posts with contractor	Cheri/Brandon	By August 31
Schedule workday and recruit volunteers	Cheri/ Kelly	By August 28
Gather tools from home and school woodshop to use on workday	Cheri/Brandon	Before the scheduled workday
Pan for hospitality/snacks	Kelly Terry G	Before workday
Participate/host/ direct workday/ assign project to a team lead	Cheri	On our scheduled workday – Maybe September 9th
Turn in results and evaluations	Cheri	By October 15th

BUDGET: Provide a detailed numerical budget with narrative as needed to implement your action plan. Grant funds will be allocated only through reimbursement process.

Category	Description	Amount Requested
Staffing: Include approximate number of hours and wages for each staff person	Volunteer help	00.00
Materials & Supplies: List specific materials requested and itemize expenses	<p>3 raised garden beds 2- 5x3x11 1 - 5x3x16</p> <p>Materials: 14 2x6 cedar boards at \$21.58 per board \$302.12 5 2x4 cedar board at \$11.88 per board \$59.40 Deck screws 1 box 5 lbs @ \$37.45 30 bags topsoil@ \$1.77 \$53.10 15 bags manure@ \$3.55 \$53.25 2 bales peat moss @\$11.56 \$23.12</p> <p>Bridge Project: 3 2x12x8 2\$23.48 \$70.44 4 4x4x8 @14.77 \$59.08 2 Composite Railing kits @108.28 \$216.56 4 2x4 @5.88 \$23.52 2 2x6 @8.96 \$17.92 9 1x6x8 Trex decking @50.81 \$457.29 Deck screws 1 box \$37.45 Misc Hardware - bolts and fasteners \$20</p> <p>Stage Project: Dimensions 6 feet x 8 feet raised platform for creative dance/music/drama play. 6 4x4x8 posts @14.77 \$88.62 9 2x6x8 treated lumber@\$8.96 \$80.64 10 metal joist holders @\$1.86 \$18.60 20 Lag bolts @ \$3.72 \$74.40 DECK Screws 5 lbs \$35.87 8 ft metal tube \$29.67 15 1x6x8 Trex deck boards @\$50.81 \$762.15</p>	<p>Raised beds: \$528.44</p> <p>Bridge \$902.26 Stage: \$1,140.15 Plants and soil: \$250.00</p>
Trainings: List specific trainings or workshops requested and itemize expenses	Not at this time	00.00
Other/Miscellaneous: List other specific items that are needed to implement your action plan.	Not at this time- We received some training last year thru the Jeffers Foundation	00.00
	<p style="text-align: right;">Total Amount Requested: [Cannot exceed \$3,000]</p>	<p style="text-align: right;">\$2,821.46</p>

10% Matching Funds: Indirect or direct description.	\$910 staff time donation \$200.00 Plant donations	
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Partnership Plan Requested:

Cheri Parkinson

 Main Contact signature

Cheri Parkinson

 Main Contact printed name & title

___July 25,2023___
 Date

Partnership Plan Approval:

 _____
 Cass County HHVS Team Lead

Jeri Seegmiller _____
 Cass County HHVS Team Lead

_____ 8.4.2023 _____
 Date

Northland Community Schools

Independent School District #118



School Board Report

Date: 8/16/23

Report Submitted by: Janessa Green (Elementary Principal)

DISTRICT MISSION STATEMENT: *To educate and inspire all learners to reach their full potential.*

Celebrations:

Second session of summer school was a huge hit. Thank you to the staff for creating a great program.

New Staff Orientation is August 28. Teacher Workshop Week is August 29-August 31.

Updates:

New Positions

Kathy Birt - HS Sped

Abbie Newman - HS ELA

Erin Diedrich - Title I

New Staff

Rod Anderson - HS Science

Sarah Ong - Speech/Language

CarrieAnn Mortenson - 3rd Grade

Kate Decker - 2nd Grade

HS Social Worker - Karissa Benoit

Open Positions

Dean of Students - ??

Building Sub - ??

STEAM Long-term Sub - ??

PBIS:

PBIS has 2 summer dates to work on planning for next year.

August 8, & 9 from 12:30-3:30 (Terri, Katelyn, Scott, Cortney, Nate and Janessa)

(Focus on new types celebrations, support room process/forms, staff training documents)

Proposals:

Northland Community Schools

Independent School District #118



School Board Report

Date: 8/16/23

Report Submitted by: Janessa Green (Activities Director)

DISTRICT MISSION STATEMENT: *To educate and inspire all learners to reach their full potential.*

Celebrations:

Fall Sports Meeting had a great turnout. Meetings are planned for each season.

Football, Volleyball, and Cross Country are off to a great start to their seasons.

First Volleyball Game - August 25 vs Lakeview Christian Academy

First Football Game - August 24 at Bertha-Hewitt

First Cross Country Meet - August 28 at Staples-Motley

Updates:

Fitness Center Keys will reset the first week of school. Students and community members will need to pay their annual membership to be reactivated.

Open Positions

JH Football

Head Basketball

JV Basketball

Head Track and Field

HS Student Leadership

Banners have been ordered!!

Proposals:

Branding for the School

Office window cling for privacy = \$187

Main hallway east window cling for privacy = \$1391.50

Panel 1 would have the War eagle logo(remove Track & Field from logo provided), panels 2a/2b/2c would have the Northland Eagle stretched across the 3 panels, and panel 3 would have the HCN Storm logo.



Northland Community Schools

Independent School District #118

School Board Report

Date: August 9, 2023



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 next week.
- We ran a successful Robotics camp this summer, baseball program, swimming lessons and basketball camp as well.
- Pony League football signup was in May, and we are set to start the season the end of this month with 22 players registered.
- Community Education Advisory Council meeting is Wednesday, November 8th, 2023 at 5:30 pm– NHS~ Conference room in the high school. Open to all.

Concerns:

None at this time

Adopted: _____

MSBA/MASA Model Policy 410

Orig. 1995

Revised: _____

Rev. 20~~22~~15

410 FAMILY AND MEDICAL LEAVE POLICY

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

III. DEFINITIONS

A. "Covered active duty" means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 [United States Code section U.S.C. § 101\(a\)\(13\)\(B\)](#).

B. "Covered servicemember" means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

C. "Eligible employee" means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence

from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless: (1) the break is occasioned by the employee's fulfillment of his or her USERRA-covered service obligation; or (2) a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

- D. "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.
- E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.
- F. "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
 - 1. a military medical treatment facility as an outpatient; or
 - 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:
 - 1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
 - 2. to attend military events and related activities of a covered military member;
 - 3. to address issues related to childcare and school activities of a covered military member's child;
 - 4. to address financial and legal arrangements for a covered military member;
 - 5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
 - 6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;

7. to attend post-deployment activities related to a covered military member;
 8. to address ~~parental~~ care needs of a covered military member's parent who is incapable of self-care; and
 9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
- H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:
1. inpatient care in a hospital, hospice, or residential medical care facility; or
 2. continuing treatment by a health care provider.
- I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.
- J. "Veteran" has the meaning given in 38 United States Code section U.S.C. § 101.

IV. LEAVE ENTITLEMENT

- A. Twelve-week Leave under Federal Law
1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
 - a. birth of the employee's child and to care for such child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
 - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or
 - e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
 2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.

[Note: An employer is permitted to choose any one of the following

methods for determining the 12-month period in which the 12 weeks of FMLA leave entitlement occurs: (a) the calendar year; (b) any fixed 12-month leave year, such as a fiscal year, a year required by State law, or a year starting on an employee's anniversary date;(c) the 12-month period measured forward from the date any employee's first FMLA leave; or (d) a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave. It is recommended, however, that school districts use the 12-month rolling measurement as it prevents employees from stacking 12-week leave entitlement that could occur if, for example, a calendar or fiscal year is utilized. Where a calendar, fiscal or similar period is used, an employee could use 12 weeks at the end of the period and then again at the beginning of the period, providing an entitlement to a leave of 24 consecutive weeks. If a school district changes its definition of a "year" in this policy, it must give employees notice of at least 60 days before implementing this change.]

3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
 - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and
 - b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:
 - (1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
 - (2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in

whole or in part, on the condition precipitating the need for military caregiver leave; or

- (3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
 - (4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.
7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to

provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.

11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.
13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twelve-week Leave under State Law

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed to by the employerschool district. The employee may qualify if he or she has worked for the school district for at least 12 months and has worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the leave. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the employerschool district so

that the total leave does not exceed 12 weeks, unless agreed to by the employerschool district, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the employerschool district reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.

- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the workdays in the leave period may be required to:
 - 1. take leave for the entire period or periods of the planned medical treatment; or
 - 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.

- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
 - 1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
 - 2. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
 - 3. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, the school district may require the employee to continue taking leave until the end of the semester.

- 4D. If the school district requires an instructional employee to extend leave through the end of a semester as set forth in this paragraph, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the school district to the end of the school term is not counted as FMLA leave but as an unpaid or paid leave, to the extent the instructional employee has accrued paid leave available and the school district shall maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the conclusion of the leave.

VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

- A. ~~This policy~~A poster prepared by the U.S. Department of Labor summarizing the major provisions of the Family and Medical Leave Act and informing employees how to file a complaint—shall be conspicuously posted in each school district building in areas accessible to employees and applicants for employment.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. §§ 181.940-181.944 (Parenting Leave and Accommodations)
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
38 U.S.C. § 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross References: MSBA School Law Bulletin “M” (Licensed and Non-Licensed School District Employee Leave—~~Family and Medical Leave Act Summary~~)

Adopted: _____

~~MSBA/MASA Model~~ Independent School District #118 Policy 413

Orig. 1995

Revised: _____

Rev. 2017~~23~~

413 HARASSMENT AND VIOLENCE

[Note: State law (Minn.~~esota~~ Statutes, ~~section~~ § 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minn~~esota~~, Statutes, ~~Ch.~~section 363A (MHRA). This policy complies with that statutory requirement and addresses the other classifications protected by the MHRA and/or federal law. While the recommendation is that school districts incorporate the other protected classifications, in addition to sex, religion, and race, into this policy, they are not specifically required to do so by Minn~~esota~~, Statutes, ~~section~~ § 121A.03. The Minnesota Department of Education (MDE) is required to maintain and make available a model sexual, religious, and racial harassment policy in accordance with Minn~~esota~~, Statutes, ~~section~~ § 121A.03. MDE's policy differs from that of MSBA and imposes greater requirements upon school districts than required by law. For that reason, MSBA recommends the adoption of its model policy by school districts. Each school board must submit a copy of the policy the board has adopted to the Commissioner of MDE.]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment ~~that is~~ free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, ~~including gender identity or expression,~~ or disability (Protected Class).

[Note: The Minnesota Human Rights Act defines sexual orientation "to include "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness." Minn. Stat. § 363A.03, Subd. 44.]

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment ~~that is~~ free from harassment and violence on the basis of ~~race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability~~ Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class ~~race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability~~.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class ~~race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability~~, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other

school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's ~~Protected Classrace, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.~~

- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's ~~Protected Classrace, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability,~~ and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel ~~who is~~ found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
1. an act done with intent to cause fear in another of immediate bodily harm or death;
 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, when the conduct:
1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 3. otherwise adversely affects an individual's employment or academic opportunities.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
1. "Disability" means, ~~with respect to an individual any condition or characteristic that renders a person a disabled person. A disabled person is any person who~~who:
 - a. ~~has~~ a physical, ~~sensory,~~ sensory or mental impairment ~~which that~~ substantially materially materially limits one or more major life activities of such individual;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 2. "Familial status" means the condition of one or more minors being domiciled with:

- a. their parent or parents or the minor’s legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment or violence discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or violence discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
 7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. Sexual Harassment; Definition
1. Sexual harassment ~~includes-consists-of~~ unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially ~~or unreasonably~~ interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
 2. Sexual harassment may include, but is not limited to:

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof ~~which that~~ involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in ~~Minnesota Statutes, §section~~ 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, ~~whether that person is of the same sex or the opposite sex;~~
 - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, ~~race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability~~ an individual's Protected Class.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or

violence on the basis of ~~race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability~~ Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct ~~which that~~ may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates _____ as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the

complaint shall be filed directly with the superintendent.¹

- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The

¹ In some school districts the superintendent may be the human rights officer. If so, an alternative individual should be designated by the school board.

investigation may also consist of any other methods and documents deemed pertinent by the investigator.

- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates

against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights or another state or federal agency, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes, chapter, 260E § 626.556 may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

Minn. Stat. § 609.341 (Definitions)
Minn. Stat. ~~§ Ch. 260E 626.556 et seq.~~ (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (~~Section 504 of the~~ Rehabilitation Act of 1973, ~~§ 504~~)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References:

MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
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 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (~~Title IX Sex Nondiscrimination, Grievance Procedures and Process Policy Student Sex Nondiscrimination~~)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Adopted: 09/15/97
Revised: 05/20/04
03/17/05
04/20/06, 04/17/07, 2021
Reviewed: 8/2023

Independent School District #118 Policy 501
Orig. 1995

501 SCHOOL WEAPONS POLICY

[Note: School districts are required by statute to have a policy addressing these issues. ATTENTION: This policy incorporates certain provisions of the Minnesota Citizens' Personal Protection Act of 2003. That law was recently struck down by the Minnesota Court of Appeals. However, in the 2005 session, the Minnesota legislature reenacted this law effective retroactively and without interruption from April 28, 2003. The re-enacted law is now in effect]

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS

A. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.
- B. “School Location” includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.
- C. “Possession” means having a weapon on one’s person or in an area subject to one’s control in a school location.
- D. “Dangerous Weapon” means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, “flammable liquid” means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, “combustible liquid” is a liquid having a flash point at or above 100 degrees Fahrenheit.

IV. EXCEPTIONS

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal’s office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal’s office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon’s location.
- B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:
 1. active licensed peace officers;
 2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
 3. persons authorized to carry a pistol under Minn. Stat., Section 624.714, while in a motor vehicle or outside of a motor vehicle for the purpose of

directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;

4. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat., Sections 624.714 or 624.715, or other firearms in accordance with Section 97B.045;
 - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for “antique firearms which are carried or possessed as curiosities or for their historical significance or value.”
 - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with Sections 624.714 and 624.715.
5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
7. a gun or knife show held on school property;
8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a ~~child care~~childcare center; or
9. persons who are on unimproved property owned or leased by a ~~child care~~childcare center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

C. Policy Application to Instructional Equipment/Tools

While the school district takes a firm “No Tolerance” position on the possession, use or distribution of weapons by students, and a similar position with regard to nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful” carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minn. Stat., Section 624.714, to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder’s vehicle shall constitute a violation of this policy.

V. **CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/
DISTRIBUTION**

A. The school district takes a position of “**No Tolerance**” in regard to the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students willfully possessing, using or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. Administrative Discretion

While the school district takes a “**No Tolerance**” position on the possession, use or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

D. Elementary students who are in possession of items such as pocket knives, look alike guns, toy guns or any facsimile of a real weapon for the first time will have the item confiscated and the principal shall conference with the student and parent and document the incident.

However, if the student used the item in any way to threaten or even hint of violence toward another person the procedure set forth in Section V.A. shall be followed. A second occurrence of a violation of this policy by an elementary student will also have section V. A. apply (D. not included in MSBA model policy)

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

[Note: An employer may establish policies that restrict the carry or possession of firearms by its employees while acting in the course and scope of employment. Employment-related sanctions may be invoked for a violation. Thus, for example, reasonable limitations may be imposed on the method of storing firearms by permit-holding employees while at work or performing employment-related duties. Reasonable limitations may include requiring firearms to have trigger locks and to be stored in a locked container or locked compartment of the vehicle.]

B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

Legal References: Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 121A.05 (Referral to Police)
Minn. Stat. § 609.66 (Dangerous Weapons)
Minn. Stat. § 609.605 (Trespass)

Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)
Minn. Stat. § 97B.045 (Transportation of Firearms)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M. 611 N.W.2d 802 (Minn. 2000)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)

Adopted: 9/15/97

Independent School District #118 Policy 504

Revised: 7/20/00, 9/2016, 2/27/2020, 8/2023

Updated: 3/15/07, 3/09, 10/22/13

Reviewed: 1/18/18

Adopted: _____

MSBA/MASA Model Policy 504

Orig. 1995

Revised: _____

Rev. 2023

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations that support educational goals. Students and their families have the primary and joint responsibility for student clothing and appearance. Teachers and other district staff should exemplify and reinforce student clothing and appearance standards and help students develop an understanding of appropriate appearance in the school environment.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to encourage students to be dressed **suitably** ~~appropriately~~ ~~[or appropriately]~~ for school activities and in keeping with community standards.
- B. A student's clothing or appearance may not materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities. A student's dress or appearance may not incite or contribute to substantial disorder or invasion of the rights of others or pose a threat to the health or safety of the student or others.
- C. Students' rights to choose their dress and appearance for school and school-related activities will be protected provided that the clothing:
 1. does not injure people or damage property;
 2. does not materially and substantially disrupt or interfere with the educational process or classwork;
 3. does not interfere with the requirements of discipline in the operation of the school or school activities, materially disrupt classwork;
 4. does not involve substantial disorder or invasion of the rights of others.
- D. Such clothing includes, but is not limited to, the following:
 1. Clothing for the weather.
 2. Clothing that does not create a health or safety hazard.
 3. Clothing for the activity (i.e., physical education or the classroom).
 4. Footwear that does not present a safety hazard.

5. Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.

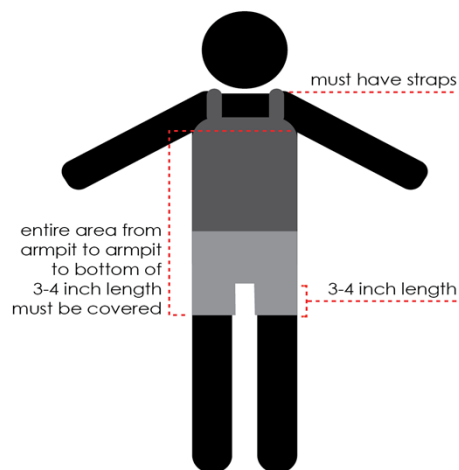
~~5. Headwear, including hats or head coverings, are allowed provided that it does not cover the student's face to the extent that the student is not identifiable. Headgear must not interfere with the educational process. Hoodies must allow the face and ears to be visible from the front and sides and must not interfere with the line of sight to any student or staff including while the student wearing the hoodie is seated. Students may wear headgear for a medical or religious reason~~

D. Student clothing may not include the following:

- ~~1. Option 1: Students may not wear inappropriate clothing.~~

~~Option 2: Extremely brief garments and see-through garments may not be worn.~~

1. Option 3: Clothing must cover areas of skin and undergarments from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see image).



2. Headgear, including hats or head coverings, are not allowed in the building except with the approval of the building principal (e.g., student undergoing chemotherapy, medical situations, student religious practice or belief).

3. 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.

4. 2. Clothing (including emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry) bearing a message that is lewd, vulgar, obscene, libelous, or denigrates, harasses, discriminates against others on the basis of protected class status under the Minnesota Human Rights Act, or violates school district policies prohibiting discrimination, violence, harassment, or other harmful

activities.

~~53.~~ Apparel promoting products or activities that are illegal for use by minors.

~~64.~~ Communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.

E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing clothing on which such messages are stated. Such messages are acceptable as long as they are not lewd; vulgar; obscene; libelous; do not denigrate, harass, or discriminate against others on the basis of protected class status under the Minnesota Human Rights Act; or do not violate school district policies prohibiting discrimination, bullying, violence, harassment, or other harmful activities.

III. PROCEDURES

A. Enforcement of a student dress code will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves and pursue their full potential, of not shaming students, and of minimalizing loss of instructional time. When possible, dress code matters should be addressed privately with students, should seek to determine whether factors exist that impact the student's ability to comply with the dress code, and should seek to address such issues.

B. When, in the reasonable judgment of the administration, (1) a student's clothing or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).

C. The administration may recommend a form of clothing considered appropriate for a specific event and communicate the recommendation to students and parents or guardians. **A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.**

D. Likewise, an organized student group may recommend a form of clothing for students considered appropriate for a specific event and bring such recommendation to the administration for approval.

Legal References: U. S. Const., amend. I
Minn. Stat. § 124D.792 (Graduation Ceremonies; Tribal Regalia and Objects of Cultural Significance)
Minn. Stat. § 363A.03, Subd. 36a (Definitions)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed. Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)

Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)

Adopted: _____

MSBA/MASA Model Policy 506

Orig. 1995

Revised: _____

Rev. 2023

506 STUDENT DISCIPLINE

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services,

school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

A. The School Board. The school board holds all school personnel responsible for the

maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to ~~correct or~~ restrain a student ~~to~~ prevent imminent bodily harm or death to the student or another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to ~~correct or~~ restrain a student ~~to~~ prevent imminent bodily harm or death to the student or another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student ~~to~~ prevent bodily harm or death to the student or another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

- 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the

definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district

policy;

- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of profanity or obscene language, or the possession of obscene materials;
 - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
 - 4. Violation of the school district's Hazing Prohibition Policy;
 - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
 - 6. Violation of the school district's Student Attendance Policy;
 - 7. Opposition to authority using physical force or violence;
 - 8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
 - 9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other

intoxicating substances or look-alike substances;

10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. ~~Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy; Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;~~
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
 1. a student causes or is likely to cause serious physical harm to other students or staff;
 2. the student's parent or guardian specifically consents to the use of recess detention; or
 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The

school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is 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 code of conduct, 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. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

[Note: The following Sections C. - J. must be developed and inserted by each school

district based upon individual district practices, procedures, and preferences. School districts may consider developing and inserting procedures identified in Sections K-N.]

C. Procedures for Removal of a Student From a Class.

1. Specify procedures to remove a student from a class to be followed by a teacher, school administrator, or other school district employee ~~to remove a student from a class~~;
2. Specify required approvals necessary;
3. Specify paperwork and reporting procedures.

D. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)

1. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

E. Responsibility for and Custody of a Student Removed from Class.

1. Designation of where student is to go when removed;
2. Designation of how student is to get to designated destination;
3. Whether student must be accompanied;
4. Statement of what student is to do when and while removed;
5. Designation of who has control over and responsibility for student after removal from class.

F. Procedures for Return of a Student to a Specific Class from Which the Student was Removed.

1. Specification of procedures;
2. Actions or approvals required such as notes, conferences, readmission plans.

G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;

1. ~~Specification of Procedures; Specify procedures for notifying students and parents/guardians of violations of the rules of conduct and resulting disciplinary action;~~
2. Actions or approvals required, such as notes, conferences, readmission plans.

H. Disabled Students; Special Provisions.

1. Procedures for consideration of whether there is a need for further assessment;
2. Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a disabled

student who is removed from class or disciplined; and

3. Any procedures determined appropriate for referring students in need of special education services to those services.

I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.26;
2. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.29.

J. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.

K. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.

L. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.

M. Any Procedures Determined Appropriate for Referring a Student in Need of Special Education Services to Those Services; and

N. Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.031.

XII. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to ~~provide alternative educational services~~ use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy;
 2. Willful conduct that significantly disrupts the rights of others to an education, or

the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine

whether the student needs treatment for a mental health disorder.

4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the

authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right

to a hearing is waived in writing by the student and parent or guardian.

5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe ~~alternative educational services~~ the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district ~~shall~~ must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any

other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator ~~shall~~must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan ~~may~~must include measures to improve the student's behavior, ~~including which may include~~ completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and

emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain -parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a student-pupil, and each pupil withdrawal agreement within thirty (30) days of the assault effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the alternative educational services nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the student-pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's-pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13.

XVI. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Adopted: _____

MSBA/MASA Model Independent School District #118 - Policy 507

Orig. 1995

Revised: _____

Rev. 2023

507 CORPORAL PUNISHMENT AND PRONE RESTRAINT

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to describe limitations on use of corporal punishment and prone restraint upon a students.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district shall inflict corporal punishment or use prone restraint upon a student. ~~or charter school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.~~

III. DEFINITIONS

1. "Corporal punishment" means conduct involving:
 - a. hitting or spanking a person with or without an object; or
 - b. unreasonable physical force that causes bodily harm or substantial emotional harm.
2. "Prone restraint" means placing a child in a face-down position.

IV. PROHIBITIONS

1. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.
2. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not use prone restraint.
3. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso.
4. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under thei statute. Nothing in this Minnesota Statutes, section 121A.58 –or 125A.0941 precludes the use of reasonable

force under Minnesota Statutes, section 121A.582.

V. EXCEPTIONS

A teacher or school principal may use reasonable force under the conditions set forth in Policy 506 (Student Discipline).

VI. VIOLATION

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Legal References: Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 123B.25 (Legal Actions Against Districts and Teachers)
Minn. Stat. § 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)

Adopted: 2/19/08

Revised 10/08, 12/10, 7/14, 10/17, 8/18, 1/22, 7/23

524.1 STUDENT CELL PHONES

I. PURPOSE

Northland Community Schools uses instructional technology as one way of supporting our vision to ensure that each student acquires 21st century skills to achieve his or her potential, become a productive community member and value lifelong learning. In an effort to be proactive with today's growing social and interactive technology trends, it is our hope that this new policy will increase awareness and training while putting into practice social and professional etiquette relating to electronic devices. Northland Community Schools will allow cell phones to be used for instructional purposes, in between classes and during lunch periods. Students in possession of a cell phone must comply with the Cell Phone Policy and the Internet Acceptable Use and Safety Policy.

II. GENERAL STATEMENT OF POLICY

- A. All students, grades PreK-~~126~~, will place all electronic devices in their school lockers each day prior to the start of the day (8:~~2530~~AM). Devices must be turned off when stored in school lockers.
- B. All students in grades 7-12 may use cell phones between class periods and during lunch.
- C. Students may not have their their cell phones, headphones or earbuds ~~outwith them~~ 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
- D. ~~Cell phones must ALWAYS be in silent mode while on school campus, unless otherwise allowed by a teacher. Headphones may be used with teacher permission. Devices must be in "vibrate" or "silent" mode when being stored in school lockers~~
- E. 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.
- F. Students may not use cell phones to "bully" or to post derogatory statements about students, staff or the district via text message or social media.
- G. A student who has a phone confiscated may not use another student's cell phone.
- H. ~~Cell phones may not be used to assist any student on assignments, quizzes or tests without teacher approval.~~
- I. ~~Students are prohibited from:~~

- ~~a. Bringing a cell phone on premises that infects the network with anything designed to damage, alter, destroy or provide access to unauthorized data or information.~~
- ~~b. Processing or accessing information on school property related to “Hacking”, altering or bypassing network security policies.~~
- ~~c. Printing from cell phones at school.~~
- ~~d. Having their phone out while in elementary school spaces. The privilege of using a cell phone at school is for high school students only.~~

III CELL PHONE USE

1. Students are prohibited from using cell phones and other electronic communication devices during the instructional day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.

2. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.

3. Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district’s discipline policy. In addition, a student’s cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

[Note: This language aligns with the provisions found in the MSBA Model Student Handbook. As an alternative to stating specific cell phone rules in a school district policy, a school board could choose to direct school administration to establish cell phone rules. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings.]

III. CONSEQUENCES OF VIOLATING THE CELL PHONE POLICY

- First offense – (a minor) the phone is taken away until the end of the day
- Second offense – (~~minor~~ a major) 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... parent’s choice.~~
- ~~Third offense and further infractions may result in other disciplinary action 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.~~

• IV. LOST, STOLEN OR DAMAGED DEVICES

Each user is responsible for his/her own cell phone and should use it responsibly and appropriately. Northland Community Schools take no responsibility for stolen, lost or damaged cell phones.

V. SEARCH OF CELL PHONE CONTENTS

- A student's cell phone contents may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules and/or policy. Any searching of a device will be reasonable both in its scope and intrusiveness.
- Parents/guardians of the student will be notified of the search ~~and be encouraged to be present at the time of the search. Searches will be delayed up to 24 hours to await a parent.~~

Adopted: _____

MSBA/MASA Model Independent School District #118 - Policy 532

Orig. 2003

Revised: _____

Rev. 2023

532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS

[Note: School districts are required by statute to have a policy addressing these issues.]

~~*[Note: Minnesota Laws 2009, Chapter 96, made a number of changes to the laws and rules governing the use of "conditional procedures" with respect to special education students. Specifically, Chapter 96 repealed, EFFECTIVE AUGUST 1, 2011, Minnesota Statutes sections 121A.66, 121A.67, Subd. 1, as well as Minnesota Rules 3525.0210, Subparts 5, 6, 9, 13, 17, 29, 30, 46, 47, and 3525.2900, Subp. 5. These laws and rules were replaced, effective August 1, 2011, with a restrictive procedures law which generally addresses the restraint of special education students. Also note that the restrictive procedures law contains a significant staff training component, found at Minnesota Statutes section 125A.0942, Subds. 1, 2, and 5. Staff who intend to use restrictive procedures must be trained in the areas specified in Subd. 5 to use these procedures.]*~~

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- B. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.

- C. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- D. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family

Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

[Note: If the school district uses a different reference name for its student records policy, insert that name in place of the reference to Protection and Privacy of Pupil Records, which is the title of MSBA/MASA Model Policy 515.]

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another
2. In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:
 - a. Corporal punishment prohibited by Minnesota Statutes, section 121A.58;
 - b. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
 - c. Totally or partially restricting a child's senses as punishment;
 - d. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
 - e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes, Chapter 260E;
 - f. Physical holding (as defined in Minnesota Statutes, section 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
 - g. Withholding regularly scheduled meals or water; and/or
 - h. Denying a child access to toilet facilities.
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minnesota Statutes, section 125A.0942, [subdivision Subd. 5](#), and otherwise comply with the requirements of [section § 125A.0942](#).

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.67 (Removal by Police Officer)
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Act)
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

Adopted: 6/18/98
Rescinds:
Issued:
Revised: 7/20/00
Reviewed: 06/12/2018

539 DANCE RULES

I. PURPOSE

The purpose of this policy is to assure a safe Northland High School Dance.

II. GUIDELINES

- A. Dances are open only to currently enrolled NHS students. Other students will not be allowed to enter. Guests who do not attend NHS may be allowed at the homecoming dance snow daze dance, prom and designated "special" invitation dances. Guests or dates over the age of 20 will not be allowed at dances without prior approval of the High School Principal. All students must present a valid school picture ID in order to attend a dance.
- B. Doors will be locked 30 minutes after the dance has begun. Students will not be allowed to enter the dance after the door has been locked unless permission is granted by dance supervisor.
- C. Students will not be allowed to leave the dance until 15 minutes before the end of the dance. Exceptions to this will be by parent permission only and will require a phone call by the parent to the dance supervisor.
- D. Once a student leaves the dance, they will not be allowed to re-enter.
- E. A register will be kept of all students in attendance.
- F. The following procedure will be used when a student is suspected to be under the influence of alcohol or drugs at a school dance:
 - 1. Student will be asked to sit in office until parents are contacted.
 - 2. Law enforcement will be contacted.
 - 3. Student will be released to parents only.
 - 4. Students found to be under the influence of alcohol or drugs will be suspended from attending dances for the next 3 dances including next year. Suspensions carry over to the following school year
- G. Students that are insubordinate to the dance supervisor will not be allowed to attend dances for the next 3 dances. The penalty carries over to the following school year or the remainder of the year -- whichever is longer.
- H. Any student exhibiting in appropriate behavior or violating dance or school rules will be asked to leave the dance and parents will be called.
- I. A written report to the Principal detailing the infraction must be submitted by the advisor the next school day.
- J. 7th and 8th grade students will be allowed to attend homecoming as well as snow day's dances.

Dance Advisor Signature _____ Date _____

Chaperone Signature _____ Date _____

Revised:

Reviewed: 5/24/18

541 GANG BEHAVIOR POLICY AND PROCEDURE

I. GENERAL STATEMENT OF POLICY

Students are not permitted to wear clothing that suggests gang membership or affiliation as determined by the school principal. Gang symbols, writing, vocabulary, signing tattoos, flagging, etc. are not permitted on school property or at school activities. Violators are subject to disciplinary actions.

II. CONSEQUENCES

First Warning:

- A. Adult who sees the suspect takes suspect to principal.
- B. Principal contacts profiler. Profiler completes profile same day if event occurs during school day. If event occurs outside of school day, profile completed the next school day.
- C. Principal confiscates any gang related writing, hat, emblem. Student covers tattoos. Student covers clothing or turns it inside out.
- D. Parents contacted in writing by principal. A verbal contact whenever possible will occur.

Second Offense:

- A. Suspension from 1-3 days.
- B. A conference with the parent and student must occur prior to readmission. Profiler needs to attend conference.
- C. Law enforcement contacted by principal.
- D. Student excluded from school sponsored activities for 2 weeks.
- E. Interventions offered.

Third Offense

- A. Suspension from 3-5 days.
- B. A conference with the parent and student must occur prior to readmission. Profiler needs to attend conference.

- C. Law enforcement contacted by principal.
- D. Student excluded from school sponsored activities for 4 weeks.
- E. Interventions offered.

Fourth Offense:

Referral to an alternate placement.

Items still needed to be put in place:

1. Identify interventions.
2. Learn what can actually be done under the concept of “alternative placement”.

Adopted: _____

~~MSBA/MASA Model~~ Independent School District # 118 - Policy 601
Orig. 1995

Revised: _____

Rev. 20232

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. ["Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.](#)
- C. ["Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.](#)
- D. ["Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.](#)
- E. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- F. ["Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.](#)
- G. ["Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.](#)
- H. ["Institutional racism" means structures, policies, and practices within and across](#)

[institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.](#)

- I. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements [including applied and experiential learning](#).
- J. “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:
 - 1. the size of the academic achievement gap; ~~and~~ rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.
- K. “World’s best workforce” means striving to: meet school readiness goals; ~~have all third-grade students achieve grade-level literacy~~; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

[\[Note: Definitions B, D, F, and H are added to Minnesota Statutes 120B.11—the World’s Best Workforce law—effective August 1, 2023. The definitions apply to revisions to the World’s Best Workforce law regarding strategic plans; these revisions are effective “for all strategic plans reviewed and updated after June 30, 2024.](#)

[Because school districts may choose to implement the new definitions and the strategic plan revisions before June 30, 2024, MSBA includes the new definitions and revisions in Articles III and IV. A school district could choose to wait to adopt the new definitions and revisions with the understanding that they will be effective for all strategic plans reviewed and updated after June 30, 2024.\]](#)

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, ~~shall~~**must** adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
 - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in [Minnesota Statutes, section 120B.345, subdivision 3, paragraph \(b\)\(2\), state and federal law](#);

[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]

2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

[Note: MSBA/MASA Model Policy 618 addresses this requirement.]

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, subdivision 3, students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision Subd. 8, or 122A.41, subdivision 5;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income and minority children families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that

- a. integrate high-quality instruction, rigorous curriculum, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;

- b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;

- c. provide a collaborative professional culture that develops and supports seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and

7. an annual budget for continuing to implement the school district plan; and-

~~8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.~~

~~B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.~~

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

~~1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:~~

~~**[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]**~~

~~a. reading, writing, speaking, listening, and viewing in the English language;~~

~~b. mathematical and scientific concepts;~~

~~c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);~~

~~d. creative and critical thinking, decision making, and study skills;~~

~~e. work readiness skills;~~

~~f. global and cultural understanding.~~

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

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

~~b. bring many perspectives, including historical, to contemporary issues;~~

~~c. develop an appreciation and respect for democratic institutions;~~

~~d. communicate and relate effectively in languages and with cultures other than the student's own;~~

~~e. practice stewardship of the land, natural resources, and environment;~~

~~f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.~~

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

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

 - a. ~~establishing and achieving personal and career goals;~~
 - b. ~~adapting to change;~~
 - c. ~~leading a healthy and fulfilling life, both physically and mentally;~~
 - d. ~~living a life that will contribute to the well-being of society;~~
 - e. ~~becoming a self-directed learner;~~
 - f. ~~exercising ethical behavior.~~~~

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

 - a. ~~appreciate, understand, and accept human diversity and interdependence;~~
 - b. ~~address human problems through team effort;~~
 - c. ~~resolve conflicts with and among others;~~
 - d. ~~function constructively within a family unit;~~
 - e. ~~promote a multicultural, gender-fair, disability-sensitive society.~~~~

[Note: School district and site goals example courtesy of the Winona School District.]

- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy XXX (Reading and the Read Act)

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

1. ~~The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~

2. ~~Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~

[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]

3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.
4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:
 - a. a summary of the district's efforts to screen for dyslexia;
 - b. the number of students screened for that reporting year; and
 - c. the number of students demonstrating characteristics of dyslexia for that year.
5. A student identified as having a reading difficulty must be provided with alternate instruction under Minnesota Statutes section 125A.56, subdivision 1.
6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student and the student's progress; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

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

[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]

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

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.12 (~~Reading Proficiently no Later than the End of Grade 3~~ [Read Act Goal and Interventions](#))
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

[Note: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests and data subject requests.]

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

- A. All requests for public data must be made in writing directed to the responsible authority.
1. A request for public data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact the requestor (such as phone number, address, or email address).
 2. *Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data. A requestor is not required to explain the reason for the data request.*
 3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
 4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
1. The responsible authority will notify the requestor in writing as follows:
 - a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 1. The estimated costs of preparing the summary data, if any; and
 2. The summary data requested; or
 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.
- A.J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 - 2. Date the request is made;
 - 3. A clear description of the data requested;
 - 4. Proof that the individual is the data subject or the data subject's parent or guardian;
 - 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

- A. **Public Data**
 - 1. The school district will charge for copies provided as follows:
 - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
 - b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
 - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
 - 2. All charges must be paid for [in cash or by check] in advance of receiving the copies.

[Note: the district should identify the payment methods that it will accept.]

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IXVII. Annual Review and Posting

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:

[Name]

[Location]

[Phone number; email address]

Data Practices Compliance Official:

[Name]

[Location]

[Phone number; email address]

Data Practices Designee(s):

[Name]

[Location]

[Phone number; email address]

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

[Minn. Stat. § 13.01 \(Government Data\)](#)

[Minn. Stat. § 13.02 \(Definitions\)](#)

Minn. Stat. § 13.025 (Government Entity Obligation)

[Minn. Stat. § 13.03 \(Access to Government Data\)](#)

[Minn. Stat. § 13.04 \(Rights of Subjects to Data\)](#)

[Minn. Stat. § 13.05 \(Duties of Responsible Authority\)](#)

[Minn. Stat. § 13.32 \(Educational Data\)](#)

[Minn. Rules Part 1205.0300 \(Access to Public Data\)](#)

[Minn. Rules Part 1205.0400 \(Access to Private Data\)](#)

Cross References:

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

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

Interquest Detection Canines®

(INTERQUEST)

Northland Community School District

(the District)

This shall serve as an agreement by and between Interquest Detection Canines® and the DISTRICT for substance awareness and detection services for the period of September 2023 through May 2024.

It is understood that the DISTRICT has established and communicated a policy clearly defining contraband as all drugs of abuse (in the broadest terms), alcoholic beverages, firearms and ammunition, prescription and over-the-counter medication, and that this policy has been disseminated to all campus locations. Violations are considered inimical to the welfare of students and contrary to the DISTRICT'S desire to foster an atmosphere conducive to safety and education.

INTERQUEST shall provide contraband inspection services utilizing non- aggressive contraband detection canines. Such inspections may be conducted on an unannounced basis under the auspices and direction of the DISTRICT administration with INTERQUEST acting as an agent of the DISTRICT while conducting such inspections. Communal areas, lockers, gym areas, parking lots (automobiles), grounds, and other select areas as directed by DISTRICT officials, shall be subject to inspection. Contraband detected on DISTRICT property is the responsibility of the DISTRICT. Suspected drugs of abuse may be field-tested to provide preliminary or presumptive identification of the drug.

INTERQUEST agrees to provide 6 Half day visits for the contract period. The DISTRICT may increase the total number of visits by notifying INTERQUEST in writing. The cost for each visit will be 400.00 per team. Multiple canine teams will be charged on a per team basis. Required court testimony on behalf of the DISTRICT will be charged at the same rate. INTERQUEST will invoice for service on a monthly basis at the conclusion of the service month. The DISTRICT agrees to pay for services within thirty (30) days of receipt of such invoice.

INTERQUEST will schedule DISTRICT visits in conjunction with days designated by the DISTRICT as appropriate for visits. The District will provide a school calendar with inappropriate dates for service noted. This calendar will serve as an addendum to the Agreement. All other dates will be considered acceptable for visits. DISTRICT will be responsible for payment for any visit made on any day other than those days noted as unacceptable on the attached school calendar.

INTERQUEST is licensed and registered by the U.S. Department of Justice, Drug Enforcement Administration, and other state regulatory agencies as required.

INTERQUEST DETECTION CANINES®

Sara Fox

School's signature _____

LEASE AGREEMENT

THIS LEASE AGREEMENT (“Lease”) is made and entered into by and between Independent School District No. 113, Walker-Hackensack-Akeley, a public corporation under the laws of the State of Minnesota, whose address is 301 4th Street, Walker, Minnesota 56484 (hereinafter “Lessor”) and the Up North Learning Center, a public corporation under the laws of the State of Minnesota, whose address is 5413 73rd Street NW, Walker, Minnesota 56484 (hereinafter “Tenant”).

WHEREAS, Lessor and Tenant desire to enter into a Lease Agreement whereby Tenant will lease the Up North Learning Center (“Leased Premises”) located at 5413 73rd Street NW, Walker, Minnesota 56484; and

WHEREAS, the Tenant agrees to take said premises “as is.”

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein and other good and valuable consideration, Lessor hereby leases to Tenant, and Tenant leases from Lessor, the premises hereinafter contained, for the time period and upon the terms and conditions hereinafter set forth:

1. PREMISES. In consideration of the provisions contained in this Agreement, Lessor agrees to provide to the Tenant the Leased Premises for Tenant to conduct and operate a Level IV educational program. The space provided consists of approximately 17,000 square feet.
2. CHANGE IN PREMISES. Upon mutual agreement, appropriate and adequate spaces shall be adjusted to suit the needs of Lessor and Tenant. Any additional needs for space or revisions to the space leased as listed in this Agreement shall be modified or amended by an Agreement in writing and signed by Lessor and the Tenant.
3. LEASE TERM. This Lease shall be for a term of one year, commencing on September 1, 2023 and terminating on August 31, 2024.
4. ACCEPTANCE OF THE LEASED PREMISES. Tenant’s occupancy of the Leased Premises shall constitute conclusive evidence that the premises were, as of that date, in good, clean and tenantable condition, and as otherwise represented by the Lessor. It is understood and agreed that Lessor shall have a continued right to be on the Leased Premises for the purpose of custodial services and use of the Leased Premises at the times other than those specified for use by the Tenant.
5. RENT. Tenant shall pay to the Lessor during the Lease Term rent in the amount of \$425,000, which is \$85,000 annually per member district. Rent will be invoiced by on a quarterly basis and paid through a lease levy or direct payment as chosen by each member district.
6. USE. The Leased Premises shall be used and occupied by the Tenant for the purpose of running a Level IV Program and purposes incidental to said use, and for no other purposes. No part of the Leased Premises shall be used for any purpose that: constitutes a nuisance;

is illegal, offensive or termed hazardous by insurance companies; may make void or voidable any insurance on the building or increase the premiums therefor; or which might interfere with the general safety, comfort or convenience of Lessor and other occupants of the building.

7. ACCESS TO BUILDING. The Leased Premises identified hereto shall be made available to Tenant for operation of the Level IV Program from 8 a.m. to 3:30 p.m. on school days. Employees of Tenant may be provided access to the Leased Premises beyond the times set forth above, as mutually agreeable between the Lessor and Tenant for purposes of Tenant's normal business operations.
8. PARKING. Tenant shall have use of the Lessor's parking facilities as needed.
9. ALTERATIONS; APPROVALS. Tenant shall not make any alterations of or additions to the Leased Premises without prior written consent of Lessor. All plans, specifications, contractors, and laborers to be used for Tenants improvements must be approved in advance, in writing, by the Lessor.

At the termination of this Lease, Tenant shall, if the Lessor so elects, remove all alterations and additions erected by Tenant and restore the Leased Premises to their original condition; otherwise such improvements shall be delivered up to Lessor with the Leased Premises. All movable office furnishing and trade fixtures installed by Tenant may be removed by Tenant at the termination of this Lease if Tenant so elects, and shall be removed if required by Lessor. All such removals and restoration shall be accomplished in a good and workmanlike manner so as not to damage the primary structure or structural qualities of the Leased Premises. Personal property remaining in the Leased Premises at the expiration or termination of the Lease Term shall, at the option of Lessor, be deemed abandoned and become property of Lessor, and Lessor may dispose of the same as Lessor deems expedient.

10. ACCESS BY LESSOR.
 - A. Lessor and its agents and representative shall be entitled to keep keys to the Leased Premises and shall have the right to enter and inspect the Leased Premises at any reasonable time for the purpose of ascertaining the condition thereof or in order to make such repairs as may be required to be made by Lessor under the terms of this Lease or as Lessor may deem necessary. It is further provided that such entry shall not unreasonably interfere with Tenant's business operations.
 - B. The right of entry reserved shall not be deemed to impose any greater obligation on Lessor to clean, maintain, repair or change the Leased Premises than is specifically provided in this Lease. Lessor and its agents and representatives may at any time in case of emergency enter the Leased Premises and do such acts as Lessor may deem proper in order to protect the Leased Premises.

11. SUBLETTING AND ASSIGNMENT. Tenant shall not sublease the whole or any part of the Leased Premises without the prior written consent of Lessor, which consent may be given or withheld in the Lessor's sole and absolute discretion. Tenant shall not, voluntarily or by operation of law, assign, pledge or otherwise transfer this Lease without prior written consent of the Lessor, which consent may be given or withheld in Lessor's sole and absolute discretion.
12. FIRE AND OTHER CASUALTY. If the Leased Premises or a substantial part thereof is damaged or destroyed by fire or other casualty, Lessor or Tenant shall have the option, exercisable in their sole and absolute discretion by giving written notice to the other party within ninety (90) days after such damage or destruction, to terminate this Lease within thirty (30) days from the date said notice is given. If a portion of the Leased Premises is damaged by fire or other casualty and this Lease is not terminated pursuant to the preceding sentence, Lessor shall, at its expense, restore the Leased Premises, exclusive of any improvements or other changes made to the Leased Premises by the Tenant, to as near the condition which existed immediately prior to such damage or destruction as reasonable practicable, and all obligations for payment under this Lease Agreement shall abate during such period of time as the Leased Premises are un-tenantable in the proportion that the un-tenantable portion of the Leased Premises bears to the entire Leased Premises. Lessor shall not be responsible to Tenant for, and Tenant shall make no claim against Lessor for, any damage to or theft or destruction of any personal property, furniture, equipment, improvements or other changes made by Tenant in, on or about the Leased Premises, except for any such damage or destruction that is the direct result of any negligent or intentional act or omission of Lessor or its employees.
13. INSURANCE; WAIVER OF SUBROGATION. Tenant shall, at its own cost and expense, carry public liability insurance from an insurer acceptable to Lessor of not less than the statutory limitations pursuant to Minnesota Statutes Chapter 466. All policies of insurance shall name Lessor as an additional insured and loss payee and shall provide for not less than thirty (30) days written notice to Lessor before cancellation. Before taking possession of the Leased Premises, Tenant shall provide Lessor with a certificate of insurance noting the requirements set forth in this Paragraph, and otherwise acceptable to Lessor. Lessor and Tenant each hereby release the other from any and all liability or responsibility to the other or anyone claiming through or under them by way of subrogation or otherwise for any loss or damage to property caused by fire or any of the extended coverage casualties covered by the insurance maintained hereunder, provided, however that this release shall be applicable and in force and effect only with respect to loss or damage occurring during such times as the releasor's policies shall contain a clause or endorsement to the effect that may release shall not adversely affect or impair said policies or prejudice the right of the releasor to recover thereunder. The Lessor and Tenant shall cause their respective insurers to include such a clause or endorsement in their policies of insurance.

Tenant shall maintain property loss insurance for its personal property and business fixtures. Lessor shall maintain fire and extended coverage covering the real property.

14. INDEMNITY. To the extent allowable under Minnesota law, Tenant and Tenant's successors and assigns shall indemnify, hold harmless and defend Lessor and Lessor's successors and assigns from any claim or damage arising out of any injury, death or property damage occurring in, on or about the Leased Premises, to the Tenant or an employee, agent, customer or invitee of the Tenant, except to the extent such injury, death or property damage shall be the direct result of the negligent or intentional act or omission of the Lessor or its employees, agents or representatives. Indemnification under this paragraph shall be limited to injury, death or property damage resulting from the negligence, intentional act or omission of Tenant, its employees, independent contractors, business associates or affiliates, guests and invitees.
15. EVENTS OF DEFAULT. Each of the following shall constitute an "Event of Default" by Tenant under this Lease:
 - A. The failure by Tenant to pay any and all charges to be paid pursuant to this Lease within ten (10) days following the due date;
 - B. The insolvency or dissolution of Tenant, any transfer by the Tenant in fraud of creditors, or any assignment by the Tenant for the benefit of creditors;
 - C. The vacating or deserting by Tenant of all or any substantial portion of the Leased Premises;
 - D. The failure by Tenant to comply with any term, provision or covenant of this Lease and the failure by the Tenant to cure such failure within thirty (30) days after notice from Lessor.
16. REMEDIES. Upon the occurrence of any Event of Default, Lessor, at its option and in addition to all other rights and remedies available to Lessor by law or by the other provisions hereof, may:
 - A. terminate this Lease and all of Lessor's and Tenant's rights and obligations hereunder;
or
 - B. declare this Lease forfeited and the Lease Term ended upon ten (10) days written notice to Tenant, and to reenter the Leased Premises, with or without process of law, using such reasonable force as may be necessary to remove all persons and chattels therefrom, and Lessor shall not be liable for damages by reason of such reentry or forfeiture.
17. NOTICE. Any notice or document required or permitted to be delivered hereunder shall be deemed to be delivered, whether actually received or not, when deposited in the United States mail, postage prepaid, certified or registered mail, addressed to the parties hereto at the addresses set forth below, or at such other address as they have previously designated in written notice delivered in accordance with this paragraph:

If to Lessor: Independent School District No. 113

If to Tenant: Up North Learning Center

Any notice or document required or permitted to be delivered hereunder by Lessor to Tenant also shall be deemed to be delivered if and when delivered personally to Tenant at the Leased Premises.

18. RULES AND REGULATIONS. Tenant shall observe such rules and regulations which from time to time may be promulgated by the Lessor for the general safety, comfort and convenience of Lessor, occupants and tenants.
19. COMPLIANCE WITH LAWS, REGULATIONS, AND POLICIES. Tenant shall abide by all federal, state, and local laws and regulations. Tenant agrees not to discriminate on the basis of race, color, sex, creed, national origin, disability, age, sexual orientation, status with regard to public assistance, or religion.
20. WAIVER. Any failure of Lessor to insist upon strict performance of any term, covenant or condition of this Lease, or to exercise any option herein contained, shall not be construed as a waiver or a relinquishment for the future of such term, covenant, condition or option, but the same shall continue and remain in full force and effect. The receipt by Lessor of any charges to be paid pursuant to this Lease with knowledge of a breach in any terms, covenants or conditions of this Lease to be kept or performed by Tenant shall not be deemed a waiver of such breach, and Lessor shall not be deemed to have waived any provision of this Lease unless expressed in writing and signed by Lessor.
21. SURRENDER. On the last day of the term of this Lease or on the sooner termination thereof, Tenant shall peaceably surrender the Leased Premises in good condition and repair consistent with the Tenant's duty to make repairs as provided herein. On or before the last day of the Lease Term or on the sooner termination thereof, Tenant shall at its expense remove all of t Tenant's personal property from the Leased Premises, and any property not removed shall be deemed abandoned. All alterations, additions and fixtures which have been made or installed upon the Leased Premises by either Lessor or Tenant shall remain as Lessor's property and shall be surrendered with the Lease Premises as a part thereof. Tenant shall promptly surrender all keys for the Leased Premises and the Building to Lessor at the place then fixed for payment of any charges and shall inform Lessor of combinations on any locks or safes on the Leased Premises.
22. MISCELLANEOUS
 - A. Words of any gender used in this Lease shall be held and construed to include any other gender, and words if the singular number shall be held to include the plural, unless the context otherwise requires.

- B. The terms, provisions, covenants and conditions contained in this Lease shall apply to, inure to the benefit of, and be binding upon the parties hereto and their respective legal representatives, successors and permitted assigns, except as otherwise herein expressly provided.
- C. If any clause or provision of this Lease is or becomes illegal, invalid or unenforceable because of present or future laws or any rule or regulations of any governmental body or entity or valid court order, then the remainder of this Lease shall not be affected thereby unless such illegality, invalidity or unenforceability is, in the sole discretion of the Lessor, essential to the rights of both parties, in which event Lessor shall have the right to terminate this Lease upon written notice to Tenant.
- D. The Lease does not create the relationship of principal and agent or of partnership or of joint venture or of any association between Lessor and Tenant, the sole relationship between Lessor and Tenant being that of lessor and tenant.
- E. Each term and each provision of this Lease performable by Tenant shall be construed to be both a covenant and a condition.
- F. The paragraph headings of this Lease are for convenience only and do not define, limit or construe the contents of such paragraphs.
- G. This Lease shall supersede all negotiations or other communications, written or verbal, regarding the terms and conditions of the relationship between Lessor and Tenant created hereby, and there are no agreements and conditions of the relationship between Lessor and Tenant created hereby, and there are not agreements between Lessor and Tenant, written or verbal, other than those expressed herein.
- H. This Lease can only be modified or amended by an Agreement in writing signed by Lessor and Tenant.
- I. This Agreement shall be construed in accordance with the laws of Minnesota.
- J. Each party represents and warrants to the other that the signatory of that party is authorized to enter into this Agreement for and on behalf of that party.

25. ENTIRE AGREEMENT. This agreement represents the entire understanding and agreement between the parties hereto and this lease agreement may not be altered, changed or amended, except by an instrument in writing, signed by all parties hereto.

IN WITNESS WHEREOF, the Lessor and the Tenant have executed this Lease Agreement on the respective dates set forth below.

LESSOR: INDEPENDENT SCHOOL DISTRICT NO. 113

By: _____
Its Chair

By: _____
Its Clerk

Dated: _____

TENANT: INDEPENDENT SCHOOL DISTRICT NO. 118

By: _____
Its Chair

By: _____
Its Clerk

Dated: _____

Northland Community Schools

ISD #118



Non-Licensed Handbook

2023-2024

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.

Table of Contents

GENERAL.....6
ANNOUNCEMENTS6
ATHLETIC EVENT GUIDELINES6
ATTENDANCE AT WORKSHOPS OUTSIDE OF THE DISTRICT6
BASIC CLASSROOM CARE7
CELL PHONES AND ELECTRONIC DEVICES7
 Purpose Statement7
 General Statement of Policy7
CITIZENSHIP7
COPYING MACHINES.....8
CORPORAL PUNISHMENT PROHIBITED8
 Purpose Statement8
 General Statement of Policy8
CRIMINAL BACKGROUND CHECK.....8
DISTRICT DISCIPLINE POLICY8
 Purpose Statement8
 Positive Behavioral Interventions And Supports (PBIS).....8
EMPLOYEE HARASSMENT9
 Purpose Statement9
FACULTY COMMITTEES9
FAMILY NIGHT.....9
FUND RAISING9
 Purpose Statement9
 General Statement of Policy9
GENERAL SUPPLIES10
HANDLING OF BODY FLUIDS (BLOOD BORNE PATHOGENS)10
INCLEMENT WEATHER PROCEDURES.....10
INTERNET ACCEPTABLE USE AND SAFETY POLICY10
 Purpose Statement10
 General Statement of Policy11
KEYS/BADGES11
LEAVE DONATION11
 Purpose Statement11
 Procedure11
MAIL12
MAILBOXES/EMAIL12

PAYROLL INFORMATION	12
Pay Periods:	12
Direct Payroll Deposit	12
Pension Plans (TRA and PERA)	12
SMARTeR – Employee Self Service	12
POLICIES OF THE SCHOOL BOARD	14
PROBATIONARY PERIOD.....	14
RIGHT TO KNOW	14
Annual Integrated Pest Management Pesticide Notification	14
Environmental Monitoring - Ahera	14
Indoor Air Quality Notice.....	15
SCHOOL VEHICLES	15
Procedures For Bus or Small Vehicle Checkout	15
School Vehicles With Students	15
Driving School Vehicles.....	16
SOLICITORS	16
STAFF DEVELOPMENT PLANS AND PROCEDURES	16
Purpose Statement	16
Procedures.....	16
STANDARDS RESPONSE PROTOCOL	16
STUDENT ACTIVITY ABSENCES.....	17
STUDENT HEALTH	17
Accidents	17
TOBACCO AND DRUG FREE SCHOOL	18
Purpose Statements	18
USE OF CHAIRS AND STOOLS AS A STEPPING DEVICE.....	18
USE OF SCHOOL PROPERTY	18
VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES	18
SPECIAL CIRCUMSTANCES:	19
WEAPONS POLICY.....	19
Purpose Statement	19
General Statement of Policy	19
Paraprofessionals	20
PROCEDURES/GENERAL INFORMATION.....	20
Absences	20
Attitude	20
Schedules	20

Breaks	21
Cell Phone Usage.....	21
Communication.....	21
Supervision	21
Para “Chain of Command”	21
PROFESSIONAL GROWTH, REFLECTIONS, AND EVALUATION PLAN.....	22
Assumptions of the Northland Community Schools employee Professional Growth, Reflection, and Evaluation Plan:	22
Purposes of the Northland Community Schools Employee Growth, Reflection and Evaluation Plan:	22
GROWTH, REFLECTION & EVALUATION PROCESS	23
Gathering of Input.....	23
Growth, Reflection & Evaluation Meeting.....	23
Performance Improvement Plan	23
Paraprofessional Duties and Responsibilities	24
Role of Paraprofessional.....	24
Behavior Management.....	24
Individual/Group Work	24
Planning	24
Documentation.....	24
Equipment.....	25
Transition.....	25
Student Medical Information	25
Administering medications	25
Missed Medication.....	25
Delegated Medical Procedures	25
Professional Ethics.....	25
Tips for the Paraprofessional	26
Guide For Paraprofessionals.....	27
Positive Behavioral Management and Strategies	28
Confidentiality/Data Privacy	29
Mandated Reporting	29
Paraprofessional Websites	30
Liabilities	30
Disability Descriptions/Definitions	31
Autism Spectrum Disorders (ASD).....	31
Deaf and Hard of Hearing (D/HH)	31

Developmental Cognitive Disabilities (DCD).....	31
Developmental Delay (DD).....	31
Emotional/Behavioral Disorders (EBD).....	31
Specific Learning Disabilities (SLD)	31
Other Health Disabilities (OHD).....	32
Physically Impaired (PI).....	32
Speech and Language Impairments (SLP)	32
Traumatic Brain Injury (TBI).....	32
Visually Impaired (VI)	32
Common Program Acronyms in Special Education.....	32
Working with Certified Staff.....	33
General Education Teacher.....	33
Special Education Teacher	33
Speech/Language Pathologist.....	33
Developmental Adaptive Physical Education Teacher (DAPE)	33
Occupational/Physical Therapists.....	33
Licensed School Nurse	33
School Social Worker.....	34
School Psychologist.....	34

Introduction

This handbook has been prepared to acquaint you with the applicable policies, procedures, practices, and benefits of Northland Community Schools. It is intended to provide you with information about the district that will be helpful to you in the course of your employment. Because of this, we expect you to take the time to read it and become familiar with its contents.

It has been continually updated to reflect any policy, procedure, practice or benefit changes. This latest edition is effective August 29, 2023, and supersedes all previous policies, procedures, practices, and benefits of the district, both oral and written. If there are any discrepancies in benefit information provided in this handbook and benefit plan documents, the language in the benefit plan documents shall prevail.

The handbook is simply a summary of the district's current policies, procedures, practices, and benefits for your personal education and therefore should not be construed as a legal document. This handbook is not a contract of employment.

GENERAL

ANNOUNCEMENTS

Announcements immediately follow the Pledge of Allegiance each morning. If you have additional announcements requests, email the office prior to 8:00am.

ATHLETIC EVENT GUIDELINES

All workers shall be at their workstations 30 minutes before the beginning of the scheduled event. In most instances, that is 5:30.

After the 7th / 8th grade game starts, all workers shall assist in clearing the gym of students/fans that have not paid.

Floorwalkers must remain until the building is cleared of all students and fans.

Ticket seller may quit selling tickets:

- Volleyball -- beginning of the third match or game. (Varsity)
- Basketball/Football -- after the second half of the varsity game begins.

The ticket seller may be asked to stay and help supervise. The ticket seller should watch that students are not entering the building through the entrance next to the janitor's room.

Everyone, except participants, game workers and Northland/HCN Storm students and staff are required to purchase a ticket when entering the JV and Varsity games. If a student leaves the event, they are not allowed to reenter the event.

Floorwalkers are to be moving in and out of the gym area, checking all exit doors so they are locked. In the case of football, the floorwalker should be moving around the playing area and parking area as needed. Assist administrator on duty as needs may arise. Administrators are to get the microphone out and put it back after the game.

ATTENDANCE AT WORKSHOPS OUTSIDE OF THE DISTRICT

If you are going to attend a workshop outside of I.S.D. #118:

1. You need to fill out the proper requests forms.
2. Upon approval:
 - a. Request a sub and submit sub plans to secretary and administrator.
 - b. In the event of a group, carpooling or requesting a school vehicle is recommended.
 - i. The district reimburses mileage at the federal rate. Obtain forms for requesting reimbursement from the office. Mileage should be submitted monthly.
3. Receipts must be attached to the expense reimbursement form for all meals, room charges, and other reimbursable expenses. (See Policy 446)
 - a. If a meal is provided at the workshop, district will not reimburse for that meal.
 - b. Obtain forms for requesting reimbursement from the office.

BASIC CLASSROOM CARE

1. Students should not be allowed to put feet on desks or furniture or to sit on tables or furniture not intended for sitting.
2. Check condition of classroom furniture daily; report any damage immediately to the principal, his/her designee, or custodian.
3. Rooms, desks, and cabinets should be locked when not in use.
4. Students should not be allowed to use rooms without supervision.
5. The room should be left at the end of the day the same way that it was found at the beginning of the day. Students should be asked to help in keeping the room clean and neat.
6. **Eating and/or drinking beverages in the classroom is forbidden except for preapproved activities.**

CELL PHONES AND ELECTRONIC DEVICES

Refer to Policy 524.1

Purpose Statement

Northland Community Schools uses instructional technology as one way of supporting our vision to ensure that each student acquires 21st century skills to achieve his or her potential, become a productive community member and value lifelong learning. In an effort to be proactive with today's growing social and interactive technology trends, it is our hope that this new policy will increase awareness and training while putting into practice social and professional etiquette relating to electronic devices. Northland Community Schools will allow cell phones to be used for instructional purposes, in between classes and during lunch periods. Students in possession of a cell phone must comply with the Cell Phone Policy and the Internet Acceptable Use and Safety Policy.

General Statement of Policy

- a. All students, grades PreK-12, will place all electronic devices in their school lockers each day prior to the start of the day (8:25AM). Devices must be turned to vibrate or silent mode when stored in school lockers.
- b. All students in grades 7-12 may use cell phones between class periods and during lunch.
- c. Students may not have their cell phones, headphones, or earbuds with them 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.
- d. 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 a major.
- e. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.
- f. A student who has a phone confiscated may not use another student's cell phone.

CITIZENSHIP

The Board of Education feels that instruction in citizenship and democracy are essential to a basic educational program. In accordance with that belief, each class, PreK-12, will begin their

school day by reciting the Pledge of Allegiance.

COPYING MACHINES

Secretaries know how to use the copying machines. Make certain you are trained prior to using a copying machine. **Do not** have students, including TAs, run the machines for you.

Staff should prioritize the staff workroom copiers prior to using the office copier.

If the material to be copied is for **personal use, 10 cents per copy** is to be paid to the building secretaries.

Under no condition is any copyrighted book/work or chapter of book/work to be copied in its entirety without permission of the author or publisher.

CORPORAL PUNISHMENT PROHIBITED

Refer to Policy 507 and State Statute 121A.58

Purpose Statement

The purpose of this policy is to describe limitations on use of corporal punishment or prone restraint upon a student.

General Statement of Policy

No employee or agent of the school district or charter school shall inflict corporal punishment or use prone restraint upon a student.

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.

DISTRICT DISCIPLINE POLICY

Refer to Policy 506

Purpose Statement

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

Positive Behavioral Interventions And Supports (PBIS)

The goal of PBIS (**P**ositive **B**ehavioral **I**nterventions and **S**upports) 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 punishment 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.

As part of this initiative much work has been done to build Eagle Pride, School Wide. Expectations for behavior are clearly posted throughout the building, school grounds, buses, and at 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

Documents supporting PBIS are found on Google Drive.

EMPLOYEE HARASSMENT

Refer to Policy 413

Purpose Statement

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class).

FACULTY COMMITTEES

Various committees are formed during the year to study school problems, resolve issues or to perform specific tasks. Staff are encouraged to participate in those various committees.

FAMILY NIGHT

By tradition (and by action of the Board of Education), no evening activities are to be scheduled by the school on Wednesday. This night has been set aside for the family to be together and to provide an evening for other community organizations to sponsor activities.

FUND RAISING

Refer to Policy 511

Purpose Statement

The purpose of this policy is to address student fundraising efforts.

General Statement of Policy

The school board recognizes a desire and a need by some student organizations for fundraising. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students and the general

public.

All fundraising activities must be approved in advance by the administration. Upon approval, complete all appropriate forms and follow procedures as listed in the policy.

No money should be left in the desk of a member of the faculty. Each staff member should turn in all money received during the day to the district office. with the proper form(s).

Funds must be used “by the students for students”.

GENERAL SUPPLIES

All general supplies are ordered in bulk and stored in the teacher workrooms. If there is a need for a general supply, contact the office.

HANDLING OF BODY FLUIDS (BLOOD BORNE PATHOGENS)

The booklet Cass County Guidelines for Handling Body Fluids is very informative about what to do in case you need to handle body fluids. Two simple guidelines:

- Glove up!
- When feasible, have the person whose bodily fluids must be handled, handle their own fluids.
-

Each classroom has a body fluid kit consisting of: 1) the bucket, 2) 2 pair of rubber gloves, 3) bottle of disinfectant, 4) large waste bag, 5) bag of vomit absorber, 6) paper towels.

If you don't have the body fluid kit, please notify the Custodial Maintenance Supervisor.

INCLEMENT WEATHER PROCEDURES

An instant alert will be sent out to all staff. All employees may listen to local radio stations or television stations for late start or school closing announcements.

If a late start is announced, staff will report at the later start time. For example, a two-hour late start is announced, teachers usually reporting at 7:30 A.M. must report by 9:30 A.M.

If school is closed for an entire day, staff will not be required to report. A make-up day may be scheduled, or staff may be asked to document hours worked.

School schedules will not be altered if school is a late start or closed.

INTERNET ACCEPTABLE USE AND SAFETY POLICY

Refer to Policy 524

Purpose Statement

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.

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.

KEYS/BADGES

Each member of the staff will be issued the necessary keys/badges by the district office. The keys are regulated by the following guidelines:

- a. Only adult school employees will be issued keys/badges.
- b. No staff member is to be in possession of a school key/badge that has not been properly issued by the district office.
- c. Any staff member who unlocks the building after school hours is responsible for the students and/or adults who enter and will be certain that the building is secure when the staff member leaves. This especially pertains to "open gym" on weekends.
- d. Lost keys/badges can be replaced, and a replacement fee will be assessed. Report lost keys immediately to the building principal.
- e. Staff are not allowed to give keys/badges to students.

LEAVE DONATION

Refer to Policy 450A

Purpose Statement

Any Northland Community Schools employee who accrues vacation time or has personal leave may elect to donate a portion of that time to another Northland Community Schools employee. The leave donation program will only be utilized in catastrophic medical situations and only with approval of the Superintendent. Personal leave does not accrue. Therefore, only currently available personal leave may be donated to a currently identified need. It may not be donated toward future needs.

Any Northland Community Schools employee who accrues *vacation time or has personal leave* may elect to donate a portion of that time to another Northland Community Schools employee. The leave donation program will only be utilized in catastrophic medical situations and only with approval of the Superintendent. Personal leave does not accrue. Therefore, only currently available personal leave may be donated to a **currently identified need**. It may not be donated toward future needs.

Procedure

- a. The Superintendent and supervisory staff will provide memorandums for posting and to advise employees of a need for donated hours.

- b. A vacation or personal leave day donation authorization form will be available from the district office and must be signed and returned to that office before a donation can be effective.

MAIL

A basket for outgoing mail is in the office. Teachers will be notified when packages arrive. When possible, packages will be delivered to classrooms. Please affix the proper postage to all personal mail.

MAILBOXES/EMAIL

The school district provides each teacher with a mailbox in the Staff Lounge. Mail and other material are distributed to staff through these boxes. Staff members are asked to check their mailboxes daily. Communication is also done via email. Staff are asked to check their email regularly and respond within 24 hours if a response is needed.

PAYROLL INFORMATION

Pay Periods:

Non-licensed staff will be paid on the 15th day of the month and on the last day of the month. When the 15th of the month or the last day of the month fall on Saturday, Sunday, or a legal holiday, payments will be issued on the preceding workday. For hourly employees, wages paid on the 15th will be based on hours submitted for the 16th through the last day of the previous month. Wages paid on the last day of the month will be based on hours submitted for the 1st through the 15th of the current month.

Commented [JG1]: Only in Non-licensed staff handbook

Commented [JG2]: Only in Non-licensed staff handbook

Direct Payroll Deposit

Northland Community Schools uses direct deposit for payroll. Employees need to submit a direct deposit form to Payroll every time they want to change the place where their paycheck is deposited. Further information is available from Payroll.

Pension Plans (TRA and PERA)

Public employees are required by state law to belong to pension plans administered by Public Employees Retirement Association (PERA). Minnesota Statutes Chapters 353 and 354 set the rates for employer and employee contributions.

If you have any questions, please call the toll-free numbers listed below:
PERA (for Non-Licensed staff) 1-800-652-90265

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SMARTeR – Employee Self Service

Northland Community Schools utilizes a paperless payroll system.

Employee Self Serve is a program accessed online that allows employees to view/print their own pay stubs, W2's, and other information **whenever** they need it. Employees can see more detailed information regarding their leave time, as well as viewing pay information the day before payday. The District Employee Self Service (ESS) site can be accessed from the District's home page at www.isd118.k12.mn.us. Click on "Resources" then "Staff" then "Employee Self-Serve."

To enter for payroll enter ID number then password, choose continue to eR, choose option text or email for code. Once receive code enter it, directed to payroll and/or request for leave option is available. All leave is entered through smart eR.

Time Clock:

If you are not familiar with the Employee Self-service program, please follow the directions below after you've connected to the district website address:

- 1) Enter ID number
- 2) Enter password.
- 3) Choose clock in or clock out.

Information on Logging in to ESS:

If you are not familiar with the Employee Self-service program, please follow the directions below after you've connected to the district website address:

- 1) Enter ID number.
 - a) Your User ID is your employee number. If you can't remember it, you can look on a previous pay stub. If you can't find that, please call the Executive Secretary.
- 2) Enter password.
 - a) If you can't remember your password, use the "Forgot Password" feature on the login page.
 - b) ****After three unsuccessful attempts, you will be locked out. If that happens you will need to contact the Executive Secretary to reset your password and unlock your access.
- 3) Choose continue to eR
- 4) Choose option for Two-Step Verification
- 5) Enter verification code.
- 6) Once you are at the Employee Self Service menu, you will have multiple tab options. Click on "My Payroll" tab. The various options you will see are:
 - a) "Pay Stub" - On pay day, the current pay information will automatically appear. To view other pay stubs, click on "View Old Pay Stubs." You can also view your Year-to-Date information and general pay information.
 - b) "Time Off" - information about your leave with automatically appear, as well as requesting time off.
 - c) "W-2 and W-2 Information Sheet" – is where you will go to print off your W2. You can also see what you are currently claiming for your tax withholding.
 - d) "Direct Deposit" – view current set up and change direct deposit
- 7) Another tab "About Me" is where you would go to change your password. It is recommended that you do this on your first visit to the site so that others cannot access your employee information. Your password can be up to 12 characters.
- 8) When you are done – be sure to Log Out from the main menu.

If you have any problems accessing this program, please contact Payroll at 218-566-2351.

Insurance Deduction for Less Than Full Time Employees

Employees who work less than 12 months and who have selected to participate in the district offered Health Insurance Plan (currently Health Partners through NJPA), their total amount of yearly premiums will be deducted evenly over their number of scheduled pay periods. (For example, if an employee works 9 months per year, the total amount of insurance premiums for the year would be evenly deducted over 18 pay periods.)

Commented [JG4]: This is different for non-licensed

Commented [JG5R4]: Lori S needs to help me with what this looks like

Commented [JG6]: Move to non-licensed handbook

POLICIES OF THE SCHOOL BOARD

Staff should familiarize themselves with the School Board policies. School board policies are available on the district website and copies may be obtained from the Executive Secretary. Changes are made periodically according to the needs of all concerned and according to state and federal regulations. If you see a need for a change, please contact the principal.

PROBATIONARY PERIOD

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

RIGHT TO KNOW

Commented [JG7]: Move all right to know to this section

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.

Environmental Monitoring - Ahera

EPA's [asbestos regulations for schools \(the Asbestos Hazard Emergency Response Act, "AHERA"\)](#), require that an accredited inspector reinspect school buildings at least once every three years to reassess the condition of ACM.

Any questions concerning this notice or an explanation of our Asbestos Management Plan can be directed to Jared Johnson.

Indoor Air Quality Notice

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.

SCHOOL VEHICLES

(Refer to Policy 496 - Employees and Non-Participating Dependents In School Vehicles)

School vehicles are available for district approved travel. They are available on a “first-come-first served” basis. Requests should be made several days in advance if possible. Forms for school vehicle use are in the school office.

Procedures For Bus or Small Vehicle Checkout

1. Get preliminary approval from supervisor five days in advance.
2. Fill out request form.
3. You will only hear back on the request form if the request is not approved.
4. Get keys and School Vehicle Use Form from school office. Please Note: If you are leaving before 7:30 A.M., make sure you make arrangements to get keys the day prior to your leaving.
5. Upon your return, lock all of the car doors. Return the key and the completed School Vehicle Use Form to the school office.

School Vehicles With Students

Type III bus is a car, van or station wagon carrying nine or less students. The driver:

- a. Shall not operate vehicle as a Type I or Type II bus.
- b. Shall not stop traffic.
- c. Shall not load or unload in a vehicular traffic lane or on the shoulder. Shall be restricted to curb, non-traffic side (normal parking lane), off street loading areas, driveways, yard service, and other areas to avoid any hazardous conditions.
- d. Shall not load or unload in the right-hand lane of the roadway, designated turn lane, or lane immediately adjacent to a designated turn lane.
- e. Shall not load or unload so that a child has to cross the road. Where not possible or impractical, the driver or aide shall personally escort the child across the road. If driver escorts, the motor must be stopped, ignition key removed, brakes set, and vehicle otherwise rendered immobile.
- f. Shall not load or unload before making a complete stop and disengaging gears by shifting into neutral or park.
- g. Shall not operate as a school bus, whether carrying pupil passengers or not, without displaying the “Vehicle Stops at RR Crossings” sign and stopping at all railroad crossings. Vehicle must be always operated with headlights on. Sign may be covered or removed when vehicle is not operating as a school bus.
- h. Shall enforce the bus riding rules and regulations.
- i. People requesting a car/van must make arrangements for picking up key and the vehicle the day before using the vehicle.
- j. People returning vehicles after school hours need to lock the vehicle and bring the keys and completed School Vehicle Use Form to the school office.

Driving School Vehicles

All school personnel wishing to transport students to games and other activities will be required to complete Type III driver training, submit to a driver’s license check, and hold a Type III license.

- All training and driver’s license checks need to be completed prior to the transportation of students.
- Driver license checks need to be updated annually.
- Forms may be obtained in the district office.
- Forms must be returned to the district office for processing.
- Pre-approval needs to occur with building Principal or Superintendent.

SOLICITORS

The laws of this state establish that no one is to come into the school building other than to come to the administrative offices unless they have the permission of the principal. This refers to sales personnel and others that have a business reason for calling on the school, as well as those who might want to call on individual faculty members or students to solicit personal business. Agents will not be allowed to call on staff members during a time that the faculty member is engaged in actively supervising students in some capacity. In no event, will agents be allowed to contact teachers unless it directly involves a school activity.

STAFF DEVELOPMENT PLANS AND PROCEDURES

Refer to Policy 425

Purpose Statement

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

Procedures

1. Requester will complete the yellow Staff Development form. (Found in office)
 - a. Attach the following to the yellow form:
 - i. a copy of training/workshop information
 - ii. options for hotels, if needed
2. Requester will place the yellow sheet with attachment information in Staff Development Committee Chair’s mailbox.
3. Requests will be brought to the next Staff Development Committee Meeting.
4. Requester will be notified if the request was approved or denied.
 - a. Upon approval, requester will be informed of the next steps.

STANDARDS RESPONSE PROTOCOL

The Standard Response Protocol (SRP) is based on the response to any given situation not on individual scenarios. SRP incorporates a specific vocabulary but also allows for great flexibility. The premise is simple – these five specific actions that can be performed during an incident. When communicating these, the action is labeled with a “Term of Art” and is then followed by a “Directive.” Execution of the action is performed by active participants.



Hold is followed by the Directive: “**In Your Room or Area**” and is the protocol used when hallways need to be kept clear of occupants.



Secure is followed by the Directive: “**Get Inside. Lock Outside Doors**” and is the protocol used to safeguard people within the building.



Lockdown is followed by “**Locks, Lights, Out of Sight**” and is the protocol used to secure individual rooms and keep occupants quiet and in place.



Evacuate and may be followed by a location and is used to move people from one location to a different location in or out of the building.



Shelter State the **Hazard** and **Safety Strategy** for group and self-protection.

STUDENT ACTIVITY ABSENCES

Staff members who will be taking students out of classes during the school day are asked to provide the office with a list of those students that will be gone. This list should be given to the office at least one day before the scheduled event with the purpose of the activity and advisor name. This list will be shared with all teachers that have those students throughout the day.

STUDENT HEALTH

When a student becomes ill, notify the office. In most cases, students who become ill should be escorted to the office. **NEVER** leave an ill student unsupervised.

If a student is ill, he/she will be allowed to rest in the nurse's room for up to an hour. If the illness lasts beyond that, the office /nurse will call the parents to pick up the student. (Make sure the child is checked on at least every 15 minutes while they are in the sick room.)

Accidents

If a student is injured while under teacher supervision, the responsible teacher should report the incident immediately to the principal's office and complete an “**accident report**” form by the end of the day. Parents need to be contacted if the accident required first aid or more.

All student accidents must have the proper form filled out on it the same day as the accident.

Medical Assistance to Injured Students

When a student is injured, the first adult on the scene shall give whatever first aid they are capable of giving and contact the school office if emergency medical help is needed. If the person giving assistance needs extra help, he/she will ask for it. If no assistance is requested, no other adult should interfere.

The district's responsibility is for first aid only. All other procedures must be left to the licensed medical professionals. There are multiple EMTs on staff that will be contacted for assistance.

Drugs or medication, including aspirin products, must not be dispensed by school personnel without written request from the parent. The medication must be in a pharmacy labeled container and stored in the office.

Parents of a student who needs emergency medical help must be contacted as soon as possible.

TOBACCO AND DRUG FREE SCHOOL

Refer to Policy 418 – Drug-Free Workplace/Drug-Free School

Refer to Policy 419 – Tobacco-Free Environment

Purpose Statements

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, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

The purpose of this policy is to maintain a learning and working environment that is tobacco-free.

USE OF CHAIRS AND STOOLS AS A STEPPING DEVICE

Please be advised that no employee is to use a stool or a chair as a stepping device. Several options are available:

1. Get a ladder or step stool.
2. Request assistance from the custodial staff that will use a ladder.

USE OF SCHOOL PROPERTY

From time to time, teachers may request to use school equipment for personal reasons. The facility use form must be completed and turned in to administration. Upon approval, all school property must be checked out in one of administrative offices prior to its leaving the building.

VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

Northland Community Schools encourage interest on the part of parents and community members in school programs and student activities. The school welcomes visits to the school building and school property by parents 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.

Visitors entering Northland Community Schools must report directly to the main office. All visitors must:

- sign, date, provide location and record time they have entered the building, and
- 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.

Any student guests of I.S.D. #118 students must have prior approval by the building principal or designee.

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. Please notify the office if you see someone without a visitor badge.

Visitors to the school are not allowed to interview nor interrogate students at school unless they have written permission of the student's parents and consent of the building administrator.

People who are not employees of District #118 shall not be permitted to meet with the employees and/or students at school during the workday, except as permitted by the building principal or district designated representative.

SPECIAL CIRCUMSTANCES:

Parents need not sign in if they are attending Conferences, Assemblies, Athletic events, or special programs.

WEAPONS POLICY

(Refer to Policy 501)

Purpose Statement

The purpose of this policy is to assure a safe school environment for students, staff and the public.

General Statement of Policy

No student or nonstudent, including adults and visitors, shall possess, use, or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

Paraprofessionals

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.

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 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.

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 ongoing 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

Student 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 Management and Strategies

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 charging 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://paralink.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 (DD)

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 (EBD)

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 (SLP)

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

IIP: 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.

Northland Community Schools

ISD #118



Teacher Handbook

2023-2024

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.

Table of Contents

INTRODUCTION	5
GENERAL	6
ANNOUNCEMENTS	6
ATHLETIC EVENT GUIDELINES	6
ATTENDANCE AT WORKSHOPS OUTSIDE OF THE DISTRICT	6
BASIC CLASSROOM CARE	7
CELL PHONES AND ELECTRONIC DEVICES	7
Purpose Statement	7
General Statement of Policy.....	7
CITIZENSHIP	8
CLASSROOM MAINTENANCE & REPAIRS	8
CODE OF ETHICS FOR MINNESOTA TEACHERS	8
Statutory Enforcement of Code: Complaints, Investigation and Hearing.....	8
COPYING MACHINES	9
CORPORAL PUNISHMENT PROHIBITED	9
Purpose Statement	9
General Statement of Policy.....	9
CUMULATIVE RECORDS	9
CURRICULUM DEVELOPMENT	9
Purpose Statement	9
General Statement of Policy.....	9
DAILY SCHEDULES	10
DRESS CODE POLICY	10
Purpose Statement	10
DISTRICT DISCIPLINE POLICY	10
Purpose Statement	10
Positive Behavioral Interventions And Supports (PBIS)	11
EMPLOYEE HARASSMENT	14
Purpose Statement	14
EVALUATIONS AND OBSERVATIONS	14
EXTRA ASSIGNMENTS AND RESPONSIBILITIES	14
FACULTY COMMITTEES	14
FAMILY INVOLVEMENT	14
FAMILY NIGHT	15
FIELD TRIPS	15
Purpose Statement	15
FUND RAISING	16
Purpose Statement	16

General Statement of Policy.....	16
GENERAL SUPPLIES	16
HANDLING OF BODY FLUIDS (BLOOD BORNE PATHOGENS).....	16
INCLEMENT WEATHER PROCEDURES.....	16
INTERNET ACCEPTABLE USE AND SAFETY POLICY	17
Purpose Statement.....	17
General Statement of Policy.....	17
INVENTORIES	17
Textbooks	17
KEYS/BADGES.....	17
LEAVE DONATION	18
Purpose Statement.....	18
Procedure.....	18
LESSON PLANS	18
Sub Folders.....	19
LOCATION OF CLASS.....	19
MAIL	19
MAILBOXES/EMAIL	19
MAKE UP WORK	19
MANDATED REPORTING	19
PARAPROFESSIONALS.....	20
PAYROLL INFORMATION.....	20
Pay Periods:.....	20
Direct Payroll Deposit.....	20
Pension Plans (TRA and PERA).....	21
SMARTeR – Employee Self Service.....	21
TEACHER FLEXIBLE BENEFITS PLAN	22
POLICIES OF THE SCHOOL BOARD	22
REFERRALS TO STUDENT TEACHER ASSISTANCE TEAM (STAT)	22
TIER I: General Education.....	22
TIER II: STAT	22
REPORTING GRADES AND ATTENDANCE.....	23
Reporting Grades.....	23
Reporting Attendance.....	23
REQUEST AND PURCHASE OF INSTRUCTIONAL MATERIALS.....	23
RIGHT TO KNOW	24
Annual Integrated Pest Management Pesticide Notification.....	24
Environmental Monitoring - Ahera.....	25
Indoor Air Quality Notice	25
SCHOOL PROGRAMS AND ACTIVITIES	25
SCHOOL VEHICLES	25
PROCEDURES FOR BUS OR SMALL VEHICLE CHECKOUT	25

SCHOOL VEHICLES WITH STUDENTS.....	26
DRIVING SCHOOL VEHICLES.....	26
SOLICITORS	26
STAFF DEVELOPMENT PLANS AND PROCEDURES.....	27
Purpose Statement.....	27
Procedures	27
STANDARDS RESPONSE PROTOCOL.....	27
STUDENT ACTIVITY ABSENCES	28
STUDENTS AS HELPERS	28
STUDENT SCHOOL BUS SAFETY.....	28
STUDENT SAFETY	29
STUDENT HEALTH	29
Accidents.....	29
SUPERVISION OF STUDENTS	30
Supervision Before and After Class	30
Active Supervision	30
TEACHER ABSENCES	31
Sub Folder	31
SUBSTITUTE TEACHERS	31
TEACHER DUTY HOURS.....	32
TEACHER INJURIES.....	32
TOBACCO AND DRUG FREE SCHOOL.....	32
Purpose Statements	32
USE OF CHAIRS AND STOOLS AS A STEPPING DEVICE	32
USE OF SCHOOL PROPERTY	33
VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES	33
SPECIAL CIRCUMSTANCES:	33
WEAPONS POLICY	34
Purpose Statement.....	34
General Statement of Policy.....	34
<i>Elementary</i>	34
INDOOR RECESS PROCEDURE.....	34
PARTNER'S IN EDUCATION (PIE)	34
<i>High School</i>.....	35
BELLS	35
Bell Schedule.....	35
First 15 Minutes	35
CLUB OR CLASS ACTIVITIES.....	35
COURSE SYLLABUS/DESCRIPTIONS (<i>section under construction</i>).....	36
INFINITY ONLINE CREDITS	36

INCOMPLETES.....	36
INDEPENDENT STUDY	37
GRADUATION REQUIREMENTS	37
Purpose Statement	37
General Statement Of Policy	37
PASSES	37
SCHEDULE CHANGE.....	38
STUDY HALL SUPERVISION.....	38

INTRODUCTION

This handbook has been prepared to acquaint you with the applicable policies, procedures, practices, and benefits of Northland Community Schools. It is intended to provide you with information about the district that will be helpful to you in the course of your employment. Because of this, we expect you to take the time to read it and become familiar with its contents.

It has been continually updated to reflect any policy, procedure, practice or benefit changes. This latest edition is effective August 29, 2023, and supersedes all previous policies, procedures, practices, and benefits of the district, both oral and written. If there are any discrepancies in benefit information provided in this handbook and benefit plan documents, the language in the benefit plan documents shall prevail.

The handbook is simply a summary of the district’s current policies, procedures, practices, and benefits for your personal education and therefore should not be construed as a legal document. This handbook is not a contract of employment.

This handbook is intended for teachers of Northland Community Schools. The word "teacher", shall mean all persons in the appropriate unit employed by the School District in a position for which the person must be licensed by the State of Minnesota but shall not include Superintendent, assistant superintendent, principals, and assistant principals who devote more than 50 percent of their time to administrative or supervisory duties, confidential employees, supervisory employees, essential employees, and such other employees excluded by law.

GENERAL

ANNOUNCEMENTS

Announcements immediately follow the Pledge of Allegiance each morning. If you have additional announcements requests, email the office prior to 8:00am.

ATHLETIC EVENT GUIDELINES

All workers shall be at their workstations 30 minutes before the beginning of the scheduled event. In most instances, that is 5:30.

After the 7th / 8th grade game starts, all workers shall assist in clearing the gym of students/fans that have not paid.

Floorwalkers must remain until the building is cleared of all students and fans.

Ticket seller may quit selling tickets:

- Volleyball -- beginning of the third match or game. (Varsity)
- Basketball/Football -- after the second half of the varsity game begins.

The ticket seller may be asked to stay and help supervise. The ticket seller should watch that students are not entering the building through the entrance next to the janitor's room.

Everyone, except participants, game workers and Northland/HCN Storm students and staff are required to purchase a ticket when entering the JV and Varsity games. If a student leaves the event, they are not allowed to reenter the event.

Floorwalkers are to be moving in and out of the gym area, checking all exit doors so they are locked. In the case of football, the floorwalker should be moving around the playing area and parking area as needed. Assist administrator on duty as needs may arise. Administrators are to get the microphone out and put it back after the game.

ATTENDANCE AT WORKSHOPS OUTSIDE OF THE DISTRICT

If you are going to attend a workshop outside of I.S.D. #118:

1. You need to fill out the proper requests forms.
2. Upon approval:
 - a. Request a sub and submit sub plans to secretary and administrator.
 - b. In the event of a group, carpooling or requesting a school vehicle is recommended.
 - i. The district reimburses mileage at the federal rate. Obtain forms for requesting reimbursement from the office. Mileage should be submitted monthly.

3. Receipts must be attached to the expense reimbursement form for all meals, room charges, and other reimbursable expenses. (See Policy 446)
 - a. If a meal is provided at the workshop, district will not reimburse for that meal.
 - b. Obtain forms for requesting reimbursement from the office.

BASIC CLASSROOM CARE

1. Students should not be allowed to put feet on desks or furniture or to sit on tables or furniture not intended for sitting.
2. Check condition of classroom furniture daily; report any damage immediately to the principal, his/her designee, or custodian.
3. Rooms, desks, and cabinets should be locked when not in use.
4. Students should not be allowed to use rooms without supervision.
5. The room should be left at the end of the day the same way that it was found at the beginning of the day. Students should be asked to help in keeping the room clean and neat.
6. **Eating and/or drinking beverages in the classroom is forbidden except for preapproved activities.**

CELL PHONES AND ELECTRONIC DEVICES

Refer to Policy 524.1

Purpose Statement

Northland Community Schools uses instructional technology as one way of supporting our vision to ensure that each student acquires 21st century skills to achieve his or her potential, become a productive community member and value lifelong learning. In an effort to be proactive with today's growing social and interactive technology trends, it is our hope that this new policy will increase awareness and training while putting into practice social and professional etiquette relating to electronic devices. Northland Community Schools will allow cell phones to be used for instructional purposes, in between classes and during lunch periods. Students in possession of a cell phone must comply with the Cell Phone Policy and the Internet Acceptable Use and Safety Policy.

General Statement of Policy

- a. All students, grades PreK-12, will place all electronic devices in their school lockers each day prior to the start of the day (8:25AM). Devices must be turned to vibrate or silent mode when stored in school lockers.
- b. All students in grades 7-12 may use cell phones between class periods and during lunch.
- c. Students may not have their cell phones, headphones, or earbuds with them 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.
- d. 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 a major.

- e. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.
- f. A student who has a phone confiscated may not use another student's cell phone.

CITIZENSHIP

The Board of Education feels that instruction in citizenship and democracy are essential to a basic educational program. In accordance with that belief, each class, PreK-12, will begin their school day by reciting the Pledge of Allegiance.

CLASSROOM MAINTENANCE & REPAIRS

Teachers can expect to have a clean room at the beginning of each day. Please report to the principal if a continual problem exists around cleanliness due to lack of proper daily maintenance. If a repair is needed within the building, submit a maintenance request that is located on website. The building custodian is supposed to check the requests on daily basis. If the problem is not resolved within 48 hours or responded with a solution, contact the principal. Building custodian will inform staff when the request is resolved.

Staff are expected to keep their room in a neat, clean, and organized condition.

CODE OF ETHICS FOR MINNESOTA TEACHERS

- A. A teacher shall provide professional educational services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Statutory Enforcement of Code: [Complaints, Investigation and Hearing](#)
[MN STAT 214.10 Complaint, Investigation, And Hearing](#)

COPYING MACHINES

Secretaries know how to use the copying machines. Make certain you are trained prior to using a copying machine. **Do not** have students, including TAs, run the machines for you.

Teachers should prioritize the staff workroom copiers prior to using the office copier.

If the material to be copied is for **personal use, 10 cents per copy** is to be paid to the building secretaries.

Under no condition is any copyrighted book/work or chapter of book/work to be copied in its entirety without permission of the author or publisher.

CORPORAL PUNISHMENT PROHIBITED

Refer to Policy 507 and State Statute 121A.58

Purpose Statement

The purpose of this policy is to describe limitations on use of corporal punishment or prone restraint upon a student.

General Statement of Policy

No employee or agent of the school district or charter school shall inflict corporal punishment or use prone restraint upon a student.

CUMULATIVE RECORDS

The pupil's cumulative records are on file in the district office. Any teacher who wishes to review the records of the students in their class may obtain the folder from the file cabinet. All that is asked is that you put the folders back when finished with them and that you sign the outside cover sheet. **Cumulative records may never be taken from the building.**

CURRICULUM DEVELOPMENT

Refer to Policy 603

Purpose Statement

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

General Statement of Policy

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

In recognition of the necessity of developing long-term goals for instruction and the need for communicating these goals throughout the school system and the community, teachers, and administrators in I.S.D. #118 have developed and adopted extensive curriculum guidelines in most subject areas. To assure that we do not leave gaping holes in the students' education, or, on

the other hand, needlessly duplicate things that have already been covered in other subjects or at other grade levels, it is your responsibility, as a classroom teacher, to familiarize yourself with the curriculum in your subject area, both at the level you are teaching and at other levels. It is also your responsibility to see to it that the curriculum in your assigned area is covered in adequate depth and breadth, and with an acceptable level of student comprehension before you proceed to areas outside those specified in the curriculum document. Copies of the curriculum maps are located on the Google Shared Drive and are available for your reference.

Members of staff will be asked to meet on a cyclical basis to evaluate curriculum already in place, design new curriculum, modify existing curriculum, review the results of achievement tests and statewide assessment tests in their areas, and review textbook series for adoption. These curriculum development meetings are an integral part of the instructional process. An effort will be made to schedule them with as little disruption of the educational process as possible. **All members of staff who are invited are expected to attend.** Substitute teachers will be provided as needed and should be given detailed instructions as usual. Most meetings will be held before or after school and occasionally throughout the summer.

DAILY SCHEDULES

High School daily schedules must be posted in your classroom and turned into the principal by the last working day of the second week of each quarter.

Elementary daily schedules must be posted in your classroom and turned into the principal by the last working day of the fourth week of each quarter.

Schedule changes need to be updated and posted throughout the year.

DRESS CODE POLICY

Refer to Policy 504

Purpose Statement

The purpose of this policy is to enhance the education of students by establishing expectations that support educational goals. Students and their families have the primary and joint responsibility for student clothing and appearance. Teachers and other district staff should exemplify and reinforce student clothing and appearance standards and help students develop an understanding of appropriate appearance in the school environment.

DISTRICT DISCIPLINE POLICY

Refer to Policy 506

Purpose Statement

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational

process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

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 punishment 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.

As part of this initiative much work has been done to build Eagle Pride, School Wide. Expectations for behavior are clearly posted throughout the building, school grounds, buses, and at 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

Documents supporting PBIS are found on Google Drive.

Support Room

Support room staff *will be* available to all students in both the Elementary and High School. Support room staff will focus more on ‘push in’ to support students in the classroom as much as possible. Support room staff will be carrying walkies so the office can communicate with them. They may not always be able to get to you immediately. If you have an emergency, please communicate that information to the office so we can get you immediate help.

First, staff strives to 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).

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.

Classroom Management Plans

Create [Classroom Management Plan](#) to support students in the classroom. These are due by the first Professional Learning day in October. Copies in Sub Folders and available upon request by Principal.

EMPLOYEE HARASSMENT

Refer to Policy 413

Purpose Statement

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class).

EVALUATIONS AND OBSERVATIONS

Refer to Teacher Development and Evaluation (TDE) Plan.

EXTRA ASSIGNMENTS AND RESPONSIBILITIES

In addition to the basic school day, teachers may be required to reasonably participate in School District activities beyond the basic teacher's day as is required by the School District. The normal duties for teachers include a share of extra-curricular, co-curricular, and extra-duty activities as determined by the School District.

FACULTY COMMITTEES

Various committees are formed during the year to study school problems, resolve issues or to perform specific tasks.

Teachers are expected to be on 1 of each following committee:

- Curriculum Committee
- Main Committee (larger time commitment)
- Task Force Committee (smaller time commitment)

FAMILY INVOLVEMENT

School District #118 firmly believes that the future success of the children in our schools depends on the commitment and effort put forth by those students, their families and the Staff of I.S.D. #118.

Therefore ISD #118 supports parental involvement activities in:

1. Creating awareness about educational programs and issues.
2. Fostering the cooperation among school personnel, parents, students, and community members in working together.
3. Assuring a climate of respect and valuing the diversity of our communities.
4. Empowering all parents and students to be involved in achieving common goals.
5. Fostering of communication and involvement activities which will ensure that all families have the knowledge to become active, effective participants in the education of children.

6. Working toward the equal involvement of parent and educators in decision making and the active involvement of students in decision making.
7. Supporting the cooperation among families, schools, and agencies to provide coordinated support and service to children and their families.

FAMILY NIGHT

By tradition (and by action of the Board of Education), no evening activities are to be scheduled by the school on Wednesday. This night has been set aside for the family to be together and to provide an evening for other community organizations to sponsor activities.

FIELD TRIPS

Refer to Policy 610

Purpose Statement

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

Field trips are encouraged and occasionally used to enhance learning or subject matter that is taught in the classroom. These field trips should be well organized and relevant to the class material being studied. The following criteria and procedure should be used when organizing and planning a field trip:

1. Teacher should first discuss the possibility of having a field trip with the principal and complete the Educational Trip Request Form.
2. If final approval is given by the principal, discussion should then take place with the students to get their input and check if they are interested, if so, planning can begin.
3. Specific items should include:
 - a. costs to the district or individual
 - b. transportation - request must be made 5 days prior to field trip
 - c. supervision/chaperones - not less 2
 - d. disruption of classes and the school day
 - e. educational value and worth
 - f. time/date and agenda of trip
4. In-school alternative education must be provided for students that are unable to participate in the field trip. The alternative activities and supervision must be provided by the organizing teacher.

If the national security alert level is orange, a meeting will be held between the adults in charge of groups going on field trips and their supervisor. Decisions on going on the field trip will be made at that meeting. If the national security alert level is red, no field trips will be allowed to significant public places. (Examples: Mall of America, HHH Metrodome). Parents have the option of holding back their children from any field trip. Staff has a choice of going or not going if the alert is orange.

FUND RAISING

Refer to Policy 511

Purpose Statement

The purpose of this policy is to address student fundraising efforts.

General Statement of Policy

The school board recognizes a desire and a need by some student organizations for fundraising. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students and the general public.

All fundraising activities must be approved in advance by the administration. Upon approval, complete all appropriate forms and follow procedures as listed in the policy.

No money should be left in the desk of a member of the faculty. Each staff member should turn in all money received during the day to the district office. with the proper form(s).

Funds must be used “by the students for students”.

GENERAL SUPPLIES

All general supplies are ordered in bulk and stored in the teacher workrooms. If there is a need for a general supply, contact the office.

HANDLING OF BODY FLUIDS (BLOOD BORNE PATHOGENS)

The booklet Cass County Guidelines for Handling Body Fluids is very informative about what to do in case you need to handle body fluids. Two simple guidelines:

- Glove up!
- When feasible, have the person whose bodily fluids must be handled, handle their own fluids.

Each classroom has a body fluid kit consisting of: 1) the bucket, 2) 2 pair of rubber gloves, 3) bottle of disinfectant, 4) large waste bag, 5) bag of vomit absorber, 6) paper towels.

If you don't have the body fluid kit, please notify the Custodial Maintenance Supervisor.

INCLEMENT WEATHER PROCEDURES

An instant alert will be sent out to all staff. All employees may listen to local radio stations or television stations for late start or school closing announcements.

If a late start is announced, staff will report at the later start time. For example, a two-hour late start is announced, teachers usually reporting at 7:30 A.M. must report by 9:30 A.M.

If school is closed for an entire day, staff will not be required to report. A make-up day may be scheduled, or staff may be asked to document hours worked.

School schedules will not be altered if school is a late start or closed.

INTERNET ACCEPTABLE USE AND SAFETY POLICY

Refer to Policy 524

Purpose Statement

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.

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.

INVENTORIES

Teachers will be required to update room and curriculum resource inventories at the end of each school year and every new curriculum purchase. Inventories must be kept up to date on the Shared Google Drive.

Textbooks

Each teacher is responsible for issuing the necessary textbooks to the students. Teachers are to keep accurate records of the condition of books and to whom they are issued. Damage or loss of texts should be reported to the office at the end of the year so that the appropriate charges may be assessed.

KEYS/BADGES

Each member of the staff will be issued the necessary keys/badges by the district office. The keys are regulated by the following guidelines:

- a. Only adult school employees will be issued keys/badges.
- b. No staff member is to be in possession of a school key/badge that has not been properly issued by the district office.

- c. Any staff member who unlocks the building after school hours is responsible for the students and/or adults who enter and will be certain that the building is secure when the staff member leaves. This especially pertains to "open gym" on weekends.
- d. Lost keys/badges can be replaced, and a replacement fee will be assessed. Report lost keys immediately to the building principal.
- e. Staff are not allowed to give keys/badges to students.

LEAVE DONATION

Refer to Policy 450A

Purpose Statement

Any Northland Community Schools employee who accrues vacation time, special leave or has personal leave may elect to donate a portion of that time to another Northland Community Schools employee. The leave donation program will only be utilized in catastrophic medical situations and only with approval of the Superintendent. Personal leave does not accrue. Therefore, only currently available personal leave may be donated to a currently identified need. It may not be donated toward future needs.

Any Northland Community Schools employee who accrues *vacation time, special leave or has personal leave* may elect to donate a portion of that time to another Northland Community Schools employee. The leave donation program will only be utilized in catastrophic medical situations and only with approval of the Superintendent. Personal leave does not accrue. Therefore, only currently available personal leave may be donated to a **currently identified need**. It may not be donated toward future needs.

Procedure

- a. The Superintendent and supervisory staff will provide memorandums for posting and to advise employees of a need for donated hours.
- b. A vacation, personal, or special leave day donation authorization form will be available from the district office and must be signed and returned to that office before a donation can be effective.

LESSON PLANS

Whereas the curriculum document is the most concise explanation of the content of the educational program, your lesson plans are the most accurate depiction of what is happening in your classes. Lesson plans are important for several reasons - (1) supervising and evaluating your teaching; (2) briefing substitutes in the event of your absence; (3) monitoring your progress and the appropriateness of the curriculum; and (4) providing teachers at other levels and parents with descriptions of what you are doing.

All teachers must have written weekly lesson plans. Lesson plans must be current and easily accessible.

Teachers taking any leave of absence must have adequate lesson plans available for the substitute. In addition, all teachers need to have emergency sub plans easily accessible by a partner teacher and front office.

Sub Folders

Teacher sub folders must be completed by the third week of each new year and accessible in their classrooms. All sub plans need to be updated as needed during each school year.

LOCATION OF CLASS

Please notify the office if you wish to have your classes meet in a location other than assigned. All classes which leave the building must be signed out by the classroom teacher at the office. Radios (walkies-talkies) must be used when outside. If radios are unavailable, other communication must be established prior to leaving the building.

MAIL

A basket for outgoing mail is in the office. Teachers will be notified when packages arrive. When possible, packages will be delivered to classrooms. Please affix the proper postage to all personal mail.

MAILBOXES/EMAIL

The school district provides each teacher with a mailbox in the Staff Lounge. Mail and other material are distributed to staff through these boxes. Staff members are asked to check their mailboxes daily. Communication is also done via email. Staff are asked to check their email regularly and respond within 24 hours if a response is needed.

MAKE UP WORK

Work missed because of absence must be made up within three (3) days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

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.

PARAPROFESSIONALS

Teachers that supervise paraprofessionals are responsible for assisting in creating schedules and daily routines that meet the needs of the students.

Constant communication is open between paraprofessionals, teachers, and principals. The responsibility to keep the communication open is jointly held among all various groups. Clear, open, and continuing communication is a priority.

PAYROLL INFORMATION

Pay Periods:

Licensed staff will be paid in twenty-four (24) equal installments - on the 15th day of the month and on the last day of the month. All other staff will be paid on the 15th day of the month and on the last day of the month. When the 15th of the month or the last day of the month fall on Saturday, Sunday, or a legal holiday, payments will be issued on the preceding workday.

Direct Payroll Deposit

Northland Community Schools uses direct deposit for payroll. Employees need to submit a direct deposit form to Payroll every time they want to change the place where their paycheck is deposited. Further information is available from Payroll.

Pension Plans (TRA and PERA)

Public employees are required by state law to belong to pension plans administered by Teachers Retirement Association (TRA). Minnesota Statutes Chapters 353 and 354 set the rates for employer and employee contributions.

If you have any questions, please call the toll-free numbers listed below:
TRA (for licensed staff) 1-800-657-3669

SMARTeR – Employee Self Service

Northland Community Schools utilizes a paperless payroll system.

Employee Self Serve is a program accessed online that allows employees to view/print their own pay stubs, W2's, and other information **whenever** they need it. Employees can see more detailed information regarding their leave time, as well as viewing pay information the day before payday. The District Employee Self Service (ESS) site can be accessed from the District's home page at www.isd118.k12.mn.us. Click on "Resources" then "Staff" then "Employee Self-Serve."

Information on Logging in to ESS:

If you are not familiar with the Employee Self-service program, please follow the directions below after you've connected to the district website address:

- 1) Put in your password.
 - a) Your User ID is your employee number. If you can't remember it, you can look on a previous pay stub. If you can't find that, please call the Executive Secretary. If you can't remember your password, use the "Forgot Password" feature on the login page.
- 2) Click on Login. ****After three unsuccessful attempts, you will be locked out. If that happens you will need to contact the Executive Secretary to reset your password and unlock your access.
- 3) Choose option for Two-Step Verification
- 4) Enter verification code.
- 5) Once you are at the Employee Self Service menu, you will have multiple tab options. Click on "My Payroll" tab. The various options you will see are:
 - a) "Pay Stub" - On pay day, the current pay information will automatically appear. To view other pay stubs, click on "View Old Pay Stubs." You can also view your Year-to-Date information and general pay information.
 - b) "Time Off" - information about your leave with automatically appear.
 - c) "W-2 and W-2 Information Sheet" – is where you will go to print off your W2. You can also see what you are currently claiming for your tax withholding.
 - d) "Direct Deposit" – view current set up and change direct deposit
- 6) Another tab "About Me" is where you would go to change your password. It is recommended that you do this on your first visit to the site so that others cannot access your employee information. Your password can be up to 12 characters.
- 7) When you are done – be sure to Log Out from the main menu.

If you have any problems accessing this program, please contact Payroll at 218-566-2351.

TEACHER FLEXIBLE BENEFITS PLAN

Eligible employees can participate in our Flexible Benefits Plan (“Flex Plan”). A Flex Plan is a benefit that allows employees to identify certain expenses as non-taxable thereby saving federal, state and FICA taxes on those dollar amounts, and increasing take home pay. Flex Plans are a part of the U.S. Tax Code that is designed to give employees this opportunity to pay for certain eligible living expenses with tax-free dollars. Contact the payroll clerk for specifics.

POLICIES OF THE SCHOOL BOARD

Staff should familiarize themselves with the School Board policies. School board policies are available on the district website and copies may be obtained from the Executive Secretary. Changes are made periodically according to the needs of all concerned and according to state and federal regulations. If you see a need for a change, please contact the principal.

REFERRALS TO STUDENT TEACHER ASSISTANCE TEAM (STAT)

When there is a student academic or behavior concern, teachers should follow the STAT process.

TIER I: General Education

Step 1: Identify students at risk.

Review cumulative folder for information

Contact parent to discuss concerns

Consult with colleagues (other teachers, counselors, social worker, assistant principal, literacy coach, math coach, instructional specialists)

Step 2: Implement appropriate classroom accommodations, strategies/interventions

Implemented by general education teacher

For 6-8 documented weeks

Step 3: Monitor response to general education

Assess at a minimum of every 4 weeks.

If you have a student not responding to Tier 1 interventions, is demonstrating consistent minor level behaviors or has three or more major office discipline referrals (ODR's) move to Tier 2.

TIER II: STAT

Step 4: Referral to Student Teacher Assistance Team (STAT)

Ask Social Worker to place you on the STAT Schedule

Fill out Referral Form (located in the office and in your PBIS resource file under STAT Process)

Begin documenting baseline behavior (use one data collection tracking form-PBIS resource file under STAT Process)

Step 5: Start Tier 2 intervention (4-6 weeks)

Step 6: STAT will continually monitor student progress to determine next steps.

REPORTING GRADES AND ATTENDANCE

It is the teacher's responsibility to ensure that the parents are updated on their student's academic and behavioral progress.

Reporting Grades

The reporting of student's progress to parents is accomplished in several ways -- phone calls/emails, conferences, report cards, and grades in Infinite Campus. High school teachers will update grades in Infinite Campus weekly. Teachers will ensure grades are submitted for each grading period.

Conferences

Conferences are held twice per year **as stated on the school calendars**.

Teachers are requested to contact families as much as possible for potential problems or concerns. Besides the regularly scheduled parent-teacher conferences, teachers are encouraged to set up additional conferences as needed throughout the year. The principal or his/her designee should be kept informed of any reoccurring problem or concern.

Teachers are encouraged to make folders and/or save samples of the student's work to show parents.

Teachers are required to be at Conferences. Out-of-district workshops/in-service should not be scheduled on these days. Teachers missing conferences for illness or other reasons need to notify parents of alternate days and times they will be available for conferencing and send written student progress summaries to parents.

Report Cards

- All K-12 students will receive Quarter and Semester Report Cards or Progress Reports.
- All high school students will receive Midterm Reports.
- PreK will receive TSGold reports in the fall and spring.

Reporting Attendance

Student attendance is vital for both safety and student achievement. Teachers must take attendance every morning in preschool and elementary and at the beginning of every period in high school and report on Infinite Campus. Attendance is reported in terms of present, absent, and tardy. Students missing any part of a half day will be marked absent for that half day. It is the teacher's responsibility to communicate with parents when absences or tardies are negatively affecting student achievement.

REQUEST AND PURCHASE OF INSTRUCTIONAL MATERIALS

Each teacher has an approved budget. Teachers should familiarize themselves with their budgets. Each teacher is requested to submit requests in the spring for materials, books, equipment, etc. to be needed at the beginning of the next school year. This will be done via the

Classroom Inventory on the Shared Google Drive. Requests will be honored pending available money, needs, priorities and justification. The principal will ask teachers to prioritize individual items if necessary. Budget figures and allotments are based on need, the availability of funds, and anticipated enrollments, and are very rarely adjusted after the beginning of the school year.

Budgets may not be exceeded. Teachers should not make purchases with their own money and apply for reimbursement unless the purchases have been authorized in advance by the principal. Teachers are not authorized to make purchasing agreements, submit purchase orders, enter contracts, or in any other way encumber school funds without prior approval. Those who do may be subject to paying for the purchase themselves. **Requisitions for the current school year will end on April 30.**

The principal will keep the staff informed of the procedure to use when placing requisitions. Questions about budgets should be directed to the principal. Teachers are asked to keep accurate records (purchase order copies, etc.), to stay within the allotted budget figures.

To order supplies and materials that the school does not keep in stock, the following process should be used:

1. Check your budget to see whether sufficient funds exist. Expenditure guidelines and budget balances are available via the principal.
2. Complete a requisition online in SMARTeR
 - a. Adequate time must be allowed for the processing of these requisitions.
3. If requisition is not approved, an email will be sent to staff with notification.
4. Upon approval, staff will receive a signed PO.
5. Once the signed PO is approved, staff is responsible for ordering the items on the PO.

RIGHT TO KNOW

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.

Environmental Monitoring - Ahera

EPA's [asbestos regulations for schools \(the Asbestos Hazard Emergency Response Act, "AHERA"\)](#), require that an accredited inspector reinspect school buildings at least once every three years to reassess the condition of ACM.

Any questions concerning this notice or an explanation of our Asbestos Management Plan can be directed to Jared Johnson.

Indoor Air Quality Notice

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.

SCHOOL PROGRAMS AND ACTIVITIES

A variety of presentations and assemblies are scheduled periodically throughout the school year. Teachers are asked to take the time to talk to their students that they supervise about appropriate behavior at these events. Any of these programs that go on during the school day require the attendance of all faculty members. Faculty members are to supervise students as per instructions given by the principal.

SCHOOL VEHICLES

(Refer to Policy 496 - Employees and Non-Participating Dependents In School Vehicles)

School vehicles are available for district approved travel. They are available on a "first-come-first served" basis. Requests should be made several days in advance if possible. Forms for school vehicle use are in the school office.

PROCEDURES FOR BUS OR SMALL VEHICLE CHECKOUT

1. Get preliminary approval from supervisor five days in advance.
2. Fill out request form.
3. You will only hear back on the request form if the request is not approved.
4. Get keys and School Vehicle Use Form from school office. Please Note: If you are leaving before 7:30 A.M., make sure you make arrangements to get keys the day prior to your leaving.

5. Upon your return, lock all of the car doors. Return the key and the completed School Vehicle Use Form to the school office.

SCHOOL VEHICLES WITH STUDENTS

Type III bus is a car, van or station wagon carrying nine or less students. The driver:

- a. Shall not operate vehicle as a Type I or Type II bus.
- b. Shall not stop traffic.
- c. Shall not load or unload in a vehicular traffic lane or on the shoulder. Shall be restricted to curb, non-traffic side (normal parking lane), off street loading areas, driveways, yard service, and other areas to avoid any hazardous conditions.
- d. Shall not load or unload in the right-hand lane of the roadway, designated turn lane, or lane immediately adjacent to a designated turn lane.
- e. Shall not load or unload so that a child has to cross the road. Where not possible or impractical, the driver or aide shall personally escort the child across the road. If driver escorts, the motor must be stopped, ignition key removed, brakes set, and vehicle otherwise rendered immobile.
- f. Shall not load or unload before making a complete stop and disengaging gears by shifting into neutral or park.
- g. Shall not operate as a school bus, whether carrying pupil passengers or not, without displaying the "Vehicle Stops at RR Crossings" sign and stopping at all railroad crossings. Vehicle must be always operated with headlights on. Sign may be covered or removed when vehicle is not operating as a school bus.
- h. Shall enforce the bus riding rules and regulations.
- i. People requesting a car/van must make arrangements for picking up key and the vehicle the day before using the vehicle.
- j. People returning vehicles after school hours need to lock the vehicle and bring the keys and completed School Vehicle Use Form to the school office.

DRIVING SCHOOL VEHICLES

All school personnel wishing to transport students to games and other activities will be required to complete Type III driver training, submit to a driver's license check, and hold a Type III license.

- All training and driver's license checks need to be completed prior to the transportation of students.
- Driver license checks need to be updated annually.
- Forms may be obtained in the district office.
- Forms must be returned to the district office for processing.
- Pre-approval needs to occur with building Principal or Superintendent.

SOLICITORS

The laws of this state establish that no one is to come into the school building other than to come to the administrative offices unless they have the permission of the principal. This refers to sales personnel and others that have a business reason for calling on the school, as well as those who might want to call on individual faculty members or students to solicit personal business. Agents

will not be allowed to call on staff members during a time that the faculty member is engaged in actively supervising students in some capacity. In no event, will agents be allowed to contact teachers unless it directly involves a school activity.

STAFF DEVELOPMENT PLANS AND PROCEDURES

Refer to Policy 425

Purpose Statement

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

Procedures

1. Requester will complete the yellow Staff Development form. (Found in office)
 - a. Attach the following to the yellow form:
 - i. a copy of training/workshop information
 - ii. options for hotels, if needed
2. Requester will place the yellow sheet with attachment information in Staff Development Committee Chair's mailbox.
3. Requests will be brought to the next Staff Development Committee Meeting.
4. Requester will be notified if the request was approved or denied.
 - a. Upon approval, requester will be informed of the next steps.

STANDARDS RESPONSE PROTOCOL

The Standard Response Protocol (SRP) is based on the response to any given situation not on individual scenarios. SRP incorporates a specific vocabulary but also allows for great flexibility. The premise is simple – these five specific actions that can be performed during an incident. When communicating these, the action is labeled with a “Term of Art” and is then followed by a “Directive.” Execution of the action is performed by active participants.



Hold is followed by the Directive: “**In Your Room or Area**” and is the protocol used when hallways need to be kept clear of occupants.



Secure is followed by the Directive: “**Get Inside. Lock Outside Doors**” and is the protocol used to safeguard people within the building.



Lockdown is followed by “**Locks, Lights, Out of Sight**” and is the protocol used to secure individual rooms and keep occupants quiet and in place.



Evacuate and may be followed by a location and is used to move people from one location to a different location in or out of the building.



Shelter State the **Hazard** and **Safety Strategy** for group and self-protection.

STUDENT ACTIVITY ABSENCES

Staff members who will be taking students out of classes during the school day are asked to provide the office with a list of those students that will be gone. This list should be given to the office at least one day before the scheduled event with the purpose of the activity and advisor name. This list will be shared with all teachers that have those students throughout the day.

STUDENTS AS HELPERS

Occasionally students may be asked to assist in some set-up or take-down activities. The person requesting students to help must teach the students what needs to be done and to warn the students of potential hazards of the job. The requesting staff member must supply on-site supervision. Do not allow students to set up or take down risers.

STUDENT SCHOOL BUS SAFETY

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.

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.

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.

STUDENT SAFETY

All teachers need to review proper safety procedures during the first week of each new school year. Document such instruction in your lesson plans. Instructions in safety must include safety in:

1. The building
2. On the playground
3. On the bus
4. Walking to and from school
5. Fire and other emergency situations

STUDENT HEALTH

When a student becomes ill, notify the office. In most cases, students who become ill should be escorted to the office. **NEVER** leave an ill student unsupervised.

If a student is ill, he/she will be allowed to rest in the nurse's room for up to an hour. If the illness lasts beyond that, the office /nurse will call the parents to pick up the student. (Make sure the child is checked on at least every 15 minutes while they are in the sick room.)

Accidents

If a student is injured while under teacher supervision, the responsible teacher should report the incident immediately to the principal's office and complete an **"accident report"** form by the end of the day. Parents need to be contacted if the accident required first aid or more.

All student accidents must have the proper form filled out on it the same day as the accident.

Medical Assistance to Injured Students

When a student is injured, the first adult on the scene shall give whatever first aid they are capable of giving and contact the school office if emergency medical help is needed. If the person giving assistance needs extra help, he/she will ask for it. If no assistance is requested, no other adult should interfere.

The district's responsibility is for first aid only. All other procedures must be left to the licensed medical professionals. There are multiple EMTs on staff that will be contacted for assistance.

Drugs or medication, including aspirin products, must not be dispensed by school personnel without written request from the parent. The medication must be in a pharmacy labeled container and stored in the office.

Parents of a student who needs emergency medical help must be contacted as soon as possible.

SUPERVISION OF STUDENTS

Safety and well-being of students is a primary responsibility of staff.

Teachers are to be in their classrooms when the students arrive. Teachers are not to leave the classroom unattended while students are present, except in the case of a real emergency or when specifically called to the office of one of the administrators.

Supervision is the responsibility of each member of the faculty. If an adult becomes aware of a student behavior problem either within his/her classroom or elsewhere in the building, it should be handled by the observing adult.

Supervision Before and After Class

Staff members are required to stand in the hallway by their classroom when students are passing to and from classes to promote and monitor appropriate student behavior.

Active Supervision

Why should I do it:

- An adult presence is enough many times to keep misbehavior from occurring and can help with specific students and areas that have a high prevalence of behavior issues. When this adult presence is unpredictable and frequent, Behavior incidents decrease.

When should I do it:

- When an area in class or the hallway has a high incidence of problem behaviors.
- When a student or group of students persistently exhibit behavior incidents
- For areas that are out of the way or not within visibility of staff
- On playgrounds and during recess
- During unstructured times in class, the lunchroom, gym, auditorium, etc
- During tests, quizzes, and exams

How do I do it:

- Walk around without a specific pattern or predictable route or routine and scan with your eyes.
- Make positive contacts with students while walking around, saying “hi”, “what’s up”, “looking good”, “I like that shirt”, “how was your weekend”, etc
- Reinforce good behaviors by making positive remarks to students about it, for example “I like how you are walking down the hall, good job” or “that was very nice of you to pick up that person’s books for them, great job!”
- Correct bad behaviors by approaching the student in a non-threatening and non-imposing manner. State the rule they are breaking, get their acknowledgement that they are breaking the rule, and ask them to correct it
- Give appropriate consequences for bad behavior when appropriate and necessary.
- Do not allow students to draw you into battles or fights when you address them, instead, if they try to, tell them you will talk to them later about it or have them go to the office where you can address them one on one and away from other students.
- Make interactions with students brief and to the point and keep moving and scanning.

TEACHER ABSENCES

A teacher who must be absent because of illness or other emergency must put their absence into Frontline by 6:00 a.m. so that a substitute can be secured. In all cases of absence, the teacher must supply a sub folder.

Sub Folder

- Class roster
- Schedule
- Individual student schedules (sped, reading corps)
- Seating chart
- PBIS Behavior Flowchart
- Eagle pride "pink tickets"
- PBIS "eagle pride" recognitions
- Standards Response Protocol sheet
- SRP green/red card (help/ok)
- A copy of your classroom management plan
- A quick 1 paragraph hello from you, explaining where weekly lesson plans are, how students access the daily/weekly learning goals, a way to contact you if needed, etc.
- Emergency lesson plans for 2 days, to include everything needed for those lessons.

It is extremely important to the well-being of the students that the quality of supervision and instruction does not decline in the absence of their regular teacher. Regular teachers may help assure quality instruction by adhering to the following guidelines.

- a. Enter the absence as soon as the date of the absence is known. If this cannot be done until the day of absence, be prepared to phone or email building secretary instructions for each class prior to the start of the school day, preferably after the sub has arrived. Be as specific as possible with instructions.
- b. Avoid asking the sub to run a "study hall" instead of instruction. Students want to be taught and subs are often offended if they are not asked to teach.
- c. Error on the side of overworking the sub. There is nothing worse than finishing the prescribed activities 30 minutes before the bell rings and having nothing else to do.

SUBSTITUTE TEACHERS

If a teacher prefers a substitute teacher, they should try to make arrangements with that substitute, and the absence should be assigned to that sub in Frontline. Teachers should also set up their favorite 5 sub list in Frontline.

Each substitute should leave a substitute feedback sheet on the teacher's desk for each day they work. Teachers should read it and share any pertinent information with administration.

TEACHER DUTY HOURS

According to the Master Agreement, a teacher's day is eight hours.

The usual hours a teacher is to be in the building is 7:30 a.m. to 3:30 p.m. There is some flexibility on hours. Contact the building principal if to propose an alternate eight-hour schedule. If an occasion arises that a staff member needs to arrive late or leave early, the principal must be contacted. Secretaries may not give permission to leave early or arrive late except in an emergency. Faculty members are not to leave the school building during the day without first "checking out" in the school office. Occasions arise when it is necessary to take care of personal business during the day. This must be cleared with the principal and should be the exception rather than the rule.

Coaches and advisors who need to leave early must enter absences into Frontline and how their classes are going to be covered.

TEACHER INJURIES

Report all job-related injuries to the school office as soon as possible after the injury occurs. An Incident Report must be completed and returned to the office within 24 hours.

TOBACCO AND DRUG FREE SCHOOL

Refer to Policy 418 – Drug-Free Workplace/Drug-Free School

Refer to Policy 419 – Tobacco-Free Environment

Purpose Statements

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, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

The purpose of this policy is to maintain a learning and working environment that is tobacco-free.

USE OF CHAIRS AND STOOLS AS A STEPPING DEVICE

Please be advised that no employee is to use a stool or a chair as a stepping device. Several options are available:

1. Get a ladder or step stool.
2. Request assistance from the custodial staff that will use a ladder.

USE OF SCHOOL PROPERTY

From time to time, teachers may request to use school equipment for personal reasons. The facility use form must be completed and turned in to administration. Upon approval, all school property must be checked out in one of administrative offices prior to its leaving the building.

VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

Northland Community Schools encourage interest on the part of parents and community members in school programs and student activities. The school welcomes visits to the school building and school property by parents 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.

Visitors entering Northland Community Schools must report directly to the main office. All visitors must:

- sign, date, provide location and record time they have entered the building, and
- 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.

Any student guests of I.S.D. #118 students must have prior approval by the building principal or designee.

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. Please notify the office if you see someone without a visitor badge.

Visitors to the school are not allowed to interview nor interrogate students at school unless they have written permission of the student's parents and consent of the building administrator.

People who are not employees of District #118 shall not be permitted to meet with the employees and/or students at school during the workday, except as permitted by the building principal or district designated representative.

SPECIAL CIRCUMSTANCES:

Parents need not sign in if they are attending Conferences, Assemblies, Athletic events, or special programs.

WEAPONS POLICY

(Refer to Policy 501)

Purpose Statement

The purpose of this policy is to assure a safe school environment for students, staff and the public.

General Statement of Policy

No student or nonstudent, including adults and visitors, shall possess, use, or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

Elementary

INDOOR RECESS PROCEDURE

Whenever the weather outside is not suitable for children to be outside, recess will be held indoors.

The criterion for indoor recess is:

- 0 degrees F, either actual or with wind chill
- Rain
- Playground areas too wet for use

Indoor recess schedules will be shared at the beginning of each year.

PARTNER'S IN EDUCATION (PIE)

The involvement of parents in the educational process is critical. PIE is an additional opportunity, besides conferences, to actively involve parents in the educational process.

Each August the school sends home letters of introduction to the families. PIE conferences are scheduled for the Tuesday after Labor Day when parent/guardian and teachers meet to write goals, social and/or academic, which both the parent/guardian and teacher are co-responsible for the student meeting during the upcoming school year. These goals should be reviewed at least twice during the school year by both the family and teacher. After school and evening conferences are provided for families who cannot make the Tuesday conference. Teachers are paid extra duty pay for the after school and evening conferences and allowed one paid hour of planning time for every fifteen students or portion thereof.

The major difference between traditional conferences and PIE conferences is the parent/guardian's role is to describe their child and what they want their child to accomplish and the teacher listens.

PIE goals need to be written for each student in every grade level. Original goal sheets are to be filed in the cumulative file.

High School

BELLS

The bells will ring to start and end each class. Students should be in their assigned class when the bell sounds, or they should be marked tardy. Marking tardies is the responsibility of the individual teacher. Teachers should be consistent with the procedure that is used for dealing with tardiness to class. The class should be dismissed by the teacher but not before the bell.

Bell Schedule

MONDAY-TUESDAY-WEDNESDAY-THURSDAY-FRIDAY

0 Hour	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
(7-9 lunch)	11:04--11:30	24 Minutes
Period 4B	11:34--12:24	50 Minutes
(10-12 lunch)	11:59--12:24	24 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

First 15 Minutes

Students are not allowed passes out of class during the first 15 minutes of each class period. If a student is tardy to class, they are not allowed to leave during class. In cases of emergencies, please call the office to have those students escorted.

CLUB OR CLASS ACTIVITIES

Various clubs, and the classes themselves, organize activities during the year. These activities must be approved by the principal, and if possible, at least five days in advance of the event. In all cases, the advisor to the class or club must be in attendance at the event. Exceptions to this need to be approved by the principal at the time of scheduling.

COURSE SYLLABUS/DESCRIPTIONS (*section under construction*)

Course syllabus/descriptions are to be written by the teachers for all classes in which they teach. These course syllabus/descriptions are to be reviewed and updated yearly. The master copy is in the Shared Google Drive and if any changes are to be made, these changes should originate with the superintendent or his designee.

Teachers are to give each student a class syllabus/course description during the first week of class. This syllabus should include “learner outcomes” and how these outcomes will be evaluated. It will also include a general timeline of course units and assignments.

In order to have consistency in all course syllabus/outlines the following format needs to be followed:

1. Course name
2. Grade level
3. Course description
4. Course outline
5. Learner outcomes/evaluations
6. Academic Standards
7. Benchmarks
8. Assessment used - attach or describe
9. How course is evaluated
10. gifted and talented are served
11. How special needs students are accommodated
12. Test out procedure

INFINITY ONLINE CREDITS

Northland Community Schools shall grant credit for completing the requirements of a Minnesota department of Education approved online learning course or program. Northland Community Schools will only allow those credits obtained through courses taken through the INFINITY projects online learning program to be used to determine class rank, eligibility for Valedictorian/Salutatorian and or Honors programs.

INCOMPLETES

Incomplete should only be used for unusual situations. Most make up work should be done within 3 days of the day the student was absent, so incompletes should be given only for unusual circumstances such as extended illness, trips, etc. No incompletes will be issued at the end of the year except for an extreme emergency.

Teachers will email the Guidance Counselor to update the incomplete grades no later than 3 weeks after the grading period.

INDEPENDENT STUDY

Credit for independent study programs will be given only after a complete course plan has been developed, submitted to and approved in advance by the principal. **Direct teacher supervision is mandatory.**

Independent study for credit must include:

- a. name and length of course
- b. a course outline and syllabus
- c. learner outcomes from the course
- d. testing and evaluation
- e. grading
- f. supervised by and in what area

GRADUATION REQUIREMENTS

Refer to Policy 613

Purpose Statement

The purpose of this policy is to set forth requirements for graduation from the school district.

General Statement Of Policy

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

PASSES

A “pass” should be issued any time a student leaves the room for any reason unless the student’s name was stated in an email or announcement to leave at a specified time. Teachers are not to write passes for students to miss another class unless approved in advance by all teachers involved. No more than one student may be released with a pass from a classroom at any one time. ***Teachers must keep a daily log sheet of students who leave class with a pass - name/time/date/where and return time.***

Passes are issued from the office for preapproved early dismissal. Students should not be allowed to go to other classrooms unless a pass is presented in advance from the receiving teacher. All students released from the room are to return before the end of the period with their pass signed by the receiving teacher. It is the sending teacher’s responsibility to see that this is done.

Students who abuse pass privileges should not be allowed future privileges.

SCHEDULE CHANGE

Schedule changes will not be made until the student has signatures of principal, teachers involved, and parents. If a change is requested, the Guidance Counselor should be contacted first. If a teacher sees a need for a change in the student's schedule, contact the principal or Guidance Counselor. Before a change can be made, all signatures of those involved must be secured.

STUDY HALL SUPERVISION

Secondary school staff members may occasionally be assigned a period of study hall supervision. Supervisors are to see that this period is used for a study period, one that is quiet, orderly with an atmosphere established for studying or reading.

2023-2024
Mentor-Mentee Program
Handbook

ISD 118 Northland Community
Schools

Eagle Pride School Wide!

Mentor-Mentee List
2023-2024

Mentee

Sarah Bodin-y2

Izabella Bishop-y2

Brittany Harris-y2

Eddy Barron-y3

Rod Anderson

Erin Diedrich -y3

Sam Sparen ½ y

Tristen Heller-y2

Abbie Newman-y3

Karissa Benoit

CarrieAnn Mortenson

Kate Decker

Karissa Benoit

Sarah Ong

Mentor

Robbie Hall

Amber Osterhoudt

Mark Gravelle

Jodi Bullock

Jackie Kitchenhoff

Raina Boucher

Raina Boucher

Mike Horn

[Cortney Christensen](#)

Terri Shepard

Juilie Knap

Y2 Year 2 of 3-year program

Y3 Year 3 of 3-year program

Mission Statement

Northland Community Schools recognizes the need to attract and retain qualified professionals to provide its students with the best possible education.

The mentorship program is established to assist staff new to the district in developing skills that help them become more effective and successful in their beginning years and understand the Northland instruction model.

The principal objective of the Northland Mentorship Program is to provide professional growth and development by utilizing experienced educators to guide and assist those new to the profession or in a new assignment. Ultimately this will result in success for the students of Northland Community Schools.

District Mentorship Goals

- 1) Attract, maintain, and retain high-quality teachers in the profession.
- 2) Develop a teacher induction program that promotes personal and professional growth in order to improve teaching and provide effective learning experiences for the students of District 118.
- 3) Identify the varying needs of participants at the primary, intermediate, and high school levels.
- 4) Establish a program that links the theory of teaching to the practice of teaching.
- 5) Develop a program that benefits not only mentees but also the mentor.
- 6) Orient mentees to overall district goals and norms.
- 7) Generate an up-to-date- list of resources for teachers' use.

Mentor Responsibilities

- 1) Encourage the professional growth of your mentee through participation in the mentorship program.
- 2) Participate in mentorship training offered by the district.
- 3) Schedule and complete an Observation of the mentee and be observed by the mentee.
- 4) Meet regularly with your mentee to provide them with perspective when needed.
- 5) Assist your mentee in setting goals, planning activities to achieve those goals, and evaluating progress on those goals mid-year and at the end of the year.
- 6) Attend meetings/workshops scheduled by the principal or mentor coordinator.
- 7) Experience career rejuvenation and professional growth while serving as a role model.
- 8) Experience personal satisfaction from helping to contribute to the improvement of the teaching profession.
- 9) Arrange observations of other teachers.

Mentee Responsibilities

- 1) Work toward becoming a professional and highly competent teacher through participation in the mentorship program.
- 2) Participate in mentorship training offered in the district.
- 3) Meet regularly with your mentor to discuss progress, issues, concerns, and needs.
- 4) Develop a trusting relationship with an advocate who supports, guides, and provides encouragement.
- 5) Work with your mentor to set goals, plan activities to meet those goals, and evaluate your progress mid-year and at the end of the year.
- 6) Be observed and observe your mentor.
- 7) Attend meetings/workshops scheduled by the principal.
- 8) Gain self-esteem, competence, and personal satisfaction as an educator in a non-threatening setting.

Increase instructional effectiveness through peer observation, collaboration, and coaching.

Characteristics of Mentors-Mentees

APPROACHABLE
WILLING TO LISTEN
SINCERE
CONFIDENTIAL
WILLING TO SPEND TIME
ENTHUSIASTIC
ACCEPTING
COMPETENT
TRUSTWORTHY
RESPECTED BY COLLEAGUES
WILLING TO WORK HARD
EMPATHETIC
POSITIVE
CONFIDENT
COMMITTED TO PROGRESS
OPEN
TACTFUL
COOPERATIVE
FLEXIBLE
HONEST

Who do you call or email?

Your mentor or:

You ~~are having trouble~~ need help with your computer, classroom phone, copier, website access:

Lori Sizenbach

lsizenbach@isd118.org

You ~~are not sure~~ need help with your paycheck paystub, direct deposit or withholdings, benefits, or you need to turn in an expense reimbursement, invoice or receipt is correct:

[Julie Erpelding](mailto:jerpelding@isd118.org)- Payroll and Benefits, ext. 32025

jerpelding@isd118.org

~~How many lane credits you have:~~ You need help with requisitions/purchase orders, district credit card purchases, lane credits and building keys/key FOBs

Tina Anderson ext. 32076

tanderson@isd118.org

~~You have questions on an expense form~~ You need help with PreK-12 student activities/field trips or athletics:

Elementary principal Janessa Green or ~~highschool Principal Mark Motherway~~ or Preschool coordinator Brandan Otway

jgreen@isd118.org

~~m~~ motherway@isd118.org

~~bot~~ way@isd118.org

~~Your phone is not working:~~

~~You can't call. After all, your phone is not working. But if you do find a working phone somewhere and still need help--Lori Sizenbach or Tina Anderson~~

Infinite Campus:

Laura Flood

lflood@isd118.org

You have compensation questions:

Tina Anderson: executive secretary and Carol Procopio: union representatives

cprocopio@isd118.org

When does my teaching license expire?

<https://mn.gov/pelsb>

Click link: License lookup

Kathy Birt

Do I have any personal leave left?

Mentor

OR look for yourself in "Absence Management"

Union Questions Carol Procopio or Education Minnesota:

1-800-652-9073

Monthly Meeting Guide

September:

- Introductions
- Review Mentor Handbook
- Prepare mentee for initial parent contact
IEP information
- Discuss use of paraprofessionals & support staff
- Review computer grade books/voicemail
- Begin to develop a collegial relationship
- Schedule weekly meetings

Focus: Establish Rules and Procedures

October:

- Continue familiarization with curriculum
- Review a student's cumulative file
- Introduce teaching best practices/strategies
Marzano Framework
Resources on i-observation
- Set professional goal for the year

Focus: Physical Layout of the Classroom

November:

- Explain Parent-Teacher conferences
- Discuss midterm report procedures
- Discuss report card procedures

Focus: Providing Scales and Rubrics

December:

- Discuss pre-referrals (STAT)
- Discuss Legal Issues
(Harassment, Corporal punishment, Data privacy, Mandated Reporting, Truancy)
- Formal Observation Process

Focus: Tracking Student Progress

January:

- Review progress on goal
- Review best practices/Marzano Framework
- End of Semester 1

Focus: Celebrate Success

February:

- Celebrate professional successes
- Review ALICE /safety
- Classroom management check in

March:

Budget Packets & ordering for the next school year
Graduation Standards implementation

April:

Explain end-of-the-year procedures
Review of the year's progress
Celebrate success

Parent-Teacher Conferences: Helpful Hints for Teachers

Prepare yourself before the conference

Outline the key points you want to discuss with each parent. Gather materials.

Be flexible

Encourage parents to begin the discussion.

Be Positive

Welcome, parents. Thank them for coming to the conference. Talk about the child's strengths. Show you are interested in the child. Talk about the good things you see in the child. Show you are interested and want to help. Talk about progress.

Begin where the parents are

Help them feel relaxed and comfortable. Encourage them to talk. Find out what they like about their child and what their concerns are. Think and talk developmentally.

Ask leading questions

Facilitate conversation by asking questions that require more than a "yes" or "no" answer. Some leading questions might be: "What does he do when...?" "What does she say about...?" "How do you feel about...?" "What do you do when...?"

Listen

Do not interrupt to say what you have done. Be an attentive listener.

Be a good Observer

Notice what the parent says and does not say. Be aware of body tension, hesitation, and excitability

Make comments and thoughts

Speak simply and sincerely. Use your comments to reassure, encourage, or carefully direct parents to relevant matters. Make certain you avoid education jargon. Be tactful but honest. Remember that you may be wrong. The parents right. Carefully consider their point of view.

Answer personal questions

Be frank, brief, and truthful within your boundaries. Then try to redirect the conversation back to the parent or child.

End the conversation with a summary

Repeat the ideas discussed. Try to highlight both one strength and one "growth-needed" area.

Good Relationships take time

Working with parents is a process. It takes time to develop rapport and trust. Don't try to do everything in one meeting.

Maintain ethical standards

Maintain confidentiality. Discussions about students other than the parents' own is not appropriate. Be aware of mandatory reporting issues. Be familiar with and give attention to data privacy.

What Parents Want To Know

His/her child's academic progress in classroom subjects. What do you take into account in deciding grades?

Is my child doing as well as she/he should in school? Is he working up to his ability?

In what ways is my child working/ not working up to your expectations?

In what ways does my child contribute positively to the class?

What group is he/she in and why? (Ability grouping needs to be explained) Can my child move to another group if needed?

What books are being used? Show and explain why.

Is my child finishing the work assigned in class?

How much time should be spent on homework each day?

What are the consequences for incomplete or late homework?

How is homework graded?

How does he/she get along with other students or adults?

How well does my child pay attention in class?

What are the consequences for his/her behavior?

What does my child need to work on most?

His/her response to rules in school. Does he/she obey you?

Does he/she respect the rights and property of others?

Have you noticed any signs of initiative, originality, or responsibility in the classroom?

What do you expect from me as a parent with a child in your class?

Mentor/Mentee Meeting Log

August

Date	Meeting Time	Topics Discussed

September

Date	Meeting Time	Topics Discussed

October

Date	Meeting Time	Topics Discussed

November

Date	Meeting Time	Topics Discussed

December

Date	Meeting Time	Topics Discussed

January

Date	Meeting Time	Topics Discussed

February

Date	Meeting Time	Topics Discussed

March

Date	Meeting Time	Topics Discussed

April

Date	Meeting Time	Topics Discussed

May

Date	Meeting Time	Topics Discussed

Northland Community Schools Teacher Induction Program

The purpose of the Northland Community Schools Teacher Induction Program is both multi-faceted and comprehensive in scope. NCS boasts a unique learning environment to go along with a very structured set of procedures and processes aimed at promoting staff development, raising student achievement, and cultivating a positive school climate. The purpose of the NCS Teacher Induction Program is to bring teachers up to speed on NCS policies and procedures while at the same time supporting new teacher development through pairing new teachers with mentors to enable professional development, facilitate environmental acclimation, and encourage professional reflection pertinent to classroom teaching.

The goals of the NCS Teacher Induction Program are multiple in number but comprehensive in scope:

- A) Improve instructional practices
- B) Enhance student achievement
- C) Align with school and district improvement priorities,
- D) Retain teachers in the district and the profession
- E) Make professional learning a career-long process

Through facilitating the goals mentioned above, the NCS Teacher Induction Program aims to support our teachers as they continually add skills to their respective skill sets, meet and exceed school and district priorities, and, most importantly, do what is best for children in granting them access to the best quality teachers possible.

Intended Outcomes

This program is intended to support, among many other elements of teaching and learning, teacher development, student achievement, and promoting strong, trusting staff relationships to enable a positive school climate. Some expected outcomes of this program are as follows:

- A) Raising teacher retention from year to year
- B) Improving teacher satisfaction through creating strong teacher support systems
- C) Supporting and facilitating continual teacher development
- D) Increasing both teacher and student achievement

Through achieving these outcomes NCS can more equitably offer students access to high-quality instruction and enable teachers to become leaders in their profession.

Leadership and Administration

Program mentors will be selected at the discretion of the mentor coordinator and administration team. In order to prepare coaches to coach new teachers adequately, coaches will be trained in instructional coaching according to the principles of Marzano's Art and Science of Teaching.

Teacher coaches will team with one or two new staff members per year to help facilitate both new employee professional goals and the Ten design areas within three categories of teaching that form a road map for teacher lessons and unit planning of the Marzano Art and Science of Teaching Framework:

- A) Year 1 understand the Northland model of Instruction and set yearly goal.
- B) Year 2 has looked at all 43 categories and set yearly and 5-year goals
- C) Year 3 Working on professional development to refine teaching and learning skills

Teacher coaches(Mentor) will try to meet with the mentee once/week to discuss personal goal progress in years one and two, in addition to once/month with all other coaches and mentees to discuss overarching topics relating to school acclimation and program questions. In addition, mentors will use the 3 Feedback, Content, and Context while they *observe* mentees and provide constructive feedback up to three times in year one of the program.

Teacher coaches (mentors) and mentees will be paid a rate of \$475.00/year to facilitate the coaching/induction process upon completion of each year.

Collaboration

PBIS will work to assign teachers in the Teacher Induction Program a "teacher buddy" to help solve logistical, procedural, and technical basic operating procedures of day-to-day issues.

Coaches and mentees will meet as needed outside of scheduled school hours to facilitate the coaching process. Meeting formats will follow the format of the Teacher Induction Coaching Calendar, as well as the Marzano Art and Science of Teaching Framework outline.

All coaches and mentees will come together once/a month to discuss general concerns regarding building acclimation or to ask questions centering on professional development, teaching practices, or building processes.

Support of Site Administrators

Building administrators will help support the Teacher Induction Program by managing concerns brought up by the program coordinator, teacher coaches, or building administrator, who will also periodically meet with the program coordinator to gauge

program fidelity, concerns with the program, and what is going well with the program. Building administrators will also focus on day-to-day duties including, but not limited to, Infinite Campus, forms, classroom administrative duties, etc.

Context

Program coaches will work with mentees to discuss topics relating to how Northland High School and Remer Elementary differ, how staff members collaborate between buildings and at a district level, and how school initiatives work at each school.

Provisions of Schedule/Structured Time (Calendar)

Year One/Year Two:

Cohort One: Focused on Marzano design questions 6, 1, 5, 7, & 8.

Cohort Two: Focused on Marzano design questions 2, 3, 4, & 9.

Cohort Three: Focused on district initiatives and individual development.

Professional Development

Building professional development will be planned and organized with the Marzano Model in mind. Therefore, building professional development opportunities will align with the coaching aspect of the Induction Program and mentees' yearly professional development goals.

Individual Follow-up

Mentees will meet with coaches on a regular basis, as well as monthly with all other coaches and new teachers, throughout the first year of employment. Years two and three of the program will see coaches and mentors meeting quarterly and on an "as-needed" basis.

Feedback to Beginning Teachers

Feedback will be offered to new teachers through coach observation, coach meeting opportunities, monthly group meetings, and administrator observations. This feedback may be shared with the building administrator to be included for consideration during the formal evaluation of the Teacher Induction program, not of individual teachers.

Evaluation

Mentors and mentees will provide reflective summaries of the value of the Teacher Induction Program by May 15th of each school year while in the induction program.

Northland Community Schools
Independent School District 118

2023-2024

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.

Table of Contents

Notice Of Copyright5

Introduction6

PART I – GENERAL INFORMATION7

- Arrival and Dismissal Hours**7
- Calendar**.....7
- Class Assignments**8
- Complaints**.....8
- Conferences**8
- Digital Tools**8
- Eighteen-Year-Old Students**8
- Employment Background Checks [*]**.....8
- Equal Access to School Facilities**9
- Fees [*]**9
- Food in the Classrooms**9
- Fundraising**9
- Gifts to Employees**10
- Graduation Ceremony**10
- Interviews of Students by Outside Agencies**10
- Library and Media Center**10
- Lunch**10
 - Closed Campus.....11
- Messages to Students**.....11
- Nondiscrimination [*]**.....11
- Notice of Violent Behavior by Students [**]**11
- Pledge of Allegiance [*]**11
- Registration**.....12
- School Activities**12
 - Fan Code of Conduct.....12
- School Closing Procedures**.....13
- School Supplies**13
- Searches**.....14
 - Lockers and Personal Possessions Within a Locker [*]14
 - Desks.....14
 - Personal Possessions and Student’s Person14
 - Vehicles on Campus [**].....14

[*] Notice required by statute
 [**] Notice required by policy

Student Publications and Materials	15
Distribution of Nonschool-Sponsored Materials on School Premises [*]	15
School-Sponsored Student Publications	15
Student Records [*]	15
Student Surveys [*]	16
Transportation of Public School Students	16
Extracurricular Transportation.....	16
Video and Audio Recording	16
School Buses	16
Places Other Than Buses.....	16
Visitors to School District Buildings and Sites.....	16
Procedures	17
PART II – ACADEMICS	17
GENERAL	17
Cheating and Plagiarism.....	17
Extended School Year Opportunities	17
Field Trips.....	17
Grades.....	18
Homework	18
Parent Right to Know [*].....	18
Promotion and Retention	18
ELEMENTARY.....	18
Partner's In Education (PIE)	18
Recess	19
HIGH SCHOOL.....	19
Bell Schedule.....	19
First 15 Minutes	19
College in the Schools - CIS	19
Early Graduation	20
Graduation Requirements [*]	20
Honor Roll	22
Honors Graduation Program.....	22
Lockers/Locks.....	23
Online Credits	23
Procedure for Changing Classes.....	23
Reports.....	23
Seventh and Eighth Grade Requirements.....	23
Transfer Students.....	24
PART III – RULES AND DISCIPLINE.....	24
Attendance - District Policy 503[**].....	24
Student Responsibilities.....	24
Procedures	25
Reporting Truancy.....	25
Compulsory School Attendance Procedure	25
Bullying Prohibition [*].....	26
Buses – Conduct on School Buses and Consequences for Misbehavior [**].....	26

[*] Notice required by statute

[**] Notice required by policy

Eagle Pride Bus Basics	26
Cell Phones and Other Electronic Communication Devices	27
Consequences of Violating Cell Phone Policy	27
Searching of Cell Phones.....	28
Discipline [*]	28
Positive Behavioral Interventions and Supports (PBIS).....	28
Special Situations	29
Student Support Process	29
Dress and Appearance.....	31
Drug-Free School and Workplace.....	32
Harassment and Violence Prohibition [*]	32
Hazing Prohibition [*].....	33
Internet Acceptable Use and Safety.....	33
Parking on School District Property	34
Students	34
Visitors	34
Tobacco-Free Schools; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction [**].....	34
Vandalism	34
Weapons Prohibition.....	35
PART IV — HEALTH AND SAFETY.....	35
Accidents	35
Asbestos Management Plan [*]	35
Crisis Management.....	35
STANDARDS RESPONSE PROTOCOL	35
Health Information.....	36
First Aid	36
Communicable Diseases	36
Conjunctivitis (Pink Eye).....	37
Head Lice.....	37
Health Emergency.....	37
Health Service	37
Immunizations	37
Medications at School During the School Day	38
Special Health Circumstances	38
Appendix.....	39
Appendix A Annual Integrated Pest Management Pesticide Notification [*]	39
Appendix B AHERA Annual Asbestos Notification.....	39
Appendix C Indoor Air Quality Annual Notification	40
Appendix D Lead-in-Water Annual Notification.....	40

[*] Notice required by statute

[**] Notice required by policy

Appendix E	Matrix.....	41
Appendix F	Major Discipline Guidelines.....	43
Appendix G	Children’s Online Privacy Protection Act.....	45
Appendix H	Parent-Student-School Technology Compact.....	46
Appendix I	Student Pledge for Device Use.....	47
	Northland Community School District Student Pledge for Device Use.....	47
Appendix J	Handbook Review Form.....	50

All Board Policies are available on the district website and through the district office.

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All authorized copies must reflect MSBA’s notice of copyright.

[*] Notice required by statute
 [**] Notice required by policy

Introduction

Welcome to the 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

Policy Information

All Board Policies are available on the district website and through the district office.

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

Interim Superintendent/High School Principal: Mary Yakibchuk, myakibchuk@isd1118.org

Elementary Principal: Janessa Green jgreen@isd1118.org

PART I – GENERAL INFORMATION

Arrival and Dismissal Hours

Arrival

The student day starts at 8:25 a.m. Students are not allowed in the building before 8:10 a.m. unless they are participating in an extra-curricular activity or supervised by an identified adult.

Dismissal

HS students are dismissed at 3:06 p.m. and elementary students are dismissed at 3:10 p.m. Students are not allowed in the building after 3:15 p.m. unless they are participating in an extra-curricular activity or supervised by an identified adult.

Calendar

The school calendar is adopted annually by the school board. A copy of the school calendar can be found here and on the school district’s website at www.isd118.k12.mn.us.

Northland Community Schools – 2023-24 School Calendar

28 New Staff Orientation 30 Open House 4-6 29-31 Teacher Workshop 3/0	AUGUST '23 <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			FEBRUARY '24 <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td></td><td></td></tr> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29			19 President’s Day – No School 26 Teachers Workshop – No School 20/19														
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[*] Notice
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Please note: Dates marked with * may be used to make up days due to school cancellation for inclement weather.

Board Approved: 2/15/23

Class Assignments

Classroom assignments are within the school district's discretion. If there are special circumstances that you would like us to be aware of when considering classroom assignments, please contact the school by the end of April. Please keep in mind, we take into consideration many factors when determining these classroom assignments, we may not be able to honor all requests. We hope you can all trust that we have each and every one of your children's best interests in mind and will make the class assignments to reflect that.

Complaints

Students, parents, employees or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. However, persons are encouraged to follow the chain of command, starting with the teacher or coach regarding student concerns.

Conferences

Conferences are held twice per year **as stated on the school calendars**. For more information, contact the building principal.

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.

Eighteen-Year-Old Students

The age of majority for most purposes in Minnesota is 18 years of age. All students, regardless of age, are governed by the rules for students provided in school district policy and this handbook.

Employment Background Checks [*]

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches,

[*] Notice required by statute

[**] Notice required by policy

extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Equal Access to School Facilities

The school district has created a limited open forum for secondary students to conduct noncurricular-related meetings during noninstructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary, and student initiated; will not be sponsored by school employees or agents; employees or agents of the school will be present at religious meetings only in a nonparticipatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and non-school persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district.

Fees [*]

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay.

Food in the Classrooms

Eating and/or drinking beverages in the classroom is forbidden except for preapproved activities, including (but not limited to):

- Water in closeable containers
- Kindergarten and 1st Grade Breakfast
- Elementary snack
- Preapproved events organized by classroom teacher

Eating and/or drinking is prohibited near school devices.

Fundraising

[*] Notice required by statute

[**] Notice required by policy

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the administration. Participation in nonapproved fundraising activities is a violation of school district policy. Solicitations of students or employees by students for school and nonschool-related activities will not be allowed during the school day.

Gifts to Employees

The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. It is the policy of the school district, however, to discourage gift-giving to employees, and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.

Graduation Ceremony

Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons, which may include discipline. Graduation exercises are under the control and direction of the building principal.

Interviews of Students by Outside Agencies

Students may not be interviewed during the school day by persons other than a student's parents/guardians or school district officials, employees, and/or agents, except as provided by law and/or school policy.

Library and Media Center

The library/media center is open various periods throughout the day. Students may use the library/media center during the school day and before and after school only when a supervisor is present and with permission and pass from their classroom teacher.

Lunch

Lunch is to be eaten in designated areas only. Lunch times vary by classroom. Students will be notified of their assigned lunch time on the first day of school. Students may receive a lunch at school or bring a prepared lunch from home. Milk will be available to supplement lunches brought from home.

Our school offers healthy meals each day. Starting school year 2023-24, we are joining Minnesota's Free School Meals Program. All students can get one breakfast and one lunch free of charge each day at school. Although no application is required to receive this free meal benefit, filling out the Application for Educational Benefits is still important! Your child(ren) may qualify for other benefits like reduced fees at school. Also known as Free & Reduced Application, it's more than just a free lunch! The program provides financial assistance for many other things, including sports/activities, instruments, technology, reduced class sizes, student support services, field trips and more.

The Educational Benefits Form helps not just your family, but kids across the district in many ways. Just one form ensures continued funding to support ALL kids in our schools.

[*] Notice required by statute

[**] Notice required by policy

We are pleased to offer our High School students the privilege of charging a la carte items to their family account if funds are available in their accounts. We ask that you deposit some money into your child's lunch account and keep a balance in the account. You can deposit money into the lunch account in one of these ways: through the parent portal, by dropping off cash or a check at school, or by sending your deposit with your child in a sealed envelope that is clearly marked "Lunch Account for" and your child's name.

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.

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.

Messages to Students

Students will not be called out of class to receive phone messages except in the event of an emergency. Personal cell phone use during the instructional day is prohibited. Please arrange for non-emergency communication with your child(ren) during non-instructional times, such as before and after school and during lunch.

Nondiscrimination [*]

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated **Elementary Principal, Janessa Green, 218-566-2351x32051** as the district's human rights officer to handle inquiries regarding nondiscrimination.

Notice of Violent Behavior by Students []**

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Pledge of Allegiance [*]

Students will recite the Pledge of Allegiance to the flag of the United States of America daily during morning announcements. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice.

[*] Notice required by statute

[**] Notice required by policy

Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

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 Activities

The school district provides opportunities for students to pursue special interests that contribute to their physical, mental, and emotional health. Formal instruction is the school district's priority.

Students who participate in school-sponsored activities are expected to represent responsibly the school and community. All rules pertaining to student conduct and student discipline apply to school activities.

All spectators at school-sponsored activities are expected to behave appropriately. Students and employees may be subject to discipline. Parents/guardians and other spectators may be subject to sanctions for inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

Northland Community Schools is a member of the Minnesota State High School League (MSHSL). Students who participate in MSHSL activities must abide by the MSHSL rules. The district will enforce all MSHSL rules during the school year and in the summer as applicable.

Employees who conduct MSHSL activities will cover applicable rules, penalties, and opportunities with students and parents/guardians prior to the start of an activity. For more information about the MSHSL rules and student eligibility requirements, contact Activities Director, Janessa Green.

Fan Code of Conduct

Sportsmanship is an essential part of any athletic competition and is expected from athletes, coaches, officials, fans and parents. As a fan/spectator (student or adult) of Northland High School, we want you to be an example of positive encouragement while supporting our athletes, coaches and officials. Our behavior should be positive, respectful and encouraging of the athletes, coaches, officials and the game.

RESPECT THE RIVALRY -- RESPECT THE GAME

Northland High School encourages:

- Enthusiastic support of your team
- Good Sportsmanship

[*] Notice required by statute

[**] Notice required by policy

- Family Friendly Atmosphere
- Commitment to Safety
- Welcoming Attitude to all Fans and Visitors

Unacceptable Behaviors:

- Disruptive, unruly or intoxicated behavior
- Foul or abusive language or obscene gestures
- Rudeness to fellow fans or NHS personnel
- No one, other than the coaches and teams, is allowed on the field/court at any time
- Use of alcohol or tobacco at NHS athletic events
- Intoxicated or disruptive fans

Fans who display unacceptable behaviors will be subject to sanctions, including refusal of admittance, removal, and arrest.

School Closing Procedures

School may be cancelled when the superintendent believes severe weather or other circumstances threaten the safety of students and employees. The superintendent will decide as early in the day as possible about closing school or school buildings.

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 – WJY 106.7 FM, KTCF 101.5 FM

TV

WCCO – 4
 KSTP – 5
 KMSP – 9
 KARE – 11 WDIO KBJ

School Supplies

Some general school supplies (notebooks, 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 List

[*] Notice required by statute

[**] Notice required by policy

Searches

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in desks, lockers, or vehicles parked on school property. “Contraband” means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, when appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district’s “Student Discipline” policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Lockers and Personal Possessions Within a Locker []*

Under Minnesota law, school lockers are school district property. At no time does the school district relinquish its exclusive control of lockers provided for students’ convenience. School officials may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant.

Students’ personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student’s personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Desks

School desks are school district property. At no time does the school district relinquish its exclusive control of desks provided for students’ convenience. School officials may inspect the interior of desks for any reason at any time, without notice, without student consent, and without a search warrant.

Personal Possessions and Student’s Person

The personal possessions of a student and/or a student’s person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

*Vehicles on Campus [**]*

Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Search of the Interior of a Student’s Motor Vehicle

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses

[*] Notice required by statute

[**] Notice required by policy

to open a locked motor vehicle under the student’s control or its compartments upon the request of a school official.

Student Publications and Materials

The school district’s policy is to protect students’ free speech rights while, at the same time, preserving the district’s obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and/or sponsor. Nonschool-sponsored publications may not be distributed without prior approval.

*Distribution of Nonschool-Sponsored Materials on School Premises [**]*

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

The complete District Policy #505 – Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees can be found in the Policy Manual on the district website.

School-Sponsored Student Publications

The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies. Students producing official school publications and participating in school activities will be under the supervision of a faculty advisor and the school principal. “Official school publications” means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as part of the curriculum. Expression in an official school publication or school-sponsored activity is prohibited when the material:

- Is obscene to minors;
- Is libelous or slanderous;
- Advertises or promotes any product or service not permitted for minors by law;
- Encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;
- Expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
- Is distributed or displayed in violation of time, place, and manner regulations.

Expression in an official school publication or school-sponsored activity is subject to school district editorial control over the style and content when the school district’s actions are reasonably related to legitimate pedagogical concerns. Official school publications may be distributed at reasonable times and locations.

Student Records [*]

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an “eligible” student is one who is 18 or older or who is enrolled in an institution of post-secondary education.

[*] Notice required by statute

[**] Notice required by policy

The complete District Policy #515 – Protection and Privacy of Pupil Records can be found in the Policy Manual on the district website.

Student Surveys [*]

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection, and use of information for marketing purposes, and certain physical examinations, see “Student Surveys” Policy 520.

The complete District Policy #520– Student Surveys can be found in the Policy Manual on the district website.

Transportation of Public School Students

The school district will provide transportation, at the expense of the school district, for all resident students who live two miles or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the students’ parent or guardian.

Extracurricular Transportation

All extracurricular transportation arrangements made by a school district employee must be approved by a building administrator. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

Video and Audio Recording

School Buses

All school buses used by the school district shall be equipped for the placement and operation of a video camera. The school district will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a video recording of the actions of student passengers as evidence in any disciplinary action arising from the students’ misconduct on the bus.

Places Other Than Buses

The school district buildings and grounds may be equipped with video cameras. Video surveillance may occur in any school district building or on any school district property. Video surveillance will normally not be used in bathrooms or locker rooms, although these areas may be placed under surveillance by individuals of the same sex as the occupants of the bathrooms or locker rooms. Video surveillance in bathrooms or locker rooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

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,

[*] Notice required by statute

[**] Notice required by policy

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.

PART II – ACADEMICS

GENERAL

Cheating and Plagiarism

Cheating and plagiarism are prohibited. Students who cheat or commit plagiarism on any test or assignment will be given a failing grade for that test or assignment and will be disciplined in accordance with the school district's "Student Discipline" Policy 506.

Extended School Year Opportunities

The school district provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact the building principal.

Field Trips

Field trips may be offered to supplement student learning in which students voluntarily participate and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation.

- 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.

[*] Notice required by statute

[**] Notice required by policy

Grades

Students' grades will be reported on Quarter and Semester Report Cards or Progress Reports during the year. All high school students will receive Midterm Reports. PreK will receive TSGold reports in the fall and spring. Report cards will be mailed home for review.

Homework

Homework assignments are made by the teachers. The amount of homework varies by teacher and subject area. The school district asks parents/guardians to encourage their child(ren) to complete homework thoroughly and promptly.

Parent Right to Know []*

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Promotion and Retention

All students are expected to achieve an acceptable level of proficiency. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year. Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. The superintendent's decision will be final. The district has a variety of services to help students succeed in school.

ELEMENTARY

Partner's In Education (PIE)

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

[*] Notice required by statute

[**] Notice required by policy

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.

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.

Dressing for the Weather

As the weather becomes colder or wetter, students are expected to arrive at school dressed for the weather conditions. Please dress your child appropriately for the weather. Students will not go outside if the windchill or temperatures are below zero degrees Fahrenheit.

HIGH SCHOOL

Bell Schedule

MONDAY-TUESDAY-WEDNESDAY-THURSDAY-FRIDAY

0 Hour	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
(7-9 lunch)	11:04--11:30	24 Minutes
Period 4B	11:34--12:24	50 Minutes
(10-12 lunch)	11:59--12:24	24 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

(Period 1 has an additional minute to allow for announcements and the Pledge of Allegiance.)

First 15 Minutes

Students are not allowed passes out of class during the first 15 minutes of each class period. If a student is tardy to class, they are not allowed to leave during class. In cases of emergencies, please call the office to have those students escorted.

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.

[*] Notice required by statute

[**] Notice required by policy

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.

Early Graduation

Students may be considered for early graduation after meeting the conditions provided in school district policy.

Graduation Requirements [*]

Students must meet all course credit requirements and graduation standards, as established by the state and the school board, in order to graduate from Northland High School. All students must also pass the state-identified proficiency tests, Minnesota comprehensive assessments, alternate assessments, and/or other applicable tests. Parents may opt out of the statewide assessments for their student(s) by completing the form in the Appendix and returning it to the school district office.

Course Credits Required

To receive a diploma, students must successfully complete at least 24 credits and comply with the following high school level course requirements. 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)

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.)

High School Level Courses Required for Graduation			
Subject Area	Credits	Explanation	Courses Offered
Language Arts	4	Must be sufficient to satisfy all academic standards in the English language arts.	<ul style="list-style-type: none"> • English 9 (1 credit) • English 10 (1 credit) • English 11 (1credit) 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

[*] Notice required by statute

[**] Notice required by policy

			<ul style="list-style-type: none"> • English Electives (1 credit each)
Mathematics	4	Algebra I is required by the end of eighth grade. Algebra II or its equivalent is also required. A computer science, career and technical education, or Project Lead the Way course may fulfill a mathematics credit if the course meets the applicable state academic standards.	<ul style="list-style-type: none"> • Intermediate Algebra or Algebra III or College Algebra (1 credit) • Geometry (1 credit) • Algebra II (1 credit) • Math Elective (1 credit)
Science	3	Must include at least one credit of biology, one credit of chemistry or physics, and one elective credit of science. The combination of credits must be sufficient to satisfy all of the academic standards in either chemistry or physics and all other academic standards in science. An agricultural science, a career and technical education, or a Project Lead the Way course may fulfill a science credit if the course meets the applicable state academic standards. An agricultural science or a career and technical education course cannot fulfill the biology requirement.	<ul style="list-style-type: none"> • Physical Science (1 credit) • Biology (1 credit) • Science Elective (1 credit)
Social Studies	5	Must include at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies. A one-half credit of economics taught in an agriculture education or business department may fulfill a one-half credit in social studies if the credit is sufficient to satisfy all of the academic standards in economics.	<ul style="list-style-type: none"> • Social 9 (US History, 1 credit) • Social 10 (Geography, 1 credit) • Social 11 (World History, 1 credit) • Social 12 (US Government, 1 credit) • Economics (1/2 credit) • Personal Finance (1/2 credit)
Arts	1	Must be sufficient to satisfy all of the state or local academic standards in the arts. A career and technical education course may fulfill an arts credit.	Visual Arts or Performing arts (1 credit)
Elective Courses	7	at least 1 in visual arts or performing arts, 1/2 in health, 1/2 in physical education, 1/2 in careers/AVID	

Minnesota Academic Standards

All students must satisfactorily complete the following required Minnesota Graduation Standards:

[*] Notice required by statute

[**] Notice required by policy

Minnesota Academic Standards, English Language Arts K-12
Minnesota Academic Standards, Mathematics K-12
Minnesota Academic Standards, Science K-12
Minnesota Academic Standards, Social Studies K-12
Minnesota Academic Standards, Physical Education K-12
Minnesota Academic Standards or Local Standards, Arts K-12

School District Required and Elective Standards

What are our elective standards?

All students must satisfactorily complete the following school district required and elective standards:

- Health (K-12);
- School District Standards, Career and Technical Education (K-12); and
- School District Standards, World Languages (K-12).

Students with an individualized education program, Section 504 accommodation plan, or limited English proficiency needs may be eligible for testing accommodations, modifications, and/or exemption. For additional information, see the Guidance Counselor.

Credit Load Rules

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 are available in the morning from 7:30 am to 8:15 am when not required to attend meetings. Student arranges with teachers. Teachers may work with students during noon (lunch) time on an as-needed basis.

More intensive academic/behavior intervention may be made available on an as-needed basis and as determined by the student’s educational team.

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

[*] Notice required by statute
 [**] Notice required by policy

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.

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.

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.

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.

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.

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)

[*] Notice required by statute

[**] Notice required by policy

- 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.

Transfer Students

Students transferring into ISD 118 after the first student contact day of their 11th grade year will not be eligible for Valedictorian/Salutatorian or High Honors recognition. Students who transfer during their 9-10 grade year or prior to the 1st student contact day of their 11th grand year will be eligible for Valedictorian/Salutatorian or High Honors recognition.

PART III – RULES AND DISCIPLINE

Attendance - District Policy 503[]**

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability. 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

[*] Notice required by statute

[**] Notice required by policy

prior to leaving, your absence will be regarded as unexcused. Any unexcused absence is considered truancy.

Procedures

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.
 - a. **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.**
 - b. 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.**

Reporting Truancy

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.

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.

[*] Notice required by statute

[**] Notice required by policy

The complete District Policy #503 – Student Attendance can be found in the Policy Manual on the district website.

Bullying Prohibition [*]

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, are prohibited on school district property, at school-related functions or activities, on school transportation, and by misuse of technology.

The complete District Policy #514 - Bullying Prohibition can be found in the Policy Manual on the school website.

Buses – Conduct on School Buses and Consequences for Misbehavior []**

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. The school district will not provide transportation for students whose transportation privileges have been revoked.

The school district is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and for riding on a school bus.

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

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Get to the bus stop five minutes before your scheduled pick-up time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

[*] Notice required by statute

[**] Notice required by policy

- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver's directions at all times.
- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Consequences for school bus/bus stop misconduct will be imposed by the school district under administrative discipline procedures. 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.

The complete District Policy #709 -Student Transportation Safety can be found in the Policy Manual on the school website.

Cell Phones and Other Electronic Communication Devices

All students, PreK-12 are prohibited from using cell phones and other electronic communication devices during the instructional day and will place all electronic devices in their school locker each day prior to the start of the day.

- **Students will not 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 phone use will not be permitted in locker rooms or restrooms.
- Students are prohibited from using cell phones and other electronic communication devices during the instructional day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.

Consequences of Violating Cell Phone Policy

Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

[*] Notice required by statute

[**] Notice required by policy

- First offense (minor) – the phone is taken away until the end of the day
- Second offense (major) – the phone is taken away and must be picked up by the parent/guardian
- Third offense and any further infractions (major) – may result in additional disciplinary actions

Searching of Cell Phones

If the school district has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.

The complete District Policy #524.1 - Student Cell Phones can be found in the Policy Manual on the school website.

Discipline [*]

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. Students will have the discipline policy explained to them during the first full week of each school year.

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

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.

Major Discipline Referrals and Eagle Pride Matrixes are located in the Appendix.

[*] Notice required by statute
 [**] Notice required by policy

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.

Student Support Process

First, staff strives to 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

[*] Notice required by statute

[**] Notice required by policy

- 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).

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.

[*] Notice required by statute

[**] Notice required by policy

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.

The complete District Policy #506 - Student Discipline can be found in the Policy Manual on the school website.

Dress and Appearance

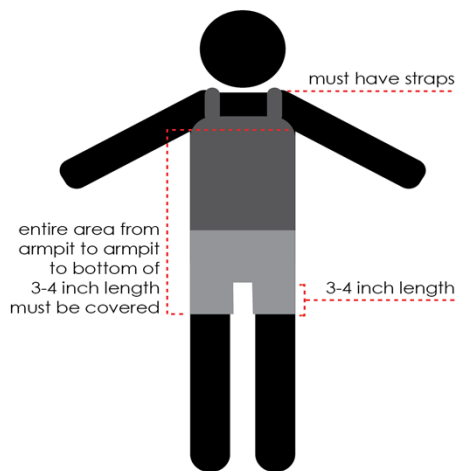
Students are encouraged to be dressed appropriately for school activities and in keeping with community standards.

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

- Clothing appropriate for the weather.
- Clothing that does not create a health or safety hazard.
- Clothing appropriate for the activity (i.e., physical education or the classroom).

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

- Clothing must cover skin and undergarments from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see image).



- Clothing (including emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry) bearing a message that is lewd, vulgar, obscene, libelous, or denigrates, harasses, discriminates against others on the basis of protected class status under the Minnesota Human Rights Act, or violates school district policies prohibiting discrimination, violence, harassment, or other harmful activities.

[*] Notice required by statute

[**] Notice required by policy

- Apparel promoting products or activities that are illegal for use by minors.
- Communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.
- Any apparel or footwear that would damage school property.
- Headgear, including hats or headcoverings, is not to be worn in the building except with the building principal's approval (i.e., student undergoing chemotherapy, medical situations, student religious practice or belief).

If the administration believes 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. A parent or guardian will be notified.

The complete District Policy #504 - Student Dress and Appearance can be found in the Policy Manual on the school website.

Drug-Free School and Workplace

The possession and use of alcohol, controlled substances, and toxic substances are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school district will discipline or take appropriate action against anyone who violates this policy.

District policy is not violated when a person brings a controlled substance that has a currently accepted medical treatment use onto a school location for personal use if the person has a physician's prescription for the substance except marijuana is not allowed on school property even if prescribed. Students who have prescriptions must comply with the school district's "Student Medication" policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

The complete District Policy #418 - Drug-Free Workplace/Drug-Free School can be found in the Policy Manual on the school website.

Harassment and Violence Prohibition [*]

The school district strives to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class). The school district prohibits any form of harassment or violence on the basis of Protected Class. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

[*] Notice required by statute

[**] Notice required by policy

The complete District Policy #413 – Harassment and Violence can be found in the Policy Manual on the school website.

Hazing Prohibition [*]

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district’s “Student Discipline” policy.

The complete District Policy #526 – Hazing Prohibition can be found in the Policy Manual on the school website.

Internet Acceptable Use and Safety

All school district students have conditional access to the school district’s computer system, including Internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. Use of the school district’s system is a privilege, not a right. Unacceptable use of the school district’s computer 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, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

The complete District Policy #524 – Internet Acceptable Use and Safety can be found in the Policy Manual on the school website.

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.

The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

Students will receive a copy of the school district’s “Internet Acceptable Use” policy and are expected to understand and agree to abide by the policy as a condition of use of the school district’s computer system. All students who wish to use the school district’s computer system must sign the Internet Use Agreement form annually.

[*] Notice required by statute

[**] Notice required by policy

Children’s Online Privacy Protection Act (COPPA) Privacy Notice & Authorization and Parent-Student-School Technology Compact are located in the Appendix.

Parking on School District Property

Students

The school district allows limited use and parking of motor vehicles by students in school district locations subject to the following rules:

- Parking a motor vehicle on school property during the school day is a privilege, not a right;
- Parking is permitted in designated areas only;
- Students are not permitted to use motor vehicles during the school day in any school district locations unless an emergency occurs and permission has been granted to the student by administration;
- Unauthorized vehicles parked on school district property may be towed at the expense of the owner or operator.

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate. A student who violates this policy may be subject to withdrawal of parking privileges and/or discipline according to the school district’s “Student Discipline” policy.

Visitors

Visitors are permitted to park in designated school district visitor parking areas. Unattended vehicles left in other locations on school district property may be towed at the owner’s expense.

Tobacco-Free Schools; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction []**

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual’s use of tobacco, tobacco-related devices, or carrying or using activated electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline.

The complete District Policy #419 – Tobacco-Free Environment; Possession And Use Of Tobacco, Tobacco-Related Devices, And Electronic Delivery Devices; Vaping Awareness And Prevention Instruction can be found in the Policy Manual on the school website.

Vandalism

Vandalism of any district property is prohibited. Violators will be disciplined and may be reported to law enforcement officials.

[*] Notice required by statute

[**] Notice required by policy

Weapons Prohibition

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A “weapon” means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district does not allow the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully.

The complete District Policy #501 – School Weapons can be found in the Policy Manual on the school website.

PART IV — HEALTH AND SAFETY

Accidents

All student injuries that occur at school, at school-sponsored activities, or on school transportation should be reported to the nurse’s office. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

Asbestos Management Plan [*]

The school district has developed an asbestos management plan. A copy of this plan is available on the district’s website.

Crisis Management

The school district has developed a “Crisis Management” policy. Students and parents will be provided with information as to district- and school-specific plans.

The “Crisis Management” policy addresses a range of potential crisis situations in the school district. The school district has developed general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lock-down drills, fire drills, tornado drills, shelter drills, and evacuation procedures.

STANDARDS RESPONSE PROTOCOL

[*] Notice required by statute

[**] Notice required by policy

The Standard Response Protocol (SRP) is based on the response to any given situation not on individual scenarios. SRP incorporates a specific vocabulary but also allows for great flexibility. The premise is simple – these five specific actions that can be performed during an incident. When communicating these, the action is labeled with a “Term of Art” and is then followed by a “Directive.” Execution of the action is performed by active participants.



Hold is followed by the Directive: “**In Your Room or Area**” and is the protocol used when hallways need to be kept clear of occupants.



Secure is followed by the Directive: “**Get Inside. Lock Outside Doors**” and is the protocol used to safeguard people within the building.



Lockdown is followed by “**Locks, Lights, Out of Sight**” and is the protocol used to secure individual rooms and keep occupants quiet and in place.



Evacuate and may be followed by a location and is used to move people from one location to a different location in or out of the building.



Shelter State the **Hazard** and **Safety Strategy** for group and self-protection.

Health Information

First Aid

The nurse’s office is equipped to handle minor injuries requiring first aid. If the nurse’s office is not open, assistance can be sought from the administrative office. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted depending on the situation.

The district has installed automated external defibrillators (AEDs) throughout the building. Tampering with any AED is prohibited and may result in discipline.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent or guardian suspects that his/her child has a communicable or contagious disease, the parent or guardian should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school district will determine on a

[*] Notice required by statute

[**] Notice required by policy

case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others.

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.

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.

Health Service

The student health office is staffed by a health paraprofessional under the direction of a licensed school nurse.

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.

- Students too ill to return to class will be sent home. Parents/guardians 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.

A parent/guardian should notify the school if his/her child is unable to attend school because of illness.

Immunizations

All students must provide proof of immunization or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. For a copy of the immunization schedule or to obtain an exemption form or information, contact the nurse's office.

[*] Notice required by statute

[**] Notice required by policy

Medications at School During the School Day

The school district acknowledges that some students may require prescribed drugs or medication during the school day.

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.
- Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel.
 - Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to school district policy and procedures, medications administered as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (504 Plan), or an individual health plan (IHP).
- Marijuana is not allowed on school property even if prescribed.

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.

[*] Notice required by statute

[**] Notice required by policy

Appendix

Appendix A 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.

Appendix B 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 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.

[*] Notice required by statute

[**] Notice required by policy

Appendix C 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.

Appendix D 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.

[*] Notice required by statute

[**] Notice required by policy

Appendix E Matrix



Eagle Pride School Wide

	Arrival/Dismissal	Breakfast/Lunch	Classroom	Hallways/Stairs	Bathroom/ Locker Room	Playground
Respect	<ul style="list-style-type: none"> Maintain personal space Be on time Remove hat and hood when entering building 	<ul style="list-style-type: none"> Use table manners Kind, quiet voices Listen to cafeteria staff Eat at tables or counters only Food is to be eaten in commons 	<ul style="list-style-type: none"> Follow classroom routines and procedures Be an active listener Respect all students' right to learn 	<ul style="list-style-type: none"> Maintain personal space Respect yours, others', and school's property Use kind, quiet voices Use appropriate verbal and body language 	<ul style="list-style-type: none"> Flush the toilet Keep area clean and neat Honor privacy and maintain personal space Use kind, quiet voices 	<ul style="list-style-type: none"> Include others in activities Wait your turn Use the playground equipment appropriately Listen to all adult supervisor directions
Responsible	<ul style="list-style-type: none"> Stay in designated area Clear hallways of personal things Arrive promptly to class/bus 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Be prepared to learn Bring all necessary materials for each class Follow technology policy Advocate for your learning 	<ul style="list-style-type: none"> Shut lockers quietly Lock lockers with assigned lock Stay with your class when directed Use planner/pass when appropriate 	<ul style="list-style-type: none"> Quietly walk to and from these areas Use toilet, sink, hand dryer, and showers appropriately Shut off water Throw away trash 	<ul style="list-style-type: none"> Wear weather appropriate clothes Be aware of surroundings Use equipment for intended purpose
Productive	<ul style="list-style-type: none"> Be where you are supposed to be Bring all necessary materials you need for class/home 	<ul style="list-style-type: none"> Use time wisely Eat your food Donate packaged or whole fruit to mini cooler 	<ul style="list-style-type: none"> Work cooperatively Try your best Work on/turn in assignments on time Actively participate in classroom work 	<ul style="list-style-type: none"> Go directly to assigned/directed location Be aware of time Use time appropriately 	<ul style="list-style-type: none"> Use time appropriately Use facility appropriately 	<ul style="list-style-type: none"> Line up when your grade is called Have fun, be kind Return equipment to bin after using Pick up your belongings
Safe	<ul style="list-style-type: none"> Walk on the right side of the hallways/stairs Wear appropriate clothing for the weather Be aware of your surroundings 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Respect yours and others' personal space Use materials appropriately Sit on chairs/stools appropriately Be peaceful problem solvers 	<ul style="list-style-type: none"> Keep to the right Be aware of surroundings Keep hands, feet, and objects to self Always walk Keep hallways and stairwells clean and clear 	<ul style="list-style-type: none"> Wash hands Leave area when finished Follow technology policy Report problems/hazards to a staff member Secure and lock belongings in locker room 	<ul style="list-style-type: none"> Report problems and injuries to adult supervisors Stay in designated play areas Be peaceful problem solvers

[*] Notice req
 [**] Notice req

[*] Notice r
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Eagle Pride School Wide

	Bus	Office	Library	Support Room	Gym/Weight Room	Commons (Before/After School)
Respect	<ul style="list-style-type: none"> • Kind, quiet voices • Maintain personal space • Listen to all adult bus driver directions 	<ul style="list-style-type: none"> • Enter quietly • Use kind, quiet voices • Use appropriate verbal and body language • Wait your turn • Stay in front of the office counter 	<ul style="list-style-type: none"> • Use kind, quiet voices • Use all areas appropriately • Take care of the books and equipment 	<ul style="list-style-type: none"> • Enter the room quietly and appropriately • Use kind, quiet voices • Use appropriate verbal and body language 	<ul style="list-style-type: none"> • Use kind and appropriate language • Maintain personal space based on activity • Clean up after yourself • Follow Weight Room Policy 	<ul style="list-style-type: none"> • Remain in designated zone • Use kind, quiet language • Use appropriate verbal and body language • Listen to all adult supervisor directions
Responsible	<ul style="list-style-type: none"> • Arrive promptly to bus • Go directly to your assigned seat • Keep area clean and clear • Check floor & seat for belongings 	<ul style="list-style-type: none"> • Have a pass during class • State your business 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Follow all bus basics 	<ul style="list-style-type: none"> • Ask the secretary for what you need • Get your requests and forms early • Take care of business and return to class promptly 	<ul style="list-style-type: none"> • Use time appropriately • Use internet according to policy 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Work quietly on schoolwork if needed • Actively work toward specific task when directed • Help others with schoolwork or tasks when needed
Safe	<ul style="list-style-type: none"> • Stay seated • Walk on and off the bus • No eating or drinking • Keep aisles clear • Stay clear of danger zones 	<ul style="list-style-type: none"> • Keep doorway clear • Open door safely • Sit appropriately on bench/chairs while waiting • Follow technology policy 	<ul style="list-style-type: none"> • Stay in area • Maintain personal space • Sit properly on chairs/stools 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Appendix F Major Discipline Guidelines

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
Skipping 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.

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-3	Mediation	3 Day ISS, Loss of Credit
		4-6	Parent notification	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.	K-3	1 Day ISS	5 Day ISS
		4-6	3 Day OSS	Expulsion
Arson	Intentional destruction of, or damage to, property by means of fire or explosives.	K-3	5 Day ISS	Expulsion
		4-6	10 Day OSS	
Assault	Intentionally, knowingly or recklessly causing any physical injury to another person	K-3	1 Day ISS	Expulsion
		4-6	3 Day OSS	
Bomb Threat	Threat to harm students, staff, or school property by use of a bomb.	K-3	3 Day ISS	Expulsion
		4-6	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-3	Mediation (relationship repair with offended party)	Expulsion
		4-6		
Harassment (Cyber)	The delivery of technology-based messages or acts that involve intimidation, teasing, taunting, threats, or name calling.	K-3	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		4-6		
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-3	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		4-6		
Harassment (Physical)	The persistent or repeated annoying or tormenting of another person in a physical manner	K-3	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		4-6		
Harassment (Sexual)	The unwelcome conduct of sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.	K-3	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		4-6		
Harassment (Verbal)	The persistent or repeated annoying or tormenting of another person in a verbal manner	K-3	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		4-6		
Controlled Substances (prescription)	Possession of medication that is prescribed to the student, but the possession is against school policy.	K-3	Conference, parent notification	Expulsion
		4-6		
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-3	Conference with Administration Mediation (relationship repair with offended party)	5 Day ISS 10 Day OSS
		4-6		
Disruption/Disorderly/Insubordination	Creating disturbances in class, on campus, or at school-sponsored events. Continual or repeated disruptions may warrant more severe consequences.	K-3	Conference	5 Day ISS 10 Day OSS
		4-6		
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district	K-3	Conference / Parent Contact / Change of clothes	3 Day ISS 3 Day OSS
		4-6		
Endangerment	Recklessly creating a risk of injury or imminent injury to another.	K-3	1 Day ISS 3 Day OSS	5 Day ISS 10 Day OSS
		4-6		
Excessive vulgar language/swearing	The use of profanity or any derogatory language stated publicly.	K-3	Mediation (relationship repair with offended party)	5 Day ISS 10 Day OSS
		4-6		
Fighting	When two or more persons engage in any violence toward each other in an angry or quarrelsome manner.	K-3	1 Day ISS 3 Day OSS	Expulsion
		4-6		
Gang Activity	Student uses gesture, dress, and/or speech to display affiliation with a gang.	K-3	Parent Contact	Expulsion
		4-6		
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.	K-3	Parent Contact	Expulsion
		4-6		
Skipping Class and/or Tardies	Failure to be at a designated location at a specified time.	K-3	Lunch Detention and/or make up lost learning time	3 Day ISS
		4-6		
Illegal Drugs	Possession, use, solicitation, or distribution of a controlled substance.	K-3	1 Day ISS 5 Day OSS	Expulsion
		4-6		
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-3	Conference and/or ISS	Expulsion
		4-6		
Leaving school grounds without permission	Leaving school grounds or being outside of the school building during regular school hours without permission.	K-3	1/2 Day ISS	5 Day ISS 5 Day OSS
		4-6		
Physical Contact (Minor Aggressive Act)	The behavior of rough boisterous play, minor confrontations, pushing and/or shoving.	K-3	Mediation (relationship repair with offended party) and/or ISS	Long Term Suspension
		4-6		
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).	K-3	Conference	Expulsion
		4-6		
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-3	Mediation (relationship repair with offended party) and/or ISS	5 Day ISS/Restitution 10 Day OSS/Restitution
		4-6		
Sexual Misconduct (Inappropriate Display of Affection)	Violating school policies of kissing, hugging, fondling, or touching in public.	K-3	Conference with students	5 Day ISS 10 Day OSS
		4-6		
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-3	Conference, Loss of Privilege	5 Day ISS/Restitution 10 Day OSS/Restitution
		4-6		
Theft	Taking the property of another person or school without permission, with the intent of not returning it. No force is involved.	K-3	Mediation (relationship repair with offended party) and/or ISS	5 Day ISS/Restitution 10 Day OSS/Restitution
		4-6		
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-3	Mediation (relationship repair with offended party) and/or Lunch/Recess Detention	Expulsion
		4-6		
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-3	1 Day ISS and completion of educational training	3 Day ISS and involve law enforcement 3 Day OSS and involve law enforcement
		4-6		
Vandalism	Willful destruction or defacement of school property or personal property.	K-3	Conference and Restitution	Expulsion/Restitution
		4-6		
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-3	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		4-6		
Weapons	Being in the possession of a thing designed or used for inflicting bodily harm or physical damage.	K-3	1 Day ISS	Expulsion
		4-6		

***Any maps 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.

Appendix G Children's Online Privacy Protection Act

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-nOpEchJIKpCW36LRKUL8CqWf7QvxOJgWGWQP8TLnDg/edit?usp=sharing>

[*] Notice required by statute

[**] Notice required by policy

Appendix H Parent-Student-School Technology Compact



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.

Appendix I Student Pledge for Device Use

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

[*] Notice required by statute

[**] Notice required by policy

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.

[*] Notice required by statute

[**] Notice required by policy

- 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.

[*] Notice required by statute
 [**] Notice required by policy

Appendix J Handbook Review Form

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.

**Northland Community Schools
Independent School District #118
Remer, Minnesota**

**MEMORANDUM OF EMPLOYMENT
2023-2025**

An Agreement is made this 10th day of August 2023 between **Independent School District No. 118**, Remer, Minnesota, hereafter called the party of the first part and **Brenda Snakenberg**, hereafter called the party of the second part.

The party of the second part agrees to perform the prescribed duties of **Food Service Director** as directed by the Superintendent of Schools, or his/her designated representative and the Board of Education for a period beginning July 1, 2023 through June 30, 2025 unless Snakenberg's employment is terminated before June 30, 2025.

July 1, 2023- June 30, 2024

1560 hours at \$19.51 per hour (195 days, 8 hours per day)	\$30,435.60
Health Insurance: \$583.33 per month (If enrolled in one of the District's health plans)	\$7000.00
Dental Insurance: \$35 per month	\$420.00
L.T. D. Insurance	\$144.00
HSA Contribution	\$1000.00

July 1, 2024- June 30, 2025

1560 hours at \$19.90 per hour (195 days, 8 hours per day)	\$31,044.00
Health Insurance: \$583.33 per month (If enrolled in one of the District's health plans)	\$7000.00
Dental Insurance: \$35 per month	\$420.00
L.T. D. Insurance	\$144.00
HSA Contribution	\$1000.00

Additional Annual Benefits

- 8 paid holidays (Labor Day, Thanksgiving Day, Friday following Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Day, Good Friday, and Memorial Day)
- 1 2/3 days per month sick leave (15 days per year) - accumulated to maximum of 110 days
- 2 emergency days per year
- 3 personal days per year

Brenda Snakenberg

School Board Clerk

Date

School Board Chairperson

**Northland Community Schools
Independent School District #118
Remer, Minnesota**

**NOTICE OF ASSIGNMENT
2023-2025**

An Agreement with no revisions is made this 10th day of August, 2023 between **Independent School District No. 118**, Remer, Minnesota, to **Leah Monroe**.

Leah Monroe agrees to perform the prescribed duties of **Indian Education Director** on an at-will employment basis, at the direction of the Superintendent of Schools, or his/her designated representative and the ISD #118 School Board beginning July 1, 2023 and ending on June 30, 2025 unless Monroe's employment is terminated before June 30, 2025.

July 1, 2023-June 30, 2025

(salary and hours are determined by a grant issued from the State of Minnesota and are non-negotiable by District #118)

Each year	
824.5 hours at \$32 per hour School year: 183 days x 3.5 hrs per day = 640.5 hours Before and after school year: 15 days x 8 hrs per day = 90 hours 8 paid holidays x 8 hrs per day = 64 hours Total hours: 640.5 + 90 + 64 = 824.5	\$26,384.00
Health Insurance	\$2650
L.T. D. Insurance (maximum of \$144)	126.64

Annual Benefits

- 8 paid holidays (Labor Day, Thanksgiving Day, Friday following Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Day, Good Friday, and Memorial Day)
- 1 2/3 days per month sick leave - accumulated to 56 days
- 2 personal days
- 2 emergency days - deducted from sick leave

Leah Monroe

School Board Clerk

Date

School Board Chairperson