

Regular Meeting  
Thursday, September 15, 2022 5:30 PM

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

## **Agenda**

1. **Call to Order**
2. **Pledge of Allegiance**
3. **Mission Statement "Educate and inspire all learners to reach their full potential."**
4. **Adoption of Agenda**
5. **Recognitions**
6. **Audience Recognition**
7. **Consent items**
  - 7.1. Approve the minutes of the regular meeting on August 18, 2022
  - 7.2. Approve July Treasurer's Report and Bills
  - 7.3. 2nd reading and approval of revised Para Handbook
  - 7.4. 2nd reading and approval of 22-23 Crisis Management Plan
  - 7.5. 2nd reading and approval of revised District Policy 506 - Student Discipline
  - 7.6. Approve resolution accepting gifts/donations to Northland Community Schools.
  - 7.7. 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-
    - Backpacks and school supplies from Pine River Bank in Emily, MN
    - Classroom supplies from Tossed And Found in Longville
8. **Reports**
  - 8.1. **High School Principal Report**
  - 8.2. **Elementary Principal/Activities Director Report**
  - 8.3. **Early Childhood Report**
  - 8.4. **Community Ed Report**
  - 8.5. **Indian Education Report**
9. **Superintendent Report**
10. **New Business**
  - 10.1. Approve the Superintendent and Board Treasurer to buy and sell investments during 2022-23
  - 10.2. Approve Safe Learning Plan for 22-23
  - 10.3. Review revised IASC JPA Agreement
  - 10.4. Accept quote for football scoreboard
  - 10.5. *Approve resolution stating the intention of the school Board to approve the FY24 LTFM*

*BE IT RESOLVED, by the School Board of Independent School District No. 118, State of Minnesota, that they approve the district's Long-Term Facilities Maintenance Plan. The Board will follow the LTFM Legislation as follows:*

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.*

*The District further covenants to comply with all procedures now or hereafter established by the Minnesota Department of Education pursuant to Minnesota Statutes, Section 123B and otherwise to take such actions as are necessary to comply with that statute. The chair, clerk or superintendent is authorized to execute any applicable Minnesota Department of Education forms*

10.6. Approve setting the proposed levy limitation and certification 2022 payable 2023 levy at the maximum

10.7. Set the date and time for the Truth in Taxation Meeting for December 15, 2022 at 6:30 p.m. in room C-113 of Northland High School.

After approval of this motion, please read this notice:

This is a public announcement that the Truth in Taxation Meeting will be held on December 15, 2022 at 6:30 p.m. in room C-113 of Northland High School, at which time the budget and levy will be discussed and the public will be allowed to speak.

10.8. Approve contract with Interquest Detection Canines for the 22-23 school year

**11. Personnel**

11.1. Approve the hire of Angie Surber as Paraprofessional with a start date of September 6, 2022, at step one of the Para salary schedule

11.2. Approve the hire of Amber Whitebird as Indian Education Cultural Assistant and Tutor with a start date of September 19, as step 1 of the Para salary schedule

11.3. Approve the MOU with NREM regarding prep time for preschool teachers

11.4. Approve the MOU with NREM regarding teacher compensation for subbing

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

**13. Next Meeting Dates:**

- Classified Negotiations, September 20, 5:00 p.m.
- Classified Negotiations, September 27, 5:00 p.m.
- Regular Meeting, October 27, 5:30 p.m.
- Meet and Confer, November 16, 3:30 p.m.

**14. Adjournment**

NORTHLAND COMMUNITY SCHOOLS – ISD #118  
Special Meeting August 25, 2022  
Northland High School  
Remer, MN 56672  
SUMMARY

The School Board had a Special Meeting on August 25, 2022, at 5:30 PM at Northland High School Remer, MN 56672. Members present: Ammerman Knox, Nystrom, Ruyak, and Seifert. Members absent: Robison and Wake

Chairman Ruyak called the meeting to order at 5:30 p.m.

1. M/S/P – Seifert, Ammerman to adopt agenda. Voting yes: all members
2. Recognitions
  - Congratulations to Katelyn Edstrom for completing her masters degree
3. Audience Recognition – Carol Procopio addressed the board.
4. M/S/P – Konx, Ammerman to approve the consent items. Voting yes: all members
  - A. Approved minutes from regular meeting on July 21 and work session on August 4.
  - B. Approved Financial Report and Bill for June 2022
  - C. 2nd reading and approval for revised special education paraprofessional job description
  - D. Approved lane change for Katelyn Edstrom from BA+60 to MA effective September 1, 2022
  - E. Approved lane change for Nate Sharp from BA+15 to BA+30 effective September 1, 2022
5. M/S/P – Ammerman, Knox to Approve Master Agreement with Principal Association for 2022-25. Voting yes: all members
6. 1st reading of revised Para Handbook
7. 1st reading of 2022-23 Crisis Management Plan
8. 2<sup>nd</sup> reading of revised District Policy 416- Drug and Alcohol Testing
9. M/S/P – Seifert, Nystrom to approve revised District Policy 416- Drug and Alcohol Testing. Voting yes: all members
10. 2<sup>nd</sup> reading of revised District Policy 417 - Chemical Use/Abuse
11. M/S/P – Knox, Ammerman to approve revised District Policy 417 - Chemical Use/Abuse. Voting yes: all members
12. 2<sup>nd</sup> reading of revised District Policy 418 - Drug-free Workplace/Drug-free School
13. M/S/P – Knox, Seifert to approve revised District Policy 418 - Drug-free Workplace/Drug-free School. Voting yes: all members
14. 2<sup>nd</sup> reading of revised District Policy 524 - Internet Acceptable Use Policy
15. M/S/P – Ammerman, Nystrom to approve revised District Policy 524 - Internet Acceptable Use Policy. Voting yes: all members
16. 2<sup>nd</sup> reading of revised District Policy 709 - Student Transportation Policy
17. M/S/P - Knox, Nystrom to approve revised District Policy 709 - Student Transportation Policy. Voting yes: all members

18. M/S/P – Seifert, Nystrom to approve contract with ARCC for Business Manager Service during 2022-23. Voting yes: all members
19. M/S/P – Ammerman, Seifert to approve 2022-23 Parent/Student Handbook with changes. Voting yes: all members
20. M/S/P – Ammerman, Seifert to increase rate of pay for substitute teachers to \$125 per day for 22-23. Voting yes: all members
21. M/S/P – Knox, Nystrom to authorize Kristen Balvin to have access to information on the district bank accounts at First National Bank. Voting yes: all members
22. M/S/P – Knox, Ammerman to accept the resignation of Julie Brierly, Paraprofessional, effective July 25, 2022. Voting yes: all members
23. M/S/P – Ammerman, Seifert to approve posting for a floating substitute teacher for 2022-23. Voting yes: all members
24. Next Meeting Dates:
  - MSEA Negotiations, August 30, 6:00 p.m.
  - Regular Meeting, September 15, 5:30 p.m.
25. M/S/P – Knox, Nystrom to Adjourn. Voting yes: all members
26. Meeting was adjourned at 6:03 p.m.

Kristen Balvin, Recording Secretary

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Linda Knox, Clerk

Visitors: Kyndra Johnson, Jill Myers, Raina Boucher, Carol Procopio, Sid Rice, Kristine Waddell

# Northland Community Schools

## Finance Report 07/31/2022

### First National Bank

<b>General Checking</b>	<u><b>\$3,303,476.51</b></u>
Money Market Account	\$101,717.27
CD Operating Matures 8/8/22	\$262,643.37
CD Operating Matures 8/8/22	\$266,104.57
CD/Scholarship Carpenter Matures 6/17/24	\$8,084.39
CD/Scholarship Carpenter Matures 6/17/24	\$14,599.58
CD/Scholarship Felton Matures 12/10/22	\$7,101.71
CD/Scholarship Sepin Matures 8/25/22	\$3,381.03
<b>Total Investments</b>	<u><b>\$663,631.92</b></u>
 <b>Total of all deposits at First National Bank</b>	 <u><u><b>\$3,967,108.43</b></u></u>

### Accounts Payable Checks/Wires and Deposits by Fund

Fund #	Fund Description	Deposits	A/P Checks
01	General Fund	\$373,863.79	\$234,569.42
02	Food Service Fund	\$6,999.73	\$2,702.01
03	Transportation Fund	\$0.00	\$17,826.35
04	Community Ed Fund	\$0.00	\$676.98
05	Capital Fund	\$0.00	\$400.00
06	Construction Fund	\$0.00	\$0.00
07	Debt Redemption Fund	\$10,801.49	\$349,185.63
08	Scholarship Fund	\$0.00	\$0.00
<b>Total</b>		<u><b>\$391,665.01</b></u>	<u><b>\$605,360.39</b></u>

### July 2022 Payroll

	<b>Monthly Total</b>
Gross Payroll	\$292,673.10
Employer Benefits	\$59,070.94
Employer Taxes	\$21,194.72
<b>Total Cost of Payroll</b>	<u><u><b>\$372,938.76</b></u></u>

**Includes Payrolls:**

- S202223-2 7/15/2022
- S202224-S10 7/15/2022
- S202301 7/15/2022
- S202223-3 7/29/2022
- S202302 7/29/2022

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

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16002	0118	chec														
M.K. Benson Insurance			20863	Credit	A	07/07/22	9274	Check	1	1070				RETIRE/DEDUCT:		
						0118	E 01 020 211	000 000	291	Retired Emp Benefit					664.40	0.00
														Receipt Total:	\$664.40	\$0.00
C.Murphy Insurance			20864	Credit	A	07/07/22	9275	Check	1	1070				RETIRE/DEDUCT:		
						0118	E 01 010 203	000 000	291	Elem Retired Emp Benefit					224.49	0.00
														Receipt Total:	\$224.49	\$0.00
			20865	Credit	A	07/07/22	9276	Check	1	1008				IND SCH DIST #317		
						0118	B 01 115 000				2060	06/13/22	Invoice	27,873.88	27,873.88	0.00
														Receipt Total:	\$27,873.88	\$0.00
														<b>Deposit Total:</b>	<b>\$28,762.77</b>	<b>\$0.00</b>
16003	0118	chec														
N.Grabinski insurance			20866	Credit	A	07/07/22	9277	Check	1	1070				RETIRE/DEDUCT:		
						0118	E 01 010 203	000 000	291	Elem Retired Emp Benefit					620.10	0.00
														Receipt Total:	\$620.10	\$0.00
C.Murphy - August			20867	Credit	A	07/07/22	9278	Check	1	1070				RETIRE/DEDUCT:		
						0118	E 01 010 203	000 000	291	Elem Retired Emp Benefit					224.49	0.00
														Receipt Total:	\$224.49	\$0.00
M.Simek-Aug/Sept			20868	Credit	A	07/07/22	9279	Check	1	1070				RETIRE/DEDUCT:		
						0118	E 01 020 211	000 000	291	Retired Emp Benefit					95.52	0.00
														Receipt Total:	\$95.52	\$0.00
AVID reimbursement			20869	Credit	A	07/07/22	9280	Check	1	1167				SOURCEWELL		
						0118	R 01 020 211	081 000	096	AVID Reimbursements					5,225.00	0.00
														Receipt Total:	\$5,225.00	\$0.00
General Mills Rebate			20870	Credit	A	07/07/22	9281	Check	1	1069				Food Service		
						0118	B 02 230 001			Deferred Revenue					108.89	0.00
														Receipt Total:	\$108.89	\$0.00
Sale of leftover items			20871	Credit	A	07/07/22	9282	Cash	1	1119				CONCESSIONS - FOOD S		
						0118	R 01 310 292	125 000	096	CONCESSIONS DISTRICT					14.35	0.00
														Receipt Total:	\$14.35	\$0.00
														<b>Deposit Total:</b>	<b>\$6,288.35</b>	<b>\$0.00</b>



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

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16012	0118	chec														
Part B Cohort			20880	Credit	A	07/18/22	Swift	Wire	1	MDE	Minn Dept of ED					
						0118	R 01 010 000	499 499 400		CEM					3,699.34	0.00
														Receipt Total:	\$3,699.34	\$0.00
														<b>Deposit Total:</b>	<b>\$3,699.34</b>	<b>\$0.00</b>
16020	0118	chec														
Cass Co P1 2022 Final Settleme			20925	Credit	A	07/01/22		Check	1	1097	CASS COUNTY AUDITOR-					
						0118	R 01 005 000	000 000 001		Taxes					31,927.53	0.00
														Receipt Total:	\$31,927.53	\$0.00
														<b>Deposit Total:</b>	<b>\$31,927.53</b>	<b>\$0.00</b>
16021	0118	chec														
2022 Tax Forf Settlement			20926	Credit	A	07/15/22		Check	1	1097	CASS COUNTY AUDITOR-					
						0118	R 01 005 000	000 000 001		Taxes					134,427.15	0.00
														Receipt Total:	\$134,427.15	\$0.00
														<b>Deposit Total:</b>	<b>\$134,427.15</b>	<b>\$0.00</b>
														Report Total:	\$391,665.01	\$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	104214	3296		AMAZON.COM		Check
				E 01	010 203 011 161 401	STOREZ LARGE BOOK BIN	\$118.90
				E 01	010 203 011 161 401	DICATION CORRECTION TAPE, WHITE OUT	\$10.49
				E 01	010 203 011 161 401	CRAYOLA BROAD LINE MARKERS	\$59.98
				E 01	010 203 011 161 401	CRAYOLA CONSTRUCTION PAPER	\$30.98
				E 01	010 203 011 161 401	PLASTIC CLIPBOARDS	\$59.98
				E 01	010 203 011 161 401	WRITING NOTEPADS 6 PK	\$8.79
				E 01	010 203 011 161 401	LINED PAPER, 3 HOLE PUNCHED	\$18.78
				E 01	010 203 011 161 401	U BRANDS MAGNETIC DRY ERASE BOARD	\$5.99
				E 01	010 203 011 161 401	AMAZON BASICS DRY ERASE BOARD ERASE	\$6.64
				E 01	010 203 011 161 401	ARTEZA DRY ERASE MARKERS	\$31.89
				E 01	010 203 011 161 401	PENTEL HI-POLYMER BLOCK ERASER,, PK	\$9.98
				E 01	010 203 011 161 401	SHARPIE FINE PT MARKERS, 36 COUNT	\$21.99
				E 01	010 203 011 161 401	IBAYAM JOURNAL PLANNER PENS, FINE PT	\$29.97
				E 01	010 203 011 161 401	OFFICEMATE STANDARD STAPLES, 5 BOXE	\$7.68
				E 01	010 203 011 161 401	SWINGLINE STAPLERS	\$15.66
				E 01	010 203 011 161 401	24 ROLLS TRANSPARENT TAPE	\$19.98
				E 01	010 203 011 161 401	TAPE DISPENSER, 3 PACK	\$11.32
				E 01	010 203 011 161 401	BINDER CLIPS, 80 PK	\$10.99
				E 01	010 203 011 161 401	PAPERCLIPS, 650 PCS	\$8.98
				E 01	010 203 011 161 401	MECHANICAL PENCILS, 210 PK	\$26.99
				E 01	010 203 011 161 401	SHARPIE FLIP CHART MARKERS 2 PK	\$18.99
				E 01	010 203 011 161 401	POST-IT SUPER STICKY EASEL PAD, 4 PAD:	\$75.99
				E 01	010 203 011 161 401	SCISSORS - 25 PK	\$25.99
				E 01	010 203 011 161 430	DESCENT - BOOK	\$10.39
				E 01	010 203 011 161 430	ASCENT - BOOK	\$8.99
				E 01	010 203 011 161 430	THE EDGE - BOOK	\$7.99
				E 01	010 203 011 161 430	PEAK - BOOK	\$6.96
				E 01	010 203 011 161 430	REALLY GOOD STUFF MORNING MEETING	\$17.43
				E 01	010 203 011 161 401	DRY ERASE POCKETS	\$26.97
				E 01	010 203 011 161 401	ELECTRIC PENCIL SHAPRENER	\$26.00
				E 01	010 203 011 161 401	ABAOKAI 50 PC WHITEBOARD MAGNETS	\$11.98
				E 01	010 203 011 161 401	ELMERS ALL PURPOSE SCHOOL GLUE, 30	\$9.89
				E 01	010 203 011 161 401	MAGNETIC FILE HOLDER	\$10.99
				E 01	010 203 011 161 401	2 PK MAGNETIC FILE HOLDER	\$15.99
				E 01	010 203 011 161 401	ADHESIVE POSTER TACKY PUTTY	\$9.99
				E 01	010 203 011 161 401	AMAZON BASICS CLEAR THERMAL LAMINA	\$54.76
				E 01	010 203 011 161 401	STICKY NOTES, 24 PK	\$54.54
				E 01	010 203 011 161 401	MR PEN BINDER CLIPS	\$6.98

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	104214	3296		AMAZON.COM		Check		
				E 01 010 203 011 161 401	CRAYOLA LOW ORDER DRY ERASE MARKE		\$12.29		
				E 01 010 203 011 161 401	FRACTION WAR		\$19.98		
				E 01 010 203 011 161 401	FOAM DICE SET		\$12.99		
				E 01 010 203 011 161 401	STANDARD PLAYING CARDS, 12 PK		\$23.14		
				E 01 010 203 011 161 401	FUN EXPRESS WOODEN HAPPY BIRTHDAY		\$20.30		
				E 01 010 203 011 161 401	CLIPBOARD, DRY ERASE		\$39.95		
				E 01 010 203 011 161 401	AMAZON BASICS 12 PK LOW ODOR CHISEL		\$6.77		
				E 01 010 203 011 161 401	AMAZON BASICS SHEET PROTECTOR, 200		\$98.80		
<b>PO#: 18482</b>	<b>Voucher #:</b>	<b>69154</b>	Invoice	<b>Invoice No:</b>	11TN-VVML-1MW4	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$1,151.00</b>	
			E 01 010 203 011 161 430	DK READERS LEVEL 3: LEGO NINJADO		\$9.98			
			E 01 010 203 011 161 430	THE SECRET LATE BOOK		\$7.99			
			E 01 010 203 011 161 430	THE FEATHER CHASE		\$11.19			
			E 01 010 203 011 161 430	TRAPPED IN A VIDEO GAME: THE COMPLET		\$25.93			
			E 01 010 203 011 161 430	180 DAYS OF FIFTH GRADE PRACTICE - WC		\$89.70			
			E 01 010 203 011 161 430	RUNT - BOOK		\$6.99			
			E 01 010 203 011 161 430	WALK TWO MOONS BOOK		\$4.99			
			E 01 010 203 011 161 430	DIARY OF A WIMPY KID 12 BOOK SET		\$44.51			
			E 01 010 203 011 161 430	CAPTAIN UNDERPANTS 10 BOOK COLLECT		\$32.98			
			E 01 010 203 011 161 430	HARRY POTTER PAPERBACK BOX SET		\$38.86			
<b>PO#: 18482</b>	<b>Voucher #:</b>	<b>69155</b>	Invoice	<b>Invoice No:</b>	14LG-Y6K7-1TRT	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$273.12</b>	
			E 01 010 203 011 161 430	FUN LITTLE TOYS 1100 PCS BUILDING BRIC		\$22.95			
			E 01 010 203 011 161 530	CASUAL HOME DIRECTOR'S CHAIR, BLACK		\$52.59			
			E 01 010 203 011 161 430	ENDMAK SAND TIMER		\$14.99			
			E 01 010 203 011 161 430	CINDERELLA STORIES AROUND THE WORL		\$111.20			
			E 01 010 203 011 161 430	THE HUNGER GAES 4 BOOK SET		\$38.87			
			E 01 010 203 011 161 430	ALEX RIDER ANOTHONY HOROWITZ COLLI		\$37.99			
			E 01 010 203 011 161 430	SCHOLASTIC SUCCESS WITH GRAMMAR		\$5.99			
			E 01 010 203 011 161 430	CARSON DELLOSA MATH FLASH CARDS		\$9.89			
			E 01 010 203 011 161 430	COOPAY 48 PK CLEAR PLASTIC PROTTRAC		\$17.98			
			E 01 010 203 011 161 430	EDUPRESS MATHOLOGICAL LIAR GAME		\$12.99			
			E 01 010 203 011 161 430	LICHAMP DESK CALCULATORS		\$74.24			
			E 01 010 203 011 161 430	DORK DIARIES SET		\$40.00			
			E 01 010 203 011 161 430	THE ENCHANTED FOREST SET		\$25.99			
			E 01 010 203 011 161 530	GALAM CLASSIC BALANCE BALL CHAIR		\$69.98			
			E 01 010 203 011 161 530	BESTEIQIP BOOK CART		\$179.94			
			E 01 010 203 011 161 401	SPIRAL NOTEBOOK, PK OF 18		\$77.37			
			E 01 010 203 011 161 401	SHIPPING		\$3.99			
<b>PO#: 18482</b>	<b>Voucher #:</b>	<b>69156</b>	Invoice	<b>Invoice No:</b>	1413-RYDC-1L6R	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$796.95</b>	

## ISD#118 Remer-Longville

### Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104214	3296		AMAZON.COM		Check
				E 01 010 203 011 161 530	AETIC 30 STORAGE CUBES		\$209.99
				E 01 010 203 011 161 430	SUMMER BRIDGE ACTIVITIES WORKBOOK		\$9.42
				E 01 010 203 011 161 430	SUMMER BRIDGE ACTIVITIES WORKBOOK		\$9.15
				E 01 010 203 011 161 430	PRESSMAN SMATH GAME		\$14.50
				E 01 010 203 011 161 430	TREND ENTERPRISES INC ZOOM! GAME		\$10.76
				E 01 010 203 011 161 430	LEARNNG RESOURCES MAGNETC ALGEBF		\$11.73
				E 01 010 203 011 161 430	LEARNING RESOURCES 9X11 DOUBLE SIDI		\$9.99
				E 01 010 203 011 161 430	MILLICENT MIN, GIRL GENIUS		\$6.99
				E 01 010 203 011 161 430	EMILY WINDSNAP: SIX SWISHY TAILS OF L/		\$19.39
				E 01 010 203 011 161 430	PRESIDENT OF THE WHOLE FIFTH GRADE		\$7.89
				E 01 010 203 011 161 530	LORELL 18 DEEP 2-DRAWER FILE CABINET		\$79.00
				E 01 010 203 011 161 401	CLEAR PLASTIC ZIP BAGS 4" x 4"		\$6.69
				E 01 010 203 011 161 401	CLEAR PLASTIC ZIP BAGS 6" X 9"		\$10.89
				E 01 010 203 011 161 401	CLEAR PLASTIC ZIP BAGS 6" X 6"		\$7.89
				E 01 010 203 011 161 401	CLEAR PLASTIC ZIP BAGS 8" X 10"		\$12.89
				E 01 010 203 011 161 401	9X12 SELF-SEAL BROWN KRAFT CATALOG		\$19.79
				E 01 010 203 011 161 401	#10 SECURITY TINTED SELF-SEAL ENVELO		\$9.89
				E 01 010 203 011 161 401	SCHOOL GIRL STYLE ROLLED APPLE BORI		\$5.99
				E 01 010 203 011 161 401	AMAZON BASIC WOODCASED # 2 PENCILS		\$39.39
				E 01 010 203 011 161 401	AMAZON BASICS PAPER TRIMMER		\$32.72
				E 01 010 203 011 161 401	4 TIER 360 DEGREE ROTATING STACKABLE		\$149.99
				E 01 010 203 011 161 430	SECURA 60-MINUTE VISUAL COUNTDOWN		\$18.99
				E 01 010 203 011 161 401	PERKHOMY 1100FT JUTE TWINE STRING		\$6.99
				E 01 010 203 011 161 430	ARTICIOUS 1000 PCS NATURAL WOOD C		\$24.99
				E 01 010 203 011 161 401	MINI HOT GLUE GUN STICKS - PK OF 200		\$16.19
				E 01 010 203 011 161 401	HOT GLUE GUN		\$12.47
				E 01 010 203 011 161 401	TWINKLE STAR 66FT LED IMDOOR STRING		\$67.96
				E 01 010 203 011 161 430	RUBY HOLLER BOOK		\$7.99
				E 01 010 203 011 161 430	CHASING REDBIRD		\$7.99
				E 01 010 203 011 161 401	AMAZON BLACK HANGING FOLDERS. 25 Pp		\$41.04
				E 01 010 203 011 161 401	MYGIFT BLACK METAL WIRE MESH MAGNE		\$19.98
				E 01 010 203 011 161 401	NEOSMUK MAGNETIC HOOKS		\$7.98
				E 01 010 203 011 161 401	ATTRACTIVA MAGNETIC LARGE BLANK CAI		\$26.50
				E 01 010 203 011 161 401	24 PK STRONG FRIDGE MAGNETS		\$11.97
				E 01 010 203 011 161 401	COMMAND LARGE PICTUE HANGING STRIF		\$10.99
				E 01 010 203 011 161 401	YESCOM OFFICE CHAIR MAT		\$65.24
				E 01 010 203 011 161 401	IRIS USA 6 QUART PLASTICE SOTRAGE BIN		\$52.85
				E 01 010 203 011 161 430	SPROUTBRITE MATH POSTERS		\$12.88

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0118	chec	104214	3296		AMAZON.COM		Check	
				E 01 010 203 011 161 430	DK Readers Level 3: LEGO NINJAGO		\$69.86	
		<b>PO#: 18482</b>	<b>Voucher #:</b>	<b>69157</b>	Invoice	<b>Invoice No:</b> 1JHN-7EYG-699T	<b>7/11/2022</b>	<b>Paid Amt: \$1,167.80</b>
				E 01 010 203 011 161 401	CRAYOLA COLORED PENCILS, GLASSPACK		\$34.08	
		<b>PO#: 18482</b>	<b>Voucher #:</b>	<b>69143</b>	Invoice	<b>Invoice No:</b> 1CJH-JPFY-QVW6	<b>7/11/2022</b>	<b>Paid Amt: \$34.08</b>
				E 01 010 203 011 161 430	SKIP BO CARD GAME		\$14.99	
				E 01 010 203 011 161 430	VAMPIRE ACADEMY BOX SET		\$38.37	
				E 01 010 203 011 161 430	THE TWILIGHT SAGA WHITE COLLECTION		\$79.99	
				E 01 010 203 011 161 430	THE DALY 5		\$10.00	
				E 01 010 203 011 161 430	THE BABY-SITTERS CLUB SET		\$42.59	
				E 01 010 203 011 161 401	12 PK PLASATIC STORAGE BASEKTS - SMA		\$47.98	
		<b>PO#: 18482</b>	<b>Voucher #:</b>	<b>69144</b>	Invoice	<b>Invoice No:</b> 1LDJ-GT9P-HMXK	<b>7/11/2022</b>	<b>Paid Amt: \$233.92</b>
				E 01 010 203 011 161 430	Educational Insights Even Steven's Odd, Dice-R		\$29.58	
				E 01 010 203 011 161 430	LEGO Classic Medium Creative Brick Box 1069		\$56.00	
				E 01 010 203 011 161 430	'm NOT just a Scribble... Hardcover		\$17.00	
				E 01 010 203 011 161 430	Ricky, the Rock That Couldn't Roll (You Rock Gr		\$9.99	
				E 01 010 203 011 161 430	OYIN 24 Magnetic Mini Tiles Art Kit, Creativity D		\$59.96	
				E 01 010 203 011 161 430	Crocodile Teeth Toys Game for Kids, Crocodile E		\$13.99	
				E 01 010 203 011 161 430	JOYEZA Deluxe Rock Painting Kit, Arts and Cra		\$51.88	
				E 01 010 203 011 161 430	Acrylic Paint Pens for Rock Painting, 24 Classic		\$34.00	
				E 01 010 203 011 161 530	Learniture LNT-TIR1032-SO Adjustable-Height :		\$529.38	
				E 01 010 203 011 161 530	24" Low Back Metal Counter Stool Height Bar St		\$153.99	
				E 01 010 203 011 161 430	Genuvi 4 PCS Pop Fidget Ball Popper Its Toys, :		\$27.96	
				E 01 010 203 011 161 430	Stretchy Balls Stress Relief (3 Pack) by Fun a Tr		\$43.00	
				E 01 010 203 011 161 430	Fidget Notebook, Fidget Spiral Notebook, Push I		\$59.56	
				E 01 010 203 011 161 430	Journal Notebook, Spiral Notebook, Fidget Toys,		\$59.56	
				E 01 010 203 011 161 430	Fidget Notebook, Fidget Spiral Notebook, Push I		\$59.56	
				E 01 010 203 011 161 430	Fidget Notebook, Fidget Spiral Notebook, Push I		\$44.37	
				E 01 010 203 011 161 430	Hotusi 24 Pack 24 Blocks Magic Speed Cube, M		\$48.78	
				E 01 010 203 011 161 430	ZNNCO 12PCS Push Pop Fidget Toy Fidget Br		\$33.96	
				E 01 010 203 011 161 430	Lego Classic Creative Monsters 11017 Building		\$488.53	
				E 01 010 203 011 161 430	Summer Write and Draw Journal for Kids:		\$137.77	
				E 01 010 203 011 161 401	Kicko Curling Ribbon -Colorful Assorted 12 pack		\$19.99	
				E 01 010 203 011 161 401	100 pcs color mixing glass marbles 16mm/0.63		\$8.99	
				E 01 010 203 011 161 430	Brave Bart: A story for traumatized and grieving c		\$26.99	
				E 01 010 203 011 161 430	Black Natural Cotton Craft String-Ohtomber 328		\$4.99	
				E 01 010 203 011 161 401	Rubber bands, rubber band depot, size #16, app		\$3.50	
				E 01 010 203 011 161 401	200 bendable straws, flexible straws, striped fun		\$6.99	

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104214	3296		AMAZON.COM		Check
				E 01	010 203 011 161 401	shipping	\$31.18
<b>PO#: 18477</b>	<b>Voucher #:</b>	<b>69145</b>	Invoice	<b>Invoice No:</b>	1DCN-9WQR-KX33	<b>7/11/2022</b>	<b>Paid Amt: \$2,061.45</b>
			E 01	010 203 011 161 430	License 2 Play FD0209 Irish Fairy Worry Plaque	\$89.96	
			E 01	010 203 011 161 430	TENZI Dice Party Game - A Fun, Fast Frenzy fo	\$67.80	
			E 01	010 203 011 161 430	LEGO Build Me Emotions DUPLO Set 45018, S	\$169.90	
			E 01	010 203 011 161 430	My Body Sends a Signal: Helping Kids Recogniz	\$26.82	
			E 01	010 203 011 161 430	The Day the Crayons Quit Hardcover -- Picture E	\$9.19	
			E 01	010 203 011 161 430	Empowering Cards for Kids - Teaches Mindfulne	\$13.65	
			E 01	010 203 011 161 430	Breathe Like a Bear: 30 Mindful Moments for Kic	\$12.89	
			E 01	010 203 011 161 430	Mindfulness Moments for Kids: Listen Like an Ei	\$7.99	
			E 01	010 203 011 161 430	Creativity for Kids Hide & Seek Rock Painting Ki	\$113.80	
			E 01	010 203 011 161 430	Acrylic Paint Pens for Rocks Painting, Ceramic,	\$41.94	
			E 01	010 203 011 161 430	The Giraffe Who Found Its Spots Paperback	\$8.99	
			E 01	010 203 011 161 430	Giraffes Can't Dance Board book -- Illustrated	\$6.28	
			E 01	010 203 011 161 430	Firenze's Light: A Children's Book about Gratituc	\$18.26	
			E 01	010 203 011 161 430	Grumpy Monkey Hardcover	\$7.10	
			E 01	010 203 011 161 430	Hasbro Gaming Trouble Board Game for Kids	\$19.78	
			E 01	010 203 011 161 430	UNO Family Card Game, with 112 Cards in a St	\$39.96	
			E 01	010 203 011 161 430	Lego Classic Creative Monsters 11017 Building	\$9.97	
			E 01	010 203 011 161 430	Summer Write and Draw Journal for Kids:	\$71.88	
			E 01	010 203 011 161 401	30 Pack Craft Rolls-Round Cardboard Tubes	\$13.25	
			E 01	010 203 011 161 430	Zeayea 12 pack classic baseplates, building bas	\$19.99	
			E 01	010 203 011 161 430	Childcraft construction paper 9 x 12 inches, Ass	\$12.97	
			E 01	010 203 011 161 401	Perfect stix 4.5" craft sticks with bonus tacky gl	\$11.99	
			E 01	010 203 011 161 401	Dusico Balloons Rainbow Set (100 pack) 12 incl	\$12.04	
<b>PO#: 18477</b>	<b>Voucher #:</b>	<b>69146</b>	Invoice	<b>Invoice No:</b>	1CTY-DMKJ-GWXY	<b>7/11/2022</b>	<b>Paid Amt: \$806.40</b>
			E 01	010 203 011 161 430	I-MART Plastic Sand Timer Sandglass Hourgla	\$6.99	
			E 01	010 203 011 161 430	Multiples Posters Set Multiples Posters Set	\$14.99	
			E 01	010 203 011 161 430	Aizweb Place Value Flip Chart - Math Manipulati	\$12.99	
			E 01	010 203 011 161 401	Desk Calendar 17x12 -- Monthly Planning Desk	\$10.95	
			E 01	010 203 011 161 430	Butterflies Belong Here: A Story of One Idea, Thi	\$104.93	
			E 01	010 203 011 161 430	Lovely Beasts: The Surprising Truth	\$17.99	
			E 01	010 203 011 161 430	Freight	\$6.50	
			E 01	010 203 011 161 401	Freight	\$0.45	
<b>PO#: 18486</b>	<b>Voucher #:</b>	<b>69147</b>	Invoice	<b>Invoice No:</b>	1NCN-MTTJ-CQH6	<b>7/11/2022</b>	<b>Paid Amt: \$175.79</b>
			E 01	010 203 011 161 430	What is Lego Book	\$79.84	
			E 01	010 203 011 161 430	Fraction Multiplication	\$149.25	
			E 01	010 203 011 161 430	Social Skills Cards	\$18.69	

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104214	3296		AMAZON.COM		Check
				E 01 010 203 011 161 430	Morning Meeting Chips		\$17.26
				E 01 010 203 011 161 430	Morning Meeting and Closing Circles Book		\$15.95
				E 01 010 203 011 161 401	caliart markers		\$39.99
				E 01 010 203 011 161 401	white boards and erasers (24)		\$39.99
				E 01 010 203 011 161 430	Playplatoon 1000		\$34.64
				E 01 010 203 011 161 430	Comicbook Blanks		\$89.85
				E 01 010 203 011 161 530	Rolling Cart		\$241.84
				E 01 010 203 011 161 401	Sticky Whiteboard Paper		\$99.98
<b>PO#: 18493</b>	<b>Voucher #:</b>	<b>69148</b>	<b>Invoice</b>	<b>Invoice No:</b>	<b>1G3Q-QPTP-P41Y</b>	<b>7/11/2022</b>	<b>Paid Amt: \$827.28</b>
				E 01 010 203 011 161 401	Paint Brushes, Anezus 30 Kids Paint Brushes B		\$13.89
				E 01 010 203 011 161 401	PACON Art Street Lightweight Construction Pap		\$15.46
				E 01 010 203 011 161 401	Wood-Cased #2 HB Pencils, Yellow, Pre-sharp		\$35.69
				E 01 010 203 011 161 401	Arteza Dry Erase Markers, Bulk Pack of 52 (with		\$31.89
				E 01 010 203 011 161 456	24 Pieces Basic Calculators for Students Small		\$39.99
				E 01 010 203 011 161 430	The Daily 5: Fostering Literacy in the Elementary		\$10.00
				E 01 010 203 011 161 401	Schoolgirl Style - Star Word Wall Letters Colorfu		\$5.89
				E 01 010 203 011 161 430	24 Pcs Slide and Learn Number Line 16.5 x 1.5		\$12.99
				E 01 010 203 011 161 401	Bostitch Personal Electric Pencil Sharpener, Bl		\$14.88
				E 01 010 203 011 161 530	Techni Mobili Sit-to-Stand Rolling Adjustable Hei		\$85.16
				E 01 010 203 011 161 530	JANE EYRE 3-Tier Rolling Utility Storage Rack		\$29.97
				E 01 010 203 011 161 530	Honey-Can-Do 3-Tier Rolling Teacher's Activity		\$111.70
				E 01 010 203 011 161 430	Learning Resources Double-sided Magnetic Mc		\$33.32
				E 01 010 203 011 161 430	Creative Teaching Press Award, Incentive Bulleti		\$11.99
				E 01 010 203 011 161 430	16PCS Pop Fidget Toy Fidget Bracelet, Durable		\$11.99
				E 01 010 203 011 161 430	Anger Management Poster for Kids - Laminated		\$14.59
				E 01 010 203 011 161 430	Fun Express You'll Need Managment Magnets -		\$17.99
				E 01 010 203 011 161 430	Learning Resources Write & Wipe Center Signs		\$18.46
				E 01 010 203 011 161 401	BIGLIGHT Push Lights, RGB Touch Lights, Bat		\$20.99
				E 01 010 203 011 161 430	Yoklili Punch Cards Circie Hand Punch Kit, 3.5"		\$9.99
				E 01 010 203 011 161 430	Really Good Stuff Morning Meeting Chips for Ki		\$17.43
				E 01 010 203 011 161 430	Teacher Plan Book by Darlene Spivak, Jaquelin		\$7.99
				E 01 010 203 011 161 430	Really Good Stuff Regrouping Mats and Manipl		\$89.97
				E 01 010 203 011 161 401	BOSTITCH EZ Squeeze 40 Sheet 3-Hole Punci		\$31.99
				E 01 010 203 011 161 401	Simple Houseware 6 Tier Wall Mount Documen		\$20.97
				E 01 010 203 011 161 430	ELE DEPI 2 Pack Cute Kitchen Timer,100% Me		\$16.99
				E 01 010 203 011 161 401	Trade Quest Plastic Clipboard Transparent Colo		\$44.85
				E 01 010 203 011 161 401	Officemate Heavy-Duty Magnets, Assorted Colc		\$9.99
				E 01 010 203 011 161 530	Bankers Box Decorative Eight Compartment Lite		\$39.90

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104214	3296		AMAZON.COM		Check
				E 01	010 203 011 161 401	EOOUT 16pcs Mesh Zipper Pouch Document E	\$11.89
				E 01	010 203 011 161 430	Star Right Math Flash Cards Set of 4 - Addition.	\$16.99
				E 01	010 203 011 161 430	Learning Resources Time Activity Set - 41 Piece	\$13.29
				E 01	010 203 011 161 430	Freight	\$5.25
				E 01	010 203 011 161 530	Freight	\$4.60
				E 01	010 203 011 161 456	Freight	\$0.69
				E 01	010 203 011 161 401	Freight	\$4.46
<b>PO#: 18486</b>	<b>Voucher #:</b>	<b>69149</b>	Invoice		<b>Invoice No:</b> 1WJY-96K6-36TQ	<b>7/11/2022</b>	<b>Paid Amt: \$884.08</b>
				E 01	010 203 011 161 530	Aeitic 16 Storage Cubes	\$115.99
				E 01	010 203 011 161 530	18" Directors Chair	\$114.99
				E 01	010 203 011 161 430	Even Steven's Odd Game	\$14.79
				E 01	010 203 011 161 430	Sterilite 3 Drawer Wide Weave Tower	\$151.20
				E 01	010 203 011 161 401	Paper Mate Flair Felt Tip Pens	\$11.94
				E 01	010 203 011 161 430	Carnival Outdoor Games Combo Set	\$22.49
				E 01	010 203 011 161 401	Index Cards 3 x 5 Inch Ruled	\$14.99
				E 01	010 203 011 161 430	Mini Wooden Dominoes Set 12 Pack	\$17.62
				E 01	010 203 011 161 401	School Support Railroad Board	\$14.99
				E 01	010 203 011 161 401	11 Rolls Colored Masking Tape	\$23.89
				E 01	010 203 011 161 401	3 Pack White Masking Tape	\$5.59
				E 01	010 203 011 161 430	Play-Doh Modeling Compound	\$24.99
				E 01	010 203 011 161 401	Rarlan Washable Markers	\$37.97
				E 01	010 203 011 161 401	Mymazn Refrigerator Magnets for Fridge Cute M	\$10.99
				E 01	010 203 011 161 401	Really Good Stuff Hang-Up Clear Plastic Bags -	\$55.40
				E 01	010 203 011 161 401	Really Good Stuff Store More Sturdy Hang-Up	\$48.58
				E 01	010 203 011 161 530	Set of 3 White Nursery Room Shelves - Solid W	\$39.97
				E 01	010 203 011 161 401	Maverick Standard Playing Cards 12 Pack, Pok	\$11.99
				E 01	010 203 011 161 530	Storex Large Book Bin, Interlocking Plastic Org	\$71.34
				E 01	010 203 011 161 430	Post-it Super Sticky Easel Pad, 25 in x 30 in, Wl	\$49.99
				E 01	010 203 011 161 401	Amazon Brand - Sofimo Disinfecting Wipes, Lei	\$8.19
				E 01	010 203 011 161 430	50 of Pack 14MM 6 Sided Dice Set Translucent	\$6.99
				E 01	010 203 011 161 401	Command Clear Medium Hooks, 2-Hooks/Pack,	\$23.50
				E 01	010 203 011 161 401	Greenco Mesh Desk Organizer Office Supplies	\$10.99
				E 01	010 203 011 161 401	Apremont 200 pcs Assorted Colored Wooden Ci	\$4.99
				E 01	010 203 011 161 430	License 2 Play FD0209 Irish Fairy Worry Plaqu	\$44.98
<b>PO#: 18486</b>	<b>Voucher #:</b>	<b>69150</b>	Invoice		<b>Invoice No:</b> 16T6-6YWT-4YWH	<b>7/11/2022</b>	<b>Paid Amt: \$959.34</b>
				E 01	010 203 011 161 430	1000 Pcs Natural Wood Craft Sticks	\$24.99
<b>PO#: 18486</b>	<b>Voucher #:</b>	<b>69151</b>	Invoice		<b>Invoice No:</b> 1CRD-TPY7-R6QG	<b>7/11/2022</b>	<b>Paid Amt: \$24.99</b>





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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104222	06679	R	FERRELLGAS		Check
				E 01	005 810 000 000 442 PROPANE		\$1,415.10
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69172</b>	Invoice	<b>Invoice No:</b> 5007114752	<b>7/11/2022</b>	<b>Paid Amt: \$1,415.10</b>
							<b>Check Amount: \$1,415.10</b>
0118	chec	104223	5672		FRONTLINE TECHNOLOGIES GROUP LLC		Check
				E 01	005 110 000 000 305 ABSENCE MANAGEMENT		\$3,318.50
				E 01	005 110 000 000 305 APPLICANT TRACKING		\$2,212.34
	<b>PO#:</b> 18251A	<b>Voucher #:</b>	<b>69199</b>	Invoice	<b>Invoice No:</b> invus157852	<b>7/11/2022</b>	<b>Paid Amt: \$5,530.84</b>
							<b>Check Amount: \$5,530.84</b>
0118	chec	104224	03788	R	HILLYARD/HUTCHINSON		Check
				E 01	005 810 000 000 410 HS Gym Finish Supplies per quote 100734201		\$5,967.24
	<b>PO#:</b> 18325	<b>Voucher #:</b>	<b>69198</b>	Invoice	<b>Invoice No:</b> 604789406	<b>7/11/2022</b>	<b>Paid Amt: \$5,967.24</b>
							<b>Check Amount: \$5,967.24</b>
0118	chec	104225	03349		HOGLUND BUS CO INC		Check
				E 03	005 760 000 720 420 Door Switch		\$197.91
	<b>PO#:</b> 18506	<b>Voucher #:</b>	<b>69174</b>	Invoice	<b>Invoice No:</b> X100012089:01	<b>7/11/2022</b>	<b>Paid Amt: \$197.91</b>
							<b>Check Amount: \$197.91</b>
0118	chec	104226	4163		IASC		Check
				E 01	010 630 000 000 305 FY22 INTERNET		\$2,914.26
				E 01	020 630 000 000 305 FY22 INTERNET		\$2,914.26
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69184</b>	Invoice	<b>Invoice No:</b> 3349	<b>7/11/2022</b>	<b>Paid Amt: \$5,828.52</b>
							<b>Check Amount: \$5,828.52</b>
0118	chec	104227	5834		ILLUMINATE EDUCATION		Check
				E 01	010 216 000 401 406 EDUCLIMBER LICENSE		\$1,111.68
				E 01	020 216 000 401 406 EDUCLIMBER LICENSE		\$1,111.68
				E 01	020 216 000 401 406 EDUCLIMBER LEARNING COMMUNITY		\$112.50
				E 01	010 216 000 401 406 EDUCLIMBER LEARNING COMMUNITY		\$112.50
				E 01	010 216 000 401 406 EDUCLIMBER VITRUAL COACHING		\$247.50
				E 01	020 216 000 401 406 EDUCLIMBER VITRUAL COACHING		\$247.50
				E 01	020 271 000 317 406 FASTBRIDGE		\$1,209.20
				E 01	010 271 000 317 406 FASTBRIDGE		\$1,209.20
				E 01	040 271 000 317 406 FASTBRIDGE		\$500.00
				E 01	010 271 000 317 406 FASTBRIDGE CONFIG		\$250.00
				E 01	020 271 000 317 406 FASTBRIDGE CONFIG		\$250.00
				E 01	020 271 000 317 406 FASTBRIDGE TRAINING		\$1,750.00
				E 01	010 271 000 317 406 FASTBRIDGE TRAINING		\$1,750.00
				E 01	020 271 000 317 406 FASTBRIDGE VIRTUAL CONSULTATION		\$247.50
				E 01	010 271 000 317 406 FASTBRIDGE VIRTUAL CONSULTATION		\$247.50

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104227	5834		<b>ILLUMINATE EDUCATION</b>		<b>Check</b>
				E 01	020 271 000 317 406	FAST FLICKS TRAINING	\$375.00
				E 01	010 271 000 317 406	FAST FLICKS TRAINING	\$375.00
<b>PO#:</b>	<b>18490</b>	<b>Voucher #:</b>	<b>69196</b>	Invoice	<b>Invoice No:</b> INV0000067974	<b>7/11/2022</b>	<b>Paid Amt: \$11,106.76</b>
							<b>Check Amount: \$11,106.76</b>
0118	chec	104228	4937		<b>INFINITE CAMPUS</b>		<b>Check</b>
				E 01	010 203 202 000 305	LICENSE SIS	\$1,011.00
				E 01	020 211 000 000 305	INFINITE CAMPUS/SCHOOLOGY	\$1,011.00
				E 01	010 203 202 000 305	MESSANGER	\$496.65
				E 01	020 211 000 000 305	MESSANGER	\$496.65
				E 02	005 770 000 701 305	FOOD SERVICE	\$674.00
<b>PO#:</b>		<b>Voucher #:</b>	<b>69200</b>	Invoice	<b>Invoice No:</b> ANNUAL037656	<b>7/11/2022</b>	<b>Paid Amt: \$3,689.30</b>
							<b>Check Amount: \$3,689.30</b>
0118	chec	104229	4422		<b>INFINITY ONLINE</b>		<b>Check</b>
				E 01	020 211 000 000 820	MEMBERSHIP 22-23	\$1,500.00
<b>PO#:</b>		<b>Voucher #:</b>	<b>69210</b>	Invoice	<b>Invoice No:</b> 311527	<b>7/11/2022</b>	<b>Paid Amt: \$1,500.00</b>
							<b>Check Amount: \$1,500.00</b>
0118	chec	104230	5140		<b>INSTITUTE FOR ENVIRONMENTAL ASSESSMENT</b>		<b>Check</b>
				E 01	005 810 000 000 366	boiler class june 16 Frank Peterson	\$180.00
<b>PO#:</b>	<b>18460</b>	<b>Voucher #:</b>	<b>69173</b>	Invoice	<b>Invoice No:</b> 00044373	<b>7/11/2022</b>	<b>Paid Amt: \$180.00</b>
							<b>Check Amount: \$180.00</b>
0118	chec	104231	5505		<b>IXL LEARNING</b>		<b>Check</b>
				E 01	010 271 000 317 406	IXL SITE LICENSE GRADES PREK-12 MATH	\$3,563.00
<b>PO#:</b>	<b>18489</b>	<b>Voucher #:</b>	<b>69235</b>	Invoice	<b>Invoice No:</b> S435862	<b>7/11/2022</b>	<b>Paid Amt: \$3,563.00</b>
							<b>Check Amount: \$3,563.00</b>
0118	chec	104232	1279	R	<b>JOHNSON CONTROLS</b>		<b>Check</b>
				E 01	005 810 000 000 350	Repairs/Maintenance	\$1,744.25
<b>PO#:</b>		<b>Voucher #:</b>	<b>69159</b>	Invoice	<b>Invoice No:</b> 1-118577368848	<b>7/11/2022</b>	<b>Paid Amt: \$1,744.25</b>
							<b>Check Amount: \$1,744.25</b>
0118	chec	104233	01098		<b>JOHNSON TELEPHONE CO</b>		<b>Check</b>
				E 01	040 810 000 000 320	Telephone	\$31.57
<b>PO#:</b>		<b>Voucher #:</b>	<b>69211</b>	Invoice	<b>Invoice No:</b> STMT07012022	<b>7/11/2022</b>	<b>Paid Amt: \$31.57</b>
				E 01	005 810 000 000 320	Telephone	\$608.77
<b>PO#:</b>		<b>Voucher #:</b>	<b>69212</b>	Invoice	<b>Invoice No:</b> r0520-7/1	<b>7/11/2022</b>	<b>Paid Amt: \$608.77</b>
							<b>Check Amount: \$640.34</b>
0118	chec	104234	6224		<b>LITERACY RESOURCES LLC</b>		<b>Check</b>
				E 01	010 203 011 161 460	Primary Curriculum 2022 (Print) 978-1-947260--	\$356.00
				E 01	010 203 011 161 460	Kindergarten Curriculum 2022 (Print) 978-1-947	\$178.00

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104234	6224		LITERACY RESOURCES LLC		Check
				E 01 010 203 011 161 460	Bridge the Gap: Intervention Lessons 978-1-947	\$138.00	
				E 01 010 203 011 161 460	Shipping	\$53.76	
	PO#: 18480	Voucher #: 69171		Invoice	Invoice No: 207844	7/11/2022	Paid Amt: \$725.76
							Check Amount: \$725.76
0118	chec	104235	03730		LITTLE SAND GROUP HOMES		Check
				E 01 040 408 000 000 370	2022-2023	\$10,800.00	
	PO#:	Voucher #: 69214		Invoice	Invoice No: 349	7/11/2022	Paid Amt: \$10,800.00
							Check Amount: \$10,800.00
0118	chec	104236	05573		MASBO		Check
				E 01 005 110 000 000 820	MEMBERSHIP-J.ERPELDING	\$110.00	
	PO#: 18520	Voucher #: 69201		Invoice	Invoice No: 300006377	7/11/2022	Paid Amt: \$110.00
							Check Amount: \$110.00
0118	chec	104237	2598		MESPA		Check
				E 01 010 050 000 000 820	ANNUAL MEMBERSHIP	\$696.00	
	PO#: 18521	Voucher #: 69207		Invoice	Invoice No: 13460	7/11/2022	Paid Amt: \$696.00
							Check Amount: \$696.00
0118	chec	104238	03598		MREA		Check
				E 01 005 010 000 000 820	FY23 MEMBERSHIP	\$1,195.00	
	PO#: 18518	Voucher #: 69203		Invoice	Invoice No: 2023-1649	7/11/2022	Paid Amt: \$1,195.00
							Check Amount: \$1,195.00
0118	chec	104239	5222		MRI Software LLC		Check
				E 01 005 110 000 000 305	SHAYNE LOVERINK	\$20.00	
				E 01 005 110 000 000 305	ANDREW JUGOVICH	\$10.00	
	PO#:	Voucher #: 69195		Invoice	Invoice No: MRIUS1165195	7/11/2022	Paid Amt: \$30.00
							Check Amount: \$30.00
0118	chec	104240	01415		MSBA		Check
				E 01 005 010 000 000 820	POLICY SERVICES SUBSCRIPTION	\$750.00	
				E 01 005 010 000 000 820	MEMBERSHIP RENEWAL	\$2,977.00	
				E 01 005 010 000 000 820	BOARDBOOK	\$2,100.00	
	PO#: 18519	Voucher #: 69202		Invoice	Invoice No: INV-01665-Z8M4C1	7/11/2022	Paid Amt: \$5,827.00
							Check Amount: \$5,827.00
0118	chec	104241	6097		NORTHERN DRUG SCREENING INC		Check
				E 03 005 760 000 720 290	DOT Physical-J.Denver	\$75.00	
	PO#:	Voucher #: 69160		Invoice	Invoice No: 10833	7/11/2022	Paid Amt: \$75.00
							Check Amount: \$75.00

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	104242	6269	R1	<b>NORTHERN MINNESOTA ROBOTICS CONFERENCE</b>		Check		
				E 01	020 399 000 313 490	CONFERENCE DUES		\$250.00	
	<b>PO#:</b> 18511	<b>Voucher #:</b>	<b>69204</b>	Invoice	<b>Invoice No:</b> 0325				
						7/11/2022		<b>Paid Amt:</b>	<b>\$250.00</b>
								<b>Check Amount:</b>	<b>\$250.00</b>
0118	chec	104243	5439		<b>NOR-TRAN INC</b>		Check		
				E 01	310 292 150 733 360	TRACK		\$3,639.50	
				E 01	310 296 340 733 360	SOFTBALL		\$1,242.00	
				E 01	310 294 250 733 360	BASEBALL		\$1,722.50	
				E 01	020 255 056 733 360	FIELD TRIP		\$818.75	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69185</b>	Invoice	<b>Invoice No:</b> 1734				
						7/11/2022		<b>Paid Amt:</b>	<b>\$7,422.75</b>
								<b>Check Amount:</b>	<b>\$7,422.75</b>
0118	chec	104244	5796		<b>O'REILLY AUTO PARTS</b>		Check		
				E 03	005 760 000 720 420	Line Terminator .5 inch		\$23.87	
	<b>PO#:</b> 18508	<b>Voucher #:</b>	<b>69168</b>	Invoice	<b>Invoice No:</b> 1533-118387				
				E 03	005 760 000 720 420	Line Terminator		\$32.46	
	<b>PO#:</b> 18508	<b>Voucher #:</b>	<b>69169</b>	Invoice	<b>Invoice No:</b> 1533-117301				
						7/11/2022		<b>Paid Amt:</b>	<b>\$32.46</b>
								<b>Check Amount:</b>	<b>\$56.33</b>
0118	chec	104245	3306		<b>PEPSI BEVERAGES CO</b>		Check		
				E 01	310 298 311 301 402	STAFF LOUNGE		\$88.48	
				E 01	310 298 114 301 402	STAFF LOUNGE		\$88.49	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69163</b>	Invoice	<b>Invoice No:</b> 35035553				
						7/11/2022		<b>Paid Amt:</b>	<b>\$176.97</b>
								<b>Check Amount:</b>	<b>\$176.97</b>
0118	chec	104246	5321		<b>PORKY'S SEWER SERVICE</b>		Check		
				E 01	310 292 110 000 370	portables July1-Nov This is for FY2023		\$1,714.29	
	<b>PO#:</b> 18432A	<b>Voucher #:</b>	<b>69205</b>	Invoice	<b>Invoice No:</b> 100953-1				
						7/11/2022		<b>Paid Amt:</b>	<b>\$1,714.29</b>
								<b>Check Amount:</b>	<b>\$1,714.29</b>
0118	chec	104247	3669		<b>REGION 1</b>		Check		
				E 01	020 620 000 000 820	DESTINY SUPPORT		\$573.18	
				E 01	010 620 000 000 820	DESTINY SUPPORT		\$573.19	
				E 01	020 620 000 000 820	HOSTING DESTINY		\$314.11	
				E 01	010 620 000 000 820	HOSTING DESTINY		\$314.11	
	<b>PO#:</b> 18522	<b>Voucher #:</b>	<b>69208</b>	Invoice	<b>Invoice No:</b> 11745				
						7/11/2022		<b>Paid Amt:</b>	<b>\$1,774.59</b>
								<b>Check Amount:</b>	<b>\$1,774.59</b>
0118	chec	104248	4813		<b>RSCHOOLTODAY</b>		Check		
				E 01	310 292 110 000 305	Activity Scheduler		\$148.34	
				E 04	500 505 000 321 308	FACILITY SCHEDULER		\$148.33	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69215</b>	Invoice	<b>Invoice No:</b> 65010				
						7/11/2022		<b>Paid Amt:</b>	<b>\$296.67</b>
								<b>Check Amount:</b>	<b>\$296.67</b>

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	104249	05304		<b>SANDSTROM'S</b>		Check		
				E 02	005 770 000 705 490	BREAKFAST		\$60.00	
				E 02	005 770 000 701 490	LUNCH		\$93.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>69180</b>	Invoice		<b>Invoice No: 412797</b>	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$153.00</b>	
				E 02	005 770 000 705 490	BREAKFAST		\$15.00	
				E 02	005 770 000 701 490	LUNCH		\$31.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>69181</b>	Invoice		<b>Invoice No: 414038</b>	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$46.00</b>	
							<b>Check Amount:</b>	<b>\$199.00</b>	
0118	chec	104250	4547		<b>SCHOLASTIC BOOK FAIRS</b>		Check		
				E 01	310 298 128 301 402	Elem Lib Activity		\$154.85	
<b>PO#:</b>	<b>Voucher #:</b>	<b>69194</b>	Invoice		<b>Invoice No: W5109759B01</b>	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$154.85</b>	
							<b>Check Amount:</b>	<b>\$154.85</b>	
0118	chec	104251	4925	R	<b>SCHOOL SPECIALTY LLC</b>		Check		
				E 01	010 203 011 161 401	Storex 2-Color Large Crate with Handles, Black/		\$70.76	
				E 01	010 203 011 161 530	Carpets for Kids USA Learn & Play, 8 x 12 Feet		\$521.98	
				E 01	010 203 011 161 530	shipping		\$78.30	
<b>PO#: 18485</b>	<b>Voucher #:</b>	<b>69164</b>	Invoice		<b>Invoice No: 308103996779</b>	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$671.04</b>	
							<b>Check Amount:</b>	<b>\$671.04</b>	
0118	chec	104252	6314		<b>SFM</b>		Check		
				E 01	005 110 000 000 270	Workers Compens		\$5,501.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>69213</b>	Invoice		<b>Invoice No: 2793057</b>	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$5,501.00</b>	
							<b>Check Amount:</b>	<b>\$5,501.00</b>	
0118	chec	104253	6378		<b>SOUTHPAW ENTERPRISES INC</b>		Check		
				E 01	010 412 000 622 433	ITINERANT SUPPORT FRAME		\$865.00	
<b>PO#: 18262</b>	<b>Voucher #:</b>	<b>69162</b>	Invoice		<b>Invoice No: 0517198</b>	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$865.00</b>	
							<b>Check Amount:</b>	<b>\$865.00</b>	
0118	chec	104254	5357		<b>STAPLES BUSINESS ADVANTAGE</b>		Check		
				E 01	005 110 000 000 401	11 X 17 COPY PAPER		\$60.15	
<b>PO#: 18502</b>	<b>Voucher #:</b>	<b>69161</b>	Invoice		<b>Invoice No: 8066627142</b>	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$60.15</b>	
							<b>Check Amount:</b>	<b>\$60.15</b>	
0118	chec	104255	6146		<b>TC's FOODS INC</b>		Check		
				E 02	005 770 000 701 490	Lunch		\$20.01	
<b>PO#:</b>	<b>Voucher #:</b>	<b>69175</b>	Invoice		<b>Invoice No: 134032</b>	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$20.01</b>	
				E 02	005 770 000 701 490	LUNCH		\$9.78	
<b>PO#:</b>	<b>Voucher #:</b>	<b>69176</b>	Invoice		<b>Invoice No: 132407</b>	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$9.78</b>	
				E 02	005 770 000 701 490	LUNCH		\$8.50	
<b>PO#:</b>	<b>Voucher #:</b>	<b>69177</b>	Invoice		<b>Invoice No: 132725</b>	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$8.50</b>	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	104255	6146		<b>TC's FOODS INC</b>		Check		
				E 02	005 770 000 701 490 LUNCH			\$3.45	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69178</b>	Invoice	<b>Invoice No:</b> 133502	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$3.45</b>	
				E 02	005 770 000 705 490 BREAKFAST			\$4.89	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69179</b>	Invoice	<b>Invoice No:</b> 133826	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$4.89</b>	
							<b>Check Amount:</b>	<b>\$46.63</b>	
0118	chec	104256	5767		<b>TINA HARCEY</b>		Check		
				E 04	500 505 000 321 401 Coaches pitch Jerseys			\$144.00	
	<b>PO#:</b> 18470	<b>Voucher #:</b>	<b>69165</b>	Invoice	<b>Invoice No:</b> 291682	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$144.00</b>	
							<b>Check Amount:</b>	<b>\$144.00</b>	
0118	chec	104257	01099		<b>UPPER LAKES FOODS, INC</b>		Check		
				E 02	005 770 000 705 490 BREAKFAST			\$282.10	
				E 02	005 770 000 701 490 LUNCH			\$813.96	
				E 02	005 770 000 701 401 SUPPLIES			\$61.84	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69182</b>	Invoice	<b>Invoice No:</b> 125970-00	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$1,157.90</b>	
				E 02	005 770 000 705 490 BREAKFAST			\$345.83	
				E 02	005 770 000 701 490 LUNCH			\$245.82	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69183</b>	Invoice	<b>Invoice No:</b> 128982-00	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$591.65</b>	
							<b>Check Amount:</b>	<b>\$1,749.55</b>	
0118	chec	104258	5530		<b>US BANK ST PAUL</b>		Check		
				E 07	005 910 000 000 720 Bond Interest			\$349,185.63	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69206</b>	Invoice	<b>Invoice No:</b> 2014583	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$349,185.63</b>	
							<b>Check Amount:</b>	<b>\$349,185.63</b>	
0118	chec	104259	6421		<b>REMIT WILEY EDU, LLC</b>		Check		
				E 01	010 640 000 316 366 TEACHING STUDENTS WITH LOW FUNCTI			\$169.15	
	<b>PO#:</b> 18474	<b>Voucher #:</b>	<b>69237</b>	Invoice	<b>Invoice No:</b> 9300023195	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$169.15</b>	
							<b>Check Amount:</b>	<b>\$169.15</b>	
0118	chec	104260	6315		<b>WRIGHT SPECIALTY PREMIUM TRUST</b>		Check		
				E 03	005 760 000 720 340 7NA5CA000025201			\$12,125.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69217</b>	Invoice	<b>Invoice No:</b> 179034	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$12,125.00</b>	
				E 01	005 940 000 000 340 7NA5FF000037701			\$4,062.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69218</b>	Invoice	<b>Invoice No:</b> 179035	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$4,062.00</b>	
				E 01	005 940 000 000 340 Prop/Liab Insurance			\$46,907.90	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69197</b>	Invoice	<b>Invoice No:</b> 178527	<b>7/11/2022</b>	<b>Paid Amt:</b>	<b>\$46,907.90</b>	
							<b>Check Amount:</b>	<b>\$63,094.90</b>	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104261	5241		<b>ACME TOOLS</b>		<b>Check</b>
				E 01	005 810 000 000 420 Socket Set with 6 and 8 in pliers and side cutter		\$265.48
	<b>PO#:</b> 18529	<b>Voucher #:</b>	<b>69274</b>	Invoice	<b>Invoice No:</b> 10168069	<b>7/25/2022</b>	<b>Paid Amt: \$265.48</b>
							<b>Check Amount: \$265.48</b>
0118	chec	104262	3296		<b>AMAZON.COM</b>		<b>Check</b>
				E 01	010 203 012 155 430 books		\$84.53
	<b>PO#:</b> 18540	<b>Voucher #:</b>	<b>69279</b>	Invoice	<b>Invoice No:</b> 1PVF-6NP6-QMRF	<b>7/25/2022</b>	<b>Paid Amt: \$84.53</b>
				E 01	010 203 012 155 456 TI-84 Calculator set		\$1,583.95
				E 01	010 203 012 155 430 Gratitude Journals		\$5.99
				E 01	010 203 012 155 430 BOOKS		\$134.86
				E 01	010 203 012 155 456 T1-30xs calculator set		\$299.99
	<b>PO#:</b> 18540	<b>Voucher #:</b>	<b>69280</b>	Invoice	<b>Invoice No:</b> 1K77-M1T6-F9Y9	<b>7/25/2022</b>	<b>Paid Amt: \$2,024.79</b>
				E 01	020 211 012 151 456 Elmo 1304 Model TT-02RX Teachers Tool Digita		\$324.00
	<b>PO#:</b> 18551	<b>Voucher #:</b>	<b>69281</b>	Invoice	<b>Invoice No:</b> 1HLR-VNM9-CFDL	<b>7/25/2022</b>	<b>Paid Amt: \$324.00</b>
				E 01	020 211 000 000 430 24 Game 96-Card Deck: Algebra/Exponents Mat		\$19.99
				E 01	020 211 000 000 430 shipping		\$5.99
	<b>PO#:</b> 18552	<b>Voucher #:</b>	<b>69282</b>	Invoice	<b>Invoice No:</b> 1HLR-VNM9-CFDL-1	<b>7/25/2022</b>	<b>Paid Amt: \$25.98</b>
				E 04	500 505 000 321 401 ACCESS CARDS		\$174.98
				E 01	005 110 000 000 401 ACCESS CARDS		\$262.48
	<b>PO#:</b> 18560	<b>Voucher #:</b>	<b>69283</b>	Invoice	<b>Invoice No:</b> 1YVM-QJLK-H1RV	<b>7/25/2022</b>	<b>Paid Amt: \$437.46</b>
				E 01	010 203 011 161 430 EDUCATIONAL INSIGHTS EVEN STEVEN'S (		\$14.79
				E 01	010 203 011 161 430 KINGYARD LIQUID MOTION BUBBLER TIME		\$8.50
				E 01	010 203 011 161 430 OCTTN LIQUID MOTION TIMER BUBBLER D		\$19.85
				E 01	010 203 011 161 430 DIDAX EDUCATIONAL RESOURCES UNIFX (		\$25.72
				E 01	010 203 011 161 401 8.5 INCH CLASSIC INFLATABLE PLAYGROU		\$10.99
				E 01	010 203 011 161 430 MISTAKES THAT WORKED BOOK		\$6.99
				E 01	010 203 011 161 430 ROSIE REVERE, ENGINEER BOOK		\$12.56
				E 01	010 203 011 161 430 OLD ENOUGH TO SAVE THE PLANET BOOK		\$12.99
				E 01	010 203 011 161 430 EDUCATIONAL MATH POSTERS		\$12.80
				E 01	010 203 011 161 430 PERCY JACKSON PAPERBACK BOX SET		\$18.80
				E 01	010 203 011 161 430 THE LIFE AS WE KNOW IT COLLECTION		\$20.49
				E 01	010 203 011 161 430 180 DAYS OF SOCIAL STUDIES DAILY GEOC		\$12.89
				E 01	010 203 011 161 430 180 DAYS OF SOCIAL STUDIES WORKBOO		\$14.30
				E 01	010 203 011 161 430 11 EXPERIMENTS THAT FAILED BOOK		\$14.99
				E 01	010 203 011 161 430 HAND2MIND WOOD ECONOMY YARDSTICK		\$32.41
				E 01	010 203 011 161 430 LEARNING RESOURCES DICE IN DICE BUC		\$19.99
				E 01	010 203 011 161 430 TORLAM MAGNETIC FRACTION TILES & FR		\$43.98
				E 01	010 203 011 161 430 DIVERGENT SERIES 4BK SET		\$24.30
				E 01	010 203 011 161 430 THE MAZE RUNNER SERIES		\$25.89

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	104262	3296		<b>AMAZON.COM</b>		Check		
				E 01 010 203 011 161 530	WALIKI CHAIR BALL WITH FEET FOR KIDS			\$69.85	
				E 01 010 203 011 161 401	IRIS 40 QT PLASTIC STORAGE BINS			\$89.99	
				E 01 010 203 011 161 401	12 PACK PLASTIC STORAGE BASKET			\$70.97	
PO#: 18482	Voucher #:	69290	Invoice	Invoice No:	1F9T-FDLD-14LW	7/25/2022	Paid Amt:	\$584.04	
			E 01 010 203 011 161 530	FLAGSHIP CARPET - APPLE THEME				\$299.49	
PO#: 18482	Voucher #:	69257	Invoice	Invoice No:	1V7V-HYX6-4RFN	7/25/2022	Paid Amt:	\$299.49	
			E 01 010 203 202 000 430	ELMERS CELEBRATION SLIME KIT				\$149.75	
PO#: 18512	Voucher #:	69267	Invoice	Invoice No:	1HYQ-DLTG-7374	7/25/2022	Paid Amt:	\$149.75	
			E 01 010 203 011 161 430	GSE PLAYGROUND BALLS				\$10.99	
PO#:	Voucher #:	69238	Credit	Invoice No:	1YKG-KF49-94DT	7/25/2022	Paid Amt:	(\$10.99)	
			E 01 010 203 011 161 430	A Tall Tale about a dachshund and Pelican				\$207.84	
PO#: 18487	Voucher #:	69239	Invoice	Invoice No:	1FYG-7C4V-PM7J	7/25/2022	Paid Amt:	\$207.84	
							Check Amount:	\$4,126.89	
0118	chec	104263	3284	R	<b>APPLE COMPUTER INC</b>		Check		
				E 01 010 630 012 155 466	Satechi Aluminum USB-C Multiport Pro Adapter			\$454.65	
PO#: 18530	Voucher #:	69277	Invoice	Invoice No:	AJ15562185	7/25/2022	Paid Amt:	\$454.65	
			E 01 040 630 012 155 456	Magic Keyboard with Numeric Keypad - US Eng				\$129.00	
			E 01 040 630 012 155 456	Magic Mouse				\$79.00	
PO#: 18530	Voucher #:	69278	Invoice	Invoice No:	AJ15598644	7/25/2022	Paid Amt:	\$208.00	
							Check Amount:	\$662.65	
0118	chec	104264	4672		<b>BSN SPORTS</b>		Check		
				E 04 500 505 000 321 401	Diamond Bucket			\$24.99	
				E 04 500 505 000 321 401	Freight			\$2.50	
PO#: 18466	Voucher #:	69252	Invoice	Invoice No:	917492206	7/25/2022	Paid Amt:	\$27.49	
			E 04 500 505 000 321 401	Diamond bucket BK				\$24.99	
			E 04 500 505 000 321 401	Freight				\$1.47	
PO#: 18446	Voucher #:	69253	Invoice	Invoice No:	917492207	7/25/2022	Paid Amt:	\$26.46	
							Check Amount:	\$53.95	
0118	chec	104265	4930		<b>CRAZY CROW TRADING POST</b>		Check		
				E 01 020 258 000 313 430	CLASSROOM SUPPLIES - SEE ATTACHED L			\$3,185.97	
PO#: 18461	Voucher #:	69248	Invoice	Invoice No:	919345-1	7/25/2022	Paid Amt:	\$3,185.97	
							Check Amount:	\$3,185.97	
0118	chec	104266	01097		<b>CROW WING COOP POWER &amp; LIGHT</b>		Check		
				E 01 005 810 000 000 332	LONGVILLE BUS GARAGE			\$26.48	
PO#:	Voucher #:	69261	Invoice	Invoice No:	STMT07142022	7/25/2022	Paid Amt:	\$26.48	
							Check Amount:	\$26.48	

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

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	104267	4397		<b>DELTA DENTAL OF MN</b>		Check		
				E 01 010 203 000 000 291	Elem Retired Emp Benefit			\$230.00	
				E 01 020 211 000 000 291	Retired Emp Benefit			\$135.70	
				E 01 010 050 000 000 291	Retired Emp Benefit			\$135.70	
				B 01 215 031	Employer Insurance Withholding Payable			\$3,088.22	
<b>PO#:</b>	<b>Voucher #:</b>	<b>69288</b>	Invoice	<b>Invoice No:</b>	RIS0004307548	<b>7/25/2022</b>	<b>Paid Amt:</b>	<b>\$3,589.62</b>	
							<b>Check Amount:</b>	<b>\$3,589.62</b>	
0118	chec	104268	3580		<b>EDUCATORS BENEFIT CONSULTANTS LLC</b>		Check		
				E 01 005 110 000 000 299	2022-3RD QTR FEE FLEX PLAN			\$441.00	
				E 01 005 110 000 000 299	JULY,AUG,SEPT 2022			\$147.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>69276</b>	Invoice	<b>Invoice No:</b>	24273	<b>7/25/2022</b>	<b>Paid Amt:</b>	<b>\$588.00</b>	
							<b>Check Amount:</b>	<b>\$588.00</b>	
0118	chec	104269	4241		<b>EHLERS &amp; ASSOCIATES INC</b>		Check		
				E 01 005 010 000 000 305	21-22 BUDGET PROJECTION MODEL			\$750.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>69255</b>	Invoice	<b>Invoice No:</b>	90550	<b>7/25/2022</b>	<b>Paid Amt:</b>	<b>\$750.00</b>	
				E 01 005 010 000 000 305	CONTINUING DISCLOSURE FEE			\$2,800.00	
<b>PO#:</b>	<b>Voucher #:</b>	<b>69256</b>	Invoice	<b>Invoice No:</b>	90708	<b>7/25/2022</b>	<b>Paid Amt:</b>	<b>\$2,800.00</b>	
							<b>Check Amount:</b>	<b>\$3,550.00</b>	
0118	chec	104270	01052		<b>HOLKERS DO IT BEST LUMBER</b>		Check		
				E 01 005 810 000 000 420	open PO structure like last one for misc maint ite			\$18.99	
<b>PO#:</b> 18525	<b>Voucher #:</b>	<b>69272</b>	Invoice	<b>Invoice No:</b>	2207-034776	<b>7/25/2022</b>	<b>Paid Amt:</b>	<b>\$18.99</b>	
				E 01 005 810 000 000 420	open PO structure like last one for misc maint ite			\$33.87	
<b>PO#:</b> 18525	<b>Voucher #:</b>	<b>69291</b>	Invoice	<b>Invoice No:</b>	2207-034995	<b>7/25/2022</b>	<b>Paid Amt:</b>	<b>\$33.87</b>	
							<b>Check Amount:</b>	<b>\$52.86</b>	
0118	chec	104271	6398		<b>INDUSTRIAL LUBRICANT COMPANY</b>		Check		
				E 03 005 760 000 720 420	DEF Fluid- 55 Gal Drum			\$167.95	
<b>PO#:</b> 18543	<b>Voucher #:</b>	<b>69285</b>	Invoice	<b>Invoice No:</b>	M2070-IN	<b>7/25/2022</b>	<b>Paid Amt:</b>	<b>\$167.95</b>	
							<b>Check Amount:</b>	<b>\$167.95</b>	
0118	chec	104272	3857		<b>INNOVATIVE OFFICE SOLUTIONS LLC</b>		Check		
				E 01 020 211 000 000 401	UNV05562 CLIPBOARD,LETTER,6/PK,BR			(\$0.01)	
				E 01 010 203 202 000 401	UNV05562 CLIPBOARD,LETTER,6/PK,BR			\$4.82	
				E 01 020 211 000 000 401	UNV05562 CLIPBOARD,LETTER,6/PK,BR			\$4.82	
				E 01 005 110 000 000 401	UNV05562 CLIPBOARD,LETTER,6/PK,BR			\$2.41	
				E 01 010 203 202 000 401	UNV20921 SHEET,FILLER,11X8.5,200SH			\$28.80	
				E 01 020 211 000 000 401	UNV20921 SHEET,FILLER,11X8.5,200SH			\$28.80	
				E 01 005 110 000 000 401	UNV20921 SHEET,FILLER,11X8.5,200SH			\$14.40	
				E 01 010 203 202 000 401	UNV66614 NOTEBOOK,1SBJ,COLLEGE,4PK			\$25.70	
				E 01 020 211 000 000 401	UNV66614 NOTEBOOK,1SBJ,COLLEGE,4PK			\$25.70	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104272	3857		<b>INNOVATIVE OFFICE SOLUTIONS LLC</b>		<b>Check</b>
				E 01 010 203 202 000 401	CYO523024CRAYON,CLSC CLR,24ST,AST		\$33.36
				E 01 010 203 202 000 401	SAN2003991HILIGHTER,POCKET,36,AST		(\$0.01)
				E 01 005 110 000 000 401	SAN2003991HILIGHTER,POCKET,36,AST		\$6.24
				E 01 020 211 000 000 401	SAN2003991HILIGHTER,POCKET,36,AST		\$6.24
				E 01 010 203 202 000 401	SAN2003991HILIGHTER,POCKET,36,AST		\$6.24
				E 01 020 211 000 000 401	BICBL11GNHILIGHTER,BRITELINER,FLOU C		\$2.44
				E 01 010 203 202 000 401	BICBL11GNHILIGHTER,BRITELINER,FLOU C		\$2.44
				E 01 020 211 000 000 401	UNV08853 HILIGHTER,POCKET,FLOU ORG		\$1.65
				E 01 010 203 202 000 401	UNV08853 HILIGHTER,POCKET,FLOU ORG		\$1.65
				E 01 020 211 000 000 401	ACM17724RULER,12",BRN,36/BX		\$6.99
				E 01 010 203 202 000 401	ACM17724RULER,12",BRN,36/BX		\$7.00
				E 01 020 211 000 000 401	CYO587808MARKER,CLSC,WASH,BRD,8/ST		\$13.60
				E 01 010 203 202 000 401	CYO587808MARKER,CLSC,WASH,BRD,8/ST		\$13.60
				E 01 010 203 202 000 401	MMM1426 TAPE, MLNG		\$177.48
				E 01 010 203 202 000 401	AVE24060 HILIGHTER,FLPR		\$6.45
<b>PO#:</b>	<b>18395A</b>	<b>Voucher #:</b>	<b>69269</b>	Invoice	<b>Invoice No:</b> IN3846852	<b>7/25/2022</b>	<b>Paid Amt: \$420.81</b>
							<b>Check Amount: \$420.81</b>
0118	chec	104273	1279	R	<b>JOHNSON CONTROLS</b>		<b>Check</b>
				E 01 005 810 000 000 350	ECFE poor / low cooling fix repair est/ stage2 cc		\$2,731.75
<b>PO#:</b>	<b>18507</b>	<b>Voucher #:</b>	<b>69249</b>	Invoice	<b>Invoice No:</b> 1-119299048628	<b>7/25/2022</b>	<b>Paid Amt: \$2,731.75</b>
				E 01 005 810 000 000 350	Repairs/Maintenance		\$3,274.25
<b>PO#:</b>		<b>Voucher #:</b>	<b>69242</b>	Invoice	<b>Invoice No:</b> 1-118983078327	<b>7/25/2022</b>	<b>Paid Amt: \$3,274.25</b>
							<b>Check Amount: \$6,006.00</b>
0118	chec	104274	01095		<b>LAKE COUNTRY POWER</b>		<b>Check</b>
				E 01 005 810 000 000 332	ECFE BUILDING		\$855.00
<b>PO#:</b>		<b>Voucher #:</b>	<b>69262</b>	Invoice	<b>Invoice No:</b> 90000206-06/01-07/01	<b>7/25/2022</b>	<b>Paid Amt: \$855.00</b>
				E 01 005 810 000 000 332	SCHOOL		\$15,281.00
<b>PO#:</b>		<b>Voucher #:</b>	<b>69263</b>	Invoice	<b>Invoice No:</b> 90000203-06/01-07/01	<b>7/25/2022</b>	<b>Paid Amt: \$15,281.00</b>
				E 01 005 810 000 000 332	FOOTBALL LIGHTS		\$42.00
<b>PO#:</b>		<b>Voucher #:</b>	<b>69264</b>	Invoice	<b>Invoice No:</b> 10000176-06/01-07/01	<b>7/25/2022</b>	<b>Paid Amt: \$42.00</b>
				E 01 005 810 000 000 332	FOOTBALL LIGHTS		\$48.00
<b>PO#:</b>		<b>Voucher #:</b>	<b>69265</b>	Invoice	<b>Invoice No:</b> 10000175-06/01-07/01	<b>7/25/2022</b>	<b>Paid Amt: \$48.00</b>
				E 01 005 810 000 000 332	BOILER HOUSE		\$6,286.00
<b>PO#:</b>		<b>Voucher #:</b>	<b>69266</b>	Invoice	<b>Invoice No:</b> 90000204/205-6/1-7/1	<b>7/25/2022</b>	<b>Paid Amt: \$6,286.00</b>
							<b>Check Amount: \$22,512.00</b>

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0118	chec	104275	06136		LAKES COUNTRY SERV COOP		Check		
				E 03	005 760 000 720 305	RANDOM DRUG SCREENING		\$31.50	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69254</b>	Invoice	<b>Invoice No:</b> 95769	<b>7/25/2022</b>	<b>Paid Amt:</b>	<b>\$31.50</b>	
							<b>Check Amount:</b>	<b>\$31.50</b>	
0118	chec	104276	5597		LIBERTY MUTUAL INSURANCE		Check		
				E 01	005 940 000 000 340	Prop/Liab Insurance		\$4,494.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69244</b>	Invoice	<b>Invoice No:</b> BMO64960833	<b>7/25/2022</b>	<b>Paid Amt:</b>	<b>\$4,494.00</b>	
							<b>Check Amount:</b>	<b>\$4,494.00</b>	
0118	chec	104277	5936		LVC COMPANIES		Check		
				E 05	005 865 000 363 305	Annual fire test sprinkler inspection per fire code		\$400.00	
	<b>PO#:</b> 17803	<b>Voucher #:</b>	<b>69247</b>	Invoice	<b>Invoice No:</b> 91936	<b>7/25/2022</b>	<b>Paid Amt:</b>	<b>\$400.00</b>	
							<b>Check Amount:</b>	<b>\$400.00</b>	
0118	chec	104278	5223		MADISON NATIONAL LIFE		Check		
				B 01	215 036	Ltd Insurance Withholding Payable-Dist		\$931.86	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69287</b>	Invoice	<b>Invoice No:</b> AUG-22	<b>7/25/2022</b>	<b>Paid Amt:</b>	<b>\$931.86</b>	
							<b>Check Amount:</b>	<b>\$931.86</b>	
0118	chec	104279	1095		MARCO TECHNOLOGIES LLC		Check		
				E 01	005 110 371 000 580	DISTRICT		\$738.11	
				E 01	010 203 202 000 580	ELEMENTARY		\$738.10	
				E 01	020 211 000 000 580	SECONDARY		\$738.11	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69271</b>	Invoice	<b>Invoice No:</b> 476881164	<b>7/25/2022</b>	<b>Paid Amt:</b>	<b>\$2,214.32</b>	
							<b>Check Amount:</b>	<b>\$2,214.32</b>	
0118	chec	104280	6020		MN PEIP		Check		
				E 01	010 050 000 000 291	Retired Emp Benefit		\$886.34	
				E 01	010 203 000 000 291	Elem Retired Emp Benefit		\$3,100.08	
				E 01	020 211 000 000 291	Retired Emp Benefit		\$1,240.20	
				B 01	215 031	Employer Insurance Withholding Payable		\$37,343.02	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69289</b>	Invoice	<b>Invoice No:</b> 1209594	<b>7/25/2022</b>	<b>Paid Amt:</b>	<b>\$42,569.64</b>	
							<b>Check Amount:</b>	<b>\$42,569.64</b>	
0118	chec	104281	6097		NORTHERN DRUG SCREENING INC		Check		
				E 03	005 760 000 720 290	DOT PHYSICAL -DAN BYE		\$75.00	
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69273</b>	Invoice	<b>Invoice No:</b> 10958	<b>7/25/2022</b>	<b>Paid Amt:</b>	<b>\$75.00</b>	
							<b>Check Amount:</b>	<b>\$75.00</b>	
0118	chec	104282	4065		NORTHERN STAR COOPERATIVE		Check		
				E 01	310 298 069 000 401	PBIS Incentives		\$127.92	
	<b>PO#:</b> 18413	<b>Voucher #:</b>	<b>69240</b>	Invoice	<b>Invoice No:</b> 98553	<b>7/25/2022</b>	<b>Paid Amt:</b>	<b>\$127.92</b>	
				E 03	005 760 000 720 441	Sch Van/Car-Gas & Outside Repair		\$951.51	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104282	4065		<b>NORTHERN STAR COOPERATIVE</b>		Check
				E 03	005 760 000 720 444 Diesel-Buses		\$4,146.15
<b>PO#:</b>	<b>Voucher #:</b>	<b>69241</b>	Invoice	<b>Invoice No:</b>	STMT 6/2022	<b>7/25/2022</b>	<b>Paid Amt: \$5,097.66</b>
							<b>Check Amount: \$5,225.58</b>
0118	chec	104283	5355		<b>PAPER STORM</b>		Check
				E 01	005 110 000 000 305 BIN UNIT SHRED PAPER est cost		\$680.00
				E 01	005 110 000 000 305 Fuel surcharge		\$54.40
<b>PO#: 18533</b>	<b>Voucher #:</b>	<b>69284</b>	Invoice	<b>Invoice No:</b>	19738	<b>7/25/2022</b>	<b>Paid Amt: \$734.40</b>
							<b>Check Amount: \$734.40</b>
0118	chec	104284	4632		<b>PEMBERTON SORLIE RUFER &amp;</b>		Check
				E 01	005 110 000 000 305 Consulting Fees		\$4,652.00
<b>PO#:</b>	<b>Voucher #:</b>	<b>69251</b>	Invoice	<b>Invoice No:</b>	146	<b>7/25/2022</b>	<b>Paid Amt: \$4,652.00</b>
							<b>Check Amount: \$4,652.00</b>
0118	chec	104285	3870		<b>SCHOLASTIC CLASSROOM MAGAZINES</b>		Check
				E 01	010 203 000 000 406 CREDIT		\$13.08
<b>PO#:</b>	<b>Voucher #:</b>	<b>69259</b>	Credit	<b>Invoice No:</b>	M7076467	<b>7/25/2022</b>	<b>Paid Amt: (\$13.08)</b>
				E 01	010 203 000 000 406 CLASSROOM MAGAZINES		\$1,047.20
				E 01	010 203 000 000 406 SHIPPING		\$104.75
<b>PO#: 18491</b>	<b>Voucher #:</b>	<b>69260</b>	Invoice	<b>Invoice No:</b>	M722558	<b>7/25/2022</b>	<b>Paid Amt: \$1,151.95</b>
							<b>Check Amount: \$1,138.87</b>
0118	chec	104286	2754	REMIT	<b>SCHOLASTIC INC</b>		Check
				E 01	010 203 011 161 430 GUIDED READING:STORIES JULIAN PP		\$53.00
				E 01	010 203 011 161 430 SHIPPING		\$9.00
<b>PO#:</b>	<b>Voucher #:</b>	<b>69258</b>	Invoice	<b>Invoice No:</b>	40262444	<b>7/25/2022</b>	<b>Paid Amt: \$62.00</b>
							<b>Check Amount: \$62.00</b>
0118	chec	104287	4925	R	<b>SCHOOL SPECIALTY LLC</b>		Check
				E 01	010 203 011 161 530 KITCHEN FURNITURE SET		\$2,373.52
<b>PO#: 18496</b>	<b>Voucher #:</b>	<b>69250</b>	Invoice	<b>Invoice No:</b>	208130229357	<b>7/25/2022</b>	<b>Paid Amt: \$2,373.52</b>
							<b>Check Amount: \$2,373.52</b>
0118	chec	104288	5418		<b>SHI</b>		Check
				E 01	005 630 012 155 465 DELL OPTIPLEX 3000 COREI5 1212500 8GB		\$3,380.00
<b>PO#: 18532</b>	<b>Voucher #:</b>	<b>69270</b>	Invoice	<b>Invoice No:</b>	B15516593	<b>7/25/2022</b>	<b>Paid Amt: \$3,380.00</b>
							<b>Check Amount: \$3,380.00</b>
0118	chec	104289	5941		<b>SOURCEWELL</b>		Check
				E 01	005 640 000 316 366 EDUCATION SOLUTIONS		\$36.33
				E 01	010 640 000 316 366 EDUCATION SOLUTIONS		\$36.33

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0118	chec	104289	5941		<b>SOURCEWELL</b>		Check
				E 01	020 640 000 316 366	EDUCATION SOLUTION	\$36.34
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69243</b>	Invoice	<b>Invoice No:</b> INV00000877	<b>7/25/2022</b>	<b>Paid Amt: \$109.00</b>
							<b>Check Amount: \$109.00</b>
0118	chec	104290	5357		<b>STAPLES BUSINESS ADVANTAGE</b>		Check
				E 01	310 298 069 000 401	50761/27538-CC TUESDAY FOLDERS	\$60.90
				E 01	005 110 000 000 401	#24509831 11X17 DESK CALENDAR	\$25.98
				E 01	005 110 000 000 401	#24509823 17X22 DESK CALENDAR	\$15.99
	<b>PO#: 18514</b>	<b>Voucher #:</b>	<b>69268</b>	Invoice	<b>Invoice No:</b> 7360346378-000001	<b>7/25/2022</b>	<b>Paid Amt: \$102.87</b>
							<b>Check Amount: \$102.87</b>
0118	chec	104291	6146		<b>TC's FOODS INC</b>		Check
				E 02	005 770 000 705 490	BREAKFAST	\$12.98
				E 02	005 770 000 701 490	LUNCH	\$19.85
	<b>PO#:</b>	<b>Voucher #:</b>	<b>69275</b>	Invoice	<b>Invoice No:</b> 136020	<b>7/25/2022</b>	<b>Paid Amt: \$32.83</b>
							<b>Check Amount: \$32.83</b>
0118	chec	104292	6318		<b>TRUGREEN</b>		Check
				E 01	005 810 000 000 350	permitter and detail fence spraying per quote JVF	\$336.00
	<b>PO#: 18436</b>	<b>Voucher #:</b>	<b>69245</b>	Invoice	<b>Invoice No:</b> 917371	<b>7/25/2022</b>	<b>Paid Amt: \$336.00</b>
				E 01	005 810 000 000 350	permitter and detail fence spraying per quote JVF	\$336.00
	<b>PO#: 18436</b>	<b>Voucher #:</b>	<b>69246</b>	Invoice	<b>Invoice No:</b> 934183	<b>7/25/2022</b>	<b>Paid Amt: \$336.00</b>
							<b>Check Amount: \$672.00</b>
0118	chec	104294	5945		<b>PELSB</b>		Check
				E 01	005 020 000 000 820	TIER 2 LICENSE FEE FOR OLIVAR	\$90.25
	<b>PO#: 18569</b>	<b>Voucher #:</b>	<b>69292</b>	Invoice	<b>Invoice No:</b> J.OLIVAR	<b>7/25/2022</b>	<b>Paid Amt: \$90.25</b>
							<b>Check Amount: \$90.25</b>
<b>Report Total:</b>							<b>\$637,689.03</b>



# Northland Community Schools

## Paraprofessional Handbook

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## **Welcome to Northland Community Schools**

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

### **Contacts and Important Phone Numbers:**

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

## **District Procedures/General Information**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Professional Growth, Reflections, and Evaluation Plan**

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

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

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

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

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

## **Growth, Reflection & Evaluation Process**

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

### **Gathering of Input**

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

### **Growth, Reflection & Evaluation Meeting**

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

### **Performance Improvement Plan**

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

## **Paraprofessional Duties and Responsibilities**

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

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

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

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

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

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

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

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

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

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

**Transition:** Promote learner independence in transitioning with

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

## Medical Information

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

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

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

## Professional Ethics

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

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

## Tips for the Paraprofessional

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

## Guide For Paraprofessionals

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

<b>A Paraprofessional MAY:</b>	<b>A Paraprofessional May NOT:</b>
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.**

<b>Whole Group Instruction</b>	<b>Independent Work Time</b>	<b>Group Work Time</b>	<b>Testing</b>
Cue students to take notes and make sure they continue to do so throughout the instruction.	Make sure students are on task and productive.	Make sure students get in a group.	Reading test allowed in arranging for them in advance.
Take class notes in a notebook for later use or take notes on the board if this is a system that works for the teacher.	Providing help with assignment completion – offering help multiple times and with different methods.	Facilitate and model participation – okay to offer the group suggestions.	Rephrasing test items – providing scaffolding/triggers (not answers).
Facilitating spelling, organization, on task behavior, etc.	Prompt/cue skills – skimming a textbook, using bold words, index, etc.	Assist with individual tasks – offering help multiple times and with different methods.	Providing a framework or outline when answering essay questions.

Charting student on-task behavior, assignment completion, etc.

**Talk with the teacher about your physical role in the classroom. Find out if you should be seated next to specific students, if you should walk around during the whole group, small group, or independent work time to check on on-task behavior, or offer assistance, etc.**

## **Positive Behavioral Interventions and Supports (PBIS)**

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

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

### **Eagle Pride, School Wide**

Be Responsible  
Be Respectful  
Be Productive  
Be Safe

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

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

**Instruction** – It is likely that the student is displaying 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/](http://www.ici.coled.umn.edu/para/)

The Paraprofessional Connection Website:

[www.mw.sisna.com.paraconnect](http://www.mw.sisna.com.paraconnect)

Paraprofessional Training

<http://paraelink.org/>

ParaPro Exam Information

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

## Liabilities

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

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

## Disability Descriptions/Definitions

### **Autism Spectrum Disorders (ASD)**

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

### **Deaf and Hard of Hearing (D/HH)**

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

### **Developmental Cognitive Disabilities (DCD)**

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

### **Developmental Delay**

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

### **Emotional/Behavioral Disorders (E/BD)**

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

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

### **Specific Learning Disabilities (SLD)**

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

### **Other Health Disabilities (OHD)**

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

### **Physically Impaired (PI)**

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

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

### **Speech and Language Impairments (SPL)**

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

### **Traumatic Brain Injury (TBI)**

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

### **Visually Impaired (VI)**

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

### **Common Program Acronyms in Special Education**

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

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

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

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

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

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

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

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

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

# IN AN EMERGENCY TAKE ACTION



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

### **STUDENTS**

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

### **ADULTS**

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



## **SECURE!** Get inside. Lock outside doors.

### **STUDENTS**

Return to inside of building  
Do business as usual

### **ADULTS**

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



## **LOCKDOWN!** Locks, lights, out of sight.

### **STUDENTS**

Move away from sight  
Maintain silence  
Do not open the door

### **ADULTS**

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



## **EVACUATE!** (A location may be specified)

### **STUDENTS**

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

### **ADULTS**

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



## **SHELTER!** Hazard and safety strategy.

### **STUDENTS**

Use appropriate safety strategy for the hazard

#### **Hazard**

Tornado  
Hazmat  
Earthquake  
Tsunami

#### **Safety Strategy**

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

### **ADULTS**

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

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

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

## **SECURE PROCEDURES**

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

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

## **LOCKDOWN PROCEDURES**

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

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

9. Prepare to evade or defend

## **FIRE DRILL EVACUATION PROCEDURES**

### **GENERAL INSTRUCTIONS ON BUILDING EVACUATION**

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

### **GENERAL INSTRUCTIONS ONCE OUT OF THE BUILDING**

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

## **SHELTER/TORNADO DRILL PROCEDURES**

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

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

**Here are the designated spaces:**

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

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

## **Evacuation from School Grounds Procedures**

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

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

## **School Forms & Reporting**

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

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

### **Student Referral Forms**

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

# Crisis Management Plan

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2022-23

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



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# ASSAULT/FIGHT

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

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

### Building Administrator/Principal/Designee

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

### Teacher

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

# **Bomb Threat**

Teachers  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation

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

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

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

# Bomb Threat by written message

Teachers  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation

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

## Teacher

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

## Office Personnel

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

# **Bomb Threat, cont.**

(notice by written message or observation, cont.)

## **Building Administrator/Principal/Designee**

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

## **Staff Not Supervising Students**

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

## **Custodians**

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

# Bomb Threat by phone call

Teachers  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation



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

## Recipient of Bomb Threat:

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

## Teacher

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

# Bomb Threat by phone

(notice by phone call, cont.)

## Building Administrator/Principal/Designee

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

## Staff Not Supervising Students

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

## Custodians

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

# Bomb Threat

Teachers  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation

(notice by phone call, cont.)

## Office Personnel

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

# CAMPUS EVACUATION

Teachers  
 Office Personnel  
 Custodian  
 Principal  
 Superintendent  
 Students  
 Transportation

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

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

Buses, if and when they arrive, will be parked single file on the East side of 2<sup>nd</sup> Avenue NE from Highway 200

Teachers  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation

# CLASSROOM EVACUATION

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

## Teachers

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

# Demonstration/Disturbance

Teacher  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation

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

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

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

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

### Building Administrator/Principal/Designee

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

### Teachers

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



# DEMONSTRATION/DISTURBANCE INCIDENT REPORT FORM

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

1. Date of Demonstration/Disturbance: \_\_\_\_\_
2. Location of Incident: \_\_\_\_\_
3. Individual Completing Form: \_\_\_\_\_
4. Individual(s)/Group(s) Involved: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Student(s)/Staff Member(s) Affected: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Details of the Incident (Please use the reverse side of this form if additional space is needed.): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

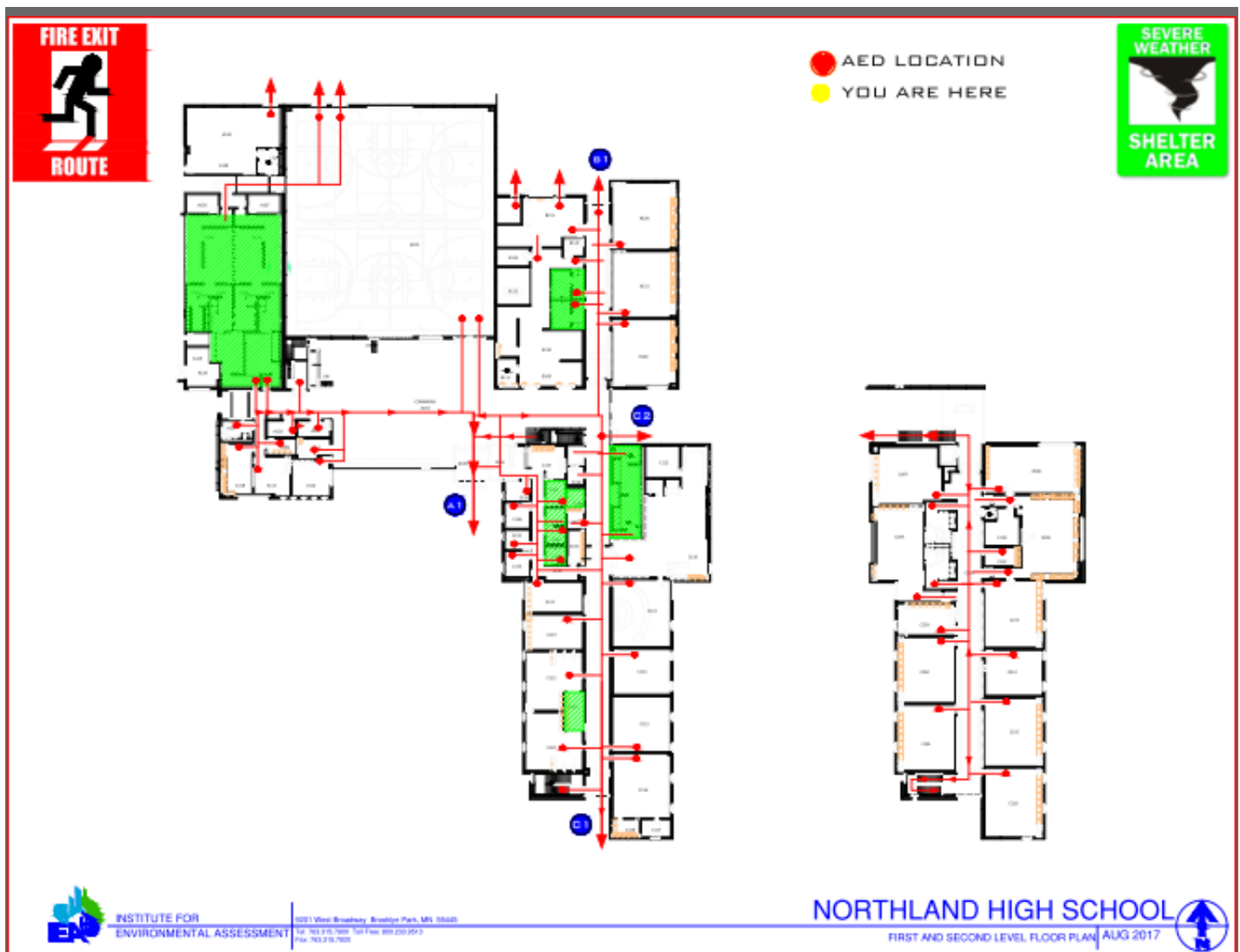
# Designated Safe Area Evacuation Northland High School/Remer Elementary

## INSIDE BUILDING EVACUATION

### Note:

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

See green shaded areas on the maps below:



FIRE EXIT



● YOU ARE HERE

SEVERE WEATHER



SHELTER AREA



INSTITUTE FOR ENVIRONMENTAL ASSESSMENT

5021 West Broadway, Brooklyn Park, MN 55428  
Tel: 763.791.7900, Toll Free: 800.225.9573  
Fax: 763.791.7905

REMER ELEMENTARY SCHOOL  
FIRST LEVEL FLOOR PLAN | AUG 2017



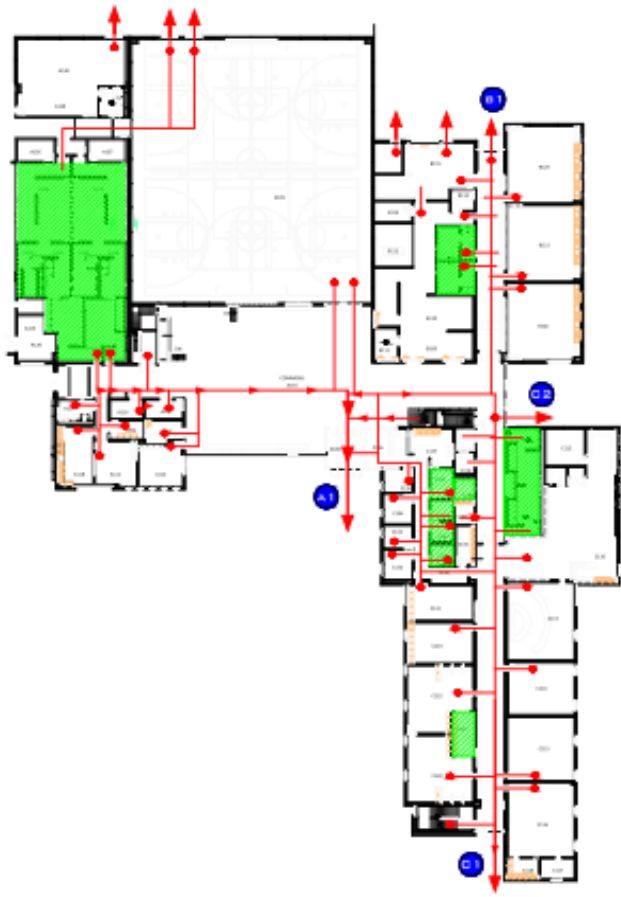
# Designated Safe Area Evacuation Northland High School/Remer Elementary

## OUTSIDE BUILDING EVACUATION

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

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

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



- AED LOCATION
- YOU ARE HERE



INSTITUTE FOR ENVIRONMENTAL ASSESSMENT

1221 West Broadway, Boulder Park, MN 55425  
Tel: 763.273.7000 | Toll Free: 888.220.2572  
Fax: 763.273.7000

NORTHLAND HIGH SCHOOL

FIRST AND SECOND LEVEL FLOOR PLAN | AUG 2017



FIRE EXIT



● YOU ARE HERE

SEVERE WEATHER



SHELTER AREA



INSTITUTE FOR ENVIRONMENTAL ASSESSMENT

5021 West Broadway, Brooklyn Park, MN 55428  
Tel: 763.791.7900, Toll Free: 800.225.9573  
Fax: 763.791.7900

REMER ELEMENTARY SCHOOL  
FIRST LEVEL FLOOR PLAN | AUG 2017



## **GUIDELINES FOR EVACUATION DRILLS**

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

# Fire Evacuation

Teacher Office Personnel Custodian Principal Superintendent Students Transportation
---

## Teacher

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

## Office Personnel

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

# Fire Evacuation

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

## Custodians

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

## Staff Not Supervising Students

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

## Building Administrator/Principal/ Designee

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

# Grief Counseling Policy

## CRISIS PROTOCOL

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

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

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

**IASC Schools – for school counselor support**

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

**North Homes Staff 218-999-9908**

~~**EAP – for staff support – 800-883-2177**~~

Teachers  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation

# **Hazardous Materials**

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

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

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

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

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

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

# Hazardous Materials

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

## If incident occurs in school:

### Teacher

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

### Building Administrator/Principal/Designee

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

# **Hazardous Materials**

Teachers  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation

## **Building Administrator/Principal/Designee**

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

## **Staff Not Supervising Students**

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

## **Custodians**

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

## **Kitchen Staff**

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

# Hazardous Materials

Teachers  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation

## If incident occurs near school property:

### Teacher

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

### Building Administrator/Principal/Designee

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

# Hazardous Materials, cont.

Teachers
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

## Building Administrator/Principal/Designee

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

## Staff Not Supervising Students

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

## Custodians

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

## Kitchen Staff

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

# Intruder/Hostage

Teacher  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation

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

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

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

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

## Intruder:

Any/All Staff Members

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

## Intruder Refuses to Leave:

Any/All Staff Members

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

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

# Intruder/Hostage

- |   |
|---|
| Teacher<br>Office Personnel<br>Custodian<br>Principal<br>Superintendent<br>Students<br>Transportation |
|---|

## Witness to Hostage Situation:

### Any/All Staff Members

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

### Building Administrator/Principal/Designee

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

## If Taken Hostage:

### Any/All Staff

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

# SECURE OR LOCK-DOWN PROCEDURES

---

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

---

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

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

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

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

Building Administration:

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

Secretaries –

1. Radio staff outside the building and tell them where they should take students for safety.
2. Principal’s Secretary calls Little Sand Group Home, ~~Alternative School—566-3879 or~~ 566-2342
- ~~3.~~ and Little Sand Learning Center at 566-3879. Attendance Secretary calls Northland Family Center – 566-3636
- ~~4.~~ 3. Make announcements for movement within the building as directed by administration.

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

All Staff –

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

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

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

**Repeat 5 times.**

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

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

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

### Building Administrator/Principal/Designee

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

### Building Secretaries

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

### Any/All Staff

1.	Direct all students, staff and visitors into nearest classroom.
2.	Lock classroom/office door. Doors should have already been locked. One should only have to shut the door. When closing your door, observe/peek into the corridor for people needing shelter in your room. Direct them to come inside.
3.	Move people to a place in the classroom where they cannot be seen from the hallway. Stay away from the doors and windows. Turn off room lights.
4.	Cover <u>indoor</u> windows by closing the drapes/shades if present. NOTE: Drapes and shades do not occlude the room completely. STAY LOW.
5.	Have everyone sit on the floor and remain as quiet as possible.
6.	Identify who has cell phones. Instruct individuals not to use phones unless directed to do so by the adult in charge.
7.	Bathroom checks: Restrooms and other small areas need to be searched for students. The adult located nearest the bathroom checks the bathroom, if possible. If checking a restroom would place the checker in danger, do not check the room. Students must be taught that if they are in the restroom when the signal occurs, they should stay there, go into a stall, and lock the stall door until an adult comes for them. Stay quiet.
8.	Allow no one outside of the room until the all-clear signal is delivered by an authorized official who will unlock your door.
9.	<b>STAY PUT! REMAIN QUIET!</b>
10.	<b>SPECIAL ROOM SITUATION:</b> <ul style="list-style-type: none"><li>□ If in the commons area – move all students to the kitchen, close and lock all doors.</li><li>□ If in the new Gym – move to the boys’ locker room or girls’ locker room.</li></ul>

- ❑ **If in the old gym, move to visitor's locker rooms.**
- ❑ **If outside on the north side of the buildings, move to the mechanic's building. (Doors should be locked.)**
- ❑ **If on the east or south side playground, move to Harvest Church.**

This information may be updated after discussion with emergency professionals.

## Release from Lockdown

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

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

\_\_\_\_\_.

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

B: law enforcement \_\_\_\_\_

\_\_\_\_\_.

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

\_\_\_\_\_.

There is a report that \_\_\_\_\_.

Please be calm and orderly.

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

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

There was a report that \_\_\_\_\_.

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

## LOCK DOWN DUTIES

### Administrator

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

### Secretary:

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

## **MEDIA PROCEDURE**

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

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

## Pandemic Response Policy

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

*Response Team (in order of leadership):*

Superintendent

K-12 Principal

Assistant Principal

Special Education Director

Executive Secretary

Principal's Secretary

Attendance Secretary

Activity Director

Head Custodian

Mechanic

Food Service Supervisor

Teacher Union President

Associate Staff Union President

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

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

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

### **Procedures:**

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

Chain of command and authority

Appropriate district responses

Communication efforts – channels and message

Staff health concerns

Training needs

Team membership

Responsibility of school board members

Local media needs

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

Facilitate communications with government agencies

Follow all official communication

Educate and inform as directed

Ensure all school communication systems are up to date and operational

Advise staff of potential job duty changes and the need to advise Team/School Nurse of health concerns  
(include District Office functions such as payroll and accounts receivable)

Be aware of students with special needs: Low income students, special facilities (juvenile justice); those with limited English communication skills; etc.

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

Licensed personnel available as prescribed by law (boilers, administrators, etc.)

Filtration and sanitation systems operational as directed by local government agencies

Security provisions

Food service needs – as they may arise

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

Phone tree communication with all staff

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

*Mediums as directed by government agencies:*

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

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

Staff training needs

Variations in job duties

Delivery systems – technical and mechanical

Student/parent access points/systems

Internet/online communication/instruction

# Recovery

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

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

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

## Recovery Team

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

## Four Key Recovery Components

### *Physical/ Structural Recovery*

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

Physical recovery planning considerations:

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

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

### ***Fiscal Recovery***

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

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

Fiscal and business recovery planning considerations:

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

### ***Academic Recovery***

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

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

Short-term planning considerations:

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

Long-term planning considerations:

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

- Allow for periodic visits to counseling services

### ***Social/Emotional Recovery***

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

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

Social/emotional recovery planning considerations:

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

## Recovery Communications

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

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

Recovery communication considerations:

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

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

# Behavioral Health Crisis Intervention

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

## When an emergency occurs:

### Building administration and student support services

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

### Staff

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

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

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

## **Indicators or Symptoms of Distress in Children**

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

### **Symptoms:**

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

### **How Teachers Can Assist Students**

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

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

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

# SERIOUS INJURY/DEATH

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

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

## If incident occurs in school building:

### Teacher

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

### Building Administrator/Principal/Designee

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

Refer to Recovery activities (See Recovery Section).

## If incident occurs near school property:

### Any/All Staff Members

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

### Building Administrator/Principal/Designee

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

Refer to Recovery activities (See Recovery section).

## Severe Weather Evacuation

**TORNADO/SEVERE THUNDERSTORM WATCH: POSSIBILITY OF A TORNADO EXISTS**

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

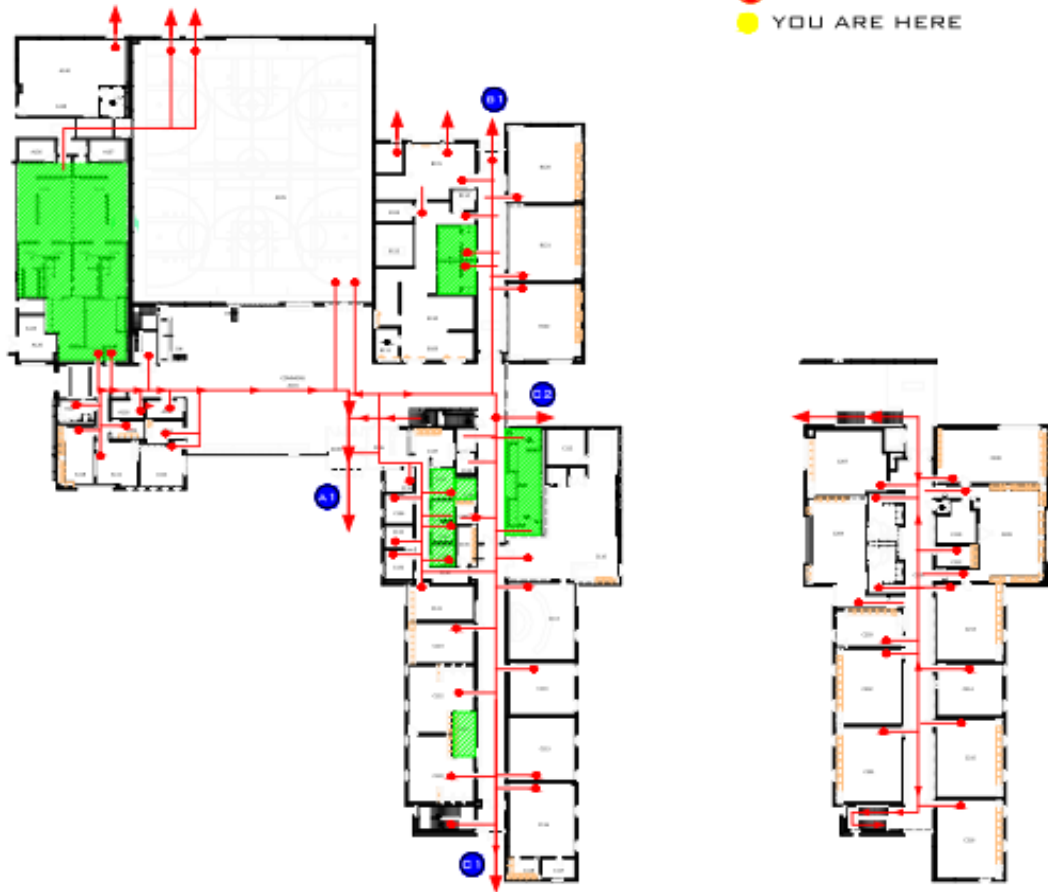
### Danger Signs

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

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



- AED LOCATION
- YOU ARE HERE



INSTITUTE FOR  
ENVIRONMENTAL ASSESSMENT

6201 West Broadway, Broken Park, MI 48240  
Tel: 920.719.7000 | Fax: 920.220.9572  
Fax: 920.719.7000

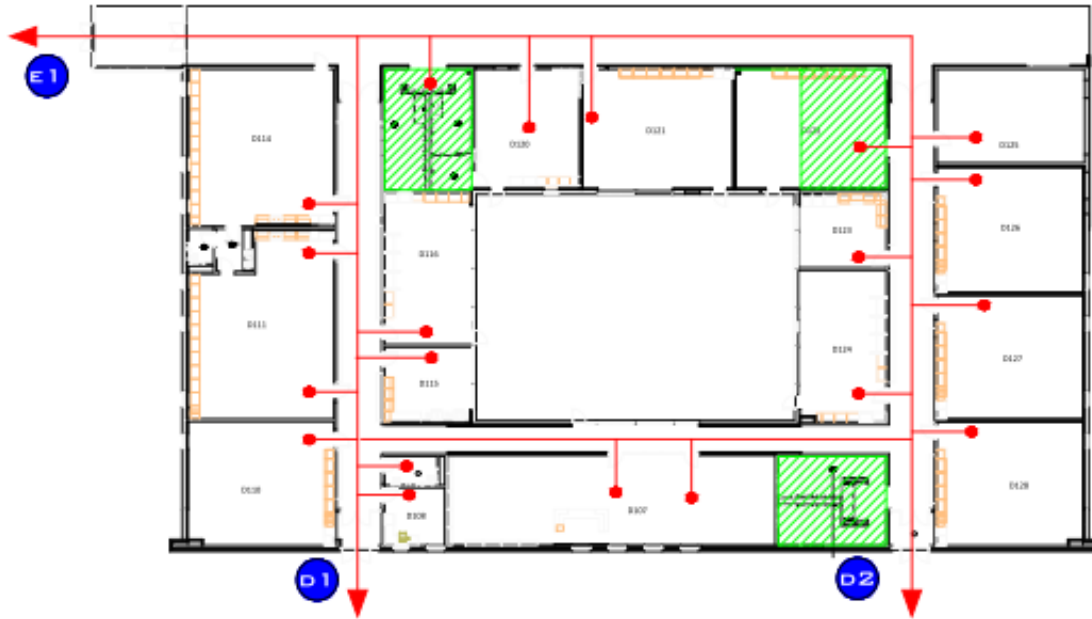
NORTHLAND HIGH SCHOOL

FIRST AND SECOND LEVEL FLOOR PLAN | AUG 2017





● YOU ARE HERE



INSTITUTE FOR ENVIRONMENTAL ASSESSMENT

5021 Vernal Brookway, Brainerd Park, MN 55425  
Tel: 763.775.7000 Fax: 763.775.7001  
E-mail: 763.775.7000

REMER ELEMENTARY SCHOOL  
FIRST LEVEL FLOOR PLAN | AUG 2017



# Severe Weather Evacuation

Teachers  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation

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

### **Building Administrator/Principal/Superintendent/Designee**

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

### **Teacher**

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

## **Custodial Staff**

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

# Shooting

Teachers  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation

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

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

### Any/All Staff

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

### Building Administrator/Principal/Designee

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

# Shooting

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

Teachers Office Personnel Custodian Principal Superintendent Students Transportation
--

### Any/All Staff/Students

1.	If possible, teachers and staff should direct students into building.
2.	If it is not possible to go into building, help students to make themselves as compact as possible.
3.	Try to put something (building, car, etc.) between students and shooter. Do not gather in groups.
4.	Notify building administrator as soon as possible.
5.	STAY PUT! Do not attempt to move until law enforcement personnel give the all clear.
6.	<b>SPECIAL ROOM SITUATION:</b> <ul style="list-style-type: none"> <li>○ If in the commons area – move to the kitchen.</li> <li>○ If in the new Gym – move to the locker rooms.</li> <li>○ If in the old Gym – move to the visitor locker rooms.</li> <li>○ If outside north of school - move to the mechanic’s building.</li> <li>○ If on the south side playground move to Harvest Church..</li> <li>○ Restrooms – Need to be searched by staff closest to the restroom. Students found in the restrooms should go to the closest classroom.</li> </ul>

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

### Building Administrator/Principal/Designee

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

# Suicide Attempt in School

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

<b>National Youth Crisis Hotline</b>	<b>800-442-HOPE (4673)</b>
--------------------------------------	----------------------------

## **If suicide is attempted in school:**

### **Teacher/Any Staff Member**

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

### **Building Administrator/Principal/Designee**

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

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

# **Terrorism**

## **(Chemical or Biological Threat)**

Teacher  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation

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

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

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

# Terrorism

Teacher  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation

## (Chemical or Biological Threat)

### If you receive a chemical or biological threat letter:

#### Teacher

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

#### Office Personnel

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

# Terrorism, cont.

Teacher  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation

## (Chemical or Biological Threat)

### Building Administrator

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

### Staff Not Supervising Students

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

## Custodians

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

# Terrorism, cont.

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

# (Chemical or Biological Threat)

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

## Recipient of a Chemical or Biological Threat:

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

### Teacher

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

### Staff Not Supervising Students

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

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

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

## **(Chemical or Biological Threat)**

### Office Personnel

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

### Building Administrator/Principal/Designee

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

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

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

## **(Chemical or Biological Threat)**

### **Building Administrator/Principal/Designee**

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

### **Custodians**

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

# Weapons

Teacher
Office Personnel
Custodian
Principal
Superintendent
Students
Transportation

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

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

### Students who become aware of a weapon brought to school

1.	<b><i>Immediately</i></b> notify building administrator, teacher, or police liaison. If you feel there is no time to notify these individuals, <b><i>call 911</i></b> directly.
2.	Relay to building administrator, teacher or police liaison any information pertinent to the situation: <ol style="list-style-type: none"> <li>Name of person suspected of entering building with a weapon (if known).</li> <li>Where the person is located and what they look like.</li> <li>Has the person threatened anyone?</li> </ol>

### Any Staff who become aware of a weapon brought to school

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

# Weapons, cont.

Teacher  
Office Personnel  
Custodian  
Principal  
Superintendent  
Students  
Transportation

## Building Administrator/Principal/Designee

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

# Appendix

**CRISIS RESPONSE TEAM**  
For  
**Northland Community Schools**

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

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

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

# EMERGENCY TELEPHONE NUMBERS

## REMER

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

# EMERGENCY TELEPHONE NUMBERS

## FOR ROAD CONDITIONS

WEB SITE: [www.weather.com](http://www.weather.com)

Cass County Sheriff: 218-547-1424

Tom Emery – Maintenance Supervisor

Home: 218-547-7230

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

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

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

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

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

24 Hour Dispatch: 218-828-2400

## UTILITIES

**Crow Wing Power** 1-800-648-9401

**Lake County Power** 1-800-421-9959  
218-326-6671

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

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

**Remer City Hall** 218-566-4156

# EMERGENCY TELEPHONE NUMBERS

**ADDITIONAL RESOURCES:**

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

# Press and Media

## EMERGENCY ALERT STATIONS

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

Adopted: 11/20/97  
Revised: 7/20/00, 6/20/02, 5/20/04,  
3/17/05, 4/20/06, 4/09, 7/14, 2/16  
Annual Review: 3/15/07, 02/08, 10/16, 7/22

Independent School District # 118 Policy 506

## **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. It is the position of the school district 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, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 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. 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 or prevent bodily harm or death to 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 or prevent bodily harm or death to 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 or prevent bodily harm or death to 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.

#### **IV. STUDENT RIGHTS**

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

#### **V. 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.

## **VI. 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. [\(Refer to Major Discipline Guidelines in Appendix A\)](#)
  - 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. Hazing;
  - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
  - 6. Opposition to authority using physical force or violence;
  - 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 Policy;
9. Using, possessing, distributing, or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including 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 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. 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 ;
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' 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-toward 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 is discriminatory, abusive, obscene, threatening, intimidating or ~~that degrades-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. Violations of the school district's one-to-one device rules and regulations;
- ~~454.~~ Violation of school rules, regulations, policies, or procedures;
- ~~465.~~ 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.

## VII. DISCIPLINARY ACTION OPTIONS

It is the general policy of the school district to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor or other school district personnel, and verbal warning;
- B. Parent contact;
- C. Parent conference;
- D. Removal from class;
- E. In-school suspension;
- F. Suspension from extracurricular activities;
- G. Detention or restriction of privileges;
- H. Loss of school privileges;
- I. In-school monitoring or revised class schedule;
- J. Referral to in-school support services;
- K. Referral to community resources or outside agency services;
- L. Financial restitution;
- M. Referral to police, other law enforcement agencies, or other appropriate authorities;
- N. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- O. Out-of-school suspension under the Pupil Fair Dismissal Act;
- P. Preparation of an admission or readmission plan;
- Q. Saturday school;

- R. Expulsion under the Pupil Fair Dismissal Act;
- S. Exclusion under the Pupil Fair Dismissal Act; and/or
- T. Other disciplinary action as deemed appropriate by the school district.

### **VIII. REMOVAL OF STUDENTS FROM CLASS**

- A. 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.

- 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. - K. must be developed and inserted by each school district based upon individual district practices, procedures and preferences.]***

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

1. ~~Specify procedures to be followed by a teacher, administrator or other school district employee to remove a student from a class;~~
  2. ~~Specify required approvals necessary;~~
  3. ~~Specify paperwork and reporting procedures.~~
- (1) If removal is for part of one class period simply to provide the student with some time to avoid problems or to provide a clear warning of serious consequences the Northland Behavior Flowchart will be followed. (Refer to Appendix B)
- (2) If, however, the removal is for an entire period or more, up to a limit of five (5) periods or five (5) hours, whichever is less, the following procedures must be observed:
- (a) If a student is removed from class the support room staff or administration will complete a major discipline referral describing the student's behavior.
  - (b) If a student refuses to be removed, one or more of the following will be implemented:
    - (i) Support staff and/or Crisis Team alerted
    - (ii) Removal of peers
    - (iii) Crisis Prevention Interventions

D. 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.~~

- a. Teachers removing students from class are required to direct the student to the support room and verify his or her arrival as soon as practicable. Teachers will determine whether a student needs to be accompanied to the support room, and, if so, make the necessary arrangements.
- b. The administrator may, at his/her option, assign the student to supervision in another area specially designated for this purpose.
- c. The student will remain in the custody of the building administrator or his/her designee for the duration of the time prescribed.
- d. Students removed for more than one class period will receive assignments from the teachers to enable the student to keep up with his/her class work.

E. Procedures for Return of a Student to a Class From Which the Student Was Removed.

1. ~~Specification of procedures;~~
2. ~~Actions or approvals required such as notes, conferences, readmission plans.~~
  1. The student may return to class after a conference with the appropriate administrator, teacher, and/or the parent(s)/guardian(s).
  2. At the time of this conference, a plan of action will be established.

F. Procedures for Notification.

- (1) 1. Parents/guardians of students removed from class will be notified as soon as practicable of the rule violation that led to the removal, and any conditions for readmission.

~~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.~~

G. ~~Disabled~~ Students with Disabilities; Special Provisions.

(a) 1. In cases involving students receiving special education services, appropriate special education staff will be notified of the removal to determine compliance with the student's IEP and to determine whether further assessment or change in the student's IEP is necessary.

2. In cases involving students with suspected disability, the student assistance team or school counselor will be notified, and the school's pre-referral intervention process will be followed.

~~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 Individual Education Plan (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.~~

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

(a) 1. The District has established a chemical /alcohol abuse pre-assessment team (Student Support Teams or Student Intervention Teams) pursuant to Minnesota Statute 121A.26;

2. The District has established teacher reporting procedures to the chemical/alcohol abuse pre-assessment team, pursuant to Minnesota Statute 121A.29.

~~Establishment of a chemical abuse preassessment team pursuant to Minn. Stat. § 121A.26;~~

~~2. Establishment of a school and community advisory team to address chemical abuse problems in the district pursuant to Minn. Stat. § 121A.27; and~~

~~3. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minn. Stat. § 121A.29.~~

I. Procedures for Encouraging Early Detection of Behaviors Problems and Involvement of Parents/Guardians in Attempts to Improve a Student's Behavior

- (c) During the enrollment process, schools will gather as much information from parent(s)/guardian(s) as possible to determine any pre-existing academic, behavioral, or attendance concerns.
- (d) School administrators will ensure the building is adequately supervised and that a system is in place for reporting behavior concerns, regardless of the time and day.
- (e) School administration will have a plan for reviewing attendance records on a regular basis and then act on the attendance concerns in accordance with the appropriate county truancy program.
- (f) Schools will establish a structure for teachers to discuss student behavior concerns that is clearly communicated and followed up by administration.
- (g) Schools must have a team including administration, counselors, the school nurse, and other staff as available to review student academic, attendance, behavior and social/emotional concerns.
- (h) Staff will intervene and support students early on as behavior concerns are surfacing.
- (i) Schools will work with chemical health support staff to assess student behavior and determine whether or not chemical issues are present.
- (j) In conjunction with the Special Education process, schools will have regularly scheduled meetings to consider whether students with academic, behavioral, or social/emotional concerns might need to be assessed for special education services.
- (k) A formal structure will be created to share information as students transition between schools and grades to assist in continuous support and intervention.
- (l) Schools will communicate with parent/guardian about academic progress and encourage parents/guardians to assist in identifying concerns.

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

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

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

**IX. 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 before dismissal proceedings, 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. 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, except as may be provided in federal law for a student with a disability.

2. 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 pupil'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.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. 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.
4. In the case of a student with a disability, the student's individual education plan team shall meet immediately but not more than ten (10) school days after the date on which the decision to remove the student from the student's current education placement is made. The individual education plan team must review all relevant information in the student's file to determine if the conduct in question was (i) caused by, or had a direct and substantial relationship to, the child's disability, or (ii) the direct result of the school's failure to implement the individual education plan.

The requirements of the individual education plan team meeting apply when: (1) the parent requests a meeting; (2) the student is removed from the student's current placement for five (5) or more consecutive days; or (3) the student's total days of removal from the student's placement during the school year exceed ten (10) cumulative days in a school year. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. A separate administrative conference shall be conducted for each period of suspension.

5. 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 Minn. Stat. § 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.

6. 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.
7. 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, Minn. Stat. §§ 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.)
8. 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.
9. 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.
10. 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) days.

D. 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, Minn. Stat. §§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, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services 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 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).
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 the 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 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 Minn. Stat. § 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 shall report each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report shall 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 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.

#### **X. ADMISSION OR READMISSION PLAN**

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior and require 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.

#### **XI. 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.

#### **XII. STUDENT DISCIPLINE RECORDS**

It is the policy of the school district 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, Minn. Stat. Ch. 13.

#### **XIII. DISABLED STUDENTS**

Students who are currently identified as disabled under 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.

Where a student is dismissed for five (5) or more consecutive days, or has accumulated

more than ten (10) days of dismissal over the course of the school year, the school district will convene a meeting to determine whether the student's educational program is appropriate and whether the behavior subject to discipline is a manifestation of the student's disability. Such a meeting must be held within ten (10) days of the school district's decision to remove the student from his or her current educational placement and must be held before commencing an expulsion or exclusion of the student. 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 will confer on the appropriate discipline (excluding exclusion or expulsion) and take steps to alter the student's educational program, as necessary. Regardless of whether the behavior is a manifestation of the student's disability, if the team determines that the student's educational program is either not appropriate or not being properly implemented, the team will take steps to alter the program and will take any program alterations into account in determining appropriate discipline.

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 after any period of suspension, if suspension is imposed.

#### **XIV. OPEN ENROLLED STUDENTS**

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 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 (Minn. Stat. Ch. 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.

#### **XV. 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.

#### **XVI. 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 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 (Reasonable Force)  
Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)  
Minn. Stat. § 123A.05 (Area Learning Center Organization)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)  
Minn. Stat. Ch.125A (Students With Disabilities)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Court Act)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)  
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 501 (School Weapons)  
MSBA/MASA Model Policy 503 (Student Attendance)  
MSBA/MASA Model Policy 504 (Student Dress and Appearance)  
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)

**Be Respectful    Be Responsible    Be Productive    Be Safe**

**Northland Behavior Flowchart**

Classroom Environment and Teacher Strategies  
 Teach/Reteach Eagle Pride Expectations  
 Reinforce positive behaviors with students using Praise and Golden Tickets  
 Continue building relationships with students

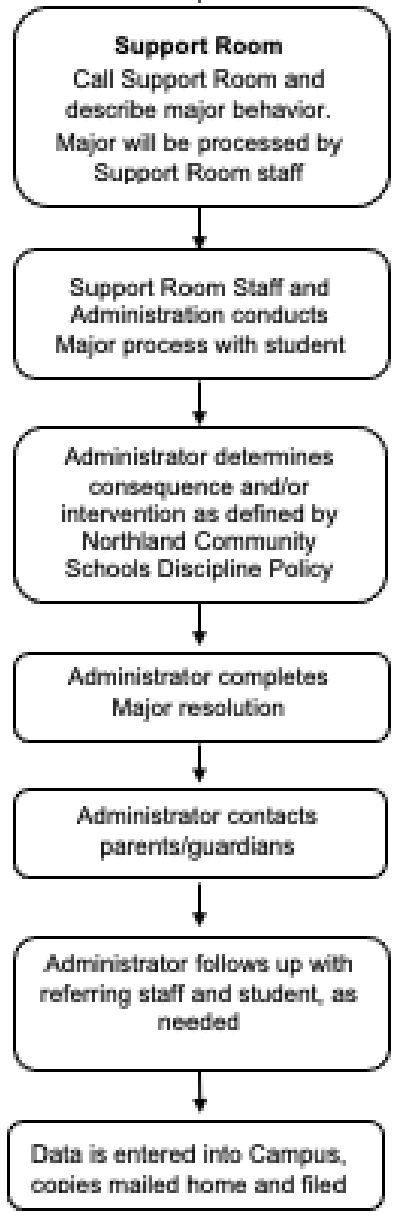
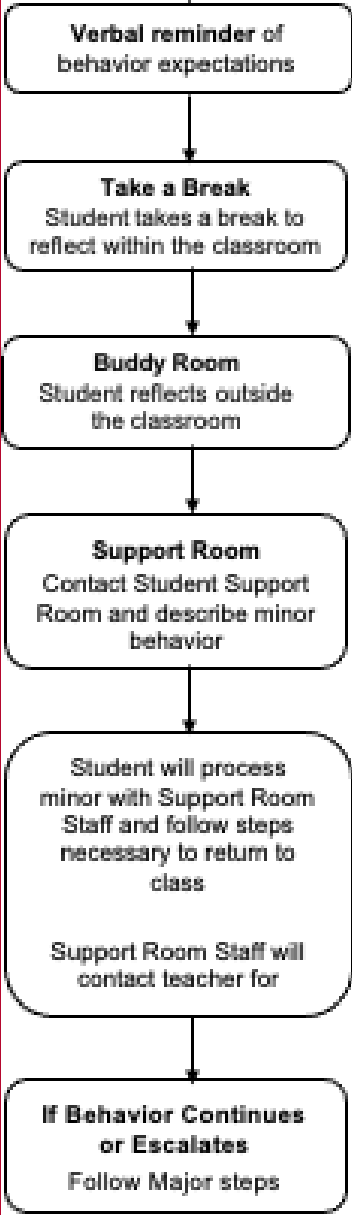
Observe Problem Behavior

Is the problem **Minor** or **Major**?

**Minors**

**Majors**

Minor Offense	Major Offense
<ul style="list-style-type: none"> <li>• Budging &amp; cutting in line</li> <li>• Shouting</li> <li>• Talking back</li> <li>• Disrespect (minor)</li> <li>• Disruption (minor)</li> <li>• Food/drink</li> <li>• Teasing</li> <li>• Bickering</li> <li>• Uncooperative</li> <li>• Unproductive</li> <li>• Throwing small objects</li> <li>• Inappropriate comments</li> <li>• Attitude / tone / disrespect</li> <li>• Threatening (minor)</li> <li>• Unprepared</li> <li>• Pushing (minor)</li> <li>• Sleeping</li> <li>• Inappropriate use of materials</li> <li>• Other minor behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Alcohol/drugs</li> <li>• Bullying</li> <li>• Harassment</li> <li>• Endangerment</li> <li>• Disrespect (major)</li> <li>• Disruption (major)</li> <li>• Fighting</li> <li>• Skipping Class</li> <li>• Minor Aggressive Act</li> <li>• Technology Violation</li> <li>• Theft</li> <li>• Threat/Intimidation</li> <li>• Tobacco/Vapes</li> <li>• Verbal Abuse</li> <li>• Weapons</li> <li>• Other major behavior listed on Major Discipline Guidelines</li> </ul>



**3 minors in a day or 3 minors in a week = Major**

### Major Discipline Guidelines (Elementary School)

Infraction	Definition	Grade	Consequence	
			Minimum	Maximum
Academic Dishonesty	Intentional behavior including, but not limited to, plagiarism, copying another's work, cheating, or altering records. Knowingly using information or property of another, or knowingly sharing academic information to gain an unfair advantage.	K-2	Mediation	5 Day OSS, Loss of Credit
		3-6	Parent notification	
Alcohol/Drugs	The possession or use of intoxicating alcoholic beverages, chemical substances, narcotics, prescription medications, inhalants, controlled substances, synthetic substances, or substances that students represent to be chemical substances, narcotics, or controlled substances. This includes being under the influence at school, school-sponsored events and on school-sponsored transportation.	K-2	1 Day OSS	5 Day OSS
		3-6	3 Day OSS	Expulsion
Arson	Intentional destruction of, or damage to, property by means of fire or explosives.	K-2	5 Day OSS	Expulsion
		3-6	10 Day OSS	
Assault	Intentionally, knowingly or recklessly causing any physical injury to another person	K-2	1 Day OSS	Expulsion
		3-6	3 Day OSS	
Bomb Threat	Threat to harm students, staff, or school property by use of a bomb.	K-2	5 Day OSS	Expulsion
		3-6	5 Day OSS, Police referral	
Bullying	The repeated delivery of direct or technology-based messages or acts that involve intimidation, imbalance of power, teasing, taunting, threats, or name calling.	K-2	Mediation (relationship repair with offended party)	Expulsion
		3-6		
Harassment (Cyber)	The delivery of technology-based messages or acts that involve intimidation, teasing, taunting, threats, or name calling.	K-2	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		3-6		
Harassment (Racial)	Race discrimination involves treating someone unfavorably because he/she is of a certain race or because of personal characteristics associated with race. Harassment can include, for example, racial slurs, offensive or derogatory remarks about a person's race or color, or the display of racially-offensive symbols.	K-2	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		3-6		
Harassment (Physical)	The persistent or repeated annoying or tormenting of another person in a physical manner	K-2	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		3-6		
Harassment (Sexual)	The unwelcome conduct of sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.	K-2	1 Day OSS	Expulsion
		3-6	2 Day OSS	
Harassment (Verbal)	The persistent or repeated annoying or tormenting of another person in a verbal manner	K-2	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		3-6		
Controlled Substances (prescription)	Possession of medication that is prescribed to the student, but the possession is against school policy.	K-2	Conference, parent notification	Expulsion
		3-6		
Defiance/Disrespect	Treating any staff member or any others with contempt or rudeness. Intentionally resisting or disregarding authority and/or excessive arguing with refusal to redirect.	K-2	Conference with Administration Mediation (relationship repair with offended party)	Long Term Suspension (More Than 10 Days)
		3-6		
Disruption/Disorderly/Insubordination	Creating disturbances in class, on campus, or at school-sponsored events. Continual or repeated disruptions may warrant more severe consequences.	K-2	Conference	Long Term Suspension
		3-6	Conference and/or Lunch/Recess Detention	
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district	K-2	Conference / Parent Contact / Change of clothes	3 Day OSS
		3-6		
Endangerment	Recklessly creating a risk of injury or imminent injury to another.	K-2	1 Day OSS	Expulsion
		3-6	3 Day OSS	
Excessive vulgar language/swearing	The use of profanity or any derogatory language stated publicly.	K-2	Mediation (relationship repair with offended party)	10 Day OSS
		3-6		
Fighting	When two or more persons engage in any violence toward each other in an angry or quarrelsome manner.	K-2	1 Day OSS	Expulsion
		3-6	3 Day OSS	
Gang Activity	Student uses gesture, dress, and/or speech to display affiliation with a gang.	K-2	Parent Contact	Expulsion
		3-6	Parent Contact	
Hazing	Committing an act against a student, or coercing a student into committing an act, that endangers the mental or physical health or safety of that student, in order for the student to be initiated into or affiliated with a student organization.	K-2	Parent Contact	Expulsion
		3-6	1 Day OSS	
Skipping Class and/or Tardies	Failure to be at a designated location at a specified time.	K-2	Lunch/Recess Detention and/or make up lost learning time	3 Day ISS
		3-6		
Illegal Drugs	Possession, use, solicitation, or distribution of a controlled substance.	K-2	3 Day OSS	Expulsion
		3-6	5 Day OSS	
Over-the-Counter Medications against School Policy	A student found in possession of an over the counter medication, unless the student has complied with the school district's policy for such medication.	K-2	Conference and/or ISS	Expulsion
		3-6		
Leaving school grounds without permission	Leaving school grounds or being outside of the school building during regular school hours without permission.	K-2	1/2 Day ISS	5 Day OSS
		3-6		
Physical Contact (Minor Aggressive Act)	The behavior of rough boisterous play, minor confrontations, pushing and/or shoving.	K-2	Mediation (relationship repair with offended party) and/or ISS	Long Term Suspension
		3-6		
Pyrotechnics	Possession or use of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, gasoline, lighter fluid, firecrackers, fireworks, smoke bombs, etc. that contain flash powder, gunpowder, blackpowder, or any other explosive compound.	K-2	Conference	Expulsion
		3-6	1 Day OSS	
Robbery	Taking or attempting to take anything of value or personal property that is owned by another person or organization, by force or threat of force or violence.	K-2	Mediation (relationship repair with offended party)	10 Day OSS/Restitution
		3-6	Mediation (relationship repair with offended party) and/or ISS	
Sexual Misconduct (Inappropriate Display of Affection)	Violating school policies of kissing, hugging, fondling, or touching in public.	K-2	Conference with students	Long Term Suspension
		3-6		
Technology	The misuse of school or personal electronic devices, computer system, web pages, and networks for the intended educational use or other violations of school policy. Cell phone violations to follow school policy.	K-2	Conference, Loss of Privilege	10 Day OSS/Restitution
		3-6		
Theft	Taking the property of another person or school without permission, with the intent of not returning it. No force is involved.	K-2	Mediation (relationship repair with offended party)	10 Day OSS/Restitution
		3-6	Mediation (relationship repair with offended party) and/or ISS	
Threat/Intimidation	When a person indicates by word or physical action, the intent to cause physical injury or serious damage to a person or their property.	K-2	Mediation (relationship repair with offended party) and/or Lunch/Recess Detention	Expulsion
		3-6		
Tobacco	The possession or use of smoking tobacco, smokeless tobacco, vapes and all delivery devices on school property, at school-sponsored events and on school-sponsored transportation.	K-2	1 Day OSS and completion of educational training	3 Day OSS and involve law enforcement
		3-6		
Vandalism	Willful destruction or defacement of school property or personal property.	K-2	Conference and Restitution	Expulsion/Restitution
		3-6	1 Day OSS and Restitution	
Verbal Abuse	Using abusive, threatening, profane or obscene language either oral or written (including Social Media) by a student toward a staff member or another student, including, but not limited to, conduct which degrades people because of their gender, race, religion, ethnic background, or physical or mental handicaps	K-2	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		3-6		
Weapons	Being in the possession of a thing designed or used for inflicting bodily harm or physical damage.	K-2	1 Day OSS	Expulsion
		3-6	3 Day OSS	

\*\*\*Any majors are also held to the consequences and code of conduct set forth by the Minnesota State High School League for students participating in extra-curricular activities that fall under this league.

\*\*\*All consequences fall under the discretion of a administration.

## Major Discipline Guidelines (High School)

Infraction	Definition	Grade	Consequence	
			Minimum	Maximum
Academic Dishonesty	Intentional behavior including, but not limited to, plagiarism, copying another's work, cheating, or altering records. Knowingly using information or property of another, or knowingly sharing academic information to gain an unfair advantage.	7-12	Loss of credit	5 Day OSS, Loss of Credit
Alcohol/Drugs	The possession or use of intoxicating alcoholic beverages, chemical substances, narcotics, prescription medications, inhalants, controlled substances, synthetic substances, or substances that students represent to be chemical substances, narcotics, or controlled substances. This includes being under the influence at school, school-sponsored events and on school-sponsored transportation.	7-12	5 Day OSS	Expulsion
Arson	Intentional destruction of, or damage to, property by means of fire or explosives.	7-12	10 Day OSS	Expulsion
Assault	Intentionally, knowingly or recklessly causing any physical injury to another person	7-12	5 Day OSS	Expulsion
Bomb Threat	Threat to harm students, staff, or school property by use of a bomb.	7-12	10 Day OSS, Police referral	Expulsion
Bullying	The repeated delivery of direct or technology-based messages or acts that involve intimidation, imbalance of power, teasing, taunting, threats, or name calling.	7-12	1 Day ISS	Expulsion
Harassment (Cyber)	The delivery of technology-based messages or acts that involve intimidation, teasing, taunting, threats, or name calling.	7-12	1 Day ISS	Expulsion
Harassment (Racial)	Race discrimination involves treating someone unfavorably because he/she is of a certain race or because of personal characteristics associated with race. Harassment can include, for example, racial slurs, offensive or derogatory remarks about a person's race or color, or the display of racially-offensive symbols.	7-12	3 Day OSS	Expulsion
Harassment (Physical)	The persistent or repeated annoying or tormenting of another person in a physical manner	7-12	Mediation (relationship repair with offended party) and/or ISS	Expulsion
Harassment (Sexual)	The unwelcome conduct of sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.	7-12	3 Day OSS	Expulsion
Harassment (Verbal)	The persistent or repeated annoying or tormenting of another person in a verbal manner	7-12	Mediation (relationship repair with offended party) and/or ISS	Expulsion
Controlled Substances (prescription)	Possession of medication that is prescribed to the student, but the possession is against school policy.	7-12	Conference, parent notification	Expulsion
Defiance/ Disrespect	Treating any staff member or any others with contempt or rudeness. Intentionally resisting or disregarding authority and/or excessive arguing with refusal to redirect.	7-12	Lunch Detention	Long Term Suspension (More Than 10 Days)
Disruption/Disorderly/ Insubordination	Creating disturbances in class, on campus, or at school-sponsored events. Continual or repeated disruptions may warrant more severe consequences.	7-12	Lunch Detention	Long Term Suspension
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district	7-12	Conference / Parent Contact / Change of clothes	3 Day OSS
Endangerment	Recklessly creating a risk of injury or imminent injury to another.	7-12	5 Day OSS	Expulsion
Excessive vulgar language/swearing	The use of profanity or any derogatory language stated publicly.	7-12	Lunch Detention	10 Day OSS
Fighting	When two or more persons engage in any violence toward each other in an angry or quarrelsome manner.	7-12	5 Day OSS	Expulsion
Gang Activity	Student uses gesture, dress, and/or speech to display affiliation with a gang.	7-12	1 Day OSS	Expulsion
Hazing	Committing an act against a student, or coercing a student into committing an act, that endangers the mental or physical health or safety of that student, in order for the student to be initiated into or affiliated with a student organization.	7-12	3 Day OSS	Expulsion
Skippping Class and/or Tardies	Failure to be at a designated location at a specified time.	7-12	Lunch Detention and/or ISS	3 Day ISS
Illegal Drugs	Possession, use, solicitation, or distribution of a controlled substance.	7-12	5 Day OSS	Expulsion
Over-the-Counter Medications against School Policy	A student found in possession of an over the counter medication, unless the student has complied with the school district's policy for such medication.	7-12	1 Day OSS	Expulsion
Leaving school grounds without permission	Leaving school grounds or being outside of the school building during regular school hours without permission.	7-12	1 Day ISS	5 Day OSS
Physical Contact (Minor Aggressive Act)	The behavior of rough boisterous play, minor confrontations, pushing and/or shoving.	7-12	1 Day ISS	Long Term Suspension
Pyrotechnics	Possession or use of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, gasoline, lighter fluid, firecrackers, fireworks, smoke bombs, etc. that contain flash powder, gunpowder, blackpowder, or any other explosive compound.	7-12	3 Day OSS	Expulsion
Robbery	Taking or attempting to take anything of value or personal property that is owned by another person or organization, by force or threat of force or violence.	7-12	ISS and Restitution	10 Day OSS/Restitution
Sexual Misconduct (Inappropriate Display of Affection)	Violating school policies of kissing, hugging, fondling, or touching in public.	7-12	Lunch Detention	Long Term Suspension
Technology	The misuse of school or personal electronic devices, computer system, web pages, and networks for the intended educational use or other violations of school policy. Cell phone violations to follow school policy.	7-12	Conference, Loss of Privilege	10 Day OSS/Restitution
Theft	Taking the property of another person or school without permission, with the intent of not returning it. No force is involved.	7-12	ISS and Restitution	10 Day OSS/Restitution
Threat/Intimidation	When a person indicates by word or physical action, the intent to cause physical injury or serious damage to a person or their property.	7-12	Mediation (relationship repair with offended party) and/or Lunch/Recess Detention	Expulsion
Tobacco	The possession or use of smoking tobacco, smokeless tobacco, vapes and all delivery devices on school property, at school-sponsored events and on school-sponsored transportation.	7-12	1 Day ISS and completion of educational training	3 Day OSS and involve law enforcement
Vandalism	Willful destruction or defacement of school property or personal property.	7-12	3 Day OSS and Restitution	Expulsion/Restitution
Verbal Abuse	Using abusive, threatening, profane or obscene language either oral or written (including Social Media) by a student toward a staff member or another student, including, but not limited to, conduct which degrades people because of their gender, race, religion, ethnic background, or physical or mental handicaps	7-12	Mediation (relationship repair with offended party) and/or ISS	Expulsion
Weapons	Being in the possession of a thing designed or used for inflicting bodily harm or physical damage.	7-12	5 Day OSS	Expulsion

\*\*\*Any majors are also held to the consequences and code of conduct set forth by the Minnesota State High School League for students participating in extra-curricular activities that fall under this league.

\*\*\*All consequences fall under the discretion of administration.

# *Northland Community Schools*

Independent School District #118



## **School Board Report**

**Date:** 9/15/22

**Report Submitted by:** Janessa Green (Activities Director)

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

---

### **Celebrations:**

- Cross Country has had 4 meets (including today) and the runners are working really hard to improve their times.
- Volleyball is 2-2, as of 9/12.
- Football is 0-1, they will play Cromwell Wright in Hill City tomorrow.

### **Updates:**

- **Fitness Center** - student keys were reset on the first day of school. Students are coming to see me for the new forms to go over expectations, pay their annual fee, and get a key with their name on it.
- Afterschool Supervisor - I worked with Community Education hire after school supervisors for home game days. They are paid through Community Education. This is to promote students staying after school to come to the games, and also make sure they have some supervision.

### **Proposals:**

- [BSN Sports Sideline Store](#)
  - BSN offers a free yearlong website for sports apparel webstore to promote Eagles wear. Is this something that you would like to promote on our website and Facebook?
  - I still plan to use local groups for bulk ordering a couple times a year, as well as for specific sports and activities.

# ***Northland Community Schools***

Independent School District #118



## **School Board Report**

**Date: 9/15/22**

**Report Submitted by: Janessa Green (Elementary Principal)**

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

---

### **Celebrations:**

- The first week and half of school has been a whirlwind, and it's great to have students back in the building. Teachers are embracing their new assignments and building those routines and procedures in their new classrooms.
- Workshop Week was August 29-Sept 1, it went really well.
- ALICE training was on August 30 in coordination with Cass County Sheriff. It was a very intense and helpful training.

### **Updates:**

- Our K-12 ELA teachers worked with Sourcewell on August 25-26 to prioritize and align Literacy standards. They aligned all their standards in one day and continued to tie those standards to our curriculum on the second day.

### **PBIS:**

- Teachers are working diligently to teach the routines and procedures around our School Wide Eagle Pride Matrix.

### **Proposals:**

# ***Northland Community Schools***

Independent School District #118

## **School Board Report**

**Date:** September 2022



**Report Submitted by: Brandon Otway**

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

---

### **Celebrations:**

- Our fall enrollment is up significantly from last year. We began last year with 12 students and are already at 25 enrolled for this year.
- We have welcomed a new para into our program and she is fitting in nicely already.
- The outdoor classroom is underway! We poured concrete and the fencing work will wrap up in the next week or so. Equipment will be ordered soon. We are working on getting a plan for the rest of the dirt work so we can put out bids to get it done. This is the most critical component to be able to prepare for the installation or completion of the other areas.
- Our new staff will be going through the CEM modules this fall to get them up to speed on the systems and practices we use in early childhood.
- Our team is excited for this new PLD full day format this year. We already have data meetings and collaborative team meetings with kindergarten planned throughout the year. These larger chunks of time are really going to allow us to dive deep into our students' needs and have time to plan individualized supports and lessons for all of our students.

### **Concerns:**

- Nothing new to report at this time.

# *Northland Community Schools*

Independent School District #118

## **School Board Report**

**Date:** September 12, 2022



## **Community Education**

**Report Submitted by:** Jennifer Welk

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

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### **Celebrations:**

- Senior Defensive Driving set for Thursday, Sept. 15<sup>th</sup> at 9:00 am-12:00 pm at Salem Lutheran Church, Longville
- Pony League started last week. First practice went well. We have 28 students signed up so far.
- Working on fall registration for classes!!
- Planning our 10th annual Trunk or Treat Monday, Oct. 31<sup>st</sup> 5:30pm-6:30 pm
- After School Enrichment supervision and tutoring has started and we had 28 students attend our first session.
- Planning the annual pumpkin carving for K-6<sup>th</sup> grades.
- Barn Quilt Painting Class registrations are coming in. Class is set for Oct. 18<sup>th</sup>.

### **Concerns:**

None at this time

# ***Northland Community Schools***

Independent School District #118



## **School Board Report**

**Date:** September 2022

**Report Submitted by:** L. Monroe

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

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### **Celebrations:**

The IE student count is almost complete. As of this day, the IE student count is 138 students, about 38% of the total student population.

We will host an outdoor Wildrice Camp display that will be open to all students at the end of Sept. or beginning of Oct.

We are planning the field trip with HS classes and the 6<sup>th</sup> grade for the annual Battle of Sugar Point tour. The tour is scheduled for the end of Sept. or beginning of Oct.

9/16-9/18 The annual Battle Point Powwow will be held in Sugar Point at Battle Point Dr NW, Federal Dam, MN 56641

High school Indian education extracurricular sign ups have begun and the schedule for those activities and clubs will begin this week.

2 staff from the IE department will be attending the Dreamcatcher fall kickoff conference on September 22nd.

September 30th is Orange Shirt Day. IE will provide resources to staff for information on this event. It is a day of recognition across the United States and Canada. Orange Shirt Day honors indigenous children who were lost at residential and boarding schools.

### **Concerns:**

Safe Learning Plan  
2022-23  
change)

(\*updated July 2022, may be subject to

## Guiding Principles

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Information and resources used in the making of this document:  
Minnesota Dept of Health 20-21 Planning Guide for Schools  
Minnesota Dept of Education Guidance for MN Public Schools  
Input from Administrative Team and All Depts Leads  
Input from Staff, Students and Parents from 2020-21 Distance Learning Survey  
Input from Student, Staff and Parent from 2021-22 ESSER III Surveys

## Factors Influencing Decisions

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The following factors help influence decisions:  
Safety for students, staff and parents is our number 1 priority  
Priority for in-person learning, especially for our youngest learners  
Distance Learning is NOT an option for all learners  
NCS staffing resources, including new positions & responsibilities,  
building capacity, other logistical resources and limitations  
Glad you included the quick transitions as a factor

## Our Continued Commitments

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NCS Mission: To educate and inspire all learners to reach their full potential  
Safe learning environment  
Equity  
Eagle Pride School Wide!  
Social Emotional Wellness for students and staff  
Including North Homes still available for all students, including Early Childhood.  
Intentionally selected professional development to support our teachers and non-licensed staff  
Continuous improvement

Nice!

## Daily Schedule

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.  
In-person learning days will generally follow the traditional school day start and end times.  
Minor alterations may be made to promote and support social distancing during arrival and dismissal times, as well as lunch time, transition times, and other times when congregating of students would otherwise be naturally occurring

#### Instructional Approach and Delivery Models

.  
2022-23 school year will be delivered through In-person Learning for all students  
Parents can NO LONGER choose Distance Learning option for their child under any scenario.

#### In-Person Learning

.  
K-12 five days per week onsite, (M-F)  
School Day begins at 8:25 am and ends at 3:06 pm (M-F)  
All days M-F are scheduled to begin and end at the same time, there are no more Wednesday Early Releases build into the regular schedule  
Early outs and late starts may still happen due to inclement weather, etc.  
Maybe re-order the bullets under Wednesday.....leading with Instruction and student contact time

#### Grading

.  
In-person Learning  
Grading will be consistent with traditional practices, with letter or number grades being comprised of daily work, assignments, assessments, participation and/or engagement  
Grades may include A-F, Pass/Fail, Incomplete

Clear...not a pass like last Spring

#### Covid-19 Program Coordinator

.  
Health Staff will take on the responsibilities of the Covid-19 Program Coordinator  
Will work in conjunction with the school nurse and health care assistant to communicate concerns, challenges, lessons learned related to Covid-19,

and preventive activities as needed with staff, students/families, school and district leadership, tribal health depts. and local health officials. COVID-19 Coordinator will provide a point of contact/process for any student/families and staff who may have Covid-related concerns or questions

I will be working directly with the school nurse and health care assistant. School and district leadership refers to Principal and Superintendent, local health officials refers to Cass County Public Health. Mr. Rendle and I will be meeting with Cass County Public Health @ 9 AM tomorrow.

Covid-19 Program Coordinator

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Contact Kerry Ruyak (School Nurse) or Denise Stefan (Health Para) for Covid related questions: 218-566-2351 ext. 32057

Information may be communicated by:

School Website

School Facebook page

Instant Alert

Staff meetings

Individual contact such as e-mail / phone / mail

(as appropriate)

Talk to Mary about Slide 20 & 21 order? In presentation? ...

Social Distancing and Minimizing Exposure

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Students education will emphasize healthy behaviors, providing additional instruction, time and attention to supporting the following best practices:

Staying home when sick

Promoting hand washing

Supporting students and staff choice to wear/not wear face coverings

Following MDE/MDH requirements regarding COVID-19

Add apostrophe to Students

Monitoring and Excluding for Illness

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Current COVID Mitigation Strategies (last updated July 2022)

Stay Home When Sick To help protect your child's health, and the health of those around them, keep your child home when they are ill.

Quarantine Positives

Individuals who test positive will be quarantine for 5 days

May return after 5 days if either asymptomatic, or if symptoms are resolving (without fever for 24 hours)

Household Contacts are no longer required to Quarantine

I will work directly with the School Nurse and Health Care assistant when students (or staff) show signs of Covid 19 symptoms (or other signs of illness).

Transportation

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NCS will continue providing transportation for students residing in the town of Remer.

Mental Health and Wellness

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We at Northland Community Schools recognize that students mental health is an important contributing factor to your child's overall social and emotional wellbeing. School social workers and guidance counselor are still available to work with students during this time. This can be a very stressful time for children and families and we are here to help. The following are a few of the continued supports that will be provided:

Social Emotional Learning curriculum for all K-6 students

AVID homeroom for junior high students

Licensed Support Staff accessible by phone, video conference, email, and student and/or parent meeting (when health metrics allows)

Northhomes services will continue to be provided throughout the school year

NCS is participating in High Reliability Schools through Sourcewell with a continued emphasis on "safe and collaborative schools."

PBIS / SEL grant....good!

Facilities and Cleaning

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NCS will follow state and federal guidelines regarding clean schools  
Special consideration will be taken to avoid chemical exposure to students.

Designated Cleaner, available during school hours to disinfect high touch surfaces, etc.



- Overall Dimensions  
10.5' high x 18' wide
- ID Panel (NBacklit)  
2.5' high x 18' wide
- Scoreboard  
FB-2019-W-PV w/ TOLs  
8' high x 18' wide

PRODUCTION READY ARTWORK NEEDED FOR:  
Eagle logo

01/07/2022 (Rev 1; 08/25/2022) Concept Northland-Remer HS\_MN Stadium FB-2019 (1)

## NORTHLAND-REMER HIGH SCHOOL REMER, MN

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10250 Valley View Road, Suite 147  
Eden Prairie, MN 55344

Phone: 952-941-9830  
Web: [www.aimle.com](http://www.aimle.com)

DATE: 8-23-22

TO: Kristen Balvin  
**Northland Community Schools**  
218-566-2351 Ext. 32076  
kbalvin@isd118.org

FROM: Dave Trautman

RE: **Football Scoreboard Options**

Thank you for giving **AIM Electronics** the opportunity of presenting you a proposal for an upgrade/update to your football scoring system/display.

As you know, **AIM Electronics** is the area representative for **Daktronics**. We provide sales, installation and local service, in addition to an excellent warranty policy and exchange program which minimizes the cost of any repair. We have been serving the area's scoring and display needs for thirty-six (36) years.

If you have any questions, please call me at 218-234-3475.

Thanks,  
Dave Trautman  
AIM Electronics – Sales Rep. of Daktronics Products



10250 Valley View Road, Suite 147  
Eden Prairie, MN 55344

Phone: 952-941-9830  
Web: www.aimel.com

**Northland Community Schools**  
**Football Scoreboard Option 1**

PRICE QUOTATION  
August 23, 2022

<b>Description</b>	<b>PRICE</b>
<b>1. <u>FB-2019-W-PV Scoreboard</u></b> <b>(8' H by 18' W x 8" D)</b> Including: <ul style="list-style-type: none"><li>- Color- Black. Border Stripe – Gold.</li><li>- FB-2547 – T.O.L.</li><li>- Trumpet Horn</li><li>- Console/case and wireless communication</li><li>- MX-1 Control</li></ul>	<b>\$20,288</b>
<b>2. <u>Auxiliary Items: (Identification/Sponsor Panel)</u></b> Including: <ul style="list-style-type: none"><li>- Identification Panel (NORTHLAND EAGLES – 30" by 18')</li></ul>	<b>\$1,995</b>
<b>3. <u>Installation of Scoreboard and removal of old scoreboard</u></b>	<b>\$5,100</b>
<b>4. <u>Budgetary Shipping &amp; Handling:</u></b>	<b>\$1,800</b>
<b>TOTAL PRICE:</b>	<b>\$29,183</b>

**Other Information:**

- 30% down payment; balance due 30 days after shipping
- Five Year Warranty – Parts Coverage.



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Web: [www.aimle.com](http://www.aimle.com)

**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 2022 through May 2023.

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 5 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 \$ 340.00 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 \_\_\_\_\_

**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

**Northland Community Schools ISD 118**

**AND**

**NREM - Northland Remer Education Minnesota**

WHEREAS the district and the union agree that current collective bargaining agreement between the parties governs terms and conditions of employment; and

NOW, THEREFORE, be it resolved; that for the 2022-2023 school year, the following language supplements the language in the collective bargaining agreement between the parties.

The district and union would like to allow the teachers in preschool to take all of their preparation time on Fridays or non-students day each week as stacked prep each week. This MOU would move 200 prep minutes to Friday or non-student contact days to cover the four class days in which they have students. When possible the 200 minutes will be uninterrupted from other meetings or tasks.

The District will provide the union (NREM) and preschool teachers with a tentative calendar of what dates and time the prep and other preschool duties will be compensated each year no later than September 1, 2022.

In the case in which the district is unable to provide the teachers with the prep time on Fridays or non-students days, the teachers will be compensated at the hourly rate of pay. This will only be used as a last resort though the goal will be to give the time back to teachers as stack prep on non-students' days each week.

It is also the intention of our Preschool program to ask that this be negotiated permanently into the next contract language round.

For the District:

\_\_\_\_\_  
\_\_\_\_\_

Dated: \_\_\_\_\_

For the Union:

\_\_\_\_\_  
\_\_\_\_\_

Dated: \_\_\_\_\_

MEMORANDUM OF UNDERSTANDING

BETWEEN

Independent School District #118 (District)  
AND  
Northland-Remer Education Minnesota (Union)

WHEREAS the district and union agree that the current collective bargaining agreement (CBA) between the parties governs terms and conditions of employment; and

WHEREAS, Article VII, Section 7B of the CBA addresses compensation when teachers substitute during their prep period; and

WHEREAS, Article VII, Section 7B of the CBA addresses compensation for subbing outside of prep periods for counselors, social workers, nurses, special education teachers, and Dean of Students; and

WHEREAS, Article VII, Section 7B of the CBA does not address compensation for all certified staff subbing outside of their prep period.

NOW THEREFORE, be it resolved; that for the 2022-2023 school year, the following language supplements the language in the collective bargaining agreement between the parties.

I. Substitute Coverage

- A. In the event the District is unable to find a substitute to cover an educator's absence, other staff may be asked to volunteer to cover for the absence. Such assignment will be made only upon mutual agreement. Anytime teachers agree to teach and/or supervise 4 or more students of another teacher at the same time they have a class of their own, they will be compensated at the substitute rate of pay ½ day for 2-3 class periods or full day for 4+ class periods.

The parties further agree:

This agreement addresses the 2021-23 collective bargaining agreement only and sets no precedent, nor shall it be introduced by either party in any proceeding as evidence of a past practice.

For the District:

For the Union:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dated: \_\_\_\_\_

Dated: \_\_\_\_\_