

Regular Meeting

Wednesday, July 9, 2025 5:30 PM

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

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 from the Regular Meeting held on June 11, 2025

7.2. Approve the June 2025 Treasurer's Report and bills

7.3. Policies with revisions that do not affect the substance

7.3.1. Policy 410 - Family and Medical Leave

7.3.2. Policy 414 - Mandated Reporting of Child Neglect or Physical or Sexual Abuse

7.3.3. Policy 524 - Internet Acceptable Use

7.3.4. Policy 806 - Crisis Management

7.4. Policies reviewed with no changes

7.4.1. Policy 415 - Mandated Reporting of Maltreatment of Vulnerable Adults

7.4.2. Policy 426 - Professional Personnel Time Schedule

7.4.3. Policy 426.1 - Professional Personnel Extra Duty
Changed number from 427 to 426.1

7.4.4. Policy 428 - Professional Personnel Non-School Employment

7.4.5. Policy 429 - Professional Personnel Legal Leave

7.4.6. Policy 430 - Professional Personnel Military Leave

7.4.7. Policy 434 - Non-Licensed Personnel Assignments

7.4.8. Policy 435 - Non-Licensed Personnel Supervision

8. Reports

8.1. Early Education Report

8.2. Business Manager Report

8.3. Elementary Principal

8.4. Athletics/Activities Report

8.5. Facilities Report

8.6. Indian Education Report

8.7. CE Report

9. Superintendent Report

10. New Business

- 10.1. Approve rescinding Policy 431 -
Arrangements for Substitutes
Refer to Policy 453.1
- 10.2. Approve rescinding Policy 432 - Teacher's
Records
Records are kept electronically
- 10.3. First Reading of revised Policy 506 -
Student Discipline
- 10.4. First Reading of Policy 514 - Prohibition
of Harassment, Intimidation & Bullying
- 10.5. First Reading of Policy 522 - Title IX
Nondiscrimination Policy, Grievance Procedure and
Process
- 10.6. First Reading of Policy 616 - School
District System Accountability
- 10.7. First Reading of Policy 621 - Literacy
and READ Act
- 10.8. Approve revisions to the 2025-2026
Teacher Handbook
- 10.9. Approve revisions to the 2025-2026 Non-
Licensed Handbook
- 10.10. Approve revisions to the 2025-2026
Student & Family Handbook
- 10.11. Approve the request to sell, recycle or
dispose of obsolete equipment and materials by
selling it at a fair price consistent with the
procedures outlined in Policy 802
- 10.12. Review the renewal contract from
Weizenegger Engel Insurance
- 10.13. Approve the Agreement for PSEO Services
between Central Lakes College and Northland
Community Schools for the 2025-2026 school year
at \$256 per college credit, per student
- 10.14. Approve the Agreement for Law Enforcement
Services between Northland Community Schools and
Cass County for the 2025-2026 school year
- 10.15. Approve MSHSL Resolution for 2025-2026
Whereas the following; therefore, be it resolved
by the School Board of Northland Community
Schools - District 118, Remer, and the State of
Minnesota, hereby accept the following: MSHSL

Resolution for SY 2025-2026

- 10.16. **Resolution Stating the Intention of the School Board to Approve the FY27 LTFM Plan:** whereas the following; BE IT RESOLVED by the School Board of Independent School District No. 118, State of Minnesota, approves the district's Long-Term Facilities Maintenance Plan. The Board will follow the LTFM Legislation as follows:
 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.
- 10.17. Accept the bid for fuel oil from Best Oil for the 2025-2026 school year at \$2.605 per gallon
- 10.18. Accept the bid for propane from Ferrellgas for the 2025-2026 school year at \$1.315 per gallon
- 10.19. Accept the bid for snow removal from Outdoor Creations and Renovations for the 2025-2026 school year at \$96.00 per hour
- 10.20. Accept the bid for milk from Sandstrom's Distributing for the 2025-2026 school year at \$0.38 per carton for white milk and \$0.40 per carton for chocolate milk
- 10.21. Approve renewal of MSOPA membership with an annual fee of \$100
11. **Personnel**
 - 11.1. Approve the hire of Sam Sparen as Head Football Coach starting the 2025-2026 season
 - 11.2. Approve the hire of Jeremy Schwarz as Boys Basketball Head Coach starting the 2025-2026 season
 - 11.3. Approve the hire of Steve Martin as Boys Basketball Assistant Coach starting the 2025-2026 season
12. **Other school business which can legally be brought before the Board**
13. **Next Meeting Dates:**
 - **Work Session: July 23, 2025, 5:30 p.m.**
 - **Policy Committee: August 4, 2025, 10:00 a.m.**
 - **Regular Meeting: August 13, 2025, 5:30 p.m.**
14. **Adjournment**

Northland Community Schools - ISD #118
Regular Meeting Minutes Summary
Wednesday, June 11, 2025
Northland High School Room C113
316 Main St E
Remer, MN 56672

Aaron Ammerman: Present, Linda Knox: Present, Terri Nystrom: Present, Jason Perkins:
Absent, Marc Ruyak: Present, Tyler Seifert: Present, Bill Wake: Absent. Present: 5, Absent: 2.

1. Call to Order

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

2. Pledge of Allegiance

3. Mission Statement "Educate and inspire all learners to reach their full potential."

4. Adoption of Agenda

Motion to adopt the agenda. This motion, made by Terri Nystrom and seconded by Tyler Seifert,
Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri
Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

5. Recognitions

6. Audience Recognition

7. Consent items

Motion to approve the Consent Items. This motion, made by Linda Knox and seconded by Tyler
Seifert, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri
Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

7.1. Approve the minutes from the Regular Meeting on May 14, 2025

7.2. Approve the Treasurer's Report and bills

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

- Emily Firemens Relief Association - \$500 for the Trap Team
- Mike Knapp - \$50 for the Trap Team
- First National Bank - \$100 for the Wrestling Team

8. Reports

8.1. Early Education Report

8.2. Business Manager Report

8.3. Elementary Principal

8.4. Athletics/Activities Report

8.5. Facilities Report

8.6. Indian Education Report

8.7. CE Report

8.8. Dean of Students/ Behavioral Interventionist Report

9. Superintendent Report

10. New Business

10.1. Approve the FY26 Budget

Motion to approve the FY26 budget. This motion, made by Aaron Ammerman and seconded by Tyler Seifert, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea

Yea: 5, Nay: 0, Absent: 2

10.2. Approve 1st National Bank of Walker as official depository for 2025-2026

Motion to approve 1st National Bank of Walker as official depository for 2025-2026. This motion, made by Linda Knox and seconded by Tyler Seifert, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea

Yea: 5, Nay: 0, Absent: 2

10.3. Approve Pemberton, Sorlie, Rufer, Kerschner, PLLP, as school attorneys for 2025-2026

Motion to approve Pemberton, Sorlie, Rufer, Kerschner, PLLP, as school attorneys for 2025-2026. This motion, made by Linda Knox and seconded by Terri Nystrom, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea

Yea: 5, Nay: 0, Absent: 2

10.4. Approve the Contract for Services between ISD #118 and ARCC for 2025-2026

Motion to approve the 205-2026 Contract for Services between ISD #118 and ARCC. This motion, made by Linda Knox and seconded by Tyler Seifert, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea

Yea: 5, Nay: 0, Absent: 2

10.5. Approve the Service Agreement between ARCC and ISD #118 for Business Manager Training Services from July 1, 2025 through December 31, 2025

Motion to approve the Service Agreement between ARCC and ISD #118 for Business Manager Training Services from July 1, 2025 through December 31, 2025. This motion, made by Tyler Seifert and seconded by Aaron Ammerman, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

10.6. Approve FY26 Lease Agreement between ISD #118 and Little Sand Group Homes with no changes to the terms

Motion to approve, with no changes to terms, the 2025-2026 Lease Agreement between Little Sand Group Homes and ISD #118. This motion, made by Linda Knox and seconded by Terri Nystrom, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

10.7. Approve the UNLC Lease Agreement for FY26 with no changes

Motion to approve the 2025-2026 UNLC Lease Agreement with no changes to terms. This motion, made by Aaron Ammerman and seconded by Tyler Seifert, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

10.8. Approve renewal of Special Education Programming Services Agreement with IASC for 2025-2026

Motion to approve renewal of the 2025-2026 Special Education Programming Services Agreement with IASC. This motion, made by Tyler Seifert and seconded by Linda Knox, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

10.9. Approve the Early Childhood Collaborative Agreement between Northland and NECC (Family Center) for 2025-2026

Motion to approve the Early Childhood Collaborative between NECC and ISD #118. This motion, made by Tyler Seifert and seconded by Linda Knox, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

10.10. Approve the request from Mark Gravelle to adopt MSHSCTL requirements for students to participate and letter on the Trap Team

Motion to approve adoption of MSHSCTL student participation requirements for the Trap Team. This motion, made by Aaron Ammerman and seconded by Linda Knox, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

10.11. Approve resolution for the Designation of an Identified Official with Authority for Education Identity Access Management and for a proxy.

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board(PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local education agency that uses the Education Identity Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local education agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties. The Superintendent recommends the Board authorize Mary Yakibchuk, myakibchuk@isd118.org, mary.yakibchuk to act as the Identified Official with Authority (IOwA) for Northland Community Schools 0118-01 and for Tina Anderson, tina.anderson, to act as proxy for Northland Community Schools 0118-01.

Motion to approve resolution for the Designation of an Identified Official with Authority for Education Identity Access Management and for a proxy. This motion, made by Aaron Ammerman and seconded by Tyler Seifert, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

10.12. Call for bids for milk, propane and snow removal for 2025-2026 with a bid opening on July 8, 2025 at 2:00 p.m.

Motion to approve the call for bids for milk, propane and snow removal for the 2025-2026 school year. This motion, made by Tyler Seifert and seconded by Linda Knox, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

10.13. NREM negotiations update
Agenda item for discussion only

10.14. Second Reading of Policy 421 - Gifts to Employees and School Board Members

Motion to approve the Second Reading of Policy 421. This motion, made by Linda Knox and seconded by Tyler Seifert, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

10.15. Second Reading of Policy 422 - Policies Incorporated By Reference

Motion to approve the Second Reading of Policy 422. This motion, made by Aaron Ammerman and seconded by Linda Knox, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

10.16. Second Reading of Policy 424 - License Status

Motion to approve the Second Reading of Policy 424. This motion, made by Aaron Ammerman and seconded by Linda Knox, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

10.17. Second Reading of Policy 721 - Uniform Grant Guidance

Motion to approve the Second Reading of Policy 721. This motion, made by Aaron Ammerman and seconded by Tyler Seifert, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

11. Personnel

11.1. Approve unpaid vacation time for Ken Grabinski on the following dates:

March 9th, 10th, 11th, 12th and 13th, 2026

Motion to approve Ken Grabinski's request to take unpaid time off. This motion, made by Tyler Seifert and seconded by Aaron Ammerman, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

11.2. Accept the resignation of Carter McLaughlin as Activities Director, effective June 30, 2025

Motion to accept the resignation of Carter McLaughlin as Activities Director, effective June 30, 2025. This motion, made by Aaron Ammerman and seconded by Tyler Seifert, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

11.3. Approve the hire of Karlys Gries as Elementary Special Education Teacher at MA+ 30, Step 10

Motion to approve the hire of Karlys Gries as Elementary Special Education Teacher at MA+30, Step 10. This motion, made by Linda Knox and seconded by Aaron Ammerman, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

11.4. Approve the hire of Brittany McClellan as High School Leadership Advisor

Approve the hire of Brittany McClellan as High School Leadership Advisor. This motion, made by Linda Knox and seconded by Tyler Seifert, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea
Yea: 5, Nay: 0, Absent: 2

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

13. Next Meeting Dates:

- Regular Meeting, July 9, 5:30 p.m.
- Work Session, July 23, 2025, 5:30 p.m.

14. Adjournment

Board Chair Ruyak called for a motion to adjourn the meeting at 6:14 p.m. This motion, made by Linda Knox and seconded by Aaron Ammerman, Passed.

Jason Perkins: Absent, Bill Wake: Absent, Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea

Yea: 5, Nay: 0, Absent: 2

Visitors: Mark Morrison, Carol Procopio, Lori Sizenbach, Stephaney Williamson, Ken Grabinski, Karlys Gries, Kyndra Johnson

Tina Anderson, Recording Secretary

Linda Knox, Board Clerk

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 06/01/2025-06/30/2025 Period: 202512-202512 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	107753	6581		ALYSSA ERICKSON		Check
			E 04	500 505 000 321 305	Consulting Fees	\$1,050.00
PO#:	Voucher #:	76414	Invoice	Invoice No: TURKISH LAM CLASS	6/13/2025	Paid Amt: \$1,050.00
						Check Amount: \$1,050.00
chec	107754	3296		AMAZON.COM		Check
			E 01	020 216 000 401 430	1691706639 Control Your Mind and Master Yo	\$23.93
			E 01	020 216 000 401 430	B09ZCSPSCR How to Manage Troubled and I	\$11.99
			E 01	020 216 000 401 430	Amazon Shipping Charge	\$10.48
PO#: 20866	Voucher #:	76357	Invoice	Invoice No: 1CHD-7HX3-GMVX	6/13/2025	Paid Amt: \$46.40
			E 01	010 203 202 000 401	B000B6MKMO Hot Wheels Toy Cars & Trucks	\$13.99
			E 01	010 203 202 000 401	B009CAPYR8 Play-Doh Modeling Compound	\$21.99
			E 01	010 203 202 000 401	B00OQQ01DK EXPO Dry Erase Markers, Low	\$19.99
			E 01	010 203 202 000 401	B07CXZ9FLQ Peaceable Kingdom Gnomes a	\$25.95
			E 01	010 203 202 000 401	B09Z6DJ6M9 Double Sided Rainbow Play Alp	\$18.58
			E 01	010 203 202 000 401	B0B4Y2XPK5 Kinetic Sand, 2.5lbs Blue Play	\$14.99
			E 01	010 203 202 000 401	B0CL6XBGH7 JoyCat Mystery Alphabet Box f	\$63.98
			E 01	010 203 202 000 401	B0CPKBVXMD Matchbox Toy Cars or Trucks i	\$9.99
PO#: 20809	Voucher #:	76356	Invoice	Invoice No: 1CKX-NHPY-GYVF	6/13/2025	Paid Amt: \$189.46
						Check Amount: \$235.86
chec	107755	04084		AMERICAN DISPOSAL		Check
			E 01	005 810 000 000 331	Garbage	\$1,902.60
PO#:	Voucher #:	76409	Invoice	Invoice No: STMT 5/31/2025	6/13/2025	Paid Amt: \$1,902.60
						Check Amount: \$1,902.60
chec	107756	06415		ANDERSON GLASS		Check
			E 03	005 760 000 720 420	windshield install for bus 96 and94	\$3,200.00
PO#: 20860	Voucher #:	76358	Invoice	Invoice No: I057793	6/13/2025	Paid Amt: \$3,200.00
						Check Amount: \$3,200.00
chec	107757	05062	R	CAPITAL ONE		Check
			E 04	500 582 000 338 401	CUPS & PLATES	\$27.82
PO#:	Voucher #:	76361	Invoice	Invoice No: 00351	6/13/2025	Paid Amt: \$27.82
			E 01	310 298 069 000 401	PBIS Incentives K-12	\$271.89
PO#: 20722	Voucher #:	76362	Invoice	Invoice No: 05554	6/13/2025	Paid Amt: \$271.89
			E 04	500 582 000 338 490	FUN POPS, WATER	\$38.75
PO#:	Voucher #:	76360	Invoice	Invoice No: 00352	6/13/2025	Paid Amt: \$38.75
						Check Amount: \$338.46

ISD#118 Remer-Longville
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 06/01/2025-06/30/2025 Period: 202512-202512 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	107758	6700	REMIT	CENTRAL MCGOWAN, INC		Check
			E 03	005 760 000 720 420	ACETYLENE	\$11.64
PO#:	Voucher #:	76415	Invoice	Invoice No: 0000384074	6/13/2025	Paid Amt: \$11.64
			E 03	005 760 000 720 420	CYLINDER RENTAL	\$52.87
PO#:	Voucher #:	76416	Invoice	Invoice No: 0000384073	6/13/2025	Paid Amt: \$52.87
			E 01	020 255 000 000 430	Propylene gas fill	\$131.00
			E 01	020 255 000 000 430	3/32 Steel TIG rod	\$55.00
			E 01	020 255 000 000 430	RG-45 Gas Weld rod,	\$46.80
			E 01	020 255 000 000 430	Band Saw blade 64.5" x 1/2"	\$203.40
			E 01	020 255 000 000 430	6013 SMAW rod, 40 lb	\$172.00
			E 01	020 255 000 000 430	Hazard charge	\$3.00
PO#: 20812	Voucher #:	76359	Invoice	Invoice No: 0000996899	6/13/2025	Paid Amt: \$611.20
						Check Amount: \$675.71
chec	107759	3663		CLIMATE MAKERS INC		Check
			E 02	005 770 000 701 350	Captive Air makeup air kitchen intermittent bur	\$4,101.47
PO#: 20500	Voucher #:	76410	Invoice	Invoice No: 124004	6/13/2025	Paid Amt: \$4,101.47
						Check Amount: \$4,101.47
chec	107760	5419		DSC		Check
			E 01	005 110 000 000 401	TRANSFORMER XPR SERIES POWER SUP	\$35.92
PO#:	Voucher #:	76364	Invoice	Invoice No: 2506026	6/13/2025	Paid Amt: \$35.92
			E 03	005 760 000 720 465	Speakers for new bus	\$110.00
PO#:	Voucher #:	76363	Invoice	Invoice No: 2505530	6/13/2025	Paid Amt: \$110.00
						Check Amount: \$145.92
chec	107761	6106		FUN AND FUNCTION		Check
			E 01	010 412 000 620 433	Puzzle Piece chewy set of 2 (CF6820)	\$20.99
			E 01	010 412 000 620 433	ribbon push and pull cube (CF7556)	\$69.87
			E 01	010 412 000 620 433	time timer 8" audible (GB2073)	\$110.97
			E 01	010 412 000 620 433	time timer - 3" audible (GB2072)	\$92.97
			E 01	010 412 000 620 433	unicorn necklace set of 2 (CF7046)	\$24.99
			E 01	010 412 000 620 433	sens-ational hip hugging tee - short sleeves Aç	\$48.98
			E 01	010 412 000 620 433	sens-ational hip hugging tee - short sleeves aç	\$51.98
			E 01	010 412 000 620 433	Handy Herbert Handwriting Glove (RW6075)	\$28.98
PO#: 20632	Voucher #:	76365	Invoice	Invoice No: 919620	6/13/2025	Paid Amt: \$449.73
						Check Amount: \$449.73
chec	107762	03788	R	HILLYARD/HUTCHINSON		Check
			E 01	005 810 000 000 420	battery's for floor scrubber and vacuum motor	\$220.00
PO#: 20822	Voucher #:	76366	Invoice	Invoice No: 605848427	6/13/2025	Paid Amt: \$220.00

ISD#118 Remer-Longville
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 06/01/2025-06/30/2025 Period: 202512-202512 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type			
chec	107762	03788	R	HILLYARD/HUTCHINSON		Check			
				E 01 005 810 000 000 420	battery's for floor scrubber and vacuum motor		\$1,367.58		
PO#:	20822	Voucher #:	76367	Invoice	Invoice No: 605847271	6/13/2025		Paid Amt:	\$1,367.58
								Check Amount:	\$1,587.58
chec	107763	5140		INSTITUTE FOR ENVIRONMENTAL ASSESSMENT		Check			
				E 03 005 760 000 720 305	Type III Training		\$75.00		
PO#:		Voucher #:	76368	Invoice	Invoice No: 00058065	6/13/2025		Paid Amt:	\$75.00
								Check Amount:	\$75.00
chec	107764	1279	R	JOHNSON CONTROLS		Check			
				E 01 005 810 000 000 305	Facility Contracted Services		\$122.15		
PO#:		Voucher #:	76369	Invoice	Invoice No: 1-135829478379	6/13/2025		Paid Amt:	\$122.15
								Check Amount:	\$122.15
chec	107765	01098		JOHNSON TELEPHONE CO		Check			
				E 01 005 010 000 000 320	R0520		\$611.81		
PO#:		Voucher #:	76417	Invoice	Invoice No: R0520-6/2025	6/13/2025		Paid Amt:	\$611.81
				E 01 040 810 000 000 320	R4513		\$31.96		
PO#:		Voucher #:	76418	Invoice	Invoice No: R4513-6/2025	6/13/2025		Paid Amt:	\$31.96
								Check Amount:	\$643.77
chec	107766	6654	REMIT	KIMBALL MIDWEST		Check			
				E 03 005 760 000 720 401	shop supplies		\$304.86		
PO#:	20780	Voucher #:	76370	Invoice	Invoice No: 1034011899	6/13/2025		Paid Amt:	\$304.86
								Check Amount:	\$304.86
chec	107767	5965		LOGAN MONROE		Check			
				E 01 020 605 000 320 305	Consulting Fees		\$2,000.00		
PO#:		Voucher #:	76412	Invoice	Invoice No: March-May	6/13/2025		Paid Amt:	\$2,000.00
								Check Amount:	\$2,000.00
chec	107768	6737		LOIS BOHANON		Check			
				E 04 500 505 000 321 305	Consulting Fees		\$84.00		
PO#:		Voucher #:	76413	Invoice	Invoice No: REFUND	6/13/2025		Paid Amt:	\$84.00
								Check Amount:	\$84.00
chec	107769	6613		MEDSURETY		Check			
				E 01 005 110 000 000 299	HSA		\$126.00		
				E 01 005 110 000 000 299	FSA		\$25.00		
PO#:		Voucher #:	76373	Invoice	Invoice No: 42004	6/13/2025		Paid Amt:	\$151.00
								Check Amount:	\$151.00

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 06/01/2025-06/30/2025 Period: 202512-202512 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
chec	107770	5867		MINER'S INCORPORATED		Check		
			E 01 020 211 000 000 401	Flowers for graduates		\$0.00		
			E 01 020 211 000 000 401	Bottled water		\$15.82		
			E 01 020 211 000 000 401	Cookies for graduates		\$15.83		
PO#: 20851	Voucher #:	76371	Invoice	Invoice No: 00327665	6/13/2025	Paid Amt:	\$31.65	
						Check Amount:	\$31.65	
chec	107771	5222		MRI Software LLC		Check		
			E 01 005 110 000 000 305	TROY KELLEY		\$10.00		
PO#:	Voucher #:	76372	Invoice	Invoice No: MRIUS2417886	6/13/2025	Paid Amt:	\$10.00	
						Check Amount:	\$10.00	
chec	107772	03349		REMIT NORTH CENTRAL INTERNATIONAL, LLC		Check		
			E 03 005 760 000 720 350	Windshield replacement #96		\$1,097.20		
			E 03 005 760 000 720 350	Windshield Replacement #94		\$759.64		
			E 03 005 760 000 720 350	Windshield Replacement #94		\$745.78		
			E 03 005 760 000 720 350	Freight		\$218.32		
PO#: 20837	Voucher #:	76375	Invoice	Invoice No: X226027286:01	6/13/2025	Paid Amt:	\$2,820.94	
						Check Amount:	\$2,820.94	
chec	107773	6097		NORTHERN DRUG SCREENING INC		Check		
			E 03 005 760 000 720 290	DAN BYE-DOT PHYSICAL		\$75.00		
PO#:	Voucher #:	76374	Invoice	Invoice No: 15825	6/13/2025	Paid Amt:	\$75.00	
						Check Amount:	\$75.00	
chec	107774	5759		NORTHERN PERFORMANCE INC		Check		
			E 01 310 292 110 000 401	portables Apr-Oct full season with delivery - qu		\$245.82		
PO#: 20767	Voucher #:	76411	Invoice	Invoice No: 30777	6/13/2025	Paid Amt:	\$245.82	
						Check Amount:	\$245.82	
chec	107775	4065		NORTHERN STAR COOPERATIVE		Check		
			E 03 005 760 000 720 441	Gas		\$2,964.55		
			E 03 005 760 000 720 444	Diesel		\$6,404.02		
PO#:	Voucher #:	76404	Invoice	Invoice No: stmt 5/31/2025	6/13/2025	Paid Amt:	\$9,368.57	
			E 01 310 298 114 301 402	Pizzas for Elementary Student Leadership Lur		\$91.85		
PO#: 20790	Voucher #:	76405	Invoice	Invoice No: 5294	6/13/2025	Paid Amt:	\$91.85	
			E 01 310 298 020 000 401	Grad Lunch for Sped Student		\$18.24		
PO#: 20863	Voucher #:	76406	Invoice	Invoice No: 4958	6/13/2025	Paid Amt:	\$18.24	
						Check Amount:	\$9,478.66	

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 06/01/2025-06/30/2025 Period: 202512-202512 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type			
chec	107776	1915		PITNEY BOWES BANK IN RESERVE ACCOUNT		Check			
			E 01	005 110 000 000 329 Postage			\$1,000.00		
PO#:	20643	Voucher #:	76380	Invoice	Invoice No: POSTAGE 6/25	6/13/2025		Paid Amt:	\$1,000.00
								Check Amount:	\$1,000.00
chec	107777	6539		SAMANTHA LYNN MARTIN		Check			
			E 01	310 292 150 301 402 Track Banner			\$150.00		
PO#:	20861	Voucher #:	76376	Invoice	Invoice No: NHSSB-5925	6/13/2025		Paid Amt:	\$150.00
								Check Amount:	\$150.00
chec	107778	05304		SANDSTROM'S		Check			
			E 02	005 770 000 701 495 LUNCH MILK			\$117.00		
PO#:		Voucher #:	76382	Invoice	Invoice No: 546711	6/13/2025		Paid Amt:	\$117.00
			E 02	005 770 000 705 495 BREAKFAST MILK			\$35.00		
			E 02	005 770 000 701 495 LUNCH MILK			\$97.50		
PO#:		Voucher #:	76381	Invoice	Invoice No: 547092	6/13/2025		Paid Amt:	\$132.50
			E 02	005 770 000 705 495 BREAKFAST MILK			\$98.72		
			E 02	005 770 000 701 495 LUNCH MILK			\$117.00		
PO#:		Voucher #:	76377	Invoice	Invoice No: 545463	6/13/2025		Paid Amt:	\$215.72
			E 02	005 770 000 705 495 BREAKFAST MILK			\$98.72		
			E 02	005 770 000 701 495 LUNCH MILK			\$117.00		
PO#:		Voucher #:	76379	Invoice	Invoice No: 546371	6/13/2025		Paid Amt:	\$215.72
			E 02	005 770 000 705 495 BREAKFAST MILK			\$140.00		
			E 02	005 770 000 701 495 LUNCH MILK			\$206.22		
PO#:		Voucher #:	76378	Invoice	Invoice No: 545740	6/13/2025		Paid Amt:	\$346.22
								Check Amount:	\$1,027.16
chec	107779	6514		SYSCO WESTERN MINNESOTA, INC		Check			
			E 02	005 770 000 705 490 BREAKFAST			\$477.69		
			E 02	005 770 000 701 490 LUNCH			\$1,421.77		
			E 02	005 770 000 701 401 SUPPLIES			\$25.44		
PO#:		Voucher #:	76383	Invoice	Invoice No: 253915419	6/13/2025		Paid Amt:	\$1,924.90
			E 02	005 770 000 701 490 LUNCH COMMODITIES			\$28.04		
PO#:		Voucher #:	76384	Invoice	Invoice No: 253915418	6/13/2025		Paid Amt:	\$28.04
								Check Amount:	\$1,952.94
chec	107780	6146		TC's FOODS INC		Check			
			E 02	005 770 000 701 490 Food			\$23.85		
PO#:		Voucher #:	76419	Invoice	Invoice No: 275247	6/13/2025		Paid Amt:	\$23.85
			E 02	005 770 000 701 490 LUNCH			\$7.47		
PO#:		Voucher #:	76420	Invoice	Invoice No: 274994	6/13/2025		Paid Amt:	\$7.47

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 06/01/2025-06/30/2025 Period: 202512-202512 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	107780	6146		TC's FOODS INC		Check
			E 02 005 770 000 701 490	LUNCH		\$9.96
PO#:	Voucher #:	76421	Invoice	Invoice No: 275944	6/13/2025	Paid Amt: \$9.96
			E 02 005 770 000 701 490	LUNCH		\$17.16
PO#:	Voucher #:	76424	Invoice	Invoice No: 277279	6/13/2025	Paid Amt: \$17.16
			E 02 005 770 000 701 490	LUNCH		\$22.05
PO#:	Voucher #:	76425	Invoice	Invoice No: 277956	6/13/2025	Paid Amt: \$22.05
			E 02 005 770 000 701 490	LUNCH		\$7.49
PO#:	Voucher #:	76426	Invoice	Invoice No: 276360	6/13/2025	Paid Amt: \$7.49
			E 02 005 770 000 701 490	LUNCH		\$12.22
PO#:	Voucher #:	76427	Invoice	Invoice No: 276721	6/13/2025	Paid Amt: \$12.22
			E 02 005 770 000 701 490	Food		\$31.07
PO#:	Voucher #:	76431	Invoice	Invoice No: 278407	6/13/2025	Paid Amt: \$31.07
			E 02 005 770 000 701 490	LUNCH		\$4.97
PO#:	Voucher #:	76428	Invoice	Invoice No: 276726	6/13/2025	Paid Amt: \$4.97
			E 02 005 770 000 701 490	LUNCH		\$11.17
PO#:	Voucher #:	76422	Invoice	Invoice No: 276985	6/13/2025	Paid Amt: \$11.17
			E 02 005 770 000 701 490	LUNCH		\$74.14
PO#:	Voucher #:	76430	Invoice	Invoice No: 278127	6/13/2025	Paid Amt: \$74.14
			E 02 005 770 000 701 490	LUNCH		\$5.35
			E 02 005 770 000 701 401	SUPPLIES		\$21.34
PO#:	Voucher #:	76432	Invoice	Invoice No: 278274	6/13/2025	Paid Amt: \$26.69
			E 02 005 770 000 701 490	LUNCH		\$39.31
PO#:	Voucher #:	76429	Invoice	Invoice No: 276850	6/13/2025	Paid Amt: \$39.31
			E 02 005 770 000 705 490	BREAKFAST		\$12.45
PO#:	Voucher #:	76423	Invoice	Invoice No: 277068	6/13/2025	Paid Amt: \$12.45
Check Amount:						\$300.00
chec	107781	6255	REMIT	THE SHERWIN WILLIAMS CO., INC		Check
			E 01 010 206 011 433 430	Gallon Paint-Organic Green		\$103.88
PO#: 20845	Voucher #:	76408	Invoice	Invoice No: 7706-8	6/13/2025	Paid Amt: \$103.88
			E 01 010 206 011 433 430	Paint Supplies		\$19.63
PO#: 20845	Voucher #:	76407	Invoice	Invoice No: 7707-6	6/13/2025	Paid Amt: \$19.63
Check Amount:						\$123.51
chec	107782	06131		TREASURE BAY PRINTING		Check
			E 04 500 580 000 325 401	marketing materials		\$279.00
PO#: 20646	Voucher #:	76385	Invoice	Invoice No: 280217	6/13/2025	Paid Amt: \$279.00

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 06/01/2025-06/30/2025 Period: 202512-202512 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type			
chec	107782	06131		TREASURE BAY PRINTING		Check			
			E 04	500 580 000 325 401	marketing materials		\$139.00		
PO#:	20646	Voucher #:	76386	Invoice	Invoice No: 280184	6/13/2025	Paid Amt:	\$139.00	
							Check Amount:	\$418.00	
chec	107783	01099		UPPER LAKES FOODS, INC		Check			
			E 02	005 770 000 705 490	BREAKFAST		\$116.04		
			E 02	005 770 000 701 490	LUNCH		\$486.60		
PO#:		Voucher #:	76397	Invoice	Invoice No: 659804-00	6/13/2025	Paid Amt:	\$602.64	
			E 02	005 770 000 701 490	lunch		\$84.49		
PO#:		Voucher #:	76399	Invoice	Invoice No: 677355-00	6/13/2025	Paid Amt:	\$84.49	
			E 02	005 770 000 705 490	BREAKFAST		\$187.84		
			E 02	005 770 000 701 490	LUNCH		\$1,185.26		
			E 02	005 770 000 701 401	SUPPLIES		\$77.89		
PO#:		Voucher #:	76398	Invoice	Invoice No: 669036-00	6/13/2025	Paid Amt:	\$1,450.99	
			E 02	005 770 000 706 490	FRUIT & VEGGIE		\$67.09		
PO#:		Voucher #:	76396	Invoice	Invoice No: 659798-00	6/13/2025	Paid Amt:	\$67.09	
							Check Amount:	\$2,205.21	
chec	107784	5581		US FOODS INC		Check			
			E 02	005 770 000 705 490	BREAKFAST		\$254.68		
			E 02	005 770 000 701 490	LUNCH		\$816.31		
PO#:		Voucher #:	76400	Invoice	Invoice No: 5813483	6/13/2025	Paid Amt:	\$1,070.99	
			E 02	005 770 000 701 490	Food		\$12.29		
PO#:		Voucher #:	76401	Credit	Invoice No: 5926880	6/13/2025	Paid Amt:	(\$12.29)	
							Check Amount:	\$1,058.70	
chec	107785	4498		USI CONCLUTING GROUP		Check			
			E 01	005 110 052 000 305	Actuarial Disclosures under GASB 75		\$900.00		
PO#:		Voucher #:	76395	Invoice	Invoice No: 17034	6/13/2025	Paid Amt:	\$900.00	
							Check Amount:	\$900.00	
chec	107786	6660		REMIT VESTIS GROUP INC		Check			
			E 02	005 770 000 701 401	Kitchen linens		\$24.14		
PO#:	20686	Voucher #:	76387	Invoice	Invoice No: 2630426716	6/13/2025	Paid Amt:	\$24.14	
			E 01	005 810 000 000 350	4 18" / 2 48" / 1 60" dry mops + 2		\$21.91		
PO#:	20294	Voucher #:	76389	Invoice	Invoice No: 2630426717	6/13/2025	Paid Amt:	\$21.91	
			E 02	005 770 000 701 401	Kitchen linens		\$24.14		
PO#:	20686	Voucher #:	76390	Invoice	Invoice No: 2630429710	6/13/2025	Paid Amt:	\$24.14	
			E 03	005 760 000 720 401	Uniforms and shop towels		\$35.26		
PO#:	20206	Voucher #:	76391	Invoice	Invoice No: 2630429712	6/13/2025	Paid Amt:	\$35.26	

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 06/01/2025-06/30/2025 Period: 202512-202512 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	107786	6660	REMIT	VESTIS GROUP INC		Check
			E 01	005 810 000 000 350	4 18" / 2 48" / 1 60" dry mops + 2	\$23.43
PO#: 20294	Voucher #:	76392	Invoice	Invoice No: 2630431781	6/13/2025	Paid Amt: \$23.43
			E 01	005 810 000 000 350	4 18" / 2 48" / 1 60" dry mops + 2	\$23.43
PO#: 20294	Voucher #:	76393	Invoice	Invoice No: 2630429711	6/13/2025	Paid Amt: \$23.43
			E 03	005 760 000 720 401	Uniforms and shop towels	\$34.48
PO#: 20206	Voucher #:	76394	Invoice	Invoice No: 2630431782	6/13/2025	Paid Amt: \$34.48
			E 03	005 760 000 720 401	Uniforms and shop towels	\$35.65
PO#: 20206	Voucher #:	76388	Invoice	Invoice No: 2630426718	6/13/2025	Paid Amt: \$35.65
			E 01	005 810 000 000 350	4 18" / 2 48" / 1 60" dry mops + 2	\$23.43
PO#: 20294	Voucher #:	76402	Invoice	Invoice No: 2630434331	6/13/2025	Paid Amt: \$23.43
			E 03	005 760 000 720 401	Uniforms and shop towels	\$35.26
PO#: 20206	Voucher #:	76403	Invoice	Invoice No: 2630434332	6/13/2025	Paid Amt: \$35.26
						Check Amount: \$281.13
chec	107787	3296	AMAZON.COM			Check
			E 01	020 211 000 000 401	B00GM0FZ2K Universal Economy Boxes, 12 :	\$22.49
			E 01	020 211 000 000 401	B0B318X4KN MISSLO 10" Gusseted All Clear	\$17.97
			E 01	020 211 000 000 401	B0CWZZKCGR Simple Trending Standard Clc	\$19.97
			E 01	020 211 000 000 401	Amazon Shipping Charge	\$0.00
PO#: 20875	Voucher #:	76449	Invoice	Invoice No: 1QPV-NDCH-KHWF	6/24/2025	Paid Amt: \$60.43
			E 04	500 580 000 325 430	Instructional Supp	\$83.57
PO#:	Voucher #:	76484	Invoice	Invoice No: 1YK4-6RRP-4H33	6/24/2025	Paid Amt: \$83.57
			E 04	500 580 000 325 430	Instructional Supp	\$813.31
PO#:	Voucher #:	76485	Invoice	Invoice No: 1MLK-LW4N-J9YX	6/24/2025	Paid Amt: \$813.31
						Check Amount: \$957.31
chec	107788	6742	CALLIE KIEFFER			Check
			E 04	500 505 000 321 305	Consulting Fees	\$60.00
PO#:	Voucher #:	76482	Invoice	Invoice No: REFUND	6/24/2025	Paid Amt: \$60.00
						Check Amount: \$60.00
chec	107789	3663	CLIMATE MAKERS INC			Check
			E 01	005 810 000 000 350	Change Board on Boiler	\$2,152.63
PO#:	Voucher #:	76477	Invoice	Invoice No: 124060	6/24/2025	Paid Amt: \$2,152.63
						Check Amount: \$2,152.63

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 06/01/2025-06/30/2025 Period: 202512-202512 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
chec	107790	5454	REMIT	DAKOTA MAILING		Check		
			E 01	005 620 000 343 401	postage meter tape	\$75.72		
PO#:	Voucher #:	76478	Invoice	Invoice No: 82803	6/24/2025	Paid Amt:	\$75.72	
						Check Amount:	\$75.72	
chec	107791	5392	REMIT	GOODIN COMPANY		Check		
			E 01	005 810 000 000 410	repair kits for bathroom sinks	\$441.30		
			E 01	005 810 000 000 410	Freight	\$12.63		
PO#: 20847	Voucher #:	76480	Invoice	Invoice No: 3949035-00	6/24/2025	Paid Amt:	\$453.93	
						Check Amount:	\$453.93	
chec	107792	03788	R	HILLYARD/HUTCHINSON		Check		
			E 01	005 810 000 000 410	*****FY26***** HS gym Trophy H20 finish s	\$4,579.00		
			E 02	005 770 000 701 401	Rinse Aid Dish	\$580.38		
PO#: 20702	Voucher #:	76456	Invoice	Invoice No: 605853421	6/24/2025	Paid Amt:	\$5,159.38	
						Check Amount:	\$5,159.38	
chec	107793	01052		HOLKERS DO IT BEST LUMBER		Check		
			E 01	005 810 000 000 420	Custodial Supplies	\$12.98		
PO#:	Voucher #:	76450	Invoice	Invoice No: 2505-089368	6/24/2025	Paid Amt:	\$12.98	
			E 01	005 810 000 000 420	Custodial Supplies	\$95.75		
PO#:	Voucher #:	76455	Invoice	Invoice No: 2506-090946	6/24/2025	Paid Amt:	\$95.75	
			E 01	020 255 000 000 430	Open PO for Supplies	\$98.59		
PO#: 20739	Voucher #:	76454	Invoice	Invoice No: 2505-088587	6/24/2025	Paid Amt:	\$98.59	
			E 01	020 255 000 000 430	Open PO for Supplies	\$3.30		
PO#: 20739	Voucher #:	76451	Invoice	Invoice No: 2505-089336	6/24/2025	Paid Amt:	\$3.30	
			E 01	020 255 000 000 430	Open PO for Supplies	\$32.28		
PO#: 20739	Voucher #:	76452	Invoice	Invoice No: 2505-089133	6/24/2025	Paid Amt:	\$32.28	
			E 01	020 255 000 000 430	Open PO for Supplies	\$28.14		
PO#: 20739	Voucher #:	76453	Invoice	Invoice No: 2505-089024	6/24/2025	Paid Amt:	\$28.14	
						Check Amount:	\$271.04	
chec	107794	05315	R	KAPLAN EARLY LEARNING CO		Check		
			E 04	500 580 000 325 401	NC-87896 birch table and chairs	\$709.90		
			E 04	500 580 000 325 401	shipping	\$106.48		
PO#: 20763	Voucher #:	76476	Invoice	Invoice No: 0007193729	6/24/2025	Paid Amt:	\$816.38	
			E 04	500 580 000 325 401	NC-29693 nature's colors seating rug	\$541.95		
			E 04	500 580 000 325 401	shipping	\$81.29		
PO#: 20763	Voucher #:	76475	Invoice	Invoice No: 0007195779	6/24/2025	Paid Amt:	\$623.24	
						Check Amount:	\$1,439.62	

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 06/01/2025-06/30/2025 Period: 202512-202512 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
chec	107795	01095		LAKE COUNTRY POWER		Check		
			E 01 005 810 000 000 332	FOOTBALL LIGHTS			\$55.00	
PO#:	Voucher #:	76459	Invoice	Invoice No: 10000175-6/1/25	6/24/2025	Paid Amt:		\$55.00
			E 01 005 810 000 000 332	ECFE BUILDING			\$823.00	
PO#:	Voucher #:	76461	Invoice	Invoice No: 90000206-6/1/25	6/24/2025	Paid Amt:		\$823.00
			E 01 005 810 000 000 332	FOOTBALL LIGHTS			\$92.00	
PO#:	Voucher #:	76463	Invoice	Invoice No: 10000176-6/2025	6/24/2025	Paid Amt:		\$92.00
			E 01 005 810 000 000 332	BOILER HOUSE			\$5,105.00	
PO#:	Voucher #:	76460	Invoice	Invoice No: 90000204/205-6/2025	6/24/2025	Paid Amt:		\$5,105.00
			E 01 005 810 000 000 332	MAIN SCHOOL			\$14,913.00	
PO#:	Voucher #:	76462	Invoice	Invoice No: 90000203-6/2025	6/24/2025	Paid Amt:		\$14,913.00
						Check Amount:		\$20,988.00
chec	107796	2607		LAKELAND PROMOTIONS		Check		
			E 01 310 296 310 301 402	Light Pink Storm Volleyball team shirts			\$681.50	
			E 01 310 296 310 301 402	Freight			\$42.96	
PO#: 20846	Voucher #:	76481	Invoice	Invoice No: 00014064	6/24/2025	Paid Amt:		\$724.46
						Check Amount:		\$724.46
chec	107797	6738		LAUREL FLADMOE		Check		
			E 04 500 505 000 321 305	Consulting Fees			\$60.00	
PO#:	Voucher #:	76457	Invoice	Invoice No: REFUND	6/24/2025	Paid Amt:		\$60.00
						Check Amount:		\$60.00
chec	107798	6739		LEAH DICKSON		Check		
			E 04 500 505 000 321 305	Consulting Fees			\$120.00	
PO#:	Voucher #:	76458	Invoice	Invoice No: REFUND	6/24/2025	Paid Amt:		\$120.00
						Check Amount:		\$120.00
chec	107799	1095		MARCO TECHNOLOGIES LLC		Check		
			E 01 010 203 202 000 580	ELEMENTARY			\$580.11	
			E 01 020 211 000 000 580	SECONDARY			\$580.11	
			E 01 005 110 371 000 580	DISTRICT			\$580.12	
PO#:	Voucher #:	76468	Invoice	Invoice No: 557491909	6/24/2025	Paid Amt:		\$1,740.34
						Check Amount:		\$1,740.34
chec	107800	6743		MATHEW FRINKEN		Check		
			E 04 500 505 000 321 305	Consulting Fees			\$60.00	
PO#:	Voucher #:	76483	Invoice	Invoice No: REFUND	6/24/2025	Paid Amt:		\$60.00
						Check Amount:		\$60.00

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 06/01/2025-06/30/2025 Period: 202512-202512 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	107801	4225		MIDWEST BUS PARTS		Check
			E 03 005 760 000 720 420	stock parts		\$646.79
PO#: 20781	Voucher #:	76466	Invoice	Invoice No: INV9418	6/24/2025	Paid Amt: \$646.79
			E 03 005 760 000 720 420	CORE CHARGE FOR EGR VALVE		\$62.50
PO#:	Voucher #:	76467	Credit	Invoice No: RMA7081	6/24/2025	Paid Amt: (\$62.50)
			E 03 005 760 000 720 420	stock parts		\$110.09
PO#: 20781	Voucher #:	76464	Invoice	Invoice No: INV9735	6/24/2025	Paid Amt: \$110.09
			E 03 005 760 000 720 420	stock parts		\$504.95
PO#: 20781	Voucher #:	76465	Invoice	Invoice No: INV8917	6/24/2025	Paid Amt: \$504.95
						Check Amount: \$1,199.33
chec	107802	01415		MSBA		Check
			E 01 005 010 000 000 305	SUPT SEARCH PACKAGE		\$2,900.00
PO#:	Voucher #:	76474	Invoice	Invoice No: INV-13874-Y0R1H7	6/24/2025	Paid Amt: \$2,900.00
						Check Amount: \$2,900.00
chec	107803	5651		OFFICE OF MNIT SERVICES		Check
			E 01 005 810 000 000 320	Telephone		\$215.46
PO#:	Voucher #:	76469	Invoice	Invoice No: W25050756	6/24/2025	Paid Amt: \$215.46
						Check Amount: \$215.46
chec	107804	5796		O'REILLY AUTO PARTS		Check
			E 03 005 760 000 720 420	Battery		\$166.55
			E 03 005 760 000 720 420	Term Protect		\$13.96
			E 03 005 760 000 720 420	Battery Cleaner		\$8.99
PO#:	Voucher #:	76436	Invoice	Invoice No: 1533-238380	6/24/2025	Paid Amt: \$189.50
			E 03 005 760 000 720 401	parts for stock		\$502.30
PO#: 20826	Voucher #:	76444	Invoice	Invoice No: 1533-265216	6/24/2025	Paid Amt: \$502.30
			E 03 005 760 000 720 420	6 qt Jug		\$19.98
PO#:	Voucher #:	76437	Credit	Invoice No: 1533-241141	6/24/2025	Paid Amt: (\$19.98)
			E 03 005 760 000 720 401	parts for stock		\$656.96
PO#: 20826	Voucher #:	76446	Invoice	Invoice No: 1533-266791	6/24/2025	Paid Amt: \$656.96
			E 03 005 760 000 720 420	CREDIT FOR OVERPAYMENT		\$44.97
PO#:	Voucher #:	76447	Credit	Invoice No: OPCM-6266734A	6/24/2025	Paid Amt: (\$44.97)
			E 03 005 760 000 720 420	Repair Supplies-BUSES		\$552.94
PO#:	Voucher #:	76448	Credit	Invoice No: OPCM-7302355A	6/24/2025	Paid Amt: (\$552.94)
			E 03 005 760 000 720 401	6Qt Jug		\$19.98
PO#:	Voucher #:	76438	Invoice	Invoice No: 1533-241140	6/24/2025	Paid Amt: \$19.98
			E 03 005 760 000 720 420	Sealed Beam		\$21.00
PO#:	Voucher #:	76439	Credit	Invoice No: 1533-256979	6/24/2025	Paid Amt: (\$21.00)

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 06/01/2025-06/30/2025 Period: 202512-202512 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
chec	107804	5796		O'REILLY AUTO PARTS		Check		
			E 03 005 760 000 720 420	invoice #2569803			\$63.00	
PO#: 20714	Voucher #:	76440	Invoice	Invoice No: 1533-256956	6/24/2025	Paid Amt:	\$63.00	
			E 03 005 760 000 720 401	parts for stock			\$116.54	
PO#: 20826	Voucher #:	76445	Invoice	Invoice No: 1533-265755	6/24/2025	Paid Amt:	\$116.54	
			E 03 005 760 000 720 420	sealed beam			\$42.00	
PO#:	Voucher #:	76441	Invoice	Invoice No: 1533-256939	6/24/2025	Paid Amt:	\$42.00	
			E 03 005 760 000 720 420	Sealed Beam			\$63.00	
PO#:	Voucher #:	76442	Credit	Invoice No: 1533-257044	6/24/2025	Paid Amt:	(\$63.00)	
			E 03 005 760 000 720 420	LED Light			\$79.96	
			E 03 005 760 000 720 420	Backup Light			\$40.02	
PO#:	Voucher #:	76443	Invoice	Invoice No: 1533-257050	6/24/2025	Paid Amt:	\$119.98	
						Check Amount:	\$1,008.37	
chec	107805	6633		SHEP'S APPAREL		Check		
			E 01 010 206 000 433 401	H.S. PBIS Student of the Monty T-Shirts Long			\$20.00	
			E 01 010 206 000 433 401	H.S. PBIS Student of the Monty T-Shirts Long			\$20.00	
			E 01 010 206 000 433 401	H.S. PBIS Student of the Monty T-Shirts Long			\$20.00	
			E 01 010 206 000 433 401	H.S. PBIS Student of the Monty T-Shirts Short			\$18.00	
PO#: 20850	Voucher #:	76472	Invoice	Invoice No: 06232025	6/24/2025	Paid Amt:	\$78.00	
						Check Amount:	\$78.00	
chec	107806	6740		STEPHANIE POUND		Check		
			E 04 500 505 000 321 305	Consulting Fees			\$60.00	
PO#:	Voucher #:	76470	Invoice	Invoice No: REFUND	6/24/2025	Paid Amt:	\$60.00	
						Check Amount:	\$60.00	
chec	107807	6255	REMIT	THE SHERWIN WILLIAMS CO., INC		Check		
			E 01 005 810 000 000 410	paint for school summer touch up			\$1,217.08	
PO#: 20871	Voucher #:	76471	Invoice	Invoice No: 8168-0	6/24/2025	Paid Amt:	\$1,217.08	
						Check Amount:	\$1,217.08	
chec	107808	6741		WILL NEURURER		Check		
			E 04 500 505 000 321 305	Consulting Fees			\$120.00	
PO#:	Voucher #:	76473	Invoice	Invoice No: REFUND	6/24/2025	Paid Amt:	\$120.00	
						Check Amount:	\$120.00	
						Report Total:	\$80,207.50	

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Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16452	0118	chec														
Fundraiser			22914	Credit	A	06/02/25	11008	Cash	1	BAND I						
						0118	R 01 310 298 410 301 096			Band Activity					200.00	0.00
														Receipt Total:	\$200.00	\$0.00
Drum Group			22915	Credit	A	06/02/25	11009	Check	1	NORTHLAND INDIAN EDL						
						0118	R 01 310 298 096 301 096			Indian Ed Activity					200.00	0.00
														Receipt Total:	\$200.00	\$0.00
American Red Cross Scholarship			22916	Credit	A	06/02/25	11010	Check	1	Miscellaneous Customer						
						0118	R 01 005 000 801 340 096			Carpenter / Other Scholarshi					500.00	0.00
														Receipt Total:	\$500.00	\$0.00
5/19 deposit			22917	Credit	A	06/02/25	11011	Check	1	Food Service						
						0118	B 02 230 001			Deferred Revenue					318.50	0.00
														Receipt Total:	\$318.50	\$0.00
cmERDC Refund			22918	Credit	A	06/02/25	11012	Check	1	Miscellaneous Customer						
						0118	R 01 005 000 000 000 099			Misc Revenue					72.40	0.00
														Receipt Total:	\$72.40	\$0.00
Fundraiser			22919	Credit	A	06/02/25	11013	Check	1	Northland Senior Class						
						0118	R 01 310 298 093 301 096			Senior Class Activity					150.00	0.00
														Receipt Total:	\$150.00	\$0.00
B.Johnson			22920	Credit	A	06/02/25	11019	Check	1	RETIRE/DEDUCT:						
						0118	E 01 010 203 000 000 291			Elem Retired Emp Benefit					962.91	0.00
														Receipt Total:	\$962.91	\$0.00
Awards Banquet			22921	Credit	A	06/02/25	11014	Cash	1	Miscellaneous Customer						
						0118	R 01 310 292 110 000 096			ACTIVITY					170.00	0.00
														Receipt Total:	\$170.00	\$0.00
5/21 Deposit			22922	Credit	A	06/02/25	11015	Check	1	Food Service						
						0118	B 02 230 001			Deferred Revenue					43.00	0.00
														Receipt Total:	\$43.00	\$0.00
Fundraiser			22923	Credit	A	06/02/25	11016	Check	1	BAND I						
						0118	R 01 310 298 410 301 096			Band Activity					200.00	0.00
														Receipt Total:	\$200.00	\$0.00

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Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16452	0118	chec														
5/22			22924	Credit	A	06/02/25	11020	Check	1	Food Service						
						0118	B 02 230 001			Deferred Revenue					143.40	0.00
														Receipt Total:	\$143.40	\$0.00
5/27-28			22925	Credit	A	06/02/25	11022	Check	1	Food Service						
						0118	B 02 230 001			Deferred Revenue					186.50	0.00
														Receipt Total:	\$186.50	\$0.00
Fundraiser			22926	Credit	A	06/02/25	11023	Check	1	BAND I						
						0118	R 01 310 298 410 301 096			Band Activity					240.00	0.00
														Receipt Total:	\$240.00	\$0.00
5/23			22927	Credit	A	06/02/25	11024	Cash	1	Food Service						
						0118	B 02 230 001			Deferred Revenue					31.00	0.00
														Receipt Total:	\$31.00	\$0.00
Drum Group			22928	Credit	A	06/02/25	11025	Check	1	NORTHLAND INDIAN EDL						
						0118	R 01 310 298 096 301 096			Indian Ed Activity					350.00	0.00
														Receipt Total:	\$350.00	\$0.00
Softball fan bus			22929	Credit	A	06/02/25	11026	Cash	1	Miscellaneous Customer						
						0118	R 01 310 292 110 000 096			ACTIVITY					90.00	0.00
														Receipt Total:	\$90.00	\$0.00
5/29			22930	Credit	A	06/02/25	11027	Check	1	Food Service						
						0118	B 02 230 001			Deferred Revenue					147.00	0.00
														Receipt Total:	\$147.00	\$0.00
Track & Field Concessions			22931	Credit	A	06/02/25	11028	Cash	1	NORTHLAND INDIAN EDL						
						0118	R 01 310 298 096 301 096			Indian Ed Activity					223.50	0.00
														Receipt Total:	\$223.50	\$0.00
5/30 & 6/2			22932	Credit	A	06/02/25	11031	Cash	1	Food Service						
						0118	B 02 230 001			Deferred Revenue					94.70	0.00
														Receipt Total:	\$94.70	\$0.00
J.Kitchenhoff			22933	Credit	A	06/02/25	11017	Check	1	RETIRE/DEDUCT:						
						0118	E 01 020 211 000 000 291			Retired Emp Benefit					301.68	0.00
														Receipt Total:	\$301.68	\$0.00

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Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16452	0118	chec														
M.Simek			22934	Credit	A	06/02/25	11018	Check	1	RETIRE/DEDUCT:						
						0118	E 01 020 211	000 000	291	Retired Emp Benefit					295.77	0.00
														Receipt Total:	\$295.77	\$0.00
Emily fireman-Track Team dona			22935	Credit	A	06/02/25	11029	Check	1	Miscellaneous Customer						
						0118	R 01 310 292	150 301	096	Track Activity					500.00	0.00
														Receipt Total:	\$500.00	\$0.00
Fundraiser			22936	Credit	A	06/02/25	11030	Check	1	BAND I						
						0118	R 01 310 298	410 301	096	Band Activity					828.90	0.00
														Receipt Total:	\$828.90	\$0.00
														Deposit Total:	\$6,249.26	\$0.00
16453	0118	chec														
Mike Knapp-donation			22937	Credit	A	06/12/25	11032	Cash	1	NORTHLAND TRAP SHOC						
						0118	R 01 310 298	160 301	096	Trap Shoot Donations/Fundr					50.00	0.00
														Receipt Total:	\$50.00	\$0.00
			22938	Credit	A	06/12/25	11033	Check	1	Food Service						
						0118	B 02 230 001			Deferred Revenue					35.20	0.00
														Receipt Total:	\$35.20	\$0.00
fundraiser			22939	Credit	A	06/12/25	11034	Cash	1	BAND I						
						0118	R 01 310 298	410 301	096	Band Activity					340.00	0.00
														Receipt Total:	\$340.00	\$0.00
W.JOnes Computer repair			22940	Credit	A	06/12/25	11035	Cash	1	Miscellaneous Customer						
						0118	R 01 005 000	000 000	099	Misc Revenue					5.00	0.00
														Receipt Total:	\$5.00	\$0.00
FNB - donation			22941	Credit	A	06/12/25	11036	Check	1	NORTHLAND WRESTLING						
						0118	R 01 310 294	119 301	096	Wrestling					100.00	0.00
														Receipt Total:	\$100.00	\$0.00
Vending Machine			22942	Credit	A	06/12/25	11037	Cash	1	NORTHLAND STUDENT L						
						0118	R 01 310 298	069 301	096	Student PBIS Leadership Act					66.00	0.00
														Receipt Total:	\$66.00	\$0.00
B.Johnson			22943	Credit	A	06/12/25	11038	Check	1	RETIRE/DEDUCT:						
						0118	E 01 010 203	000 000	291	Elem Retired Emp Benefit					962.91	0.00
														Receipt Total:	\$962.91	\$0.00

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Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16453	0118	chec														
Cole Papers Refund			22944	Credit	A	06/12/25	11039	Check	1	Miscellaneous Customer						
						0118	R 01 005 000	000	000 099	Misc Revenue					51.64	0.00
														Receipt Total:	\$51.64	\$0.00
			22945	Credit	A	06/12/25	11040	Check	1	MSEA						
						0118	B 01 115 000				2110	05/21/25	Invoice	557.33	557.33	0.00
														Receipt Total:	\$557.33	\$0.00
														Deposit Total:	\$2,168.08	\$0.00
16454	0118	chec														
S.Meyer-Fee and Donation			22946	Credit	A	06/12/25	11041	Cash	1	NORTHLAND TRAP SHOC						
						0118	R 01 310 298	160	301 096	Trap Shoot Donations/Fundr					50.00	0.00
						0118	R 01 310 298	160	301 096	Trap Shoot Donations/Fundr					10.00	0.00
														Receipt Total:	\$60.00	\$0.00
Wright Specialty Insurance-ove			22947	Credit	A	06/12/25	11042	Check	1	Miscellaneous Customer						
						0118	E 03 005 760	000	720 340	Vehicle Insurance					203.00	0.00
														Receipt Total:	\$203.00	\$0.00
			22948	Credit	A	06/12/25	11043	Check	1	Food Service						
						0118	B 02 230 001			Deferred Revenue					102.50	0.00
														Receipt Total:	\$102.50	\$0.00
Class Shirts			22949	Credit	A	06/12/25	11044	Check	1	Northland Senior Class						
						0118	R 01 310 298	093	301 096	Senior Class Activity					30.00	0.00
														Receipt Total:	\$30.00	\$0.00
Fundraiser			22950	Credit	A	06/12/25	11045	Check	1	Northland Football						
						0118	R 01 310 294	210	301 096	Football Activity					2,585.75	0.00
														Receipt Total:	\$2,585.75	\$0.00
M.Simek			22951	Credit	A	06/12/25	11046	Check	1	RETIRE/DEDUCT:						
						0118	E 01 020 211	000	000 291	Retired Emp Benefit					295.77	0.00
														Receipt Total:	\$295.77	\$0.00
JOM Student Expense			22952	Credit	A	06/12/25	11047	Check	1	Miscellaneous Customer						
						0118	R 01 310 298	096	301 096	Indian Ed Activity					596.01	0.00
														Receipt Total:	\$596.01	\$0.00

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Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16454	0118	chec														
FY25 Reimb Fin 420			22953	Credit	A	06/12/25	11048	Check	1	I A S C						
						0118	R 01 005 000 000 620 405			Fed Special Ed 3-5 YR OLD					1,996.99	0.00
Receipt Total:														\$1,996.99	\$0.00	
Deposit Total:														\$5,870.02	\$0.00	
16455	0118	chec														
Online Food service			22954	Credit	A	06/30/25		Wire	1	Food Service						
						0118	B 02 230 001			Deferred Revenue					50.30	0.00
Receipt Total:														\$50.30	\$0.00	
Deposit Total:														\$50.30	\$0.00	
16456	0118	chec														
Cass County			22955	Credit	A	06/30/25		Wire	1	Miscellaneous Customer						
						0118	R 01 005 000 000 000 001			Taxes					759,742.39	0.00
Receipt Total:														\$759,742.39	\$0.00	
Deposit Total:														\$759,742.39	\$0.00	
16457	0118	chec														
Cass County			22956	Credit	A	06/30/25		Wire	1	Miscellaneous Customer						
						0118	R 01 005 000 000 000 001			Taxes					89,014.66	0.00
Receipt Total:														\$89,014.66	\$0.00	
Deposit Total:														\$89,014.66	\$0.00	
16458	0118	2														
MEG FIN 424			22957	Credit	A	06/05/25	MEGS	Wire	1	Minn Dept of ED						
						0118	R 01 005 000 011 424 400			Federal Aids & Grant					250.00	0.00
Receipt Total:														\$250.00	\$0.00	
Deposit Total:														\$250.00	\$0.00	
16459	0118	2														
State Milk			22958	Credit	A	06/11/25	06112025	Wire	1	Minn Dept of ED						
						0118	R 02 005 770 000 703 300			STATE SPECIAL MILK					51.80	0.00
Receipt Total:														\$51.80	\$0.00	
Deposit Total:														\$51.80	\$0.00	

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

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16460	0118	2														
ELSA Path II			22959	Credit	A	06/12/25	06122025	Wire	1	Minn Dept of ED						
						0118	R 04 500 582	000 337	300	Pathways II					3,472.20	0.00
														Receipt Total:	\$3,472.20	\$0.00
16461	0118	2														
ELSA Path II			22960	Credit	A	06/12/25	06122025	Wire	1	Minn Dept of ED						
						0118	R 04 500 582	000 337	300	Pathways II					11,805.86	0.00
														Receipt Total:	\$11,805.86	\$0.00
														Deposit Total:	\$15,278.06	\$0.00
16461	0118	2														
AGR HSTD VALUE			22961	Credit	A	06/20/25	IDEAS	Check	1	Minn Dept of ED						
						0118	R 01 005 000	000 000	234	Hmstd/Ag Market Value Crec					583.95	0.00
						0118	R 04 500 505	000 321	234	Hmstd/Ag Market Value Crec					141.40	0.00
														Receipt Total:	\$725.35	\$0.00
16461	0118	2														
SPECIAL ED			22962	Credit	A	06/20/25	IDEAS	Wire	1	Minn Dept of ED						
						0118	R 01 005 000	000 740	360	Special Ed Aid					106,968.90	0.00
														Receipt Total:	\$106,968.90	\$0.00
16461	0118	2														
Indian Ed			22963	Credit	A	06/20/25	IDEAS	Wire	1	Minn Dept of ED						
						0118	R 01 005 000	000 320	300	SUCCESS F/T FUTURE					93,150.00	0.00
														Receipt Total:	\$93,150.00	\$0.00
16461	0118	2														
Literacy Incentive Aid			22964	Credit	A	06/20/25	IDEAS	Wire	1	Minn Dept of ED						
						0118	R 01 005 000	000 312	300	State Aids - Literacy					7,607.88	0.00
														Receipt Total:	\$7,607.88	\$0.00
16461	0118	2														
A&I			22965	Credit	A	06/20/25	IDEAS	Wire	1	Minn Dept of ED						
						0118	R 01 005 000	000 313	300	A&I Initial Aid Aid					15,211.75	0.00
														Receipt Total:	\$15,211.75	\$0.00
16461	0118	2														
School Library Aid			22966	Credit	A	06/20/25	IDEAS	Wire	1	Minn Dept of ED						
						0118	R 01 005 000	000 343	300	School Library Aid					12,000.00	0.00
														Receipt Total:	\$12,000.00	\$0.00
16461	0118	2														
Student support personel			22967	Credit	A	06/20/25	IDEAS	Wire	1	Minn Dept of ED						
						0118	R 01 005 000	000 373	300	Student Support State Aid					12,000.00	0.00
														Receipt Total:	\$12,000.00	\$0.00

ISD#118 Remer-Longville

Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16461	0118	2														
Student Support Coop			22968	Credit	A	06/20/25	IDEAS	Wire	1	Minn Dept of ED						
						0118	R 01 005 000 000 374 300			State Aids					12,000.00	0.00
														Receipt Total:	\$12,000.00	\$0.00
Para Training			22969	Credit	A	06/20/25	IDEAS	Wire	1	Minn Dept of ED						
						0118	R 01 005 000 000 314 300			State Aids - Para Training					831.28	0.00
														Receipt Total:	\$831.28	\$0.00
														Deposit Total:	\$260,495.16	\$0.00
16462	0118	2														
MEGS FIN433			22970	Credit	A	06/20/25	MEGS	Wire	1	Minn Dept of ED						
						0118	R 01 005 000 000 433 400			Title IV					1,159.26	0.00
														Receipt Total:	\$1,159.26	\$0.00
MEGS FIN401			22971	Credit	A	06/20/25	MEGS	Wire	1	Minn Dept of ED						
						0118	R 01 005 000 000 401 400			TITLE I					9,950.28	0.00
														Receipt Total:	\$9,950.28	\$0.00
MEGS FIN401			22972	Credit	A	06/20/25	MEGS	Wire	1	Minn Dept of ED						
						0118	R 01 005 000 000 401 400			TITLE I					66,509.79	0.00
														Receipt Total:	\$66,509.79	\$0.00
														Deposit Total:	\$77,619.33	\$0.00
														Report Total:	\$1,216,789.06	\$0.00

Northland Community Schools

Finance Report 6/30/2025

First National Bank

General Checking	\$1,602,189.99
Money Market Account	\$37,298.04
CD/Scholarship Carpenter Matures 6/17/27	\$8,455.62
CD/Scholarship Carpenter Matures 6/17/27	\$15,269.96
CD/Scholarship Felton Matures 12/10/25	\$7,545.47
CD/Scholarship Sepin Matures 8/25/26	\$3,543.13
Total Investments	\$72,112.22
Total of all deposits at First National Bank	\$1,674,302.21
MN Trust Account at PMA total Value	\$2,244,058.92

Accounts Payable Checks/Wires and Deposits by Fund

Fund #	Fund Description	Deposits	A/P Checks
01	General Fund	\$1,199,962.70	\$50,024.10
02	Food Service Fund	\$1,203.90	\$11,274.14
03	Transportation Fund	\$203.00	\$19,795.45
04	Community Ed Fund	\$15,419.46	\$4,435.07
05	Capital Fund	\$0.00	\$0.00
06	Construction Fund	\$0.00	\$0.00
07	Debt Redemption Fund	\$0.00	\$0.00
18	Scholarship Fund	\$0.00	\$0.00
Total		\$1,216,789.06	\$85,528.76

June 2025 Payroll

	Monthly Total
Gross Payroll	\$424,967.74
Employer Benefits	\$80,663.80
Employer Taxes	\$30,444.99
Total Cost of Payroll	\$536,076.53

Includes Payrolls:

- S202523 6/15/2025
- S202523-1 6/30/2025
- S202524 6/30/2025

**Northland Community Schools ISD# 118
FY 2025 Through June 2025**

EXPENDITURES	Actual 2023-24 Expenses	Adopted Budget 2024-25 Expenses	YTD June 2023-24 Expenses	YTD June 2024-2025 Expenses	% of 2023-24 Budget	June FY '24 vs June FY '25 Difference	% of 2024-25 Budget
Fund							
General Fund (01)	7,831,909	7,576,194	7,723,673	7,124,148	98.6%	(599,525)	94.0%
Administrative & Support Svc	727,546	720,399	723,904	720,649	99.5%	(3,255)	100.0%
Regular Instruction	3,437,368	3,349,098	3,344,715	3,282,947	97.3%	(61,768)	98.0%
Vocational Instruction	105,244	106,040	99,722	109,324	94.8%	9,602	103.1%
Special Education Inst	1,307,624	1,572,436	1,307,624	1,449,623	100.0%	141,999	92.2%
Instructional Support	389,100	417,367	385,480	405,926	99.1%	20,446	97.3%
Pupil Support	516,020	468,050	519,539	329,961	100.7%	(189,578)	70.5%
Sites & Buildings	1,294,150	879,804	1,287,830	753,290	99.5%	(534,540)	85.6%
Fiscal & Other Fixed Costs	54,858	63,000	54,858	72,428	100.0%	17,570	115.0%
Food Service (02)	348,989	377,146	322,113	351,039	92.3%	28,926	93.1%
Transportation (03)	663,562	732,216	736,392	825,258	111.0%	88,866	112.7%
Community Service (04)	271,552	270,255	271,552	247,708	100.0%	(23,844)	91.7%
Capital Outlay (05)	168,053	172,850	168,053	132,591	100.0%	(35,461)	76.7%
Construction (06)	392,281	80,000	392,281	69,779	100.0%	(322,502)	87.2%
Debt Service (07)	1,756,659	1,762,549	1,756,659	1,760,024	100.0%	3,365	99.9%
Total	11,433,004	10,971,210	11,370,721	10,510,547	99.5%	(860,175)	95.8%
Total Funds 01, 03 & 05	8,663,524	8,481,260	8,628,117	8,081,997	99.6%	(546,120)	95.3%
REVENUE	Actual 2023-24 Revenue	Budgeted 2024-25 Revenue	YTD June 2023-24 Revenue	YTD June 2024-2025 Revenue	% of 2023-24 Budget	June FY '24 vs June FY '25 Difference	% of 2024-25 Budget
Fund							
General Fund (01)	7,989,857	7,639,802	9,147,444	9,476,640	114.5%	329,196	124.0%
Food Service (02)	322,847	299,520	284,331	276,820	88.1%	(7,511)	92.4%
Transportation (03)	328,910	365,470	6,898	(4,921)	2.1%	(11,819)	-1.3%
Community Service (04)	259,454	257,971	226,052	230,496	87.1%	4,444	89.3%
Capital Outlay (05)	233,129	264,448	-	-	0.0%	-	0.0%
Construction (06)	-	-	-	-	#DIV/0!	-	#DIV/0!
Debt Service (07) & (47)	1,783,892	1,762,731	627,450	65,909	35.2%	(561,540)	3.7%
Trust (08) & (25) & (10) & (18)	54	60	54	54	100.0%	-	89.5%
Total	10,918,143	10,590,002	10,292,229	10,044,999	94.3%	(247,230)	94.9%
Total Funds 01, 03 & 05	8,551,896	8,269,720	9,154,343	9,471,720	107.0%	317,377	114.5%

Adopted: _____

MSBA/MASA Model Policy 410

Orig. 1995

Revised: _____

Rev. 2022

Rev. 2023

410 FAMILY AND MEDICAL LEAVE POLICY

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "Covered active duty" means:

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

B. "Covered servicemember" means:

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

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

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

- D. "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.

- E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.

- F. "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
 - 1. a military medical treatment facility as an outpatient; or
 - 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.

- G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:
 - 1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
 - 2. to attend military events and related activities of a covered military member;
 - 3. to address issues related to childcare and school activities of a covered military member's child;
 - 4. to address financial and legal arrangements for a covered military member;
 - 5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
 - 6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of

deployment;

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

IV. LEAVE ENTITLEMENT

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

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

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

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

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

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

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

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

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

B. Twelve-week Leave under State Law

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

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

C. Twenty-six-week Servicemember Family Military Leave

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

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

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

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

- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
 - 1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
 - 2. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
 - 3. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, the school district may require the employee to continue taking leave until the end of the semester.
 - 4. If the school district requires an instructional employee to extend leave through the end of a semester as set forth in this paragraph, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the school district to the end of the school term is not counted as FMLA leave but as an unpaid or paid leave, to the extent the instructional employee has accrued paid leave available and the school district shall maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the conclusion of the leave.

VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

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

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

Cross References: ~~MSBA School Law Bulletin "M" (Licensed and Non-Licensed School District Employee Leave)~~ None

Adopted: _____

MSBA/MASA Model Policy 414

Orig. 1995

Revised: _____

Rev.

202~~5~~2

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

[NOTE: This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minnesota Statutes chapter 260E requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event that:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. "Child" means one under age 18 and, for purposes of Minnesota Statutes, chapter 260C (Juvenile Safety and Placement) and Minnesota Statutes, chapter 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minnesota Statutes, chapter 260C.451 (Foster Care Benefits Past Age 18).
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being maltreated or has been maltreated within the preceding three years.
- E. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- F. "Neglect" means the commission or omission of any of the acts specified below, other

than by accidental means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health care, medical, or other care required for the child's physical or mental health when reasonably able to do so;
2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child's own basic needs or safety, or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance as defined in state law used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minnesota Statutes, section 260C.007, subdivision 6, clause (5);
7. chronic and severe use of alcohol or a controlled substance by a person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior that contributes to impaired emotional functioning of the child, which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.

- G. "Nonmaltreatment mistake" occurs when: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minnesota Rules, part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing

services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minnesota Rules, chapter 9503.

- H. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- I. "Physical abuse" means any physical injury, mental injury (under subdivision 13), or threatened injury (under subdivision 23), inflicted by a person responsible for the child's care on a child other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minnesota Statutes, section 125A.0942 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minnesota Statutes, section 121A.582.

Actions that are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions that result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minnesota Statutes, section 609.02, subdivision 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances that were not prescribed for the child by a practitioner, in order to control or punish the child, or other substances that substantially affect the child's behavior, motor coordination, or judgment, or that result in sickness or internal injury, or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minnesota Statutes, section 609.379, including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minnesota Statutes, section 121A.58.

- J. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes maltreatment of a child and contains sufficient content to identify the child and any person believed to be responsible for the maltreatment, if known.
- K. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- L. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minnesota Statutes, section 609.341, subdivision 15), or by a person in a current or recent position

of authority (as defined in Minnesota Statutes, section 609.341, subdivision 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor that constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation that requires registration under Minnesota Statutes, section 243.166, subdivision 1b(a) or (b).

- M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm under Minnesota Statutes, section 260E.03, subdivision 5, or a similar law of another jurisdiction; (2) been found to be palpably unfit under Minnesota Statutes, section 260C.301, subdivision 1, paragraph (b), clause 3, or a similar law of another jurisdiction; (3) committed an act that resulted in an involuntary termination of parental rights under Minnesota Statutes, section 260C.301, or a similar law of another jurisdiction; or (4) or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative or parent under Minnesota Statutes, section 260C.515, subdivision 4, or a similar law of another jurisdiction.

IV. REPORTING PROCEDURES

- A. A mandated reporter shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.
- B. An oral report shall be made immediately by telephone or otherwise. The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment, and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a

nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.

- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, plus costs and reasonable attorney fees. Knowingly or recklessly making a false report also may result in discipline.

[NOTE: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]

V. INVESTIGATION

- A. The responsibility for assessing or investigating reports of suspected maltreatment rests with the appropriate state, county, or local agency or agencies. The agency responsible for assessing or investigating reports of maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged offender, and any other person with knowledge of the maltreatment for the purpose of gathering facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of the alleged offender or parent, legal guardian, or school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian, or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged offender is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable, and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every

effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

- D. Where the alleged offender is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Code, section 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)
[Minn. Stat. § 260C.301 \(Termination of Parental Rights\)](#)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)

Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

INTERNET USE AGREEMENT - STUDENT

STUDENT

I have read and do understand the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to abide by them. I further understand that should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

User's Full Name (please print): _____

User Signature: _____

Date: _____

PARENT OR GUARDIAN

As the parent or guardian of this student, I have read the school district policies relating to safety and acceptable use of the school district computer system and the Internet. I understand that this access is designed for educational purposes. The school district has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the school district to restrict access to all controversial materials and I will not hold the school district or its employees or agents responsible for materials acquired on the Internet. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian's Name (please print): _____

Parent or Guardian's Signature: _____

SUPERVISING TEACHER

(Must be signed if applicant is a student)

I have read the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to promote these policies with the student. Because the student may use the Internet on the school district computer system for individual work or in the context of another class, I cannot be held responsible for the student's use of the Internet on network. As the supervising teacher I do agree to instruct the student on acceptable use of the Internet and network and proper network etiquette.

Teacher's Name (please print): _____

Teacher's Signature: _____

INTERNET USE AGREEMENT - EMPLOYEE

SCHOOL DISTRICT EMPLOYEE

I have read and do understand the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to abide by them. I further understand that should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

User's Full Name (please print): _____

User Signature: _____

Date: _____

Independent School District #118 Policy 524

Orig. 1996

Adopted:

Revised:

Approved:

ev. 20254

524 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY

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

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

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

III. LIMITED EDUCATIONAL PURPOSE

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

IV. USE OF SYSTEM IS A PRIVILEGE

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

V. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
 2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
 5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
 6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

[NOTE: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites.]

Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

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

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
- 7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 - 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 - 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the

school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

[NOTE: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts seeking technology revenue pursuant to Minnesota Statutes, section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]

[\[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes 125B.15 as follows: "A school district receiving technology revenue under section 125B.26 must prohibit, including through use of available software filtering technology or other effective methods, adult access to material that under federal or state law is reasonably believed to be obscene or child pornography."\]](#)

ALTERNATIVE NO. 1

~~[NOTE: For a school district that does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under Minnesota Statutes, section 125B.15.]~~

~~All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.~~

~~[NOTE: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to restrict student access to such materials.]~~

ALTERNATIVE NO. 2

~~[NOTE: Technology revenue is available to school districts that meet the additional condition of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.]~~

- ~~A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.~~
- ~~B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.~~
- ~~C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.~~

ALTERNATIVE NO. 3

~~[NOTE: School districts that receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy that contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.]~~

- ~~A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:~~

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

[NOTE: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

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

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their

child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.

- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes, chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

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

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

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

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.

- b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
- 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
- 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
- 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
- 6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
- 7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
- 8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

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

parent or guardian, and the supervising teacher prior to use by the student.

5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

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

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
 - 1. any location-tracking feature of a school-issued device;
 - 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 - 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
 - 1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 - 2. the activity is permitted under a judicial warrant;
 - 3. the school district is notified or becomes aware that the device is missing or stolen;
 - 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 - 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes, section 121A.031; or
 - 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

[NOTE: In 2024, the Minnesota legislature enacted a law requiring that school districts

adopt a policy on students' possession and use of cell phones in school by March 15, 2025. This law does not state that school districts must incorporate specific language or provisions in the school district policy.

MSBA recognizes the common practice of setting forth cell phone rules in a student handbook or similar document. This Article directs school administration to establish cell phone rules, which the school board may require be presented to the board for approval. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings. The school board may choose to set forth general principles regarding cell phone use in this Article.

~~Under the new law, t~~The Minnesota Elementary School Principals Association and the Minnesota Association of Secondary School Principals ~~will collaborate~~d to make best practices available to schools on a range of different strategies to achieve the goals stated above.]

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

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

XVII. IMPLEMENTATION; POLICY REVIEW

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194(2003)

Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Model Policy 806: Crisis Management Plan

FOR ASSISTANCE IN DRAFTING A CRISIS MANAGEMENT PLAN

Resources are available to assist school districts in drafting a Crisis Management Policy and/or building-specific crisis management plans. Please contact any of the organizations listed below for assistance:

A. Minnesota Department of Public Safety School Safety Center

HSEM Comprehensive School Safety Guide

<https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/2011%20Comprehensive%20School%20Safety%20Guide.Jan%202014%20Appendix%20update.pdf>

Division of Homeland Security and Emergency Management
444 Minnesota Street, Suite 223
St. Paul, MN 55101
651-201-7400
<https://dps.mn.gov/Pages/default.aspx>

B. Minnesota Department of Education

Division of Special Education Compliance and Assistance
1500 Highway 36 West
Roseville, MN 55113-4266
651-582-8710
www.education.state.mn.us email: mde.compliance-assistance@state.mn.us

C. Minnesota Department of Public Safety State Fire Marshal Division

444 Minnesota Street, Suite 145
St. Paul, MN 55101-5145
651-201-7200
<https://dps.mn.gov/divisions/sfm/Pages/default.aspx>

D. Minnesota School Boards Association

1900 West Jefferson Avenue
St. Peter, MN 56082-3015
800-324-4459
507-934-2450
www.mnmsba.org

OTHER RESOURCES/PUBLICATIONS:

U.S. Department of Education
Readiness and Emergency Management (REMS) Technical Assistance Center
<https://rems.ed.gov>

Ready.gov: <https://www.ready.gov/>
ReadyKids.gov: <https://www.ready.gov/kids>

Practical Information on Crisis Planning <https://www2.ed.gov/admins/lead/safety/crisisplanning.html>

CISA: What to Do – Bomb Threat <https://www.cisa.gov/what-to-do-bomb-threat>

National School Safety and Security Services
www.schoolsecurity.org/resources/security-equipment.html

Your local emergency response agencies (law enforcement, fire, emergency management) can also assess your building and situation, suggest changes, and assist in drafting building-specific crisis management/emergency plans.

FIRE

In the event of a fire, smoke from a fire or detection of a gas odor:

- Pull fire alarm and notify building occupants by means of

- Evacuate students and staff to the designated areas.
 - These areas should be a safe distance away from emergency personnel.
 - Be aware of the arrival of emergency responders. See map of evacuation routes and assembly areas located

(or included in this manual on next page)

- Follow primary fire drill route whenever possible. Follow alternate route if primary route is blocked or dangerous. See map, located

(or included in this manual on next page)

 - Teachers take class roster.
 - Teachers take attendance after evacuation.
 - Teachers report missing students to building administrator immediately.

- If trapped by fire, go to **Shelter-in-Place Procedures**.

Building administrator:

- Building administrator notifies fire department (call **911**) and superintendent.

- Building administrator or designee meets with emergency officials as soon as possible.

- After consulting with appropriate official, building administrator may move students to primary relocation center at _____ if weather is inclement or building is damaged.

- **Do not** reenter buildings until they are declared safe by fire or law enforcement personnel.

- Building administrator notifies staff and students of termination of emergency.

Fire drills should be held at varied times during the school day.

Practice both primary and alternate routes.

Extra staffing is necessary for students with special medical or physical needs.

HAZARDOUS MATERIALS

Incident occurs in school:

- Notify building administrator/office.
- Call **911**. If the type and/or location of hazardous material is known, report that information to 911.
- Evacuate to an upwind location, taking class roster. Teachers take attendance after evacuation.
- Seal off area of leak/spill. Close doors.
- Fire officer in charge will determine additional shelter-in-place or evacuation actions.
- Shut off heating, cooling, and ventilation systems in contaminated area to reduce the spread of contamination.
- Building administrator notifies superintendent.
- Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- Resume normal operations when fire officials approve.

Incident occurs near school property:

- Fire or law enforcement will notify school officials.
- Consider closing outside air intake, evacuating students to a safe area, or sheltering students inside the building until emergency passes or relocation is necessary.
- Fire officer in charge of scene will instruct school officials on the need for sheltering or evacuation.
- Follow procedures for sheltering or evacuation.
- If evacuating, teachers take class rosters and take attendance after evacuation.
- If evacuation is not ordered, be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary.
- Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- Resume normal operations when fire officials approve.

Extra staffing is necessary for students with special medical and/or physical needs.

**SEVERE WEATHER
TORNADO/SEVERE THUNDERSTORM/FLOODING**

Tornado/severe thunderstorm WATCH has been issued in an area near school:

- Monitor NOAA Weather Radio All Hazards (National Weather Service) or emergency alert radio stations.
- Bring all persons inside building(s).
- Close windows.
- Review tornado drill procedures and location of safe areas.

Tornado safe areas are interior hallways or rooms away from exterior walls and windows and away from large rooms with long-span ceilings.

- Review “drop and tuck” procedures with students.

Tornado/severe thunderstorm WARNING has been issued in an area near school, or a tornado has been spotted near school:

- Move students and staff to safe areas.
- Close classroom doors.
- Teachers take class rosters.
- Ensure that students are in “tuck” positions.
- Teachers take attendance.
- Remain in safe area until warning expires or emergency personnel have issued an all-clear signal.

Post diagrams in each classroom showing routes to areas. Attach a building diagram showing safe areas.

Flooding:

- Monitor NOAA Weather Radio All Hazards and emergency alert radio stations. Stay in contact with emergency management officials.
- Review evacuation procedures with staff.
- Check relocation centers. Find an alternate relocation center if primary and secondary centers would also be flooded.
- Check transportation resources.
- If district officials and emergency responders advise evacuation, do so immediately.
- Teachers take class rosters.
- Teachers take attendance.
- Notify parents/guardians according to district policy.

Refer to Severe Weather Awareness Week postings at <https://dps.mn.gov/divisions/hsem/weather-awareness-preparedness/Pages/severe-weather-awareness-week-program.aspx> for further

information on severe weather safety.

MEDICAL EMERGENCY

Life-threatening injury or illness, or death:

- Notify office staff/building administrator to make emergency calls. If unable to reach office immediately, call **911**. **Work as a team.**
- Give full attention to the victim(s).
- Do not attempt to move a person who is ill or injured unless he/she is in immediate danger of further injury.
- If possible, isolate the affected student/staff member. Disperse onlookers and keep others from congregating in the area.
- Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
- Help stop bleeding.
 - Applying pressure on wound or elevating wound may help stop or slow bleeding.
 - Protect yourself from body fluids. Use gloves if available.
- Check for vital signs. Initiate first aid, if you are trained.
- Comfort the victim(s) and offer reassurance that medical attention is on the way.
- After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.

Non-life-threatening injury or illness:

- For all non-life-threatening illnesses and injuries, call the office/nurse.

Administrator:

- In case of traumatic medical emergency or death at school:
 - Notify superintendent.
 - Notify victim's parents, guardians, or family.
 - Activate post-crisis procedures, if necessary.
- In all other medical emergencies, assess individual's need for post-crisis intervention.

FIGHT/DISTURBANCE

- Ensure the safety of students and staff first.
- Notify building administrator/security/law enforcement. **Work as a team**, especially when separating participants.
- Don't let a crowd incite participants. Disperse onlookers and keep others from congregating in the area.
- When participants are separated, do not allow further visual or verbal contact.
- Document all activities witnessed by staff.
- Deal with event according to school's discipline policy.
- Building administrator notifies parents/guardians of students involved in fight. Superintendent and police may be notified as necessary, or as indicated by school policy.
- Assess counseling needs of participants and witnesses. Implement post-crisis procedures as needed.

*For fights or disturbances that elevate to possible assault level, refer to **Assault** guidance.*

ASSAULT

- Ensure the safety of students and staff first.
- Notify building administrator. **Work as a team.**
- Notify law enforcement if circumstances lead you to believe that criminal activity is involved, e.g., if a weapon is used, if there has been a sexual assault or there is a physical injury that causes substantial pain.
- Seal off area to preserve evidence and disperse onlookers.
- If victim requires medical attention, follow **Medical Emergency** procedures.
- **Do not leave the victim alone.**
- Notify parents/guardians and superintendent per district policy.
- Document all activities witnessed by staff.
- Assess counseling needs and implement post-crisis procedures as needed.

INTRUDER

Intruder – an unauthorized person who enters school property:

Minn. Stat. § 609.605, Subd. 4, gives a school building administrator authority to have persons removed from school property as trespassers if they are not authorized to be there.

- Politely greet intruder and identify yourself.
 - Consider asking another staff person to accompany you before approaching intruder.
- Inform intruder that all visitors must register at the main office.
 - Ask intruder the purpose of his/her visit. If possible, attempt to identify the individual and/or vehicle.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.
- Notify building administrator or law enforcement.

If intruder refuses to leave:

- Notify building administrator and law enforcement if intruder refuses to leave. Give law enforcement full description of intruder.
- Back away from intruder if he/she indicates a potential for violence. Allow an avenue of escape. To the extent possible, maintain visual contact.
 - Be aware of intruder's actions at this time (where he/she is located in school building, whether he/she is carrying a weapon or package, etc.).
 - Maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later.

Should the situation escalate quickly, the building administrator may decide at any time to initiate lockdown procedures.

Note: To assist staff members who interact with a stranger at school, use the "I CAN" rule.

Intercept

Contact

Ask

Notify

WEAPONS

Staff or students who are aware of a weapon brought to school:

- Immediately notify building administrator, teacher or law enforcement.
 - Give the following information:
 - Name of person suspected of bringing the weapon.
 - Location of the weapon.
 - Whether the suspect has threatened anyone.
 - Any other details that may prevent the suspect from hurting someone or himself/herself.

- Teachers who suspect that a weapon is in the classroom: **STAY CALM.**
 - Do not call attention to the weapon.
 - Notify the building administrator, the school resource officer or a neighboring teacher as soon as possible.
 - Teacher should not leave the classroom.

Building administrator:

- Call law enforcement to report that a weapon is suspected in school.

- Ask another administrator or a law enforcement officer to participate in questioning the suspected student or staff member.
 - Consider the best time and place to approach the person, taking into account these factors if possible:
 - Need for assistance from law enforcement.
 - Type of weapon.
 - Safety of persons in the area.
 - State of mind of the suspected person.
 - Accessibility of the weapon.

- Separate student/staff member from weapon, if possible.

- If the suspect threatens you with the weapon, **DO NOT** try to disarm him/her. Back away with your hands up. **STAY CALM.**

- Follow district procedures if you need to conduct a weapons search.

- Document all activities related to a weapons incident according to reporting requirements of the district and Minnesota Statutes.

- If the suspect is a student, notify parent(s)/guardian(s) according to district policy.

SHOOTING

If a person displays a firearm or begins shooting:

- Move to or seek safe shelter. Go to lockdown procedures.
- Notify building administrator/law enforcement.
- Call **911**.

If you hear gunshots:

- If possible, determine where shooting is taking place.
- Seek safe shelter.
 - If outside, stay as low to the ground as possible, and find any kind of cover.
 - If inside, go to lockdown procedures.
- Teachers take attendance and notify the building administrator of missing students or staff as soon as it is safe to do so.

Building administrator/school resource officer/security/law enforcement:

- Building administrator may order lockdown procedures.
- Assess the situation as to:
 - The shooter's location.
 - Injuries.
 - Potential for additional shooting.
- Call **911** and give as much detail as possible about the situation.
- Secure the school, if appropriate.
- Help students and staff find safe shelter.
- Care for the injured *if it is safe to do so* until emergency responders arrive. Do not add to the victim list by exposing yourself to danger.
- Notify superintendent's office.
- Refer media to district spokesperson per media procedures.
- Initiate post-crisis procedures.

Work with local law enforcement to identify their response methods and capabilities. Provide them with updated building diagrams.

HOSTAGE

Witness to a hostage situation:

If the hostage-taker is unaware of your presence, DO NOT INTERVENE!

- Notify building administrator. Building administrator may wish to initiate lockdown procedures or evacuation.
- Call **911**. Give dispatcher details of situation.
- Seal off area near hostage scene.
- Police will take control of hostage scene; building administrator coordinates with police for safety and welfare of students and staff.
- Document all activities.

If taken hostage:

- Cooperate with hostage-taker to the fullest extent possible.
- Try not to panic. Calm students if they are present.
- Treat the hostage-taker as normally as possible.
- Be respectful to the hostage-taker.
- Ask permission to speak; do not argue or make suggestions.

BOMB THREAT

Critical information:

- Schools are responsible for assessing bomb threats to determine credibility.
- All bomb threats must be taken seriously until they are assessed.
- The decision whether or not to evacuate rests with the **school**, not the responding agencies, unless a device is located.

Procedures upon receiving a bomb threat:

By phone call

- Complete the *Checklist for Telephone Threats*.

By written note

- Preserve evidence.
- Place note in plastic bag, if available.
- Photograph words written on walls.
- Notify building administrator or designee.
- Notify law enforcement.
- Building administrator orders evacuation or other actions according to threat assessment and school policy.

Caution: Overreacting may encourage additional threats.

Scanning process considerations:

- Scan classrooms and common areas for suspicious items. Scans should be made by people who are familiar with the building. Assign staff to certain areas of the building. Keep in mind that a bomb could be placed *anywhere* on school property – inside or outside.
- Any suspicious devices, packages, etc., should be pointed out to emergency responders. **Do not touch.**
- Once a device is located, emergency responders take responsibility for it.

Evacuation considerations:

- If a decision is made to evacuate, notify staff via phone system, hardwired PA system or by messenger. **Do not use cell phones, radios or fire alarm system** because of risk of activating a device.
- While notification is being made, other staff should survey the grounds to clear exits and areas where students and staff will be going. Exit routes should be altered accordingly if the location of the device is known.
- When evacuating, leave everything as-is. Leave room doors unlocked. Teachers take class roster.

*Bomb squads generally will **not** search a building unless a suspicious package has been located.*

CHEMICAL OR BIOLOGICAL THREAT

If a telephone threat references a chemical or biological device or package, complete the *Checklist for Telephone Threats* procedures and refer to safety procedures in *Bomb Threat* and *Hazardous Materials* sections.

This page addresses receiving, by mail or delivery service, a suspicious letter or package that might be a chemical or biological threat.

When sorting mail or receiving delivered packages:

- Look for characteristics that make you suspicious of the content.
 - excessive postage, excessive weight
 - misspellings of common words
 - oily stains, discolorations, odor
 - no return address or showing a city or state in the postmark that does not match the return address
 - package not anticipated by someone in the school or not sent by a known school vendor

If a letter/package is opened and contains a written threat by no suspicious substance:

- Notify building administrator and law enforcement.
- Limit access to the area in which the letter/package was opened to minimize the number of people who might directly handle it. It is considered criminal evidence.
- Ask the person who discovered/opened the letter or package to place it into another container, such as a plastic bag.
- Turn the letter/package over to law enforcement. Document all activities.

If a letter or package is opened and contains some type of suspicious substance:

- Notify building administrator and law enforcement.
- Isolate the people who have been exposed to the substance. The goal here is to prevent/minimize spreading contamination.
- Limit access to the area in which the letter/package was opened.
- Ask the person who discovered/opened the letter/package to place it into another container, such as a clear plastic zip-lock bag. Handle with gloves if possible.
- Emergency officials will determine the need for decontamination of the area and the people exposed to the substance.

Building administrator:

- Building administrator and emergency officials determine whether evacuation is necessary.
- Building administrator notifies superintendent. Notification is made to parents/guardians, according to district policies.
- Implement post-crisis procedures as necessary.

Consider having gloves and zip-lock bags available at mail sorting areas.

CHECKLIST FOR TELEPHONE THREATS

If you receive a telephone threat (bomb/chemical/other):

- **Remain calm**
- **Do not hang up. Keep the caller on the line as long as possible and listen carefully.**

Ask the following questions:

- Where is the bomb/chemical or other hazard?
- When will it explode/be activated?
- What does it look like?
- What kind of bomb/hazard is it?
- What will cause it to explode/activate?
- What is your name?
- Did you place the bomb/hazard? WHY?
- Where are you?

Exact wording of the threat: _____

If voice is familiar, who did it sound like? _____

Caller ID information:

male	female	adult	juvenile	age
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Call origin:

local	long distance	internal	cell phone
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Caller's voice: Note pattern of speech, type of voice, tone. Check all that apply.

Calm	Excited	Loud	Soft	Deep	Nasal
Raspy	Distinct	Slurred	Normal	Crying	Laughter
Slow	Rapid	Disguised	Accent	Lisp	Stutter
Drunken	Familiar	Incoherent	Deep breathing		

Background sounds: Check all that apply.

Voices	Airplanes	Street noises	Trains	Quiet	Bells
Clear	Static	Animals	Party	Vehicles	
Horns	House noises	PA system	Music	Factory machines	
Motor	Phone booth	Other:			

Threat language: Check all that apply.

Well-spoken (educated)	Foul	Taped	Incoherent	Irrational	Message read from script
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Did caller indicate knowledge of the building? Give specifics: _____

Person receiving call: _____ Phone number where call received: _____

LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP.

DEMONSTRATION

If demonstrators are near but not on school property:

- Building administrator notifies staff and superintendent's office.
- Monitor situation. Notify law enforcement if necessary.

If demonstrators are on school property:

- Ensure safety of students and staff, particularly safe entry into and exit from the building.
- Building administrator notifies staff and superintendent's office.
- Building administrator asks demonstrators to leave school property. Warn them that they are violating the state trespass statute. Notify law enforcement if necessary.
 - *If demonstrators leave*, continue to monitor the situation.
 - *If demonstrators do not leave*, notify law enforcement. Building administrator may initiate "lockdown with warning." **(See Lockdown Procedures)**

SUICIDE

Suicide threat:

- Consider any student reference to suicide as serious.
- Do not leave the student alone.
- Notify the school counselor, social worker, psychologist, or building administrator immediately.
- Stay with the student until suicide intervention staff arrives.
- Do not allow the student to leave school without parent, guardian, or other appropriate adult supervision.

Suicide attempt in school:

- Notify building administrator, school nurse, or other appropriate professional staff.
- Call **911** if the person needs medical attention, has a weapon, needs to be restrained, or parent/guardian cannot be reached.
- Try to calm the suicidal person.
- Stay with the suicidal person until suicide intervention staff arrives.
- Isolate the suicidal person or the area, if possible.
- Initiate first aid.
- Do not allow the student to leave school without parent, guardian, or other appropriate adult supervision.

Building administrator:

- Call parent(s) or guardian(s) if the suicidal person is a student.
- Call family or emergency contact if suicidal person is a staff member.
- Notify superintendent or appropriate district level administrator.
- Work with district public information officer.
- Implement post-crisis procedures.

LOCKDOWN PROCEDURES

One means of securing the school is to implement lockdown procedures. These procedures may be called for in the following instances:

- 1) **Lockdown with warning** – The threat is outside of the school building. The school may have been notified of a potential threat outside of the building.
- 2) **Lockdown with intruder** – The threat/intruder is inside the building.

Lockdown with warning procedures:

- Building administrator will order and announce “lockdown with warning” procedures. Repeat announcement several times. Be direct. Code words lead to confusion.
- Bring people inside.
- Lock exterior doors.
- Clear hallways, restrooms, and other rooms that cannot be secured.
- Pull shades. Keep students away from windows.
- Control all movement, but continue classes. Disable bells. Move on announcement only.
- Building administrator will announce “all clear.”

Lockdown with intruder procedures (these actions happen rapidly):

- Building administrator will order and announce “lockdown with intruder.” Repeat announcement several times. Be direct. Code words lead to confusion.
- Immediately direct all students, staff and visitors into nearest classroom or secured space. Classes that are outside of the building SHOULD NOT enter the building. Move outside classes to primary evacuation site.
- Lock classroom doors.
- DO NOT lock exterior doors.
- Move people away from windows and doors. Turn off lights.
- DO NOT respond to anyone at the door until “all clear” is announced.
- Keep out of sight.
- Building administrator will announce “all clear.”

Some other threats may override lockdown, i.e., confirmed fire, intruder in classroom, etc. Consider making an action plan for people in large common areas, i.e., cafeteria, gymnasium.

Lockdown may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or disturbance.

SHELTER-IN-PLACE PROCEDURES

Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.

Sheltering in place is used when evacuation would put people at risk (i.e., tornado, environmental hazard, blocked evacuation route).

Shelter areas may change depending on the emergency:

- Identify safe areas in each school building.
- Building administrator announces that students and staff must go to shelter areas.
- Bring all persons inside building(s).
- Teachers take class rosters.
- Close all exterior doors and windows, if appropriate.
- Turn off ventilation leading outdoors, if appropriate.
- Teachers account for all students after arriving in shelter area.
- All persons remain in shelter areas until a building administrator or emergency responder declares that it is safe to leave.

If all evacuation routes are blocked:

- Stay in room and close door.
- Keep air as clean as possible.
 - Seal door.
 - Open or close windows as appropriate.
 - Limit movement and talking in room.
- Communicate your situation to administration or emergency officials by whatever means possible.

EVACUATION/RELOCATION

Evacuation:

- Building administrator initiates evacuation procedures.
- Evacuation routes may be specified according to the type of emergency. They may need to be changed for safety reasons.
 - Bombs: Building administrator notifies staff of evacuation route dictated by known or suspected location of device.
 - Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route.
 - Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
- Teachers take class rosters.
- Do not lock classroom doors when leaving.
- When outside the building, account for all students. Immediately inform building administrator of any missing student(s).

Relocation:

- Building administrator determines whether students and staff should be evacuated to a relocation center.
- Building administrator or school emergency response team designee notifies relocation center.
- If necessary, a school emergency response team designee coordinates transportation to relocation center.
- Teachers stay with class en route to the relocation center and take attendance upon arriving at the center.
- Use student release forms for students who are picked up from a relocation center.
- Notify superintendent's office and district public information office of relocation center address.

Relocation centers:

List primary and secondary student relocation centers. The primary site is usually located close to the school. The secondary site is usually located farther away. Include maps and written directions to centers for staff reference.

Primary Relocation Center: _____

Secondary Relocation Center: _____

Address: _____

Address: _____

Phone: _____

Phone: _____

MEDIA PROCEDURES

All staff must refer media contacts to district spokesperson. The school district, in coordination with assisting agencies, assumes responsibility for issuing public statements during an emergency.

- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

District spokesperson: _____
Name Contact number(s)

Alternate spokesperson: _____
Name Contact number(s)

Consider pre-designating site spokespersons.

- District Public Information (PI) person helps district spokesperson coordinate media communications.

District PI: _____
Name Contact number

Alternate PI: _____
Name Contact number

Media checklist:

- Building administrator relays all factual information to superintendent and public information person.
- Establish a media information center away from the affected area. Consider:
 - Media need timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
 - Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders.
- Before holding a news conference, brief the participants and coordinate information.
 - Determine the message you want to convey. Create key messages for target audiences: parents, students, and the community.
 - Emphasize the safety of students and staff.
 - Engage media to help distribute important public information. Explain how the emergency is being handled.
 - Respect privacy of victims and families of victims. Do not release names to media.
- Update media regularly. DO NOT say "No comment." Ask other agencies to assist with media.
- Maintain log of all telephone inquiries for future use.

POST-CRISIS INTERVENTION PROCEDURES

- Assess the situation to determine the need for post-crisis interventions for staff, students, and families.
- Provide post-crisis briefings for staff, students, and families as appropriate.
- Re-establish school and classroom routine as quickly as possible.
- Consider interventions:
 - Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency.
Defusings are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident.
Defusing should be conducted by trained individuals.
 - Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency.
CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for student’s development level. **CISD should only be conducted by trained professionals.**
 - Counseling – Provide grief counseling.
- Provide on-going support as necessary for staff, students and families.
 - Monitor and support staff.
 - Provide ongoing opportunities for children to talk about their fears and concerns. They may have more questions as time passes.
 - Identify and monitor at-risk students.
 - Provide individual crisis or grief counseling, if necessary.
 - Conduct outreach to homes.
 - Provide follow-up referral for assessment and treatment, if necessary.

The district should identify a 24-hour contact person or agency responsible for post-crisis assessment and interventions.

In the event of a tragic, highly publicized event, mental health professionals from federal, state and non-government agencies may respond to offer post-crisis aid. Effective coordination is critical. Consult with the Minnesota Department of Education for support, advice and assistance in coordinating the activities of outside entities.

SCHOOL EMERGENCY RESPONSE TEAM

Build the school's emergency response team with people who can perform the functions identified below. Backup personnel should be assigned to each function, and key personnel should be cross-trained in critical requirements of the functions. Staff members who are not responsible for students should fill as many of the functions as possible. **Depending on the emergency, one person may be able to perform multiple assignments.**

See next page for descriptions of emergency response team functions.

Function	Staff Assigned	Backup Staff
Incident Commander (person in charge)		
Safety		
Public Information		
Liaison		
Operations Chief		
Medical		
(attach list of qualified first-aid/CPR responders in building)		
Site Security/ Facility Check		
Student Release Coordinator		
Logistics Chief		
Communications		
Transportation		
Planning Chief		
Financial/ Recordkeeping		

These functions mirror the National Incident Management System (NIMS) used by emergency responders.

SCHOOL RESPONSE TEAM FUNCTIONS

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security and is intended for use by all state and federal agencies when responding to emergencies. The system provides integrated and coordinated management guidelines for all types of disasters and emergencies.

Most functions necessary for emergency response in the community are also necessary for emergencies within the schools. Incident management functions below are described in the context of a school setting.

Incident Commander (person in charge)	Activates school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies district authorities and provides situation updates; requests resources.
Safety	Responsible for safety and security of the site; stops operations if conditions become unsafe.
Public Information	May be designated site spokesperson; cooperates with the district and other agencies on joint news releases; coordinates media briefings as necessary.
Liaison	Contact person for outside agencies; may represent school/district at city emergency operations center or at emergency responders' on-scene command post.
Operations Chief	Directs actions, i.e., lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities.
Medical	Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders.
Site Security/Facility Check	Responsible for seeing that the school building and grounds are visually inspected and secured.
Student Release Coordinator	Responsible for implementing school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site.
Logistics Chief	Estimates logistical needs; gets personnel, facilities (relocation sites), services, and materials to support operations.
Communications	Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.
Transportation	Responsible for arranging transportation for emergency relocations and early dismissal of school; keeps current contact list of transportation providers.
Planning Chief	Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with incident commander.
Financial/Recordkeeping	Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; initiates business recovery efforts.

EMERGENCY PHONE NUMBERS

Fire/Ambulance/Police

Emergency-911

Dispatch Center:
(for local police, fire and emergency medical services)

Public Utilities

Electricity: Company _____
 Contact person _____
 24-hour emergency number(s) _____

Gas: Company _____
 Contact person _____
 24-hour emergency number(s) _____

Water: Company _____
 Contact person _____
 24-hour emergency number(s) _____

Emergency Management Agencies

Local emergency management director:

 Name _____
 Telephone _____

County emergency management director:

 Name _____
 Telephone _____

Referrals

Hazardous Materials: Report hazardous materials leaks or spills to Minnesota Duty Officer
24-hour numbers Statewide (800) 422-0798 Metro area (651) 649-5451

Poison Control Center _____

Crime Victim Services _____

Post-Crisis Intervention/Mental Health Hotline _____

[Note: These procedures are provided as a sample and a starting place for your schools to begin planning for a situation like a pandemic. A pandemic policy is not legally required.]

HIGHLY CONTAGIOUS SERIOUS ILLNESS OR PANDEMIC FLU

- The school district may provide information on the proper methods for hand washing, covering coughs, and social distancing. Reminders of these methods may be placed throughout the school district's buildings.
- Children and staff should be asked to wash their hands thoroughly and frequently. All classroom surfaces should be disinfected according to guidance from health officials.
- If a case of highly contagious serious illness is suspected, the sick student, employee, or visitor should be immediately sent home. If that is not possible, the person should be isolated, as much as possible, until arrangements can be made for the person to leave the school.
- If a serious illness is confirmed, the local health agency should be notified and communication efforts initiated. See ***Emergency Phone Numbers*** and ***Media Procedures***.
- In the absence of a school closure order from a state agency, the superintendent, in consultation with the school board, will determine when to close school due to significant risk of spreading the illness. See ***Early School Closure Procedures, Part III.F.***, especially if school is closed before the end of a school day.
- If an extended school closure is ordered, the school district may make online learning or other at home learning options available to the extent feasible.
- Any closed school buildings should be disinfected according to guidance from health officials before reopening.

Adopted: _____

MSBA/MASA Model Policy 806

Orig. 1999

Revised: _____

Rev. 2025

806 CRISIS MANAGEMENT POLICY

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

I. PURPOSE

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

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

II. GENERAL INFORMATION

A. The Policy and Plans

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

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

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

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

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

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

a. Lock-Down Procedures

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

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

b. Evacuation Procedures

Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building’s crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures

for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

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

c. Sheltering Procedures

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

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

2. Crisis-Specific Procedures

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

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

[NOTE: The 2024 Minnesota legislature enacted permissive language stating that a school board “may adopt the model cardiac emergency response plan provided by” the Commissioner (as of June 4, 2024, a response plan is not yet available.)

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building’s crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be

willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

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

b. Leaders

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

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated

persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

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

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

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

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

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

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

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

C. Facility Diagrams and Site Plans

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

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

[NOTE: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes, section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

D. Emergency Telephone Numbers

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

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

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

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

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider

an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

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

F. Early School Closure Procedures

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

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

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

G. Media Procedures

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

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

H. Behavioral Health Crisis Intervention Procedures

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

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of

emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

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

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

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

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

- iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias.
 - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

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

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

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

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of

a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

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

F. Active Shooter Simulations

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

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

[NOTE: The Minnesota legislature enacted the addition to 2.c in 2025 (Session Law Chapter 35).]

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for

schools, including but not limited to:

- a. student opportunities for leadership related to prevention and safety;
- b. encouragement and support to students in establishing clubs and programs focused on safety; and
- c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

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

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

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

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

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats

- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

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

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

B. Visitors

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

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

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

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

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

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power

plants will implement crisis plans in the event of an accident or incident at the power plant.

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

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

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

Additional Resources: I Love U Guys Foundation, *Standard Response Protocol*
<https://iloveuguy.org/The-Standard-Response-Protocol.html> (012325)
Safe and Sound Schools
<https://safeandsoundschools.org/> (012325)

Adopted: _____

MSBA/MASA Model Policy 415

Orig. 1995

Revised: _____

Rev. 201522

415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

[Note: This policy reflects the mandatory law regarding reporting maltreatment of vulnerable adults and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to ~~fully~~ comply fully with Minnesota Statutes section § 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

A. "Abuse" means:

- 1. An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in Minnesota Statutes sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in Minnesota Statutes section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in Minnesota Statutes section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in Minnesota Statutes sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.
- 2. Conduct which is not an accident or therapeutic conduct as defined in Minnesota Statutes section 626.5572 which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under Minnesota Statutes section 245.825.

3. Any sexual contact or penetration as defined in Minn. Stat. § 609.341 between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.

4. The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another.

Abuse does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 2.

B. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

C. "Common entry point" means the entity responsible for receiving reports of alleged or suspected maltreatment of a vulnerable adult and designated by the Commissioner of the Minnesota Department of Human Services as the MN Adult Abuse Reporting Center (MAARC).

D. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

E. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

F. "Mandated Reporters" means a professional or professional's delegate while engaged in education. any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.

G. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.

H. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.

I. Neglect also means the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. § Minnesota Statutes section 626.5572, Subd. 17.

- J. "School personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.
- K. "Vulnerable Aadult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minn. Stat. Ch. Minnesota Statutes chapter 245A, except as excluded under Minn. Stat. §Minnesota Statutes section 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or whether any type of service is received, possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to adequately provide adequately for the person's individual's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall, to the extent possible, identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose not public data, as defined under Minn. Stat. §Minnesota Statutes section 13.02, to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy ~~shall~~should appear in school personnel handbooks ~~where~~as appropriate.
- B. The school district will develop a method of discussing this policy with employees ~~where~~as appropriate.
- C. This policy ~~shall~~should be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. § 13.02 ([Government Data Practices; Collection, Security, and Dissemination of Records; Definitions](#))
[Minn. Stat. Ch. 245A \(Human Services Licensing\)](#)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)
Minn. Stat. § 609.232-34 ([Crimes Against Vulnerable PersonsAdults; Definitions](#))
~~Crimes Against the Person~~)
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
[MSBA/MASA Model Policy 515 \(Protection and Privacy of Pupil Records\)](#)

Adopted: 8/21/97

Rescinds: GBRB

Issued: 6/17/82

Revised: _____

Independent School District #118 Policy 426

426 PROFESSIONAL PERSONNEL TIME SCHEDULE

The working day for certified personnel shall be determined by the school day established for students and by the instruction and activity schedules established by the supervising administrator.

Every effort shall be made by the administration to provide a uniform work day for employees where this is practical and consistent with the safe and efficient administration of the school.

The work day shall provide a one-half hour duty-free lunch period.

426-1

Adopted: 8/21/97
Rescinds: GBRG
Issued: 6/17/82
Revised: _____

Independent School District #118 Policy 428

428 PROFESSIONAL PERSONNEL NON-SCHOOL EMPLOYMENT

The Board considers teaching duties in the district full time employment.

Employees shall not engage at any time in any employment that would interfere with their effectiveness in performing regular assigned duties; would compromise or embarrass the school system; would adversely affect their employment status or professional standing; or would in any way conflict with assigned duties. Employees shall not be employed or involved in any private business during the hours necessary to fulfill appropriate assigned duties.

428-1

Adopted: 8/21/97

Rescinds: GBRG

Issued: 6/17/82

Revised: _____

Independent School District #118 Policy 429

429 PROFESSIONAL PERSONNEL LEGAL LEAVE

Leave shall be granted to all employees duly called and accepted for jury duty, whether or not they have asked the court to be excused. The district shall pay them the difference between the amount received for such service and their regular salary.

429-1

Adopted: 8/21/97
Rescinds: GBRID
Issued: 06/17/82
Revised: 04/20/06

Independent School District #118 Policy 430

430 PROFESSIONAL PERSONNEL MILITARY LEAVE

Any employee of the district who is a member of the national guard, member of the armed forces reserve of the United States, subject to call in the federal service by the President of the United States, or shall volunteer for such service, when ordered by proper authority to active non civilian employment, shall be entitled to a leave pursuant to applicable law.

430-1

Adopted: 8/21/97

Independent School District #118 Policy 434

Rescinds: GCE

Issued: 6/17/82

Revised: _____

Reviewed: 6/23/25

Approved: 7/9/25

434 NON-LICENSED PERSONNEL ASSIGNMENT

Assignments of members of the non-licensed staff shall be made by the supervising administrator in the best interests of the district. Such assignments may be either permanent or temporary.

The preference of employees shall be taken into consideration in making assignments. Employees may request a transfer of assignment from job to job, or one unit or division to another division which will be granted when to the advantage of the district and the individual.

Within a given school, a building administrator may assign members of the non-licensed personnel to tasks appropriate to their positions and qualifications.

Adopted: 8/21/97

Rescinds: GCH

Issued: 6/17/82

Revised: _____

Independent School District #118 Policy 435

435 NON-LICENSED PERSONNEL SUPERVISION

Each member of the non-licensed staff shall come under the direct supervision of the administrator assigned the responsibility of that particular unit or division of the district.

Adopted: 8/21/97

Independent School District #118 Policy 431

~~Rescinds: GBRJ~~

Issued: 6/17/82

Revised: _____

Reviewed: 2021, 6/23/25

Approved: 7/9/25

431 ARRANGEMENTS FOR SUBSTITUTES

All substitute teachers must be presented to the Board for approval at the earliest possible date following their use in the district. Each substitute must hold a valid teacher's certificate.

No substitute teacher shall be hired except to replace a teacher:

- A. For duration of time loss of less than one school year to replace a regular teacher who is absent; or
- B. For a duration of time equal to or greater than one school year to replace a regular teacher on a leave of absence.

Substitute teacher pay rate will be according to school district policy.

Long-term substitutes (long-term substitute: after ten (10) consecutive days of teaching in the same subject matter) will be compensated according to school board policy.

~~M.S. 1980, 123.35, Subd. 5 (Independent School Districts).~~

Legal References: Minn. Stat. 1978, as cited above.

Subdivision 1. Contracting with qualified teachers.

~~The board must employ and contract with necessary qualified teachers and discharge the same for cause.~~

~~§~~

~~Subd. 2. Hiring substitute teachers.~~

~~(a) The board must not hire a substitute teacher except:~~

- ~~(1) For a duration of time of less than one school year to replace a regular teacher who is absent; or~~
- ~~(2) For a duration of time equal to or greater than one school year to replace a regular teacher on a leave of absence.~~

~~(b) If a substitute teacher is hired pursuant to paragraph (a), clause (2), each full school year during which the teacher is employed by a district pursuant to that clause shall be deemed one year of the teacher's probationary period of employment pursuant to either section 122A.40, subdivision 5, or 122A.41, subdivision 2. The teacher shall be eligible for continuing contract status pursuant to section 122A.40, subdivision 7, or tenure status pursuant to section 122A.41, subdivision 4, after completion of the applicable probationary period.~~

Adopted: 01/20/05

Independent School District #118 Policy 453.1

Rescinds:

Issued:

Revised: 12/20/12

Reviewed: 3/15/23

453.1 SUBSTITUTE TEACHERS

I. GENERAL STATEMENT OF POLICY

Persons hired by the school district to be substitute teachers must meet State of Minnesota requirements as a substitute teacher and submit to a background check.

Substitute teachers hired on a short-term basis, usually a single day, are required to be at the appropriate building by 8:00 a.m. and may leave at 3:20 p.m. Short term substitute teachers will have a duty free lunch period. There will be no prep time allocated during the student day. Short term substitute teachers may be assigned to cover other areas during the prep time usually used by the teacher for whom they are subbing.

Substitute teachers who are subbing on a long-term basis, ten or more consecutive days for the same teacher, will have a duty free lunch period and will have that teacher's prep time. If that long term sub is assigned to cover another area during the prep time, he/she will be compensated in the same manner as a regularly employed teacher.

The School Board will set the daily rate of pay for short term and long-term substitute teachers. The Board may determine an alternative rate of pay based upon unusual circumstances.

Substitute teachers are encouraged to attend all in-services the district provides. If they plan to attend an in-service, they must inform the building principal of their intention. If there are funds available, the substitute may be paid for attending the in-service at the short - term substitute rate of pay.

Adopted: 8/21/97

Rescinds: GBV

Issued: 6/17/82

Revised: _____

Reviewed: 6/23/25

Approved: 7/9/25

Independent School District #118 Policy 432

432 TEACHER'S RECORDS

Each teacher shall keep a register showing the following: Is this relevant?

1. The name and age of each pupil;
2. The daily attendance of each pupil;
3. The behavior and grades of each pupil;
4. The names of all pupils paying tuition; and
5. Such other matters as may be required.

Each teacher shall return the register, properly kept, to the building administrator on the last day of the school year.

Teachers shall make reports as required by law, the rules of the state, or the Board. ~~No payment of wages shall be made if the teacher is in default of making reports or returning her/her register. Can't withhold wages~~

Legal References: ~~Minn. Stat. 1978, 125.15; 125.16~~ Outdated statute

506 STUDENT DISCIPLINE

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

III. DEFINITIONS

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-

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

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

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
 - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
 - 2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
 - 3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- 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. A teacher, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- 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 the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

[For the purpose of Minnesota Statutes, section 121A.582 \(Student Discipline; Reasonable Force\), a school resource officer, as defined in Minnesota Statutes, section](#)

[626.8482, subdivision 1, paragraph \(c\) is not a school employee or agent of the district.](#)

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
 - 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
 - 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
 - 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
 1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or
 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
 - E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
 - F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
 - G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

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

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;

- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

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

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

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

4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

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

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

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

[Note: The following Sections C. - J. must be developed and inserted by each school district based upon individual district practices, procedures, and preferences. School districts may consider developing and inserting procedures identified in Sections K-N.]

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

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

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

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

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

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

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

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

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

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

H. Students with a Disability; Special Provisions.

1. *Procedures for consideration of whether there is a need for further assessment;*
2. *Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a student with a disability who is removed from class or disciplined; and*
3. *Any procedures determined appropriate for referring students in need of special education services to those services.*

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

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

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

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

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

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

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

~~**O. Unscheduled Student Removal From Class**~~

~~A public school is encouraged to adopt a school policy on parental notification for unscheduled student removal from class. The public school must consult with child abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding child abuse prevention in a school setting.~~

~~**[NOTE: The 2024 Minnesota legislature enacted this provision, which does not**~~

~~require a school board to adopt policy language. School districts may determine whether to adopt policy language.]~~

XII. DISMISSAL

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

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

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

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425, is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

- C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, ~~school readiness plus~~, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after

resources outlined under nNonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the sSchool bBoard, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has

been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The school administration shall make reasonable efforts to notify the student's

parent or guardian of the suspension by telephone as soon as possible following suspension.

11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be

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

XVI. STUDENTS WITH DISABILITIES

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

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

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

XVII. OPEN ENROLLED STUDENTS

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

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

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

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)

Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; [Vaping Awareness and Prevention Instruction](#))
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 507.5 (School Resource Officers)
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)

Orig. 1995
Adopted: 11/05/20
Revised: 8/22, 6/25
Approved:

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

I. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

**Activities Director or Designee
316 Main Street East, Remer, MN 56672
Phone: 218-566-2351 Email: ncs@isd118.org**

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020, and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the

only official of the school district with actual knowledge is the respondent.

- B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
 - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- G. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.

- J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code, section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 United States Code, section 12291).
- L. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes, section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- M. "Title IX Personnel" means any person who addresses, works on, or assists with the school district's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. "Title IX Coordinator" means an employee of the school district that coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
 2. "Investigator" means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
 3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the

Appellate Decision-maker.

4. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies for the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code, section 1232g, FERPA regulations, 34 Code of Federal Regulations, part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations, part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's

medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the school district.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the school district.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies,

including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator’s contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district’s ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant’s wishes is not clearly unreasonable in light of the known circumstances.

- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
 6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the school district's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the school district; or

3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the

other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.

- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
 - C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
 - D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
 - E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the school district's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
 - 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 - 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 - 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and

4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
 1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
 3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
 1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
 2. Any appeal and the result therefrom;
 3. Any informal resolution and the result therefrom; and
 4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. §§ 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act ("Clery Act"))

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status
Nondiscrimination)

Org. 1997

-Rev. 2023, 6/24

Approved

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. ~~"Comprehensive Achievement and Civic Readiness World's best workforce"~~ means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.

[NOTE: The 2024 Minnesota legislature revised Minnesota Statutes, section 120B.11, including replacement of the term "world's best workforce with Comprehensive Achievement and Civic Readiness"."]

A. ~~"Comprehensive Achievement and Civic Readiness World's best workforce"~~ means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.

[NOTE: The 2024 Minnesota legislature revised Minnesota Statutes, section 120B.11, including replacement of the term "world's best workforce with Comprehensive Achievement and Civic Readiness"."]

B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards
2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an

education effectiveness program, ~~an evaluation of student progress committee~~, or through some other locally determined process.

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C. Implementation of Graduation Requirements

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

and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.

2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

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

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

KEY:

Year 1 – Preparation (meetings bi-weekly)

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

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

Year 4-5 – Monitor Year 6 – Evaluate (meetings twice a year)

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

C. Implementation of Graduation Requirements

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

D. Comprehensive Continuous Improvement of Student Achievement

1. By [date] of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and

curriculum review process. This plan shall annually be approved by the school board.

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

56. The District Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

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Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

E. Evaluation of Student Progress Committee

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

[NOTE: The school board may choose to delete this paragraph regarding an Evaluation of Student Progress Committee upon consultation with school administration.]

F. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness the ~~world's best workforce~~Comprehensive Achievement and Civic Readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the Commissioner of education in the form and manner specified by the commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

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Legal References: Minn. Stat. § 120B.018 (Definitions)

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

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readinessthe World's Best WorkforceComprehensive Achievement and Civic Readiness)

Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)

Minn. Stat. § 120B.36 (School Accountability)

Minn. Stat. § 122A.40 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions) Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)

Minn. Stat. § 123B.147 (Principals)

Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)

Minn. Rules Parts 3501.066040-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics) Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.096055 (Academic Standards in Science)

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

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

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement) MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals) MSBA/MASA Model Policy 613 (Graduation Requirements)

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

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

MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)

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

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

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

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two

consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By [date] of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to

use technology in meeting the school district improvement plan.

- d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

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

6.5. The District Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

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

F. Reporting

- 1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the ~~world's best workforce~~Comprehensive Achievement and Civic Readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its

summary report to the Commissioner.

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

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for ~~the World's Best Workforce~~ Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0660 ~~40-3501.0655~~ (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 ~~55~~ (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
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MSBA/MASA Model Policy 620 (Credit for Learning)

621 LITERACY AND THE READ ACT

[NOTE: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.118 to 120B.124.]

[NOTE: The 2024 Minnesota legislature renumbered the Read Act statutes to 120B.118 and 120B.119.]

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.

- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "spoken-expressive language," or "receptive language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a

method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.

- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved ~~evidence-based~~ reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by MDE.
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, ~~at least biannually~~ after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and must give the parent of each student who is not reading at or above grade level ~~timely~~ information from the screener about:
1. the student's reading proficiency as measured by a screener approved by MDE;
 2. reading-related services currently being provided to the student and the student's progress; and
 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.
- E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool

approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and ~~oral-expressive or receptive language mastery~~. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.

B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.

C. For students enrolled in dual language immersion programs:

1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under paragraph A above;

2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;

3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;

4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and

5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.

D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who ~~do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, are not reading at grade level~~ must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE ~~for characteristics of dyslexia~~ and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the Commissioner.

- F. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;
 2. the number of students universally screened for that reporting year;
 3. the number of students demonstrating characteristics of dyslexia for that year; and
 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.

[NOTE: Starting in the 2026-2027 school year, a school district must use only evidence-based literary interventions. The 2025 Minnesota legislature amended Minnesota Statutes, section 120B.12, subdivision 3, to delay the 2025-26 requirement for one school year.]

- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that

strengthen students' cultural connections.

- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 2. a process to notify and involve parents;
 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;
 7. a statement of whether the school district has adopted an MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;

- b. students who demonstrate characteristics of dyslexia; and
- c. students in grades 4 to 12 who are identified as not reading at grade level; ~~and~~

9. the number of teachers and other staff that have completed training approved by the department;

10. the number of teachers and other staff proposed for training in structured literacy;

11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;

12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; and

13. beginning on December 31, 2025, for a district with a dual language immersion program:

a. the program's partner language;

b. grade levels included in the program;

c. the language used to screen students' foundational reading skills;

d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and

e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.

B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner beginning June 15, 2024.

C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

A. ~~Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026: to:~~

1. reading intervention teachers working with students in kindergarten through grade 12;

2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;

3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;
 4. curriculum directors;
 5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher; who provide reading instruction; and
 6. employees who select literacy instructional materials for a district; and
 7. teachers holding English as a second language teaching licenses.
- B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:
1. teachers who provide foundational reading instruction to students in grades 4 to 12;
 2. teachers who provide instruction to students in a state-approved alternative program; and
 3. teachers who provide instruction to students in dual language immersion programs.
- ~~all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner may grant a school district an extension to these deadlines.~~
- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.
- D. Training provided by the following may satisfy the professional development requirements under this Article:
1. a certified trained facilitator; or
 2. a training program that MDE has determined meets the professional development requirements under the Read Act.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness,

phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The school district must use its literacy incentive aid to ~~support implementation of evidence-based reading instruction meet the requirements and goals adopted in the school district's local literacy plan.~~ The following are eligible uses of literacy incentive aid:

1. ~~training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;~~
2. ~~evidence-based training using a training program approved by MDE;~~
3. ~~employing or contracting with a literacy lead, as defined in Minnesota Statutes, section _____ 120B.119;~~

4. ~~materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.~~

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 124D.98 to enact these changes.]

Legal References: Minn. Stat. § 120B.119 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None

Northland Community Schools

ISD #118



Teacher Handbook

20254-20265

ISD #118 does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, familial status, religion, creed, gender, marital status, genetic information, or receipt of public assistance in admission, access to, or treatment or employment in its programs and activities.

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INTRODUCTION

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

It has been continually updated to reflect any policy, procedure, practice or benefit changes. This latest edition is effective August 26, 202~~5~~⁴, and supersedes all previous policies, procedures, practices, and benefits of the district, both oral and written. If there are any discrepancies in benefit information provided in this handbook and benefit plan documents, the language in the benefit plan documents shall prevail.

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

This handbook is intended for teachers of Northland Community Schools. The word "teacher", shall mean all persons in the appropriate unit employed by the School District in a position for which the person must be licensed by the State of Minnesota but shall not include Superintendent, assistant superintendent, principals, and assistant principals who devote more than 50 percent of their time to administrative or supervisory duties, confidential employees, supervisory employees, essential employees, and such other employees excluded by law.

GENERAL

ANNOUNCEMENTS

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

ATHLETIC EVENT GUIDELINES

All workers shall be at their workstations 30 minutes before the beginning of the scheduled event. In most instances, that is 5:15.

After the Junior High game starts, all workers shall assist in clearing the gym of students/fans that have not paid.

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

Ticket seller may quit selling tickets:

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

The ticket seller may be asked to stay and help supervise. The ticket seller should watch that students are not entering the building through other entrances.

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

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

ATTENDANCE AT WORKSHOPS OUTSIDE OF THE DISTRICT

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

1. You need to fill out the proper request forms.
2. Upon approval:
 - a. Request a sub and submit sub plans to secretary and administrator.
 - b. In the event of a group, carpooling or requesting a school vehicle is recommended.
 - i. The district reimburses mileage at the federal rate. Obtain forms for requesting reimbursement from the office. Mileage should be submitted monthly.

3. Receipts must be attached to the expense reimbursement form for all meals, room charges, and other reimbursable expenses. (See Policy 446)
 - a. If a meal is provided at the workshop, district will not reimburse for that meal.
 - b. Obtain forms for requesting reimbursement from the office.

BASIC CLASSROOM CARE

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

CELL PHONES AND ELECTRONIC DEVICES

Refer to Policy 524.1

PURPOSE STATEMENT

~~The primary goal of this updated policy is to foster a focused, distraction-free learning environment and to ensure the safety and privacy of all students at Northland Community Schools. We believe that minimizing the presence of cell phones and other electronic devices during school hours will significantly enhance our student's educational experience. This policy outlines the appropriate use of cell phones, Bluetooth earbuds, smartwatches, and personal electronic devices within the school premises.~~

~~Northland Community Schools uses instructional technology as one way of supporting our vision to ensure that each student acquires 21st century skills to achieve his or her potential, become a productive community member and value lifelong learning. In an effort to be proactive with today's growing social and interactive technology trends, it is our hope that this new policy will increase awareness and training while putting into practice social and professional etiquette relating to electronic devices.~~

~~Students in possession of a cell phone must comply with the Cell Phone Policy and the Internet Acceptable Use and Safety Policy.~~

GENERAL STATEMENT OF POLICY

- a. ~~Student cell phones and other personal electronic devices capable of communication, such as those used for texting, answering, and receiving calls, are not permitted in classrooms, hallways, during lunch, during recess, or bathrooms during the school day.~~

- b. If students bring cell phones, Bluetooth earbuds, smartwatches, and/or personal electronic devices capable of communication, such as texting, answering, and receiving calls, to school, they must be placed on silent or turned off and stored in designated technology lockers from the beginning of the school day until the end of the school day.
- c. These items can and will be confiscated by staff members and taken to the office if they are not stored in the designated technology lockers.
- ~~a. All students, grades PreK-12, will place all electronic devices in their school lockers each day prior to the start of the day (8:25AM). Devices must be turned to vibrate or silent mode when stored in school lockers.~~
- ~~b. All students in grades 6-12 may use cell phones between class periods and during lunch.~~
- ~~c. Students may not have their cell phones, headphones, or earbuds with them during instructional time. This includes students in the office, hallways, and restrooms during instructional time. Instructional time is defined as the time from the last tone of one tardy bell to the first tone of the dismissal bell.~~
- ~~d. Cell phone use will not be permitted in locker rooms or restrooms. The use of cell phones in a bathroom or locker room may result in a major.~~
- ~~e. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.~~
- ~~f. A student who has a phone confiscated may not use another student's cell phone.~~

CITIZENSHIP

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

CLASSROOM MAINTENANCE & REPAIRS

Teachers can expect to have a clean room at the beginning of each day. Please report to administration if a continual problem exists around cleanliness due to lack of proper daily maintenance. If a repair is needed within the building, email Jared Johnson Lead Custodian, Head Custodian complete a Custodial Work Order. If the problem is not resolved within 48 hours or responded with a solution, contact administration. Building custodian will inform staff when the request is resolved.

Staff are expected to keep their room in a neat, clean, and organized condition.

CODE OF ETHICS FOR MINNESOTA TEACHERS

- A. A teacher shall provide professional educational services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health safety.

- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

STATUTORY ENFORCEMENT OF CODE: COMPLAINTS, INVESTIGATION AND HEARING

[MN STAT 214.10 Complaint, Investigation, And Hearing](#)

COPYING MACHINES

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

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

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

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

CORPORAL PUNISHMENT PROHIBITED

Refer to Policy 507 and State Statute 121A.58

PURPOSE STATEMENT

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

GENERAL STATEMENT OF POLICY

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

CUMULATIVE RECORDS

The pupil's cumulative records are on file in the district office. Any teacher who wishes to review the records of the students in their class may obtain the folder from the file cabinet. All that is asked is that you put the folders back when finished with them and that you sign the outside cover sheet. **Cumulative records may never be taken from the building.**

CURRICULUM DEVELOPMENT

Refer to Policy 603

PURPOSE STATEMENT

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

In recognition of the necessity of developing long-term goals for instruction and the need for communicating these goals throughout the school system and the community, teachers, and administrators in I.S.D. #118 have developed and adopted extensive curriculum guidelines in most subject areas. To assure that we do not leave gaping holes in the students' education, or, on the other hand, needlessly duplicate things that have already been covered in other subjects or at other grade levels, it is your responsibility, as a classroom teacher, to familiarize yourself with the curriculum in your subject area, both at the level you are teaching and at other levels. It is also your responsibility to see to it that the curriculum in your assigned area is covered in adequate depth and breadth, and with an acceptable level of student comprehension before you proceed to areas outside those specified in the curriculum document. Copies of the curriculum maps are located on the Google Shared Drive and are available for your reference.

Members of staff will be asked to meet on a cyclical basis to evaluate curriculum already in place, design new curriculum, modify existing curriculum, review the results of achievement tests and statewide assessment tests in their areas, and review textbook series for adoption. These curriculum development meetings are an integral part of the instructional process. An effort will be made to schedule them with as little disruption of the educational process as possible. **All members of staff who are invited are expected to attend.** Substitute teachers will be provided as needed and should be given detailed instructions as usual. Most meetings will be held before or after school and occasionally throughout the summer.

DAILY SCHEDULES

~~High School daily schedules must be posted in your classroom and turned into the principal by the last working day of the second week of each quarter. High School teachers are expected to follow the master schedule. Any variation must be preapproved by administration.~~

Elementary daily schedules must be posted in your classroom and turned into the principal by the last working day of the ~~fourth week of each quarter~~. third week of school.

Schedule changes need to be updated and posted throughout the year.

DRESS CODE POLICY

Refer to Policy 504

PURPOSE STATEMENT

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

DISTRICT DISCIPLINE POLICY

Refer to Policy 506

PURPOSE STATEMENT

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

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

The goal of PBIS (**P**ositive **B**ehavioral **I**nterventions and **S**upports) is to increase academic achievement and foster the social development of all students. It is a school wide framework for helping all students achieve important social and learning goals. Rather than focusing on the response or punishment when misbehavior occurs, this approach introduces and models behavior expectations, and then recognizes students when the positive social behaviors occur. The purpose of PBIS is to establish a school climate in which appropriate behavior is the norm.

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

EAGLE PRIDE, SCHOOL WIDE

Be Responsible
Be Respectful
Be Productive
Be Safe

Documents supporting PBIS are found on Google Drive.

Support Room

Support room staff *will be* available to all students in both the Elementary and High School. Support room staff will focus more on ‘push in’ to support students in the classroom as much as possible. Support room staff will be carrying walkies so the office can communicate with them. They may not always be able to get to you immediately. If you have an emergency, please communicate that information to the office so we can get you immediate help.

First, staff strives to build relationships with your students and work to prevent situations where he/she could escalate. When students trust that their teacher cares about them, they will be more likely to want to work with their teacher to solve a problem.

If behaviors disrupt the learning of others and cannot be solved by the classroom teacher’s attempts, additional adults outside of the classroom may offer assistance.

Determine whether it is a **minor** or **major** behavior based off of the Major Discipline Guidelines.

MINORS - Follow Classroom Management Procedures Below

RESPONSE 1: Verbal or visual reminder of expectation or redirection

RESPONSE 2: In Classroom “TAKE A BREAK” – This must be proactively taught on the first day of school and throughout the year.

- THIS IS NOT A PUNISHMENT! This is an opportunity for the student to practice pre-taught coping strategies in order to regulate their brain so that they are prepared to return to learning.
- Your tone of voice will tell the student whether this is a punishment or opportunity. Let it be an opportunity.
- Have a tool kit in the “Take a Break” space with fidgets, books, and visuals to guide students through independent self regulation.
- Quickly, neutrally, calmly and directly tell the student to “take a break”
 - The first break is student directed in which they can return to the group when they feel they are ready
 - The second break is teacher directed – the student stays in the break area until the teacher goes over and respectfully processes what happened and what the student’s plan is and then invites them back

RESPONSE 3: BUDDY ROOM - Must be proactively taught

- Have previously established partnerships with other teachers in your area that can act as buddy rooms.
- Send a student to the Buddy Room with the Buddy Room pass.
 - Expected time to spend in Buddy Room (no longer than 10-15 minutes)

- This is another opportunity for the student to regulate, take a break, and make a plan
- Buddy Room teacher or Para
 - Check in with the student before they go back to class.
- If student refuses to go to Buddy Room, the classroom teacher calls Support Room

RESPONSE 4: Support Room

- Reporting staff will call Support Room Staff to advise that a student is coming with details about behavior. (Never send a student without talking to the support room staff first.)
- Send the student to the support room (If a student refuses to leave the room, call back to the support room so they can help assist or find someone to help assist.)
- The support staff will process the issue and develop a restorative plan with the student as needed. Students and support room staff will fill out the minor processing form. Support Room Staff will place a pink copy in the teacher's box by the end of the day for their records.
- **When determined by Support Room Staff**, the student will return to class after support staff notifies the classroom teacher.
- **Teachers are strongly encouraged to inform parents/guardians of the minor and restorative plan.**
- Teachers will communicate with parents/guardians during a conference a summary of student's access to additional support.
- If a pattern of minor behaviors occur (3 minors in a day or in a week) equals a Major Discipline (follow procedures below).

MAJORS - Follow Procedures Below:

- Reporting staff will call the Support Room. The Support Staff will take the needed steps to minimize immediate behaviors, notify the Administration and/or take needed steps to minimize immediate behaviors.
- Support Room staff will fill out the Teacher/Staff portion of the Major form.
- The Administrator/Office will be notified there is a student with a Major. If the student is in control of their behavior and it is not an emergency, the student will be sent back to class and administration will process the Major with them as soon as possible. If the student is not able to go back to class they will stay in the support room until an administrator can process the Major with them.
- The administrator determines consequence and/or intervention as defined in the policy.
- Administrator completes bottom section Major.
- Administrator contacts parents/guardians about the incident and consequences.

- The completed copy of the Major form will go to the office for entry into Campus, a copy will be filed in the support room, a copy will be mailed home, and a copy will be put in the referring teacher's mailbox. Please keep these forms in a confidential location.

RETURNING TO CLASS

- The student may return to class after a conference with the appropriate administrator, teacher, and/or parent(s)/guardian(s).
- At the time of this conference, a plan of action will be established.

Classroom Management Plans

Create [Classroom Management Plan](#) to support students in the classroom. These are due by the first Professional Learning Day in October. Copies in Sub Folders and available upon request by Principal.

EMPLOYEE HARASSMENT

Refer to Policy 413

PURPOSE STATEMENT

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

EVALUATIONS AND OBSERVATIONS

Refer to Teacher Development and Evaluation (TDE) Plan.

EXTRA ASSIGNMENTS AND RESPONSIBILITIES

In addition to the basic school day, teachers may be required to reasonably participate in School District activities beyond the basic teacher's day as is required by the School District. The normal duties for teachers include a share of extra-curricular, co-curricular, and extra-duty activities as determined by the School District.

FACULTY COMMITTEES

Various committees are formed during the year to study school problems, resolve issues or to perform specific tasks.

Teachers are expected to be on 1 of each following committee:

- Curriculum Committee
- Main Committee (larger time commitment)

- Task Force Committee (smaller time commitment)

FAMILY INVOLVEMENT

School District #118 firmly believes that the future success of the children in our schools depends on the commitment and effort put forth by those students, their families and the Staff of I.S.D. #118.

Therefore ISD #118 supports parental involvement activities in:

1. Creating awareness about educational programs and issues.
2. Fostering the cooperation among school personnel, parents, students, and community members in working together.
3. Assuring a climate of respect and valuing the diversity of our communities.
4. Empowering all parents and students to be involved in achieving common goals.
5. Fostering of communication and involvement activities which will ensure that all families have the knowledge to become active, effective participants in the education of children.
6. Working toward the equal involvement of parent and educators in decision making and the active involvement of students in decision making.
7. Supporting the cooperation among families, schools, and agencies to provide coordinated support and service to children and their families.

FAMILY NIGHT

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

FIELD TRIPS

Refer to Policy 610

PURPOSE STATEMENT

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

Field trips are encouraged and occasionally used to enhance learning or subject matter that is taught in the classroom. These field trips should be well organized and relevant to the class material being studied. The following criteria and procedure should be used when organizing and planning a field trip:

1. Teacher should first discuss the possibility of having a field trip with the principal and complete the Educational Trip Request Form.
2. If final approval is given by the principal, discussion should then take place with the students to get their input and check if they are interested, if so, planning can begin.
3. Specific items should include:
 - a. costs to the district or individual
 - b. transportation - request must be made 5 days prior to field trip

- c. supervision/chaperones - not less 2
 - d. disruption of classes and the school day
 - e. educational value and worth
 - f. time/date and agenda of trip
4. In-school alternative education must be provided for students that are unable to participate in the field trip. The alternative activities and supervision must be provided by the organizing teacher.

If the national security alert level is orange, a meeting will be held between the adults in charge of groups going on field trips and their supervisor. Decisions on going on the field trip will be made at that meeting. If the national security alert level is red, no field trips will be allowed to significant public places. (Examples: Mall of America, US Bank Stadium, Target Field). Parents have the option of holding back their children from any field trip. Staff has a choice of going or not going if the alert is orange.

FUND RAISING

Refer to Policy 511

PURPOSE STATEMENT

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

GENERAL STATEMENT OF POLICY

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

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

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

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

GENERAL SUPPLIES

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

HANDLING OF BODY FLUIDS (BLOOD BORNE PATHOGENS)

The booklet Cass County Guidelines for Handling Body Fluids is very informative about what to do in case you need to handle body fluids. Two simple guidelines:

- Glove up!

- When feasible, have the person whose bodily fluids must be handled, handle their own fluids.

Each classroom has a Bloodborne Pathogens and Bodily Fluid Spill Kit. ~~body fluid kit consisting of: 1) the bucket, 2) 2 pair of rubber gloves, 3) bottle of disinfectant, 4) large waste bag, 5) bag of vomit absorber, 6) paper towels.~~

If you don't have the Bloodborne Pathogens and Bodily Fluid Spill Kit~~body fluid kit~~, please notify the Custodial Maintenance Supervisor.

INCLEMENT WEATHER PROCEDURES

An instant alert will be sent out to all staff. All employees may listen to local radio stations or television stations for late start or school closing announcements.

If a late start is announced, staff will report at the later start time. For example, a two-hour late start is announced, teachers usually reporting at 7:30 A.M. must report by 9:30 A.M.

If school is closed for an entire day, staff will not be required to report. A make-up day may be scheduled, or staff may be asked to document hours worked.

School schedules will not be altered if school is a late start or closed.

INTERNET ACCEPTABLE USE AND SAFETY POLICY

Refer to Policy 524

PURPOSE STATEMENT

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

GENERAL STATEMENT OF POLICY

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

INVENTORIES

Teachers will be required to update room and curriculum resource inventories at the end of each school year and every new curriculum purchase. Inventories must be kept up to date on the Shared Google Drive.

TEXTBOOKS

Each teacher is responsible for issuing the necessary textbooks to the students. Teachers are to keep accurate records of the condition of books and to whom they are issued. Damage or loss of texts should be reported to the office at the end of the year so that the appropriate charges may be assessed.

KEYS/BADGES

Each member of the staff will be issued the necessary keys/badges by the district office. The keys are regulated by the following guidelines:

- a. Only adult school employees will be issued keys/badges.
- b. No staff member is to be in possession of a school key/badge that has not been properly issued by the district office.
- c. Any staff member who unlocks the building after school hours is responsible for the students and/or adults who enter and will be certain that the building is secure when the staff member leaves. This especially pertains to "open gym" on weekends.
- d. Lost keys/badges can be replaced, and a replacement fee will be assessed. Report lost keys immediately to the building principal.
- e. Staff are not allowed to give keys/badges to students.

LEAVE DONATION

Refer to Policy 450A

PURPOSE STATEMENT

Any Northland Community Schools employee who has benefit time, including vacation, personal, or special leave and/or sick leave, may elect to donate a portion of that time to another Northland Community Schools employee. The leave donation program will only be utilized in catastrophic medical situations and only with approval of the Superintendent. Only currently available benefit time may be donated to a currently identified need. It may not be donated toward future needs.

Any Northland Community Schools employee with available benefit time may elect to donate a portion of that time to another Northland Community Schools employee. The leave donation program will only be utilized in catastrophic medical situations and only with approval of the Superintendent. Only available benefit time may be donated to a **currently identified need**. It may not be donated toward future needs.

PROCEDURE

- a. The Superintendent and supervisory staff will provide memorandums for posting and to advise employees of a need for donated hours.
- b. A leave donation authorization form will be available from the district office and must be signed and returned to that office before a donation can be effective.

LESSON PLANS

Whereas the curriculum document is the most concise explanation of the content of the educational program, your lesson plans are the most accurate depiction of what is happening in your classes. Lesson plans are important for several reasons - (1) supervising and evaluating your teaching; (2) briefing substitutes in the event of your absence; (3) monitoring your progress and the appropriateness of the curriculum; and (4) providing teachers at other levels and parents with descriptions of what you are doing.

All teachers must have written weekly lesson plans. Lesson plans must be current and easily accessible.

Teachers taking any leave of absence must have adequate lesson plans available for the substitute. In addition, all teachers need to have emergency sub plans easily accessible by a partner teacher and front office.

SUB FOLDERS

Teacher sub folders must be completed by the third week of each new year and turned into the office or have instructions in the office of how to access the sub folders in their classrooms. All sub plans need to be updated as needed during each school year.

LOCATION OF CLASS

Please notify the office if you wish to have your classes meet in a location other than assigned. All classes which leave the building must be signed out by the classroom teacher at the office. Radios (walkies-talkies) must be used when outside. If radios are unavailable, other communication must be established prior to leaving the building.

MAIL

A basket for outgoing mail is in the office. Teachers will be notified when packages arrive. When possible, packages will be delivered to classrooms. Please affix the proper postage to all personal mail.

MAILBOXES/EMAIL

The school district provides each teacher with a mailbox in the Staff Lounge. Mail and other material are distributed to staff through these boxes. Staff members are asked to check their mailboxes daily. Communication is also done via email. Staff are asked to check their email regularly and respond within 24 hours if a response is needed.

MAKE UP WORK

Work missed because of absence must be made up within within two (2) school days for each day absent unless other arrangements are made with the classroom teacher(s).~~three (3) days from the date of the student's return to school.~~ Any work not completed within this period shall result in “no credit” for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

MANDATED REPORTING

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

Minnesota Statute 626.556- Reporting of Maltreatment of Minors

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

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

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

PARAPROFESSIONALS

Teachers that supervise paraprofessionals are responsible for assisting in creating schedules and daily routines that meet the needs of the students.

Constant communication is open between paraprofessionals, teachers, and principals. The responsibility to keep the communication open is jointly held among all various groups. Clear, open, and continuing communication is a priority.

PAYROLL INFORMATION

PAY PERIODS

Licensed staff will be paid in twenty-four (24) equal installments - on the 15th day of the month and on the last day of the month. All other staff will be paid on the 15th day of the month and on the last day of the month. When the 15th of the month or the last day of the month fall on Saturday, Sunday, or a legal holiday, payments will be issued on the preceding workday.

DIRECT PAYROLL DEPOSIT

Northland Community Schools uses direct deposit for payroll. Employees need to submit a direct deposit form to Payroll every time they want to change the place where their paycheck is deposited. Further information is available from Payroll.

PAYMENT REQUEST FORMS

When performing **approved** extra duties, payment request forms must be submitted to the supervisor for approval within 2 weeks of date worked. Any submissions after two weeks will have a delayed payment. The extra duties may include but are not limited to, extracurricular activities, Community Education, subbing, meetings, extended time, or preapproved duties during prep.

PENSION PLANS (TRA AND PERA)

Public employees are required by state law to belong to pension plans administered by Teachers Retirement Association (TRA). Minnesota Statutes Chapters 353 and 354 set the rates for employer and employee contributions.

If you have any questions, please call the toll-free numbers listed below:
TRA (for licensed staff) 1-800-657-3669

SMARTER – EMPLOYEE SELF SERVICE

Northland Community Schools utilizes a paperless payroll system.

Employee Self Serve is a program accessed online that allows employees to view/print their own pay stubs, W2's, and other information **whenever** they need it. Employees can see more detailed information regarding their leave time, as well as viewing pay information the day before payday. The District Employee Self Service (ESS) site can be accessed from the District's home page at www.isd118.k12.mn.us. Click on "Resources" then "Staff" then "Employee Self-Serve."

Information on Logging in to ESS:

If you are not familiar with the Employee Self-service program, please follow the directions below after you've connected to the district website address:

- 1) Put in your password.
 - a) Your User ID is your employee number. If you can't remember it, you can look on a previous pay stub. If you can't find that, please call the Executive Secretary. If you can't remember your password, use the "Forgot Password" feature on the login page.

- 2) Click on Login. ****After three unsuccessful attempts, you will be locked out. If that happens you will need to contact the Executive Secretary to reset your password and unlock your access.
- 3) Choose option for Two-Step Verification
- 4) Enter verification code.
- 5) Once you are at the Employee Self Service menu, you will have multiple tab options. Click on “My Payroll” tab. The various options you will see are:
 - a) “Pay Stub” - On pay day, the current pay information will automatically appear. To view other pay stubs, click on “View Old Pay Stubs.” You can also view your Year-to-Date information and general pay information.
 - b) “Time Off” - information about your leave with automatically appear.
 - c) “W-2 and W-2 Information Sheet” – is where you will go to print off your W2. You can also see what you are currently claiming for your tax withholding.
 - d) “Direct Deposit” – view current set up and change direct deposit
- 6) Another tab “About Me” is where you would go to change your password. It is recommended that you do this on your first visit to the site so that others cannot access your employee information. Your password can be up to 12 characters.
- 7) When you are done – be sure to Log Out from the main menu.

If you have any problems accessing this program, please contact Payroll at 218-566-2351.

TEACHER FLEXIBLE BENEFITS PLAN

Eligible employees can participate in our Flexible Benefits Plan (“Flex Plan”). A Flex Plan is a benefit that allows employees to identify certain expenses as non-taxable thereby saving federal, state and FICA taxes on those dollar amounts, and increasing take home pay. Flex Plans are a part of the U.S. Tax Code that is designed to give employees this opportunity to pay for certain eligible living expenses with tax-free dollars. Contact the payroll clerk for specifics.

POLICIES OF THE SCHOOL BOARD

Staff should familiarize themselves with the School Board policies. School board policies are available on the district website and copies may be obtained from the Executive Secretary. Changes are made periodically according to the needs of all concerned and according to state and federal regulations. If you see a need for a change, please contact the principal.

REFERRALS TO STUDENT TEACHER ASSISTANCE TEAM (STAT)

When there is a student academic or behavior concern, teachers should follow the STAT process.

TIER I: GENERAL EDUCATION

Step 1: Identify students at risk.

Review cumulative folder for information

Contact parent to discuss concerns

Consult with colleagues (other teachers, counselors, social worker, assistant principal, literacy coach, math coach, instructional specialists)

Step 2: Implement appropriate classroom accommodations, strategies/interventions

Implemented by general education teacher
For 6-8 documented weeks

Step 3: Monitor response to general education

Assess at a minimum of every 4 weeks.

If you have a student not responding to Tier 1 interventions, is demonstrating consistent minor level behaviors or has three or more major office discipline referrals (ODR's) move to Tier 2.

TIER II: STAT

Step 4: Referral to Student Teacher Assistance Team (STAT)

Ask Social Worker to place you on the STAT Schedule
Fill out Referral Form (located online in EduClimber)
Begin documenting baseline behavior (located online in EduClimber)

Step 5: Start Tier 2 intervention (4-6 weeks)

Step 6: STAT will continually monitor student progress to determine next steps.

REPORTING GRADES AND ATTENDANCE

It is the teacher's responsibility to ensure that the parents are updated on their student's academic and behavioral progress.

REPORTING GRADES

The reporting of student's progress to parents is accomplished in several ways -- phone calls/emails, conferences, report cards, and grades in Infinite Campus. **High school teachers will update grades in Infinite Campus weekly.** Teachers will ensure grades are submitted for each grading period.

Conferences

Conferences are held twice per year **as stated on the school calendars.**

Teachers are requested to contact families as much as possible for potential problems or concerns. Besides the regularly scheduled parent-teacher conferences, teachers are encouraged to set up additional conferences as needed throughout the year. The principal or his/her designee should be kept informed of any reoccurring problem or concern.

Teachers are encouraged to make folders and/or save samples of the student's work to show parents.

Teachers are required to be at Conferences. Out-of-district workshops/in-service should not be scheduled on these days. Teachers missing conferences for illness or other reasons need to notify parents of alternate days and times they will be available for conferencing and send written student progress summaries to parents.

Report Cards

- All K-12 students will receive Quarter and Semester Report Cards or Progress Reports.
- All high school students will receive Midterm Reports.
- PreK will receive TSGold reports in the fall and spring.

REPORTING ATTENDANCE

Student attendance is vital for both safety and student achievement. Teachers must take attendance every morning in preschool and elementary and at the beginning of every period in high school and report on Infinite Campus. Attendance is reported in terms of present, absent, and tardy. Students missing any part of a half day will be marked absent for that half day. It is the teacher's responsibility to communicate with parents when absences or tardies are negatively affecting student achievement.

REQUEST AND PURCHASE OF INSTRUCTIONAL MATERIALS

Each teacher has an approved budget. Teachers should familiarize themselves with their budgets. Each teacher is requested to submit requests in the spring for materials, books, equipment, etc. to be needed at the beginning of the next school year. This will be done via the Classroom Inventory on the Shared Google Drive as part of the End of Year Checkout. Requests will be honored pending available money, needs, priorities and justification. The principal will ask teachers to prioritize individual items if necessary. Budget figures and allotments are based on need, the availability of funds, and anticipated enrollments, and are very rarely adjusted after the beginning of the school year.

Budgets may not be exceeded. Teachers should not make purchases with their own money and apply for reimbursement unless the purchases have been authorized in advance by the principal. Teachers are not authorized to make purchasing agreements, submit purchase orders, enter contracts, or in any other way encumber school funds without prior approval. Those who do may be subject to paying for the purchase themselves. Budgets should be used for purchasing materials to be used in the current year. **The purchase deadline is April 30, requestions must be submitted one week prior to this date to allow for purchases to be made by April 30.**

The principal will keep the staff informed of the procedure to use when placing requisitions. Questions about budgets should be directed to the principal. Teachers are asked to keep accurate records (purchase order copies, etc.), to stay within the allotted budget figures.

To order supplies and materials that the school does not keep in stock, the following process should be used:

1. Check your budget to see whether sufficient funds exist. Expenditure guidelines and budget balances are available via the principal.
2. Complete a requisition online in SMARTeR
 - a. Adequate time must be allowed for the processing of these requisitions.
3. If requestion is not approved, an email will be sent to staff with notification.
4. Upon approval, staff will receive a signed PO.
5. Once the signed PO is approved, staff is responsible for ordering the items on the PO.

RIGHT TO KNOW

ANNUAL INTEGRATED PEST MANAGEMENT PESTICIDE NOTIFICATION

Northland Community Schools uses licensed, professional pest control firm for the prevention and control of rodents, insects, and other pests in and around the district's buildings.

Pests can sting, bite, cause contamination, damage property and spread disease; therefore, we must prevent their presence and control them as necessary. The district or outside contractors may also apply herbicides on district properties, as deemed necessary. The long-term health effects on children from the application of such pesticides may not be fully understood. All pest control materials are chosen and applied according to labeling directions per Federal law.

To limit the potential pesticide exposure, the district follows safety regulations to ensure pesticides are applied properly. All pesticide products, which are used in and around school buildings, are required to be registered with the Minnesota Department of Agriculture and the U.S. Environmental Protection Agency. In addition, school employees and certified and licensed applicators are required by state and federal law to comply with all requirements of the pesticide label, including building sites, application rates, re-entry intervals, posting, use of personal protective equipment, use restrictions, and disposal on the product label. An estimated schedule of pesticide applications is available for review or copying at the district office.

To be notified about pesticide applications or the management plan, please contact ~~Jared Johnson~~ Lead Custodian.

ENVIRONMENTAL MONITORING - AHERA

EPA's asbestos regulations for schools (the Asbestos Hazard Emergency Response Act, "AHERA"), require that an accredited inspector reinspect school buildings at least once every three years to reassess the condition of ACM.

Any questions concerning this notice or an explanation of our Asbestos Management Plan can be directed to ~~Jared Johnson~~ Lead Custodian.

INDOOR AIR QUALITY NOTICE

Northland Community Schools has an Indoor Air Quality (IAQ) management plan. The management plan outlines specific policies and procedures that will be used in the district to address indoor air quality issues. IEA, the District's health and safety consultant completes annual IAQ assessments within the school to ensure proper air quality.

Any questions concerning this notice or an explanation of our IAQ Management Plan can be directed to ~~Jared Johnson~~ Lead Custodian.

SCHOOL PROGRAMS AND ACTIVITIES

A variety of presentations and assemblies are scheduled periodically throughout the school year. Teachers are asked to take the time to talk to their students that they supervise about appropriate behavior at these events. Any of these programs that go on during the school day require the attendance of all faculty members. Faculty members are to supervise students as per instructions given by the principal.

SCHOOL VEHICLES

(Refer to Policy 496 - Employees and Non-Participating Dependents In School Vehicles)

School vehicles are available for district approved travel. They are available on a “first-come-first served” basis. Requests should be made several days in advance if possible. Forms for school vehicle use are in the school office.

PROCEDURES FOR BUS

1. Get preliminary approval from supervisor five days in advance.
2. Fill out request form and turn into supervisor.
3. You will only hear back on the request form if the request is not approved.
4. Your supervisor will give your request to the transportation secretary if/when approved.
5. The Transportation secretary will work with the transportation department to arrange for a bus and will email you with an update on who the driver is.

PROCEDURES FOR TYPE III VEHICLE

1. Get preliminary approval from supervisor five days in advance.
2. Fill out request form with Transportation secretary, the secretary will let you know if there is a vehicle available.
3. Anyone driving students in a type III vehicle must be type III certified and must know how to do a pre-trip inspection and document beginning and ending mileage.
4. Get keys and School Vehicle Use Form from school office. Please Note: If you are leaving before 7:30 A.M., make sure you make arrangements to get keys the day prior to your leaving.
5. Upon your return, lock all the vehicle doors. Return the key and the completed School Vehicle Use Form to the school office.

SCHOOL VEHICLES WITH STUDENTS

Type III bus is a car, van or station wagon carrying nine or less students. The driver:

- a. Shall not operate vehicle as a Type I or Type II bus.
- b. Shall not stop traffic.
- c. Shall not load or unload in a vehicular traffic lane or on the shoulder. Shall be restricted to curb, non-traffic side (normal parking lane), off street loading areas, driveways, yard service, and other areas to avoid any hazardous conditions.
- d. Shall not load or unload in the right-hand lane of the roadway, designated turn lane, or lane immediately adjacent to a designated turn lane.
- e. Shall not load or unload so that a child has to cross the road. Where not possible or impractical, the driver or aide shall personally escort the child across the road. If driver escorts, the motor must be stopped, ignition key removed, brakes set, and vehicle otherwise rendered immobile.
- f. Shall not load or unload before making a complete stop and disengaging gears by shifting into neutral or park.

- g. Shall not operate as a school bus, whether carrying pupil passengers or not, without displaying the “Vehicle Stops at RR Crossings” sign and stopping at all railroad crossings. Vehicle must be always operated with headlights on. Sign may be covered or removed when vehicle is not operating as a school bus.
- h. Shall enforce the bus riding rules and regulations.
- i. People requesting a car/van must make arrangements for picking up key and the vehicle the day before using the vehicle.
- j. People returning vehicles after school hours need to lock the vehicle and bring the keys and completed School Vehicle Use Form to the school office.

DRIVING SCHOOL VEHICLES

All school personnel wishing to transport students to games and other activities will be required to complete Type III driver training, submit to a driver’s license check, and hold a Type III license.

- All training and driver’s license checks need to be completed prior to the transportation of students.
- Driver license checks need to be updated annually.
- Forms may be obtained in the district office.
- Forms must be returned to the district office for processing.
- Pre-approval needs to occur with building Principal or Superintendent.

SOLICITORS

The laws of this state establish that no one is to come into the school building other than to come to the administrative offices unless they have the permission of the principal. This refers to sales personnel and others that have a business reason for calling on the school, as well as those who might want to call on individual faculty members or students to solicit personal business. Agents will not be allowed to call on staff members during a time that the faculty member is engaged in actively supervising students in some capacity. In no event, will agents be allowed to contact teachers unless it directly involves a school activity.

STAFF DEVELOPMENT PLANS AND PROCEDURES

Refer to Policy 425

PURPOSE STATEMENT

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

PROCEDURES

1. Requester will complete the yellow Staff Development form. (Found in office)
 - a. Attach the following to the yellow form:
 - i. a copy of training/workshop information
 - ii. options for hotels, if needed
2. Requester will place the yellow sheet with attachment information in Staff Development Committee Chair’s mailbox.

3. Requests will be brought to the next Staff Development Committee Meeting.
4. Requester will be notified if the request was approved or denied.
 - a. Upon approval, requester will be informed of the next steps.

STANDARDS RESPONSE PROTOCOL

The Standard Response Protocol (SRP) is based on the response to any given situation not on individual scenarios. SRP incorporates a specific vocabulary but also allows for great flexibility. The premise is simple – these five specific actions that can be performed during an incident. When communicating these, the action is labeled with a “Term of Art” and is then followed by a “Directive.” Execution of the action is performed by active participants.



Hold is followed by the Directive: “**In Your Room or Area**” and is the protocol used when hallways need to be kept clear of occupants.



Secure is followed by the Directive: “**Get Inside. Lock Outside Doors**” and is the protocol used to safeguard people within the building.



Lockdown is followed by “**Locks, Lights, Out of Sight**” and is the protocol used to secure individual rooms and keep occupants quiet and in place.



Evacuate and may be followed by a location and is used to move people from one location to a different location in or out of the building.



Shelter State the **Hazard** and **Safety Strategy** for group and self-protection.

STUDENT ACTIVITY ABSENCES

Staff members who will be taking students out of classes during the school day are asked to provide the office with a list of those students that will be gone. This list should be given to the office at least one day before the scheduled event with the purpose of the activity and advisor name. This list will be shared with all teachers that have those students throughout the day.

STUDENTS AS HELPERS

Occasionally students may be asked to assist in some set-up or take-down activities. The person requesting students to help must teach the students what needs to be done and to warn the students of potential hazards of the job. The requesting staff member must supply on-site supervision. Do not allow students to set up or take down risers.

STUDENT SCHOOL BUS SAFETY

The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:

- a. transportation by school bus is a privilege, not a right;
- b. school district policies for student conduct and school bus safety;
- c. appropriate conduct while on the bus;
- d. the danger zones surrounding a school bus;
- e. procedures for safely boarding and leaving a school bus;
- f. procedures for safe vehicle lane crossing; and
- g. school bus evacuation and other emergency procedures.

All students in grades K through 5 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school.

All students in grades 6 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school if they have not previously received school bus training.

Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

STUDENT SAFETY

All teachers need to review proper safety procedures during the first week of each new school year. Document such instruction in your lesson plans. Instructions in safety must include safety in:

1. The building
2. On the playground
3. On the bus
4. Walking to and from school
5. Fire and other emergency situations

STUDENT HEALTH

When a student becomes ill, notify the office. In most cases, students who become ill should be escorted to the office. **NEVER** leave an ill student unsupervised.

If a student is ill, he/she will be allowed to rest in the nurse's room for up to an hour. If the illness lasts beyond that, the office /nurse will call the parents to pick up the student. (Make sure the child is checked on at least every 15 minutes while they are in the sick room.)

ACCIDENTS

If a student is injured while under teacher supervision, the responsible teacher should report the incident immediately to the principal's office and complete an “**accident report**” form by the end of the day. Parents need to be contacted if the accident required first aid or more.

All student accidents must have the proper form filled out on it the same day as the accident.

Medical Assistance to Injured Students

When a student is injured, the first adult on the scene shall give whatever first aid they are capable of giving and contact the school office if emergency medical help is needed. If the person giving assistance needs extra help, he/she will ask for it. If no assistance is requested, no other adult should interfere.

The district's responsibility is for first aid only. All other procedures must be left to the licensed medical professionals. There are multiple EMTs on staff that will be contacted for assistance.

Drugs or medication, including aspirin products, must not be dispensed by school personnel without written request from the parent. The medication must be in a pharmacy labeled container and stored in the office.

Parents of a student who needs emergency medical help must be contacted as soon as possible.

SUPERVISION OF STUDENTS

Safety and well-being of students is a primary responsibility of staff.

Teachers are to be in their classrooms when the students arrive. Teachers are not to leave the classroom unattended while students are present, except in the case of a real emergency or when specifically called to the office of one of the administrators.

Supervision is the responsibility of each member of the faculty. If an adult becomes aware of a student behavior problem either within his/her classroom or elsewhere in the building, it should be handled by the observing adult.

SUPERVISION BEFORE AND AFTER CLASS

Staff members are required to stand in the hallway by their classroom when students are passing to and from classes to promote and monitor appropriate student behavior.

ACTIVE SUPERVISION

Why should I do it:

- An adult presence is enough many times to keep misbehavior from occurring and can help with specific students and areas that have a high prevalence of behavior issues. When this adult presence is unpredictable and frequent, Behavior incidents decrease.

When should I do it:

- When an area in class or the hallway has a high incidence of problem behaviors.
- When a student or group of students persistently exhibit behavior incidents
- For areas that are out of the way or not within visibility of staff
- On playgrounds and during recess
- During unstructured times in class, the lunchroom, gym, auditorium, etc
- Bathrooms and hallways during passing time
- During tests, quizzes, and exams

How do I do it:

- Walk around without a specific pattern or predictable route or routine and scan with your eyes.
- Make positive contacts with students while walking around, saying “hi”, “what’s up”, “looking good”, “I like that shirt”, “how was your weekend”, etc
- Reinforce good behaviors by making positive remarks to students about it, for example “I like how you are walking down the hall, good job” or “that was very nice of you to pick up that person’s books for them, great job!”
- Correct bad behaviors by approaching the student in a non-threatening and non-imposing manner. State the rule they are breaking, get their acknowledgement that they are breaking the rule, and ask them to correct it
- Give appropriate consequences for bad behavior when appropriate and necessary.
- Do not allow students to draw you into battles or fights when you address them, instead, if they try to, tell them you will talk to them later about it or have them go to the office where you can address them one on one and away from other students.
- Make interactions with students brief and to the point and keep moving and scanning.

TEACHER ABSENCES

A teacher who must be absent because of illness or other emergency must put their absence into Frontline by 6:00 a.m. so that a substitute can be secured. In all cases of absence, the teacher must supply a sub folder.

SUB FOLDER

- Class roster
- Schedule
- Individual student schedules (sped, reading corps)
- Seating chart
- PBIS Behavior Flowchart

● ~~Eagle pride "pink tickets"~~

- PBIS "eagle pride" recognitions
- Standards Response Protocol sheet
- SRP green/red card (help/ok)
- A copy of your classroom management plan
- Summary of major classroom expectations
- Pertinent student information (mental health, behavior plans, known peer conflicts, etc.)
- A quick 1 paragraph hello from you, explaining where weekly lesson plans are, how students access the daily/weekly learning goals, a way to contact you if needed, etc.
- Emergency lesson plans for 2 days, to include everything needed for those lessons.

It is extremely important to the well-being of the students that the quality of supervision and instruction does not decline in the absence of their regular teacher. Regular teachers may help assure quality instruction by adhering to the following guidelines.

- a. Enter the absence as soon as the date of the absence is known. If this cannot be done until the day of absence, be prepared to phone or email building secretary instructions for each class prior to the start of the school day, preferably after the sub has arrived. Be as specific as possible with instructions.
- b. Avoid asking the sub to run a "study hall" instead of instruction. Students want to be taught and subs are often offended if they are not asked to teach.
- c. Error on the side of overworking the sub. There is nothing worse than finishing the prescribed activities 30 minutes before the bell rings and having nothing else to do.

SUBSTITUTE TEACHERS

If a teacher prefers a substitute teacher, they should try to make arrangements with that substitute, and the absence should be assigned to that sub in Frontline. Teachers should also set up their favorite 5 sub list in Frontline.

Each substitute should leave a substitute feedback sheet on the teacher's desk for each day they work. Teachers should read it and share any pertinent information with administration.

TEACHER DUTY HOURS

According to the Master Agreement, a teacher's day is eight hours.

The usual hours a teacher is to be in the building is 7:30 a.m. to 3:30 p.m. There is some flexibility on hours. Contact the building principal to propose an alternate eight-hour schedule. If an occasion arises that a staff member needs to arrive late or leave early, the principal must be contacted. Secretaries may not give permission to leave early or arrive late except in an emergency. Faculty members are not to leave the school building during the day without first "checking out" in the school office. Occasions arise when it is necessary to take care of personal business during the day. This must be cleared with the principal and should be the exception rather than the rule.

Coaches and advisors who need to leave early must enter absences into Frontline as "extracurricular" and how their classes are going to be covered.

TEACHER INJURIES

Report all job-related injuries to the school office as soon as possible after the injury occurs. An Incident Report must be completed and returned to the office within 24 hours.

TOBACCO AND DRUG FREE SCHOOL

Refer to Policy 418 – Drug-Free Workplace/Drug-Free School

Refer to Policy 419 – Tobacco-Free Environment

PURPOSE STATEMENTS

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

The purpose of this policy is to maintain a learning and working environment that is tobacco-free.

USE OF CHAIRS AND STOOLS AS A STEPPING DEVICE

Please be advised that no employee is to use a stool or a chair as a stepping device. Several options are available:

1. Get a ladder or step stool.
2. Request assistance from the custodial staff that will use a ladder.

USE OF SCHOOL PROPERTY

From time to time, teachers may request to use school equipment for personal reasons. The facility use form must be completed and turned into administration. Upon approval, all school property must be checked out in one of administrative offices prior to leaving the building.

VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

Northland Community Schools encourage interest on the part of parents and community members in school programs and student activities. The school welcomes visits to the school building and school property by parents and community members provided the visits are consistent with the health, education and safety of the students and employees and are conducted within the procedures and requirements by the school district.

Visitors entering Northland Community Schools must report directly to the main office. All visitors must:

- sign, date, provide location and record time they have entered the building, and
- receive and wear the visitor identification badge.

Prior to leaving the building the visitor must return the visitor identification badge and record the time they are leaving the building.

Any student guests of I.S.D. #118 students must have prior approval by the building principal or designee.

Unauthorized persons shall not be permitted in school buildings or on school grounds. School administrators are authorized to take appropriate action to prevent such persons from entering buildings or from loitering on grounds. Please notify the office if you see someone without a visitor badge.

Visitors to the school are not allowed to interview nor interrogate students at school unless they have written permission of the student's parents and consent of the building administrator.

People who are not employees of District #118 shall not be permitted to meet with the employees and/or students at school during the workday, except as permitted by the building principal or district designated representative.

SPECIAL CIRCUMSTANCES:

Parents need not sign in if they are attending Conferences, Assemblies, Athletic events, or special programs.

WEAPONS POLICY

(Refer to Policy 501)

PURPOSE STATEMENT

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

GENERAL STATEMENT OF POLICY

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

Elementary

INDOOR RECESS PROCEDURE

Whenever the weather outside is not suitable for children to be outside, recess will be held indoors.

The criterion for indoor recess is:

- 0 degrees F, either actual or with wind chill
- Excessive Rain
- Playground areas too wet for use

Indoor recess schedules will be shared at the beginning of each year.

PARTNER'S IN EDUCATION (PIE)

The involvement of parents in the educational process is critical. PIE is an additional opportunity, besides conferences, to actively involve parents in the educational process.

Each August the school sends home letters of introduction to the families. PIE conferences are scheduled for the Tuesday after Labor Day when parent/guardian and teachers meet to write goals, social and/or academic, which both the parent/guardian and teacher are co-responsible for the student meeting during the upcoming school year. These goals should be reviewed at least twice during the school year by both the family and teacher. After school and evening conferences are provided for families who cannot make the Tuesday conference. Teachers are paid extra duty pay for the after school and evening conferences and allowed one paid hour of planning time for every fifteen students or portion thereof.

The major difference between traditional conferences and PIE conferences is the parent/guardian's role is to describe their child and what they want their child to accomplish and the teacher listens.

PIE goals need to be written for each student in every grade level. Original goal sheets are to be filed in the cumulative file.

High School

BELLS

The bells will ring to start and end each class. Students should be in their assigned class when the bell sounds, or they should be marked tardy. Marking tardies is the responsibility of the individual teacher. Teachers should be consistent with the procedure that is used for dealing with tardiness to class. The class should be dismissed by the teacher but not before the bell.

BELL SCHEDULE

MONDAY-TUESDAY-WEDNESDAY-THURSDAY-FRIDAY

0 Hour	7:30--8:20	50 Minutes
Period 1	8:25--9:16	51 Minutes
Period 2	9:20--10:10	50 Minutes
Period 3	10:14--11:04	50 Minutes
Period 4A	11:09--11:59	50 Minutes

(7-9 lunch)	11:04--11:30	24 Minutes
Period 4B	11:34--12:24	50 Minutes
(10-12 lunch)	11:59--12:24	24 Minutes
Period 5	12:28--1:18	50 Minutes
Period 6	1:22--2:12	50 Minutes
Period 7	2:16--3:06	50 Minutes

CLUB OR CLASS ACTIVITIES

Various clubs, and the classes themselves, organize activities during the year. These activities must be approved by the principal, and if possible, at least five days in advance of the event. In all cases, the advisor to the class or club must attend the event. Exceptions to this need to be approved by the principal at the time of scheduling.

COURSE SYLLABUS/DESCRIPTIONS (SECTION UNDER CONSTRUCTION)

Course syllabus/descriptions are to be written by the teachers for all classes in which they teach. These course syllabus/descriptions are to be reviewed and updated yearly. The master copy is in the Shared Google Drive and if any changes are to be made, these changes should originate with the superintendent or his designee.

Teachers are to give each student a class syllabus/course description during the first week of class. This syllabus should include “learner outcomes” and how these outcomes will be evaluated. It will also include a general timeline of course units and assignments.

In order to have consistency in all course syllabus/outlines the following format needs to be followed:

1. Course name
2. Grade level
3. Course description
4. Course outline
5. Learner outcomes/evaluations
6. Academic Standards
7. Benchmarks
8. Assessment used - attach or describe
9. How course is evaluated
10. gifted and talented are served
11. How special needs students are accommodated
12. Test out procedure

CREDIT RECOVERY/INTERVENTION SUPERVISION

Secondary school staff members may occasionally be assigned a period of credit recovery/intervention supervision. Credit Recovery and/or Intervention teachers are to take an active role to ensure that this period is used for credit recovery or interventions, as described in the student's plan. This should be a learning environment that is productive, quiet, and orderly.

INCOMPLETES

Incomplete should only be used for unusual situations. Most make up work should be done within two (2) school days for each day the student is absent~~3 days of the day the student was absent~~, so incompletes should be given only for unusual circumstances such as extended illness, trips, etc. No incompletes will be issued at the end of the year except for an extreme emergency.

Teachers will email the Guidance Counselor to update the incomplete grades no later than 3 weeks after the grading period.

INDEPENDENT STUDY

Credit for independent study programs will be given only after a complete course plan has been developed, submitted to and approved in advance by the principal. **Direct teacher supervision is mandatory.**

Independent study for credit must include:

- a. name and length of course
- b. a course outline and syllabus
- c. learner outcomes from the course
- d. testing and evaluation
- e. grading
- f. supervised by and in what area

GRADUATION REQUIREMENTS

Refer to Policy 613

PURPOSE STATEMENT

The purpose of this policy is to set forth requirements for graduation from the school district.

GENERAL STATEMENT OF POLICY

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

ONLINE CREDITS

Northland Community Schools shall grant credit for completing the requirements for a Minnesota Department of Education approved online learning course or program. See Guidance Counselor for additional information.

PASSES

A “pass” should be issued any time a student leaves the room for any reason unless the student’s name was stated in an email or announcement to leave at a specified time. Teachers are not to write passes for students to miss another class unless approved in advance by all teachers involved. No more than one student may be released with a pass from a classroom at any one time. ***Teachers must keep a daily log sheet of students who leave class with a pass - name/time/date/where and return time.***

Passes are issued from the office for preapproved early dismissal. Students should not be allowed to go to other classrooms unless a pass is presented in advance from the receiving teacher. All students released from the room are to return before the end of the period with their pass signed by the receiving teacher. It is the sending teacher’s responsibility to see that this is done.

Students who abuse pass privileges should not be allowed future privileges.

SCHEDULE CHANGE

Schedule changes will not be made until the student has signatures of principal, teachers involved, and parents. If a change is requested, the Guidance Counselor should be contacted first. If a teacher sees a need for a change in the student’s schedule, contact the principal or Guidance Counselor. Before a change can be made, all signatures of those involved must be secured.

Northland Community Schools

ISD #118



Non-Licensed Handbook

20254-20265

ISD #118 does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, familial status, religion, creed, gender, marital status, genetic information, or receipt of public assistance in admission, access to, or treatment or employment in its programs and activities.

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Introduction

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

It has been continually updated to reflect any policy, procedure, practice or benefit changes. This latest edition is effective August 26, 202~~5~~⁴, and supersedes all previous policies, procedures, practices, and benefits of the district, both oral and written. If there are any discrepancies in benefit information provided in this handbook and benefit plan documents, the language in the benefit plan documents shall prevail.

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

GENERAL

ANNOUNCEMENTS

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

ATHLETIC EVENT GUIDELINES

All workers shall be at their workstations 30 minutes before the beginning of the scheduled event. In most instances, that is 5:15.

After the Junior High game starts, all workers shall assist in clearing the gym of students/fans that have not paid.

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

Ticket seller may quit selling tickets:

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

The ticket seller may be asked to stay and help supervise. The ticket seller should watch that students are not entering the building through other entrances.

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

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

ATTENDANCE AT WORKSHOPS OUTSIDE OF THE DISTRICT

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

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

BASIC CLASSROOM CARE

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

CELL PHONES AND ELECTRONIC DEVICES

Refer to Policy 524.1

PURPOSE STATEMENT

~~The primary goal of this updated policy is to foster a focused, distraction-free learning environment and to ensure the safety and privacy of all students at Northland Community Schools. We believe that minimizing the presence of cell phones and other electronic devices during school hours will significantly enhance our student's educational experience. This policy outlines the appropriate use of cell phones, Bluetooth earbuds, smartwatches, and personal electronic devices within the school premises.~~

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

GENERAL STATEMENT OF POLICY

- ~~a. Student cell phones and other personal electronic devices capable of communication, such as those used for texting, answering, and receiving calls, are not permitted in classrooms, hallways, during lunch, during recess, or bathrooms during the school day.~~
- ~~b. If students bring cell phones, Bluetooth earbuds, smartwatches, and/or personal electronic devices capable of communication, such as texting, answering, and receiving calls, to school, they must be placed on silent or turned off and stored in designated technology lockers from the beginning of the school day until the end of the school day.~~
- ~~c. These items can and will be confiscated by staff members and taken to the office if they are not stored in the designated technology lockers.~~

- ~~a. All students, grades PreK-12, will place all electronic devices in their school lockers each day prior to the start of the day (8:25AM). Devices must be turned to vibrate or silent mode when stored in school lockers.~~
- ~~b. All students in grades 6-12 may use cell phones between class periods and during lunch.~~
- ~~c. Students may not have their cell phones, headphones, or earbuds with them during instructional time. This includes students in the office, hallways, and restrooms during instructional time. Instructional time is defined as the time from the last tone of one tardy bell to the first tone of the dismissal bell.~~
- ~~d. Cell phone use will not be permitted in locker rooms or restrooms. The use of cell phones in a bathroom or locker room may result in a major.~~
- ~~e. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.~~
- ~~f. A student who has a phone confiscated may not use another student's cell phone.~~

CITIZENSHIP

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

COPYING MACHINES

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

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

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

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

CORPORAL PUNISHMENT PROHIBITED

Refer to Policy 507 and State Statute 121A.58

PURPOSE STATEMENT

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

GENERAL STATEMENT OF POLICY

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

CRIMINAL BACKGROUND CHECK

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

the potential employee.

DISTRICT DISCIPLINE POLICY

Refer to Policy 506

PURPOSE STATEMENT

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

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

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

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

EAGLE PRIDE, SCHOOL WIDE

Be Responsible
Be Respectful
Be Productive
Be Safe

Documents supporting PBIS are found on Google Drive.

EMPLOYEE HARASSMENT

Refer to Policy 413

PURPOSE STATEMENT

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

FACULTY COMMITTEES

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

FAMILY NIGHT

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

FUND RAISING

Refer to Policy 511

PURPOSE STATEMENT

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

GENERAL STATEMENT OF POLICY

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

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

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

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

GENERAL SUPPLIES

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

HANDLING OF BODY FLUIDS (BLOOD BORNE PATHOGENS)

The booklet Cass County Guidelines for Handling Body Fluids is very informative about what to do in case you need to handle body fluids. Two simple guidelines:

- Glove up!
- When feasible, have the person whose bodily fluids must be handled, handle their own fluids.

Each classroom has a Bloodborne Pathogens and Bodily Fluid Spill Kit.

If you don't have the Bloodborne Pathogens and Bodily Fluid Spill Kit, please notify the Custodial Maintenance Supervisor.

Each classroom has a body fluid kit consisting of: 1) the bucket, 2) 2 pair of rubber gloves, 3)

bottle of disinfectant, 4) large waste bag, 5) bag of vomit absorber, 6) paper towels.

If you don't have the body fluid kit, please notify the Custodial Maintenance Supervisor.

INCLEMENT WEATHER PROCEDURES

An instant alert will be sent out to all staff. All employees may listen to local radio stations or television stations for late start or school closing announcements.

If a late start is announced, staff will report at the later start time. For example, a two-hour late start is announced, teachers usually reporting at 7:30 A.M. must report by 9:30 A.M.

If school is closed for an entire day, staff will not be required to report. A make-up day may be scheduled, or staff may be asked to document hours worked.

School schedules will not be altered if school is a late start or closed.

INTERNET ACCEPTABLE USE AND SAFETY POLICY

Refer to Policy 524

PURPOSE STATEMENT

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

GENERAL STATEMENT OF POLICY

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

KEYS/BADGES

Each member of the staff will be issued the necessary keys/badges by the district office. The keys are regulated by the following guidelines:

- a. Only adult school employees will be issued keys/badges.
- b. No staff member is to be in possession of a school key/badge that has not been properly issued by the district office.
- c. Any staff member who unlocks the building after school hours is responsible for the students and/or adults who enter and will be certain that the building is secure when the staff member leaves. This especially pertains to "open gym" on weekends.
- d. Lost keys/badges can be replaced, and a replacement fee will be assessed. Report lost keys immediately to the building principal.

- e. Staff are not allowed to give keys/badges to students.
- f. Keys/badges must be turned into the office at the end of the school year by 9-month employees.

LEAVE DONATION

Refer to Policy 450A

PURPOSE STATEMENT

Any Northland Community Schools employee who has benefit time, including vacation, personal, or special leave and/or sick leave, may elect to donate a portion of that time to another Northland Community Schools employee. The leave donation program will only be utilized in catastrophic medical situations and only with approval of the Superintendent. Only currently available benefit time may be donated to a currently identified need. It may not be donated toward future needs.

Any Northland Community Schools employee with available benefit time may elect to donate a portion of that time to another Northland Community Schools employee. The leave donation program will only be utilized in catastrophic medical situations and only with approval of the Superintendent. Only available benefit time may be donated to a **currently identified need**. It may not be donated toward future needs.

PROCEDURE

- a. The Superintendent and supervisory staff will provide memorandums for posting and to advise employees of a need for donated hours.
- b. A leave donation authorization form will be available from the district office and must be signed and returned to that office before a donation can be effective.

MAIL

A basket for outgoing mail is in the office. Teachers will be notified when packages arrive. When possible, packages will be delivered to classrooms. Please affix the proper postage to all personal mail.

MAILBOXES/EMAIL

The school district provides each teacher with a mailbox in the Staff Lounge. Mail and other material are distributed to staff through these boxes. Staff members are asked to check their mailboxes daily. Communication is also done via email. Staff are asked to check their email regularly and respond within 24 hours if a response is needed.

PAYROLL INFORMATION

PAY PERIODS

Non-licensed staff will be paid on the 15th day of the month and on the last day of the month. When the 15th of the month or the last day of the month fall on Saturday, Sunday, or a legal holiday, payments will be issued on the preceding workday. For hourly employees, wages paid on the 15th will be based on hours submitted for the 16th through the last day of the previous month. Wages paid on the last day of the month will be based on hours submitted for the 1st

through the 15th of the current month.

DIRECT PAYROLL DEPOSIT

Northland Community Schools uses direct deposit for payroll. Employees need to submit a direct deposit form to Payroll every time they want to change the place where their paycheck is deposited. Further information is available from Payroll.

PENSION PLANS (TRA AND PERA)

Public employees are required by state law to belong to pension plans administered by Public Employees Retirement Association (PERA). Minnesota Statutes Chapters 353 and 354 set the rates for employer and employee contributions.

If you have any questions, please call the toll-free numbers listed below:
PERA (for Non-Licensed staff) 1-800-652-90265

SMARTER – EMPLOYEE SELF SERVICE

Northland Community Schools utilizes a paperless payroll system.

Employee Self Serve is a program accessed online that allows employees to view/print their own pay stubs, W2's, and other information **whenever** they need it. Employees can see more detailed information regarding their leave time, as well as viewing pay information the day before payday. The District Employee Self Service (ESS) site can be accessed from the District's home page at www.isd118.k12.mn.us. Click on "Resources" then "Staff" then "Employee Self-Serve."

To enter for payroll enter ID number then password, choose continue to eR, choose option text or email for code. Once receive code enter it, directed to payroll and/or request for leave option is available. All leave is entered through smart eR.

Time Clock:

If you are not familiar with the Employee Self-service program, please follow the directions below after you've connected to the district website address:

- 1) Enter ID number
- 2) Enter password.
- 3) Choose clock in or clock out.

Information on Logging in to ESS:

If you are not familiar with the Employee Self-service program, please follow the directions below after you've connected to the district website address:

- 1) Enter ID number.
 - a) Your User ID is your employee number. If you can't remember it, you can look on a previous pay stub. If you can't find that, please call the Executive Secretary.
- 2) Enter password.
 - a) If you can't remember your password, use the "Forgot Password" feature on the login page.
 - b) ****After three unsuccessful attempts, you will be locked out. If that happens you will need to contact the Executive Secretary to reset your password and unlock your access.
- 3) Choose continue to eR

- 4) Choose option for Two-Step Verification
- 5) Enter verification code.
- 6) Once you are at the Employee Self Service menu, you will have multiple tab options. Click on “My Payroll” tab. The various options you will see are:
 - a) “Pay Stub” - On pay day, the current pay information will automatically appear. To view other pay stubs, click on “View Old Pay Stubs.” You can also view your Year-to-Date information and general pay information.
 - b) “Time Off” - information about your leave with automatically appear, as well as requesting time off.
 - c) “W-2 and W-2 Information Sheet” – is where you will go to print off your W2. You can also see what you are currently claiming for your tax withholding.
 - d) “Direct Deposit” – view current set up and change direct deposit
- 7) Another tab “About Me” is where you would go to change your password. It is recommended that you do this on your first visit to the site so that others cannot access your employee information. Your password can be up to 12 characters.
- 8) When you are done – be sure to Log Out from the main menu.

If you have any problems accessing this program, please contact Payroll at 218-566-2351.

Insurance Deduction for Less Than Full Time Employees

Employees who work less than 12 months and who have selected to participate in the district offered Health Insurance Plan (currently Health Partners through NJPA), their total amount of yearly premiums will be deducted evenly over their number of scheduled pay periods. (For example, if an employee works 9 months per year, the total amount of insurance premiums for the year would be evenly deducted over 18 pay periods.)

POLICIES OF THE SCHOOL BOARD

Staff should familiarize themselves with the School Board policies. School board policies are available on the district website and copies may be obtained from the Executive Secretary. Changes are made periodically according to the needs of all concerned and according to state and federal regulations. If you see a need for a change, please contact the principal.

PROBATIONARY PERIOD

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

RIGHT TO KNOW

ANNUAL INTEGRATED PEST MANAGEMENT PESTICIDE NOTIFICATION

Northland Community Schools uses licensed, professional pest control firm for the prevention and control of rodents, insects, and other pests in and around the district’s buildings.

Pests can sting, bite, cause contamination, damage property and spread disease; therefore, we must prevent their presence and control them as necessary. The district or outside contractors may also apply herbicides on district properties, as deemed necessary. The long-term health effects on children from the application of such pesticides may not be fully understood. All pest control materials are chosen and applied according to labeling directions per Federal law.

To limit the potential pesticide exposure, the district follows safety regulations to ensure pesticides are applied properly. All pesticide products, which are used in and around school buildings, are required to be registered with the Minnesota Department of Agriculture and the U.S. Environmental Protection Agency. In addition, school employees and certified and licensed applicators are required by state and federal law to comply with all requirements of the pesticide label, including building sites, application rates, re-entry intervals, posting, use of personal protective equipment, use restrictions, and disposal on the product label. An estimated schedule of pesticide applications is available for review or copying at the district office.

To be notified about pesticide applications or the management plan, please contact Jared Johnson Lead Custodian.

ENVIRONMENTAL MONITORING - AHERA

EPA's asbestos regulations for schools (the Asbestos Hazard Emergency Response Act, "AHERA"), require that an accredited inspector reinspect school buildings at least once every three years to reassess the condition of ACM.

Any questions concerning this notice or an explanation of our Asbestos Management Plan can be directed to Jared Johnson Lead Custodian.

INDOOR AIR QUALITY NOTICE

Northland Community Schools has an Indoor Air Quality (IAQ) management plan. The management plan outlines specific policies and procedures that will be used in the district to address indoor air quality issues. IEA, the District's health and safety consultant completes annual IAQ assessments within the school to ensure proper air quality.

Any questions concerning this notice or an explanation of our IAQ Management Plan can be directed to Jared Johnson Lead Custodian.

SCHOOL VEHICLES

(Refer to Policy 496 - Employees and Non-Participating Dependents In School Vehicles)

School vehicles are available for district approved travel. They are available on a "first-come-first served" basis. Requests should be made several days in advance if possible. Forms for school vehicle use are in the school office.

PROCEDURES FOR BUS

1. Get preliminary approval from supervisor five days in advance.
2. Fill out request form and turn into supervisor.
3. You will only hear back on the request form if the request is not approved.
4. Your supervisor will give your request to the transportation secretary if/when approved.
5. The Transportation secretary will work with the transportation department to arrange for a bus and will email you with an update on who the driver is.

PROCEDURES FOR TYPE III VEHICLE

1. Get preliminary approval from supervisor five days in advance.
2. Fill out request form with Transportation secretary, the secretary will let you know if there is a vehicle available.

3. Anyone driving students in a type III vehicle must be type III certified and must know how to do a pre-trip inspection and document beginning and ending mileage.
4. Get keys and School Vehicle Use Form from school office. Please Note: If you are leaving before 7:30 A.M., make sure you make arrangements to get keys the day prior to your leaving.
5. Upon your return, lock all the vehicle doors. Return the key and the completed School Vehicle Use Form to the school office.

SCHOOL VEHICLES WITH STUDENTS

Type III bus is a car, van or station wagon carrying nine or less students. The driver:

- a. Shall not operate vehicle as a Type I or Type II bus.
- b. Shall not stop traffic.
- c. Shall not load or unload in a vehicular traffic lane or on the shoulder. Shall be restricted to curb, non-traffic side (normal parking lane), off street loading areas, driveways, yard service, and other areas to avoid any hazardous conditions.
- d. Shall not load or unload in the right-hand lane of the roadway, designated turn lane, or lane immediately adjacent to a designated turn lane.
- e. Shall not load or unload so that a child has to cross the road. Where not possible or impractical, the driver or aide shall personally escort the child across the road. If driver escorts, the motor must be stopped, ignition key removed, brakes set, and vehicle otherwise rendered immobile.
- f. Shall not load or unload before making a complete stop and disengaging gears by shifting into neutral or park.
- g. Shall not operate as a school bus, whether carrying pupil passengers or not, without displaying the "Vehicle Stops at RR Crossings" sign and stopping at all railroad crossings. Vehicle must be always operated with headlights on. Sign may be covered or removed when vehicle is not operating as a school bus.
- h. Shall enforce the bus riding rules and regulations.
- i. People requesting a car/van must make arrangements for picking up key and the vehicle the day before using the vehicle.
- j. People returning vehicles after school hours need to lock the vehicle and bring the keys and completed School Vehicle Use Form to the school office.

DRIVING SCHOOL VEHICLES

All school personnel wishing to transport students to games and other activities will be required to complete Type III driver training, submit to a driver's license check, and hold a Type III license.

- All training and driver's license checks need to be completed prior to the transportation of students.
- Driver license checks need to be updated annually.
- Forms may be obtained in the district office.
- Forms must be returned to the district office for processing.
- Pre-approval needs to occur with building Principal or Superintendent.

SOLICITORS

The laws of this state establish that no one is to come into the school building other than to come to the administrative offices unless they have the permission of the principal. This refers to sales personnel and others that have a business reason for calling on the school, as well as those who

might want to call on individual faculty members or students to solicit personal business. Agents will not be allowed to call on staff members during a time that the faculty member is engaged in actively supervising students in some capacity. In no event, will agents be allowed to contact teachers unless it directly involves a school activity.

STAFF DEVELOPMENT PLANS AND PROCEDURES

Refer to Policy 425

PURPOSE STATEMENT

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

PROCEDURES

1. Requester will complete the yellow Staff Development form. (Found in office)
 - a. Attach the following to the yellow form:
 - i. a copy of training/workshop information
 - ii. options for hotels, if needed
2. Requester will place the yellow sheet with attachment information in Staff Development Committee Chair's mailbox.
3. Requests will be brought to the next Staff Development Committee Meeting.
4. Requester will be notified if the request was approved or denied.
 - a. Upon approval, requester will be informed of the next steps.

STANDARDS RESPONSE PROTOCOL

The Standard Response Protocol (SRP) is based on the response to any given situation not on individual scenarios. SRP incorporates a specific vocabulary but also allows for great flexibility. The premise is simple – these five specific actions that can be performed during an incident. When communicating these, the action is labeled with a “Term of Art” and is then followed by a “Directive.” Execution of the action is performed by active participants.



Hold is followed by the Directive: **“In Your Room or Area”** and is the protocol used when hallways need to be kept clear of occupants.



Secure is followed by the Directive: **“Get Inside. Lock Outside Doors”** and is the protocol used to safeguard people within the building.



Lockdown is followed by **“Locks, Lights, Out of Sight”** and is the protocol used to secure individual rooms and keep occupants quiet and in place.



Evacuate and may be followed by a location and is used to move people from one location to a different location in or out of the building.



Shelter State the **Hazard and Safety Strategy** for group and self-protection.

STUDENT ACTIVITY ABSENCES

Staff members who will be taking students out of classes during the school day are asked to provide the office with a list of those students that will be gone. This list should be given to the office at least one day before the scheduled event with the purpose of the activity and advisor name. This list will be shared with all teachers that have those students throughout the day.

STUDENT HEALTH

When a student becomes ill, notify the office. In most cases, students who become ill should be escorted to the office. **NEVER** leave an ill student unsupervised.

If a student is ill, he/she will be allowed to rest in the nurse's room for up to an hour. If the illness lasts beyond that, the office /nurse will call the parents to pick up the student. (Make sure the child is checked on at least every 15 minutes while they are in the sick room.)

ACCIDENTS

If a student is injured while under teacher supervision, the responsible teacher should report the incident immediately to the principal's office and complete an "**accident report**" form by the end of the day. Parents need to be contacted if the accident required first aid or more.

All student accidents must have the proper form filled out on it the same day as the accident.

Medical Assistance to Injured Students

When a student is injured, the first adult on the scene shall give whatever first aid they are capable of giving and contact the school office if emergency medical help is needed. If the person giving assistance needs extra help, he/she will ask for it. If no assistance is requested, no other adult should interfere.

The district's responsibility is for first aid only. All other procedures must be left to the licensed medical professionals. There are multiple EMTs on staff that will be contacted for assistance.

Drugs or medication, including aspirin products, must not be dispensed by school personnel without written request from the parent. The medication must be in a pharmacy labeled container and stored in the office.

Parents of a student who needs emergency medical help must be contacted as soon as possible.

TOBACCO AND DRUG FREE SCHOOL

Refer to Policy 418 – Drug-Free Workplace/Drug-Free School

Refer to Policy 419 – Tobacco-Free Environment

PURPOSE STATEMENTS

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

The purpose of this policy is to maintain a learning and working environment that is tobacco-free.

USE OF CHAIRS AND STOOLS AS A STEPPING DEVICE

Please be advised that no employee is to use a stool or a chair as a stepping device. Several options are available:

1. Get a ladder or step stool.
2. Request assistance from the custodial staff that will use a ladder.

USE OF SCHOOL PROPERTY

From time to time, teachers may request to use school equipment for personal reasons. The facility use form must be completed and turned in to administration. Upon approval, all school property must be checked out in one of administrative offices prior to its leaving the building.

VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

Northland Community Schools encourage interest on the part of parents and community members in school programs and student activities. The school welcomes visits to the school building and school property by parents and community members provided the visits are consistent with the health, education and safety of the students and employees and are conducted within the procedures and requirements by the school district.

Visitors entering Northland Community Schools must report directly to the main office. All visitors must:

- sign, date, provide location and record time they have entered the building, and
- receive and wear the visitor identification badge.

Prior to leaving the building the visitor must return the visitor identification badge and record the time they are leaving the building.

Any student guests of I.S.D. #118 students must have prior approval by the building principal or designee.

Unauthorized persons shall not be permitted in school buildings or on school grounds. School administrators are authorized to take appropriate action to prevent such persons from entering buildings or from loitering on grounds. Please notify the office if you see someone without a visitor badge.

Visitors to the school are not allowed to interview nor interrogate students at school unless they have written permission of the student's parents and consent of the building administrator.

People who are not employees of District #118 shall not be permitted to meet with the employees and/or students at school during the workday, except as permitted by the building principal or district designated representative.

SPECIAL CIRCUMSTANCES:

Parents need not sign in if they are attending Conferences, Assemblies, Athletic events, or special programs.

WEAPONS POLICY

(Refer to Policy 501)

PURPOSE STATEMENT

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

GENERAL STATEMENT OF POLICY

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

Paraprofessionals

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

PROCEDURES/GENERAL INFORMATION

ABSENCES

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

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

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

ATTITUDE

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

SCHEDULES

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

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

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

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

LUNCH PERIODS/ REST BREAKS

Paraprofessionals working more than 5 consecutive hours per day shall be provided an unpaid-duty free lunch period of at least 30 minutes. Employees shall receive the following lunch periods and rest breaks:

3-5 work hours = 15-minute break

5+ - 6 hours = 30-minute duty free/unpaid lunch period

6+ work hours = 30-minute duty free/unpaid lunch period plus 15-minute break

CELL PHONE USAGE

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

COMMUNICATION

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

SUPERVISION

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

PARA "CHAIN OF COMMAND"

Please follow this chain of command when reporting to the district supervisors:

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

PROFESSIONAL GROWTH, REFLECTIONS, AND EVALUATION PLAN

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

ASSUMPTIONS OF THE NORTHLAND COMMUNITY SCHOOLS EMPLOYEE PROFESSIONAL GROWTH, REFLECTION, AND EVALUATION PLAN:

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

PURPOSES OF THE NORTHLAND COMMUNITY SCHOOLS EMPLOYEE GROWTH, REFLECTION AND EVALUATION PLAN:

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

GROWTH, REFLECTION & EVALUATION PROCESS

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

GATHERING OF INPUT

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

GROWTH, REFLECTION & EVALUATION MEETING

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

PERFORMANCE IMPROVEMENT PLAN

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

PARAPROFESSIONAL DUTIES AND RESPONSIBILITIES

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

ROLE OF PARAPROFESSIONAL

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

BEHAVIOR MANAGEMENT

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

INDIVIDUAL/GROUP WORK

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

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

PLANNING

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

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

DOCUMENTATION

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

EQUIPMENT

Operate and care for equipment used by students and staff.

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

TRANSITION

Promote learner independence in transitioning with

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

TYPE III DRIVERS

"Type III vehicle" refers to passenger vehicles and buses with a maximum capacity of 10 people (including the driver) and a gross vehicle weight rating of 10,000 pounds or less. These vehicles, like SUVs, vans, cars, and trucks, are used for transporting school children. Type III vehicle drivers in Minnesota are required to be trained and follow specific policies and procedures for operating these vehicles.

Paraprofessionals at Northland, who hold a valid driver's license, will be given the initial and/or annual training and instruction to become certified as a Type III driver.

STUDENT MEDICAL INFORMATION

ADMINISTERING MEDICATIONS

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

MISSED MEDICATION

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

DELEGATED MEDICAL PROCEDURES

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

PROFESSIONAL ETHICS

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

following is a suggested code of Ethics for paraprofessionals:

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

TIPS FOR THE PARAPROFESSIONAL

1. Do not let the student become overly dependent on you. The less work you do for the learner, the better. A successful paraprofessional will guide the student to the correct answer without giving the answer to help the student develop independence and learning skills.
2. Spend time asking questions, listening, writing, and helping students to think for themselves.
3. Be sensitive to the emotional, psychological, social problems that may be affecting the performance and behavior of the student. Bring them to the attention of the case manager, school principal, social worker, or building special education coordinator. Do not be afraid to ask for help!
4. Avoid assuming the role and responsibilities of the professionals and parents. Your job is to support these people, not replace them.
5. Be patient and reinforce positively when a goal is met. Progress may be slow, but always point out the accomplishment no matter how small.
6. Be sensitive in communicating with your students. Most importantly, be a careful listener.
7. Avoid being judgmental or stereotyping students. Each student is different.
8. Be realistic in expectations. If you expect little, little will be produced. Let the learner know you have high, but realistic expectations. With encouragement the learner will come to share your expectations.
9. Teach problem-solving strategies whenever possible.
10. Encourage students to be responsible for listening to direction and encourage them to ask questions for clarification.
11. Assist and praise all students in the class, not just the student you are helping. However, keep in mind your first responsibility is to the Special Education Student(s) in the class.
12. Remember, you are a model of appropriate behavior.
13. Encourage all students to accept, support, trust and assist each other.
14. Allow students to make as many decisions for their self as possible. Give them choices.
15. Treat all students with respect.
16. Respect each other as colleagues, co-workers, and professionals. Speak positively about

each other and the school. Do not share conflicts with coworkers with people other than your supervisors.

17. Maintain a professional, but supportive role with students.
18. Avoid becoming overly protective. Students may initially require intensive support, but your goal needs to be to “fade” to a coaching and/or indirect role as soon as possible.
19. Carry your share of the load in the classroom. This is particularly important in rooms that are physically demanding.
20. Confidentiality is an absolute requirement. Only share information with people in the school who have direct involvement with a child, and then only the information that the person needs to know to work with the child. Being a school employee does not entitle people to information (see confidentiality).

GUIDE FOR PARAPROFESSIONALS

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

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

Tasks a Paraprofessional can do while Assisting in the General Education or Special Education Classroom.			
Whole Group Instruction	Independent Work Time	Group Work Time	Testing
Cue students to take notes and make sure they continue to do so throughout the instruction.	Make sure students are on task and productive.	Make sure students get in a group.	Reading test allowed in arranging for them in advance.
Take class notes in a	Providing help with	Facilitate and model	Rephrasing test items –

notebook for later use or take notes on the board if this is a system that works for the teacher.	assignment completion – offering help multiple times and with different methods.	participation – okay to offer the group suggestions.	providing scaffolding/triggers (not answers).
Facilitating spelling, organization, on task behavior, etc.	Prompt/cue skills – skimming a textbook, using bold words, index, etc.	Assist with individual tasks – offering help multiple times and with different methods.	Providing a framework or outline when answering essay questions.
Charting student on-task behavior, assignment completion, etc.			
Talk with the teacher about your physical role in the classroom. Find out if you should be seated next to specific students, if you should walk around during the whole group, small group, or independent work time to check on on-task behavior, or offer assistance, etc.			

POSITIVE BEHAVIORAL MANAGEMENT AND STRATEGIES

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

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

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

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

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

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

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

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

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

- **Build rapport** with students. Students who have a positive view of you will be more likely to cooperate. It is important to establish Rapport while still maintaining an appropriate relationship. You can have a positive relationship with a student without being a friend.

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

CONFIDENTIALITY/DATA PRIVACY

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

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

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

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

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

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

MANDATED REPORTING

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

Minnesota Statute 626.556- Reporting of Maltreatment of Minors

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

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

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

PARAPROFESSIONAL WEBSITES

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

Minnesota Paraprofessional Consortium Website:

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

The Paraprofessional Connection Website:

www.mw.sisna.com.paraconnect

Paraprofessional Training

<http://paralink.org/>

ParaPro Exam Information

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

LIABILITIES

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

- Fully understand and apply safety procedures.

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

DISABILITY DESCRIPTIONS/DEFINITIONS

AUTISM SPECTRUM DISORDERS (ASD)

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

DEAF AND HARD OF HEARING (D/HH)

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

DEVELOPMENTAL COGNITIVE DISABILITIES (DCD)

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

DEVELOPMENTAL DELAY (DD)

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

EMOTIONAL/BEHAVIORAL DISORDERS (EBD)

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

- A. Severely withdrawn or anxious behaviors, pervasive unhappiness, depression, or wide mood
- B. Severely disordered thought processes manifested by unusual behavior patterns,

- atypical communication styles or distorted interpersonal relationships
C. Severely aggressive or impulsive behaviors

SPECIFIC LEARNING DISABILITIES (SLD)

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

OTHER HEALTH DISABILITIES (OHD)

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

PHYSICALLY IMPAIRED (PI)

Physically impaired means a medically diagnosed chronic, physical impairment, either congenital or acquired, that adversely affects physical or academic functioning and results in the need for special education and related services.

SPEECH AND LANGUAGE IMPAIRMENTS (SLP)

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

TRAUMATIC BRAIN INJURY (TBI)

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

VISUALLY IMPAIRED (VI)

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

COMMON PROGRAM ACRONYMS IN SPECIAL EDUCATION

ADD: Attention Deficit Disorder	ADHD: Attention Deficit Hyperactive Disorder
ASD: Autism Spectrum Disorder	BIP: Behavior Intervention Plan
COTA: Certified Occupational Therapy Assistant	CMH: Children's Mental Health
CRT: Crisis Response Team	D/B: Deaf/Blind
DAPE: Developmental Adaptive Physical Education	DD: Developmental Delay
DCD: Developmental Cognitive Disability	DHS: Division of Human Services

(MM-Mild to Moderate Mentally Impaired) (SP- Severe to Profound Mentally Impaired)	
D/HH: Deaf/Hard of Hearing	DT: Day Treatment
EBD: Emotional/Behavior Disorder	ECSE: Early Childhood/Special Education
ESY: Extended School Year	FBA: Functional Behavior Analysis
GED: General Education Diploma	IDEA: Individuals with Disabilities Education Act of 2004
IEP: Individual Education Plan	IFSP: Individual Family Service Plan
IIP: Individual Interagency Intervention Plan	LD: Learning Disability
LEP: Limited English Proficiency	LPN: Licensed Practical Nurse
LRE: Least Restrictive Environment	LSW: Licensed Social Worker
MDE: Minnesota Department of Education	OHD: Other Health Disability
Para: Paraprofessional	PBIS: Positive Behavior Intervention Supports
PI: Physically Impaired	PT: Physical Therapist
PTA: Physical Therapist Assistant	RtI: Response to Intervention
SL: Speech/Language Impaired	SMI: Severely Multiply Impaired
TBI: Traumatic Brain Injury	VI: Visually Impaired

WORKING WITH CERTIFIED STAFF

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

GENERAL EDUCATION TEACHER

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

SPECIAL EDUCATION TEACHER

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

SPEECH/LANGUAGE PATHOLOGIST

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

DEVELOPMENTAL ADAPTIVE PHYSICAL EDUCATION TEACHER (DAPE)

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

OCCUPATIONAL/PHYSICAL THERAPISTS

These skilled professionals collaborate with staff to design procedures that will help students become more independent.

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

LICENSED SCHOOL NURSE

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

SCHOOL SOCIAL WORKER

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

SCHOOL PSYCHOLOGIST

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

Northland Community Schools
Independent School District 118

20254-20265

Student/Family Handbook

Northland Community Schools



ISD #118 does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, familial status, religion, creed, gender, marital status, genetic information, or receipt of public assistance in admission, access to, or treatment or employment in its programs and activities.

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All Board Policies are available on the district website and through the district office.

Notice Of Copyright

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Introduction

Welcome to the Northland Community Schools. This handbook is prepared to provide information and direction to Northland Community Schools' students. It is intended as a guide to ensure that living and learning in our school community is more worthwhile and memorable.

Mission Statement

The mission of Northland Community Schools is to educate and inspire all learners to reach their full potential.

Vision Statement

Through unified family, community, and school relationships, Northland Community Schools will, by providing a rigorous, relevant, and engaging curriculum, ensure that all students have the opportunity to acquire the necessary skills to achieve their potential, become productive community members, and value life-long learning.

School Mascot: Eagle

Eagle Pride Expectations

Eagle Pride, School Wide

Be Responsible
Be Respectful
Be Productive
Be Safe

Policy Information

All Board Policies are available on the district website and through the district office.

Addresses, Phone Numbers, Administrators

Northland Community School Office 316 Main Street East

Remer, MN 56672

Hours: 7:00 am - 4:30 pm

Telephone: 218-566-2351

Fax: 218-566-2053

<http://www.isd118.k12.mn.us/>

Superintendent: [Mark Morrison, mmorrison@isd118.org](mailto:mmorrison@isd118.org)

High School Principal: Mary Yakibchuk, myakibchuk@isd118.org

Elementary Principal: Janessa Green jgreen@isd118.org

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PART I – GENERAL INFORMATION

ARRIVAL AND DISMISSAL HOURS

Arrival

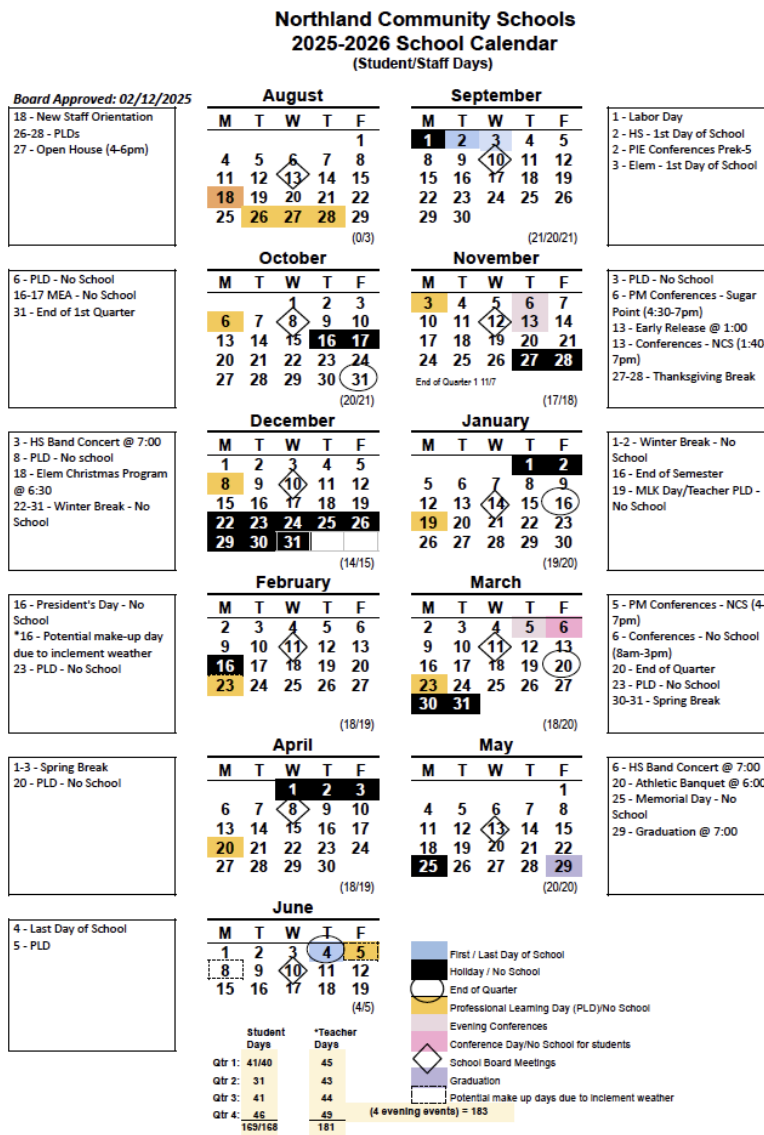
The student day starts at 8:25 a.m. Students are not allowed in the building before 8:10 a.m. unless they are participating in an extra-curricular activity or supervised by an identified adult.

Dismissal

HS students are dismissed at 3:06 p.m. and elementary students are dismissed at 3:10 p.m. Students are not allowed in the building after 3:15 p.m. unless they are participating in an extra-curricular activity or supervised by an identified adult.

CALENDAR

The school calendar is adopted annually by the school board. A copy of the school calendar can be found here and on the school district’s website at www.isd118.k12.mn.us.



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CLASS ASSIGNMENTS

Classroom assignments are within the school district's discretion. If there are special circumstances that you would like us to be aware of when considering classroom assignments, please contact the school by the end of April. Please keep in mind, we take into consideration many factors when determining these classroom assignments, we may not be able to honor all requests. We hope you can all trust that we have each and every one of your children's best interests in mind and will make the class assignments to reflect that.

COMPLAINTS

Students, parents, employees or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. However, persons are encouraged to follow the chain of command, starting with the teacher or coach regarding student concerns.

CONFERENCES

Conferences are held twice per year **as stated on the school calendars**. For more information, contact the building principal.

DIGITAL TOOLS

Northland Community Schools uses a variety of digital tools to support student learning. Technology vendors and software is utilized to support work as we help all students develop the skills necessary to succeed in an ever-changing world.

We have an inventory of our curriculum, testing, and assessment tools posted on our website at www.isd118.k12.mn.us and it includes an outline of the student data elements within each tool. This list is maintained and communicated annually to all families at the start of the school year.

Please reach out to Lori Sizenbach, District Tech, at (218) 566-2351 ext. 32085 for additional questions regarding specific digital tools used in classrooms.

EIGHTEEN-YEAR-OLD STUDENTS

The age of majority for most purposes in Minnesota is 18 years of age. All students, regardless of age, are governed by the rules for students provided in school district policy and this handbook.

EMPLOYMENT BACKGROUND CHECKS [*]

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches,

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[**] Notice required by policy

extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

EQUAL ACCESS TO SCHOOL FACILITIES

The school district has created a limited open forum for secondary students to conduct noncurricular-related meetings during noninstructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary, and student initiated; will not be sponsored by school employees or agents; employees or agents of the school will be present at religious meetings only in a nonparticipator capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and non-school persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district.

FEES [*]

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay.

FOOD IN THE CLASSROOMS

Eating and/or drinking beverages in the classroom is ~~forbidden~~ not advised except for preapproved activities, including (but not limited to):

- Water in closeable containers
- Kindergarten and 1st Grade Breakfast
- Elementary snack
- Preapproved events organized by classroom teacher

Eating and/or drinking is prohibited near school devices.

FUNDRAISING

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All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the administration. Participation in nonapproved fundraising activities is a violation of school district policy. Solicitations of students or employees by students for school and non-school-related activities will not be allowed during the school day.

GIFTS TO EMPLOYEES

The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. It is the policy of the school district, however, to discourage gift-giving to employees, and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.

GRADUATION CEREMONY

Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons, which may include discipline. Graduation exercises are under the control and direction of the building principal.

INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

Students may not be interviewed during the school day by persons other than a student's parents/guardians or school district officials, employees, and/or agents, except as provided by law and/or school policy.

LIBRARY AND MEDIA CENTER

The library/media center is open various periods throughout the day. Students may use the library/media center during the school day and before and after school only when a supervisor is present and with permission and pass from their classroom teacher.

LUNCH

Lunch is to be eaten in designated areas only. Lunch times vary by classroom. Students will be notified of their assigned lunch time on the first day of school. Students may receive a lunch at school or bring a prepared lunch from home. Milk will be available to supplement lunches brought from home.

Our school offers healthy meals each day. Starting school year 2023-24, we joined Minnesota's Free School Meals Program. All students can get one breakfast and one lunch free of charge each day at school. Although no application is required to receive this free meal benefit, filling out the Application for Educational Benefits is still important! Your child(ren) may qualify for other benefits like reduced fees at school. Also known as Free & Reduced Application, it's more than just a free lunch! The program provides financial assistance for many other things, including sports/activities, instruments, technology, reduced class sizes, student support services, field trips and more.

The Educational Benefits Form helps not just your family, but kids across the district in many ways. Just one form ensures continued funding to support ALL kids in our schools.

[*] Notice required by statute

[**] Notice required by policy

We are pleased to offer our High School students the privilege of charging a la carte items to their family account if funds are available in their accounts. We ask that you deposit some money into your child's lunch account and keep a balance in the account. You can deposit money into the lunch account in one of these ways: through the parent portal, by dropping off cash or a check at school, or by sending your deposit with your child in a sealed envelope that is clearly marked "Lunch Account for" and your child's name.

Northland Community Schools Food Service Program uses the offer-versus-serve provision of the National School Lunch Program for high school students. This provision allows students to refuse or take smaller portions of one or two of the five required food items in the lunch if they do not intend to consume them. This is designed to reduce food waste and food cost without jeopardizing the nutritional integrity of the lunches served.

CLOSED CAMPUS

Northland Community Schools is a closed campus; therefore, Northland High School has a closed lunch period. This means students must remain in the building during their lunch period. Students are not permitted to leave for lunch, unless they are a qualifying senior in their 2nd semester with signed parent/guardian permission.

MESSAGES TO STUDENTS

Students will not be called out of class to receive phone messages except in the event of an emergency. Personal cell phone use during the instructional day is prohibited. Please arrange for non-emergency communication with your child(ren) during non-instructional times, such as before and after school and during lunch.

NONDISCRIMINATION [*]

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated **Elementary Principal, Janessa Green, 218-566-2351x32051** as the district's human rights officer to handle inquiries regarding nondiscrimination.

NOTICE OF VIOLENT BEHAVIOR BY STUDENTS []**

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

PLEDGE OF ALLEGIANCE [*]

[*] Notice required by statute

[**] Notice required by policy

Students will recite the Pledge of Allegiance to the flag of the United States of America daily during morning announcements. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

REGISTRATION

To register a student, pick up a registration packet from the school office or call the school office at (218) 566-2351 to have a packet mailed to you. Forms can also be found on the district website: www.isd118.k12.mn.us > Resources>Parent> Forms and Registration Paperwork. Return the completed packet to the school secretary.

Every child entering kindergarten must show evidence that he/she attended an Early Childhood Screening. If your kindergarten child has not attended an Early Childhood Screening prior to entering school, please contact the school office ~~or Early Childhood Coordinator~~. A copy of the student's birth certificate and immunization record must be presented at registration for kindergarten. ~~No student in Minnesota may enter school without proper immunizations.~~

SCHOOL ACTIVITIES

The school district provides opportunities for students to pursue special interests that contribute to their physical, mental, and emotional health. Formal instruction is the school district's priority.

Students who participate in school-sponsored activities are expected to represent responsibly the school and community. All rules pertaining to student conduct and student discipline apply to school activities.

All spectators at school-sponsored activities are expected to behave appropriately. Students and employees may be subject to discipline. Parents/guardians and other spectators may be subject to sanctions for inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

Northland Community Schools is a member of the Minnesota State High School League (MSHSL). Students who participate in MSHSL activities must abide by the MSHSL rules. The district will enforce all MSHSL rules during the school year and in the summer as applicable.

Employees who conduct MSHSL activities will cover applicable rules, penalties, and opportunities with students and parents/guardians prior to the start of an activity. For more information about the MSHSL rules and student eligibility requirements, contact the Activities Director, ~~Janessa Green~~.

FAN CODE OF CONDUCT

Sportsmanship is an essential part of any athletic competition and is expected from athletes, coaches, officials, fans and parents. As a fan/spectator (student or adult) of Northland High School, we want you to be an example of positive encouragement while supporting our athletes, coaches and officials. Our behavior should be positive, respectful and encouraging of the athletes, coaches, officials and the game.

RESPECT THE RIVALRY -- RESPECT THE GAME

[*] Notice required by statute

[**] Notice required by policy

Northland High School encourages:

- Enthusiastic support of your team
- Good Sportsmanship
- Family Friendly Atmosphere
- Commitment to Safety
- Welcoming Attitude to all Fans and Visitors

Unacceptable Behaviors:

- Disruptive, unruly or intoxicated behavior
- Foul or abusive language or obscene gestures
- Rudeness to fellow fans or NHS personnel
- No one, other than the coaches and teams, is allowed on the field/court at any time
- Use of alcohol or tobacco at NHS athletic events
- Intoxicated or disruptive fans

Fans who display unacceptable behaviors will be subject to sanctions, including refusal of admittance, removal, and arrest.

SCHOOL CLOSING PROCEDURES

School may be cancelled when the superintendent believes severe weather or other circumstances threaten the safety of students and employees. The superintendent will decide as early in the day as possible about closing school or school buildings.

If school is going to start late, close early, or close due to inclement weather, notification will be made through the following information outlets:

- Instant Message via phone, email and text
- Posted on the district website: www.isd118.k12.mn.us
- Posted on the Facebook page for Northland Community Schools

Posted on the following Radio Stations & TV Stations and their websites:

Radio

KOZY 1320 AM/KMFY 96.9 FM

Midwest Communications – WBTX 93.9 FM, WNM 650 AM< USA 99.9 FM, WMFG 106.3 FM, WMFG 1240 AM

TV

WCCO – 4

KSTP – 5

KMSP – 9

KARE – 11 WDIO KBJ

[*] Notice required by statute

[**] Notice required by policy

SCHOOL SUPPLIES

Some general school supplies (notebooks, pencils, erasers, folders) **MAY** be available for students to purchase in school. Parents should make sure their students have the necessary writing instruments and paper. A list of school supplies needed is available on the district website at: www.isd118.k12.mn.us. Click on Schools>Northland Elementary School>School Supply List

SEARCHES

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in desks, lockers, or vehicles parked on school property. “Contraband” means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, when appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district’s “Student Discipline” policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

LOCKERS AND PERSONAL POSSESSIONS WITHIN A LOCKER []*

Under Minnesota law, school lockers are school district property. At no time does the school district relinquish its exclusive control of lockers provided for students’ convenience. School officials may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant.

Students’ personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student’s personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

DESKS

School desks are school district property. At no time does the school district relinquish its exclusive control of desks provided for students’ convenience. School officials may inspect the interior of desks for any reason at any time, without notice, without student consent, and without a search warrant.

PERSONAL POSSESSIONS AND STUDENT’S PERSON

The personal possessions of a student and/or a student’s person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

[*] Notice required by statute

[**] Notice required by policy

*VEHICLES ON CAMPUS [**]*

Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Search of the Interior of a Student's Motor Vehicle

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

STUDENT PUBLICATIONS AND MATERIALS

The school district's policy is to protect students' free speech rights while, at the same time, preserving the district's obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and/or sponsor. Non-school-sponsored publications may not be distributed without prior approval.

*DISTRIBUTION OF NON-SCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES [**]*

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing non-school-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner.

The complete District Policy #505 – Distribution of Non-school-Sponsored Materials on School Premises by Students and Employees can be found in the Policy Manual on the district website.

SCHOOL-SPONSORED STUDENT PUBLICATIONS

The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies. Students producing official school publications and participating in school activities will be under the supervision of a faculty advisor and the school principal. "Official school publications" means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as part of the curriculum. Expression in an official school publication or school-sponsored activity is prohibited when the material:

- ~~Is obscene to minors;~~
- ~~Is libelous or slanderous;~~
- ~~Advertises or promotes any product or service not permitted for minors by law;~~

[*] Notice required by statute

[**] Notice required by policy

- ~~• Encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;~~
- ~~• Expresses or advocates sexual, racial, or religious harassment or violence or prejudice;~~
- ~~• Is distributed or displayed in violation of time, place, and manner regulations.~~
- is defamatory;
- is profane, harassing, threatening, or intimidating;
- constitutes an unwarranted invasion of privacy;
- violates federal or state law;
- causes a material and substantial disruption of school activities; or
- is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules.
- advertisement that promotes the purchase of a product or service that is unlawful for purchase or use by minors.

Expression in an official school publication or school-sponsored activity is subject to school district editorial control over the style and content when the school district's actions are reasonably related to legitimate pedagogical concerns. Official school publications may be distributed at reasonable times and locations.

STUDENT RECORDS [*]

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an “eligible” student is one who is 18 or older or who is enrolled in an institution of post-secondary education.

The complete District Policy #515 – Protection and Privacy of Pupil Records can be found in the Policy Manual on the district website.

STUDENT SURVEYS [*]

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection, and use of information for marketing purposes, and certain physical examinations, see “Student Surveys” Policy 520.

The complete District Policy #520– Student Surveys can be found in the Policy Manual on the district website.

TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

The school district will provide transportation, at the expense of the school district, for all resident students who live two miles or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the students' parent or guardian.

[*] Notice required by statute

[**] Notice required by policy

EXTRACURRICULAR TRANSPORTATION

All extracurricular transportation arrangements made by a school district employee must be approved by a building administrator. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

VIDEO AND AUDIO RECORDING

SCHOOL BUSES

All school buses used by the school district shall be equipped for the placement and operation of a video camera. The school district will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a video recording of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus.

PLACES OTHER THAN BUSES

The school district buildings and grounds may be equipped with video cameras. Video surveillance may occur in any school district building or on any school district property. Video surveillance will normally not be used in bathrooms or locker rooms, although these areas may be placed under surveillance by individuals of the same sex as the occupants of the bathrooms or locker rooms. Video surveillance in bathrooms or locker rooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

Northland Community Schools encourage interest on the part of the families and community members in school programs and student activities. The school welcomes visits to the school building and school property by families and community members provided the visits are consistent with the health, education, and safety of the students and employees, and are conducted within the procedures and requirements by the school district.

PROCEDURES

Visitors entering Northland Community Schools must report directly to the Office. All visitors must:

- Sign, date, provide location, and record time they have entered the building
- Receive and wear the visitor identification badge
- Prior to leaving the building the visitor must return the visitor identification badge and record the time they are leaving the building.

Unauthorized persons shall not be permitted in school buildings or on school grounds. School administrators are authorized to take appropriate action to prevent such persons from entering buildings or from loitering on grounds.

Visitors to the school are not allowed to interview nor interrogate students at school unless they have written permission from the student's parent/guardian and consent from an administrator.

Visitors who are not employees of ISD 118 shall not be permitted to meet with employees and/or students during the work/school day, except as permitted by the building principal or designee.

[*] Notice required by statute

[**] Notice required by policy

PART II – ACADEMICS

GENERAL

CHEATING AND PLAGIARISM

Cheating and plagiarism are prohibited. Students who cheat or commit plagiarism on any test or assignment will be given a failing grade for that test or assignment and will be disciplined in accordance with the school district’s “Student Discipline” Policy 506.

EXTENDED SCHOOL YEAR OPPORTUNITIES

The school district provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student’s IEP team determines the services are necessary during a break in instruction to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact the building principal.

FIELD TRIPS

Field trips may be offered to supplement student learning in which students voluntarily participate and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation.

- If a field trip is going to happen during school hours and is not related to the school's curricular offerings, parental permission is required.
- Field trips related to the curricular offerings do not need parental permission. Teachers will inform parents when transportation is needed for a field trip.

GRADES

Students’ grades will Quarter and Semester Report Cards or Progress Reports during the year. All high school students will receive Midterm Reports. PreK will receive TSGold reports in the fall and spring. Report cards will be mailed home for review.

HOMEWORK

Homework assignments are made by the teachers. The amount of homework varies by teacher and subject area. The school district asks parents/guardians to encourage their child(ren) to complete homework thoroughly and promptly.

PARENT RIGHT TO KNOW []*

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child’s classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

[*] Notice required by statute

[**] Notice required by policy

2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

PROMOTION AND RETENTION

All students are expected to achieve an acceptable level of proficiency. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year. Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. The superintendent's decision will be final. The district has a variety of services to help students succeed in school.

ELEMENTARY (PRESCHOOL-5TH)

PARTNER'S IN EDUCATION (PIE)

We at Northland Community Schools believe that the responsibility for learning rests within a partnership of parent, student, and teacher.

To facilitate this partnership, we have implemented a program called Partners in Education (PIE). On the first day of the school year (elementary school is not in session), individual teachers and families meet to plan the year for their children. We hope families take advantage of this unique opportunity to share important information about their child directly with their child's teacher. Families are asked what they want their child to gain in the upcoming school year and what is special about their child. Families and teachers then write student goals and sign a compact. Compacts are required for each child in grades K-5. Families will be contacted to schedule their PIE Conference.

RECESS

All students, grades Preschool-5 go outside for recess each day unless there is inclement weather. Please dress your child appropriately for the weather. Students will not go outside if the windchill or temperatures are below zero degrees Fahrenheit.

Dressing for the Weather

As the weather becomes colder or wetter, students are expected to arrive at school dressed for the weather conditions. Please dress your child appropriately for the weather. Students will not go outside if the windchill or temperatures are below zero degrees Fahrenheit.

[*] Notice required by statute

[**] Notice required by policy

HEALTHY CHOICES FOR SCHOOL SNACKS AND LUNCHESES

To promote a healthy learning environment for all students, we kindly remind families that only **healthy snacks and school lunches** are permitted. This means packing nutritious foods like fruits, vegetables, whole grains, and lean proteins, and we encourage you to limit sugary drinks, candy, chips, and other highly processed items. We appreciate your cooperation in helping us foster good eating habits and ensure our students have the energy they need to learn and thrive throughout the school day.

HIGH SCHOOL

Junior High is 6th-8th grade students.

Senior High is 9th-12th grade students.

*BELL SCHEDULE***MONDAY-TUESDAY-WEDNESDAY-THURSDAY-FRIDAY**

0 Hour	7:30--8:20	50 Minutes
Period 1	8:25--9:16	51 Minutes
Period 2	9:20--10:10	50 Minutes
Period 3	10:14--11:04	50 Minutes
Period 4A	11:09--11:59	50 Minutes
(7-9 lunch)	11:04--11:30	24 Minutes
Period 4B	11:34--12:24	50 Minutes
(10-12 lunch)	11:59--12:24	24 Minutes
Period 5	12:28--1:18	50 Minutes
Period 6	1:22--2:12	50 Minutes
Period 7	2:16--3:06	50 Minutes

(Period 1 has an additional minute to allow for announcements and the Pledge of Allegiance.)

COLLEGE IN THE SCHOOLS - CIS

Northland Community Schools has partnered with Central Lakes College with the College in the Schools program.

Qualified students, seniors with a 2.5 or better overall GPA and juniors with a 3.0 or better overall GPA, have the opportunity to earn college credit at Northland High School with Northland High School teachers.

Students interested in the CIS program need to complete the following steps:

1. Complete the CIS application and return it to the Guidance Counselor.
2. Make an appointment to take the ACCUPLACER test either at Central Lake College or Northland High School.

Currently there are 30 college credits overall to students within the CIS program.

EARLY GRADUATION

Students may be considered for early graduation after meeting the conditions provided in school district policy.

GRADUATION REQUIREMENTS []*

Students must meet all course credit requirements and graduation standards, as established by the state and the school board, in order to graduate from Northland High School.

[*] Notice required by statute

[**] Notice required by policy

Course Credits Required

To receive a diploma, students must successfully complete at least 24 credits and comply with the following high school level course requirements. Under the seven-period day, students must pass at least 6 credits per year to be considered "on track" for graduation.

17.5 required credits

6.5 elective credits

24.3 credits total

Note: Under the 7-period system, semester grades are issued independently of each other. Therefore, it is possible to pass one semester of a year-long class but fail the other. In cases where a student fails one semester of a required year-long class, he/she will be scheduled to repeat only the semester he/she failed (unless there is a teacher/parent recommendation.)

High School Level Courses Required for Graduation			
Subject Area	Credits	Explanation	Courses
Language Arts	4	Must be sufficient to satisfy all academic standards in the English language arts.	<ul style="list-style-type: none"> • English 9 (1 credit) • English 10 (1 credit) • English 11 (1 credit) • English 12 (1 credit) • Comp I (1 credit) • Comp II (1 credit) • English 11/12 Equivalent Elective (1 credit)
Mathematics	4	<p>Four (4) credits of mathematics sufficient to satisfy all of the academic standards in mathematics</p> <p>A computer science credit may fulfill a mathematics credit requirement if the credit meets state academic standards in mathematics</p>	<ul style="list-style-type: none"> • Intermediate Algebra or College Algebra (1 credit) • Geometry (1 credit) • Algebra II (1 credit) • Math Elective (1 credit)
Science	3	Three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or	<ul style="list-style-type: none"> • Physical Earth and Space Science 9 (1 credit) • Chemistry 10 (1 credit) • Biology 11 (1 credit)

[*] Notice required by statute

[**] Notice required by policy

		physics standards for grades 9 through 12	
Social Studies	3.5	Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies	<ul style="list-style-type: none"> • US History 9 (1 credit) • Global Studies 10 (1 credit) • Economics 11 (1/2 credit) • Government 12 (1 credit)
Arts	1	One credit in the arts sufficient to satisfy all of the academic standards in the arts	<ul style="list-style-type: none"> • Visual Arts or Performing arts (1 credit)
Other Required Courses	1.5	Northland requires the following courses Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12.	<ul style="list-style-type: none"> • AVID/Careers (1/2 credit) • Personal Finance (1/2 credit) • Health (1/2 credit)
Required Elective	0.5	Northland requires an elective from the following category(s) Credit sufficient to satisfy the state standards in physical education	<ul style="list-style-type: none"> • Physical Education (1/2 credit)

[*] Notice required by statute

[**] Notice required by policy

Other Elective Courses	6.5	A minimum of 6.5 elective credits to include the following required - <u>offered</u> electives:	<ul style="list-style-type: none"> • Visual Arts or Performing Arts • Band • Physical Education • Industrial Tech • Native Cultural Arts • Ojibwe • Life/Adult Skills
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The complete District Policy #613 – Graduation Requirements can be found in the Policy Manual on the school website.

School District Required and Elective Standards

Students with an individualized education program, Section 504 accommodation plan, or limited English proficiency needs may be eligible for testing accommodations, modifications, and/or exemption. For additional information, see the Guidance Counselor.

Credit Load Rules

Northland High School students are not to attempt more than 5.5 credits in any single academic semester or 11 in any single academic year. A typical NHS student carries a full load consisting of 3.5 credits per semester, or seven credits per year. Students who are behind in credits may utilize supplemental learning opportunities (i.e credit recovery and/or online classes). NHS will continue to accept summer school credits from other districts.

A senior not on track for graduation is allowed to return to high school until he/she reaches the age of 21. Alternatives for such students who do NOT wish to return to NHS for an additional senior year or years include an ALC (Area Learning Center), GED and online learning programs. Any exceptions will require written administrative approval.

Academic Assistance

Teachers are available in the morning from 7:30 am to 8:15 am when not required to attend meetings. Student arranges with teachers. Teachers may work with students during noon (lunch) time on an as-needed basis.

More intensive academic/behavior intervention may be made available on an as-needed basis and as determined by the student's educational team.

HONOR ROLL

The Principal's List recognizes those students who achieve a 3.5 or higher GPA. The Honor Roll recognizes those with a GPA of 3.0 to 3.49.

[*] Notice required by statute

[**] Notice required by policy

GRADING SYSTEM AND REPORT CARDS

Our classes range from one (1) term (9 weeks) up to four (4) terms (entire school year). No credit is given until the class is completed.

The method of calculating grade point averages (GPAs) for students will be based on the following system:

A = 4.00
 A- = 3.67
 B+ = 3.33
 B = 3.00
 B- = 2.67
 C+ = 2.33
 C = 2.00
 C- = 1.67
 D+ = 1.33
 D = 1.00
 D- = 0.67
 F = 0.00

**Extenuating circumstances may allow a P (a passing grade). The Pass/No Pass system does not affect GPA.

Weighted Grades

The Northland Community Schools Board of Education has adopted a **Weighted Grade Point System** at the High School. The courses to be included and the values assigned to the grades earned in these courses are as follows:

A = 4.50
 A- = 4.17
 B+ = 3.83
 B = 3.50
 B- = 3.17
 C+ = 2.83
 C = 2.50
 C- = 1.67
 D+ = 1.83
 D = 1.50
 D- = 1.17
 F = 0.00

Courses to be weighted:

- College in the High School Courses
- PSEO Courses

All Northland High School students enrolled for 50% or more of the time may be ranked.

[*] Notice required by statute

[**] Notice required by policy

Modified Grading System

Students with a modified curriculum may be graded using a Modified Grading System. The values assigned to the grades earned in courses under a **Modified Grading System** are as follows:

A = 3.50
 A- = 3.17
 B+ = 2.83
 B = 2.50
 B- = 2.17
 C+ = 1.83
 C = 1.50
 C- = 1.17
 D+ = 0.83
 D = 0.50
 D- = 0.17
 F = 0.00

The values assigned to the grades earned in courses under a Modified Grading System in **Significantly Modified Classes or Substituted Classes** are as follows:

A = 3.0
 A- = 2.67
 B+ = 2.33
 B = 2.00
 B- = 1.67
 C+ = 1.33
 C = 1.00
 C- = 0.67
 D+ = 0.33
 D = 0.00
 D- = 0.00
 F = 0.00

Note: Students who are graded on a **Pass/No Pass System** may not be graded on this Modified System as annotated on the Individualized Education Program (IEP) plan.

HONOR GRADUATES

Honor graduates are selected based on their GPA at the end of third quarter of their senior year. Eligibility for Honors requires a minimum cumulative GPA of 3.34 (A average). Honor graduates will be recognized at graduation ceremonies with the wearing of gold codes and recognition in the program.

LOCKERS/LOCKS

All students will be assigned a school locker and a lock. Students will not share lockers or locks. Lockers must be locked during class periods and after school. You may not use your own lock without the principal's permission. Any non-school locks will be cut off and discarded. Do not give out your combination.

ONLINE CREDITS

Northland Community Schools shall grant credit for completing the requirements for a Minnesota Department of Education approved online learning course or program. See Guidance Counselor for additional information.

PROCEDURE FOR CHANGING CLASSES

Students are given adequate time to select the courses or their choice. All efforts are made to assign the courses requested. Under no circumstances can a class be dropped or changed without consultation and approval of the Counselor and educational team affected by the change. All such changes must be initiated in the Counseling Office. It is school policy that a course dropped in the first week will in no way appear posted on the student's permanent record. If a course is dropped during the third week or later, an "F" grade will be posted on the student's permanent record for that course.

REPORTS

All students will receive a Midterm Progress Report informing them and their parents of the class work progress at the mid-term of each quarter.

SIXTH, SEVENTH, AND EIGHTH GRADE REQUIREMENTS

The Junior High curriculum consists of the following classes:

- Homeroom (1 year, 1 credit)
- Social Studies (1 year, 1 credit)
- Math (1 year, 1 credit)
- Science (1 year, 1 credit)
- English (1 year, 1 credit)

Rotation Courses:

- Industrial Tech (1 quarter, 1/4 credit)
- Art (1 quarter, 1/4 credit)
- Health (1 quarter, 1/4 credit)
- PE (1 quarter, 1/4 credit)

Electives:

- Band (1 semester, ½ credit)
- Native American Home Economics (1 semester, ½ credit)
- Introduction to Ojibwe (1 year, 1 credit)
- Introduction to Carpentry (1 semester, ½ credit)
- Animation (1 semester, ½ credit)
- Cartooning (1 semester, ½ credit)

[*] Notice required by statute

[**] Notice required by policy

- Community Service (1 semester, ½ credit)

TRANSFER STUDENTS

Students transferring into ISD 118 after the first student contact day of their 11th grade year will not be eligible for Valedictorian/Salutatorian. Students who transfer during their 9-10 grade year or prior to the 1st student contact day of their 11th grand year will be eligible for Valedictorian/Salutatorian or High Honors recognition.

PART III – RULES AND DISCIPLINE

ATTENDANCE - DISTRICT POLICY 503[]**

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability. Regular and prompt attendance is a positive habit and should be cultivated as such. Minnesota State Law governs the attendance of pupils and obligates schools to ensure regular attendance.

STUDENT RESPONSIBILITIES

1. Attend each class and arrive to class on time and prepared.
2. Make up required activities, classroom assignments, tests and quizzes within two (2) school days for each day absent unless other arrangements are made with the classroom teacher(s).
3. If you become ill during the day, or if you must leave school for any reason, you must receive permission from the office. If you leave school for any reason without notifying the office prior to leaving, your absence will be regarded as unexcused. Any unexcused absence is considered truancy.

PROCEDURES

If an absence occurs that is not school related, follow these procedures:

1. Notify the attendance office by phone each day your child is absent from school by 10:00 am. Attendance office phone number is 218-566-2351. Please include your child's name, grade, and reason for absence.
 - a. **If a parent/guardian does not call or a signed note is not presented to the attendance office within two (2) school days after the student's return to school, the absence will remain permanently unexcused.**
 - b. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. **Excused absences will be limited to three (3) days per quarter. Additional days beyond three (3) requires approval by building administrator or designee.**

[*] Notice required by statute

[**] Notice required by policy

REPORTING TRUANCY

Minnesota law requires schools to inform parents/guardians of absences report truancy as follows:

First Step

After three days if the child is in elementary school; or three or more class periods in three days if the child is in middle school, high school, or area learning center, the school will begin an intervention process. School personnel will send a letter to the parent or guardian.

Second Step

After five or more days if the child is in elementary school; five or more class periods if the child is in middle school, high school or area learning center; school personnel will send a letter to the parent or guardian explaining the consequences if the unexcused absences continue. The parent/guardian and student will be invited to participate in an intervention plan.

Third Step

After seven or more days if the child is in elementary school; seven or more class periods if the child is in middle school, high school or area learning center; school personnel will send a letter to families to notify them that the student has met or exceeded 7 days of unexcused absences and is classified as habitual truant. County, Tribal, and appropriate Social Services will be notified and provided documentation.

COMPULSORY SCHOOL ATTENDANCE PROCEDURE

Step One

After 3 unexcused absences school personnel will send a letter to families detailing the truancy status.

Step Two

After 7 or more unexcused absences the Principal will send a certified letter to families to notify them that the student has met or exceeded 7 days of unexcused absences and is classified as habitual truant. County, Tribal, or appropriate Social Service will be notified and provided documentation.

The complete District Policy #503 – Student Attendance can be found in the Policy Manual on the district website.

BULLYING PROHIBITION [*]

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, are prohibited on school district property, at school-related functions or activities, on school transportation, and by misuse of technology.

The complete District Policy #514 - Bullying Prohibition can be found in the Policy Manual on the school website.

[*] Notice required by statute

[**] Notice required by policy

BUSES – CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR []**

Riding the school bus is a privilege, not a right. The school district’s general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

The school district is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and for riding on a school bus.

All students are expected to follow:

EAGLE PRIDE BUS BASICS

**Seat on the Seat
Back on the Back
Feet Toward the Floor
No Eating or Drinking
Kind & Quiet Voices
Check Floor & Seat for Belongings**

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

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

While riding a school bus, all riders must comply with the following rules:

- Follow the driver’s directions at all times.
- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.

[*] Notice required by statute

[**] Notice required by policy

- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Consequences for school bus/bus stop misconduct will be imposed by the school district under administrative discipline procedures. All school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

The complete District Policy #709 -Student Transportation Safety can be found in the Policy Manual on the school website.

CELL PHONES AND OTHER ELECTRONIC COMMUNICATION DEVICES

The primary goal of this updated policy is to foster a focused, distraction-free learning environment and to ensure the safety and privacy of all students at Northland Community Schools. We believe that minimizing the presence of cell phones and other electronic devices during school hours will significantly enhance our student's educational experience. This policy outlines the appropriate use of cell phones, Bluetooth earbuds, smartwatches, and personal electronic devices within the school premises.

~~All students, PreK-12 are prohibited from using cell phones and other electronic communication devices during the instructional day and will place all electronic devices in their school locker each day prior to the start of the day.~~

- Student cell phones and other personal electronic devices capable of communication, such as those used for texting, answering, and receiving calls, are not permitted in classrooms, hallways, during lunch, during recess, or bathrooms during the school day.
- If students bring cell phones, Bluetooth earbuds, smartwatches, and/or personal electronic devices capable of communication, such as texting, answering, and receiving calls, to school, they must be placed on silent or turned off and stored in designated technology lockers from the beginning of the school day until the end of the school day.
- These items can and will be confiscated by staff members and taken to the office if they are not stored in the designated technology lockers.
- ~~**Students will not have their cell phones, headphones or earbuds out during instructional time.** This includes students in the office, hallways, and restrooms during instructional time. Instructional time is defined as the time from the last tone of one tardy bell to the first tone of the dismissal bell.~~
- ~~Cell phone use will not be permitted in locker rooms or restrooms.~~
- ~~Students are prohibited from using cell phones and other electronic communication devices during the instructional day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.~~

[*] Notice required by statute

[**] Notice required by policy

CONSEQUENCES OF VIOLATING CELL PHONE POLICY

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

- **First Offense** (minor) – The device will be confiscated by the staff member, brought to the office to be stored in the designated technology locker, and returned to the student at the end of the day. A minor referral will be issued to the student and parents/guardians will be notified.~~the phone is taken away until the end of the day~~
- **Second Offense** (major) – The device will be confiscated by the staff member, brought to the office to be stored in the designated technology locker, and will be returned only to the parent or guardian. A major referral will be written, and administration will conference with the student and communicate with parents/guardians about future violations.~~the phone is taken away and must be picked up by the parent/guardian~~
- ~~Third offense and~~ **Any further infractions** (major) —~~may result in additional disciplinary actions~~The device will be confiscated by the staff member, given to administration, and documented as a major referral. The phone will be returned only to a parent or guardian and a student parent/guarding meeting will take place to discuss the violation and create a plan for the student. Detention, suspension, and/or MSHSL code of conduct consequences will be discussed and assigned.

SEARCHING OF CELL PHONES

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

The complete District Policy #524.1 - Student Cell Phones can be found in the Policy Manual on the school website.

DISCIPLINE [*]

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. Students will have the discipline policy explained to them during the first full week of each school year.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

The goal of PBIS (Positive Behavioral Interventions and Supports) is to increase academic achievement and foster the social development of all students. It is a school-wide framework for helping all students achieve important social and learning goals. Rather than focusing on the response or consequences when misbehavior

[*] Notice required by statute

[**] Notice required by policy

occurs, this approach introduces and models behavior expectations, and then recognizes students when the positive social behaviors occur.

The purpose of PBIS is to establish a school climate in which appropriate behavior is the norm.

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

EAGLE PRIDE, SCHOOL WIDE

Be Responsible

Be Respectful

Be Productive

Be Safe

Independent School District 118 asks for parental support in this endeavor. Talk with your children about these important school wide expectations. Please, contact staff or administration with any questions or comments you may have. Thank you for helping us build Eagle Pride, School Wide.

Major Discipline Referrals and Eagle Pride Matrixes are located in the Appendix.

SPECIAL SITUATIONS

The disciplinary action described herein will be applied equally to all students.

- Students who do not show a change in behavior when dealt with according to the consequences established by the school shall be subject to progressive interventions to meet the student's needs.
- Students in Special Education shall be subject to all of the parts of the discipline policy unless a special plan is written in their Individual Education Plan (IEP). That plan shall then become the guideline for their behavior and shall specify consequences for misbehavior. This plan will be monitored for appropriateness. If needed, a team meeting may be held to review and potentially modify the student's needs and supports offered.

STUDENT SUPPORT PROCESS

First, staff strives to build relationships with your students and work to prevent situations where he/she could escalate. When students trust that their teacher cares about them, they will be more likely to want to work with their teacher to solve a problem.

If behaviors disrupt the learning of others and cannot be solved by the classroom teacher's attempts, additional adults outside of the classroom may offer assistance.

Determine whether it is a **minor** or **major** behavior based off of the Major Discipline Guidelines.

[*] Notice required by statute

[**] Notice required by policy

MINORS - Follow Classroom Management Procedures Below**RESPONSE 1:** Verbal or visual reminder of expectation or redirection**RESPONSE 2:** In Classroom “TAKE A BREAK” – This must be proactively taught on the first day of school and throughout the year.

- THIS IS NOT A PUNISHMENT! This is an opportunity for the student to practice pre-taught coping strategies in order to regulate their brain so that they are prepared to return to learning.
- Your tone of voice will tell the student whether this is a punishment or opportunity. Let it be an opportunity.
- Have a tool kit in the “Take a Break” space with fidgets, books, and visuals to guide students through independent self regulation.
- Quickly, neutrally, calmly and directly tell the student to “take a break”
 - The first break is student directed in which they can return to the group when they feel they are ready
 - The second break is teacher directed – the student stays in the break area until the teacher goes over and respectfully processes what happened and what the student’s plan is and then invites them back

RESPONSE 3: BUDDY ROOM - Must be proactively taught

- Have previously established partnerships with other teachers in your area that can act as buddy rooms.
- Send a student to the Buddy Room with the Buddy Room pass.
 - Expected time to spend in Buddy Room (no longer than 10-15 minutes)
- This is another opportunity for the student to regulate, take a break, and make a plan
- Buddy Room teacher or Para
 - Check in with the student before they go back to class.
- If student refuses to go to Buddy Room, the classroom teacher calls Support Room

RESPONSE 4: SUPPORT ROOM

- Reporting staff will call Support Room Staff to advise that a student is coming with details about behavior. (Never send a student without talking to the support room staff first.)
- Send the student to the support room (If a student refuses to leave the room, call back to the support room so they can help assist or find someone to help assist.)
- The support staff will process the issue and develop a restorative plan with the student as needed. Students and support room staff will fill out the minor processing form. Support Room Staff will place a pink copy in the teacher's box by the end of the day for their records.
- **When determined by Support Room Staff**, the student will return to class after support staff notifies the classroom teacher.
- **Teachers are strongly encouraged to inform parents/guardians of the minor and restorative plan.**
- Teachers will communicate with parents/guardians during a conference a summary of student’s access to additional support.
- If a pattern of minor behaviors occur (3 minors in a day or in a week) equals a Major Discipline (follow procedures below).

MAJORS - Follow Procedures Below:

[*] Notice required by statute

[**] Notice required by policy

- Reporting staff will call the Support Room. The Support Staff will take the needed steps to minimize immediate behaviors, notify the Administration and/or take needed steps to minimize immediate behaviors.
- Support Room staff will fill out the Teacher/Staff portion of the Major form.
- The Administrator/Office will be notified there is a student with a Major. If the student is in control of their behavior and it is not an emergency, the student will be sent back to class and administration will process the Major with them as soon as possible. If the student is not able to go back to class they will stay in the support room until an administrator can process the Major with them.
- The administrator determines consequence and/or intervention as defined in the policy.
- Administrator completes bottom section Major.
- Administrator contacts parents/guardians about the incident and consequences.
- The completed copy of the Major form will go to the office for entry into Campus, a copy will be filed in the support room, a copy will be mailed home, and a copy will be put in the referring teacher's mailbox. Please keep these forms in a confidential location.

RETURNING TO CLASS

- The student may return to class after a conference with the appropriate administrator, teacher, and/or parent(s)/guardian(s).
- At the time of this conference, a plan of action will be established.

The complete District Policy #506 - Student Discipline can be found in the Policy Manual on the school website.

DRESS AND APPEARANCE

Students are encouraged to be dressed appropriately for school activities and in keeping with community standards.

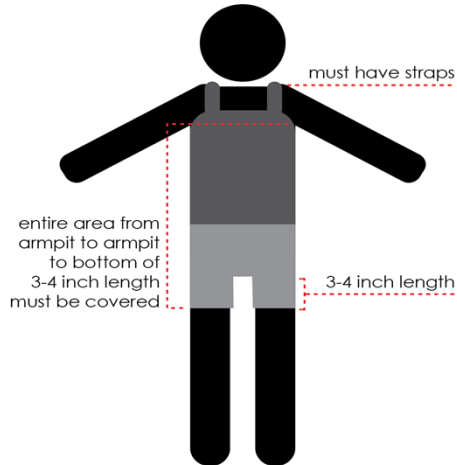
Appropriate clothing includes, but is not limited to, the following:

- Clothing appropriate for the weather.
- Clothing that does not create a health or safety hazard.
- Clothing appropriate for the activity (i.e., physical education or the classroom).

Inappropriate clothing includes, but is not limited to, the following:

[*] Notice required by statute
[**] Notice required by policy

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



- Clothing (including emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry) bearing a message that is lewd, vulgar, obscene, libelous, or denigrates, harasses, discriminates against others on the basis of protected class status under the Minnesota Human Rights Act, or violates school district policies prohibiting discrimination, violence, harassment, or other harmful activities.
- Apparel promoting products or activities that are illegal for use by minors.
- Communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.
- Any apparel or footwear that would damage school property.
- Headgear, including hats or headcoverings, is not to be worn in the building except with the building principal's approval (i.e., student undergoing chemotherapy, medical situations, student religious practice or belief).

If the administration believes a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. A parent or guardian will be notified.

The complete District Policy #504 - Student Dress and Appearance can be found in the Policy Manual on the school website.

DRUG-FREE SCHOOL AND WORKPLACE

[*] Notice required by statute

[**] Notice required by policy

The possession and use of alcohol, controlled substances, and toxic substances are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school district will discipline or take appropriate action against anyone who violates this policy.

District policy is not violated when a person brings a controlled substance that has a currently accepted medical treatment use onto a school location for personal use if the person has a physician's prescription for the substance except marijuana is not allowed on school property even if prescribed. Students who have prescriptions must comply with the school district's "Student Medication" policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

The complete District Policy #418 - Drug-Free Workplace/Drug-Free School can be found in the Policy Manual on the school website.

HARASSMENT AND VIOLENCE PROHIBITION [*]

The school district strives to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class). The school district prohibits any form of harassment or violence on the basis of Protected Class. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

The complete District Policy #413 – Harassment and Violence can be found in the Policy Manual on the school website.

HAZING PROHIBITION [*]

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy.

The complete District Policy #526 – Hazing Prohibition can be found in the Policy Manual on the school website.

INTERNET ACCEPTABLE USE AND SAFETY

All school district students have conditional access to the school district's computer system, including Internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. Use of the school district's system is a privilege, not a right. Unacceptable use of the school district's computer system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

[*] Notice required by statute

[**] Notice required by policy

The complete District Policy #524 – Internet Acceptable Use and Safety can be found in the Policy Manual on the school website.

Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;
2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

Students will receive a copy of the school district's "Internet Acceptable Use" policy and are expected to understand and agree to abide by the policy as a condition of use of the school district's computer system. All students who wish to use the school district's computer system must sign the Internet Use Agreement form annually.

Children's Online Privacy Protection Act (COPPA) Privacy Notice & Authorization and Parent-Student-School Technology Compact are located in the Appendix.

PARKING ON SCHOOL DISTRICT PROPERTY

STUDENTS

The school district allows limited use and parking of motor vehicles by students in school district locations subject to the following rules:

- Parking a motor vehicle on school property during the school day is a privilege, not a right;
- Parking is permitted in designated areas only;
- Students are not permitted to use motor vehicles during the school day in any school district locations unless an emergency occurs and permission has been granted to the student by administration;
- Unauthorized vehicles parked on school district property may be towed at the expense of the owner or operator.

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate. A student who violates this policy may be subject to withdrawal of parking privileges and/or discipline according to the school district's "Student Discipline" policy.

[*] Notice required by statute

[**] Notice required by policy

VISITORS

Visitors are permitted to park in designated school district visitor parking areas. Unattended vehicles left in other locations on school district property may be towed at the owner's expense.

TOBACCO-FREE SCHOOLS; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION [**]

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or carrying or using activated electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline.

The complete District Policy #419 – Tobacco-Free Environment; Possession And Use Of Tobacco, Tobacco-Related Devices, And Electronic Delivery Devices; Vaping Awareness And Prevention Instruction can be found in the Policy Manual on the school website.

VANDALISM

Vandalism of any district property is prohibited. Violators will be disciplined and may be reported to law enforcement officials.

WEAPONS PROHIBITION

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district does not allow the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully.

The complete District Policy #501 – School Weapons can be found in the Policy Manual on the school website.

PART IV — HEALTH AND SAFETY

[*] Notice required by statute

[**] Notice required by policy

ACCIDENTS

All student injuries that occur at school, at school-sponsored activities, or on school transportation should be reported to the nurse's office. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

ASBESTOS MANAGEMENT PLAN [*]

The school district has developed an asbestos management plan. A copy of this plan is available on the district's website.

CRISIS MANAGEMENT

The school district has developed a "Crisis Management" policy. Students and parents will be provided with information as to district- and school-specific plans.

The "Crisis Management" policy addresses a range of potential crisis situations in the school district. The school district has developed general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lock-down drills, fire drills, tornado drills, shelter drills, and evacuation procedures.

STANDARDS RESPONSE PROTOCOL

The Standard Response Protocol (SRP) is based on the response to any given situation not on individual scenarios. SRP incorporates a specific vocabulary but also allows for great flexibility. The premise is simple – these five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants.



Hold is followed by the Directive: "**In Your Room or Area**" and is the protocol used when hallways need to be kept clear of occupants.



Secure is followed by the Directive: "**Get Inside. Lock Outside Doors**" and is the protocol used to safeguard people within the building.



Lockdown is followed by "**Locks, Lights, Out of Sight**" and is the protocol used to secure individual rooms and keep occupants quiet and in place.

[*] Notice required by statute

[**] Notice required by policy



Evacuate and may be followed by a location and is used to move people from one location to a different location in or out of the building.



Shelter State the **Hazard** and **Safety Strategy** for group and self-protection.

HEALTH INFORMATION

FIRST AID

The nurse's office is equipped to handle minor injuries requiring first aid. If the nurse's office is not open, assistance can be sought from the administrative office. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted depending on the situation.

The district has installed automated external defibrillators (AEDs) throughout the building. Tampering with any AED is prohibited and may result in discipline.

COMMUNICABLE DISEASES

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent or guardian suspects that his/her child has a communicable or contagious disease, the parent or guardian should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school district will determine on a case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others.

CONJUNCTIVITIS (PINK EYE)

Conjunctivitis, commonly known as pink eye, is an inflammation of the thin transparent layer of tissue that lines the inner surface of the eyelid and covers the white part of the eye. This leads to redness and soreness of the eye, often caused by viruses or allergies. Other causes of conjunctivitis include bacterial infections and irritation from chemicals. Students do not need to be excluded from school unless the student has a fever or is not healthy enough to participate in routine activities. Antibiotics or a note from a health care provider are not required. The American Academy of Pediatrics recommends considering conjunctivitis like the common cold- both diseases are easily spread among children and both resolve without treatment.

HEAD LICE

[*] Notice required by statute

[**] Notice required by policy

Northland Community Schools has a live head lice procedure. If your child is found with live head lice, families will be notified, and the child will be sent home. Your child will need to be treated before they return to school, and he/she will be checked upon return to school.

HEALTH EMERGENCY

Please make sure that the school has your current home phone number, your work number (both parents if they work), and the number of a friend or relative you will permit to take charge of your child if he/she is sick or injured. Depending on the severity of the illness or accident, medical services may be contacted prior to contacting families. Your child will be sent to the nearest medical services by Ambulance.

HEALTH SERVICE

The student health office is staffed ~~by a health paraprofessional under the direction of~~ once a week by a licensed school nurse. Office staff are available for injuries needing first aid and illnesses that require students to leave the classroom.

Students experiencing minor injuries or illnesses should always report to their teacher before leaving the classroom to go to the office. High School students who become ill during the school day should report to the school office. Elementary students should report to their teacher. If it becomes necessary for the student to go home, the parents/guardian will be contacted through the school office. Students will not be allowed to go home until the parents have been contacted.

- Students too ill to return to class will be sent home. Parents/guardians will be called and have the responsibility to transport the student home.
- Students who present with any communicable illness or conditions such as vomiting, diarrhea, or fever greater than 100 degrees will be sent home.

A parent/guardian should notify the school if his/her child is unable to attend school because of illness.

IMMUNIZATIONS

All students must provide proof of immunization or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. For a copy of the immunization schedule or to obtain an exemption form or information, contact the nurse's office.

MEDICATIONS AT SCHOOL DURING THE SCHOOL DAY

The school district acknowledges that some students may require prescribed drugs or medication during the school day.

[*] Notice required by statute

[**] Notice required by policy

Prescription Medication

- You must provide the school with written authorization and a statement from a licensed physician when requesting that medication be administered during the school hours.
- *Administration of Prescription Medications Forms* are available in the offices and on the school's website.
- A new form needs to be filled out once per year, or when a prescription is changed.
- Prescription medication must come to school in the original container appropriately labeled for the student by the pharmacy and be brought to school by the parent/guardian and left with the office secretary.
- Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel.
 - Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to school district policy and procedures, medications administered as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (504 Plan), or an individual health plan (IHP).
- Marijuana is not allowed on school property even if prescribed.

Non-Prescription Medications

- Non-prescription medications must come in the original container.
- Students in grades 9-12 may possess and use non-prescription pain relief if authorized yearly by the student's parent or guardian. The forms are available in the offices and on the school's website.

SPECIAL HEALTH CIRCUMSTANCES

Students who are under a doctor's care and need to be excused from an activity and/or classes need to present a written excuse signed by a licensed physician.

[*] Notice required by statute

[**] Notice required by policy

Appendix

Appendix A Annual Integrated Pest Management Pesticide Notification [*]

Northland Community Schools uses licensed, professional pest control firm for the prevention and control of rodents, insects, and other pests in and around the district's buildings.

Pests can sting, bite, cause contamination, damage property and spread disease; therefore, we must prevent their presence and control them as necessary. The district or outside contractors may also apply herbicides on district properties, as deemed necessary. The long-term health effects on children from the application of such pesticides may not be fully understood. All pest control materials are chosen and applied according to labeling directions per Federal law.

To limit the potential pesticide exposure, the district follows safety regulations to ensure pesticides are applied properly. All pesticide products, which are used in and around school buildings, are required to be registered with the Minnesota Department of Agriculture and the U.S. Environmental Protection Agency. In addition, school employees and certified and licensed applicators are required by state and federal law to comply with all requirements of the pesticide label, including building sites, application rates, re-entry intervals, posting, use of personal protective equipment, use restrictions, and disposal on the product label. An estimated schedule of pesticide applications is available for review or copying at the district office.

To be notified about pesticide applications or the management plan, please contact ~~Jared Johnson~~Lead Custodian with Northland Community Schools at (218) 566-2351 ext. 32037.

Appendix B AHERA Annual Asbestos Notification

During the past school year and continuing into the 2024-2025 school year the following asbestos management plan activities have been or are currently being completed, pursuant to the Environmental Protection Agency 40 CFR Part 763- "Asbestos Containing Materials in Schools; Final Rule and Notice."

ACTIVITIES SCHEDULED FOR 2024-25

- Periodic surveillance of building materials
- Training of District Personnel

Northland Community Schools has contracted through the Institute for Environmental Assessment (IEA) to provide Environmental, Health and Safety consulting services, including being involved in the above listed activities.

The complete updated Asbestos management plan can be found in the maintenance office.

Any questions concerning this notice, or an explanation of our Asbestos Management Plan can be directed to ~~Jared Johnson~~Lead Custodian, with Northland Community Schools at (PH218) 566-2351 ext. 32037.

[*] Notice required by statute

[**] Notice required by policy

Appendix C Indoor Air Quality Annual Notification

Northland Community Schools has an Indoor Air Quality (IAQ) management plan. The management plan outlines specific policies and procedures that will be used in the district to address indoor air quality issues. IEA, the District's health and safety consultant completes annual IAQ assessments within the school to ensure proper air quality.

Any questions concerning this notice or an explanation of our IAQ Management Plan can be directed to ~~Jared Johnson~~Lead Custodian with Northland Community Schools at (218) 566-2351 ext. 32037.

Appendix D Lead-in-Water Annual Notification

Minnesota Statute 121A.335 requires public school buildings serving prekindergarten through grade 12 to test for lead in water every 5 years. Northland Community Schools conducts Lead in Drinking Water testing per the Minnesota Department of Health guidelines.

For more information on ST##P1 lead reduction program and testing results, please contact ~~Jared Johnson~~Lead Custodian with Northland Community Schools at (218) 566-2351 ext. 32037.

[*] Notice required by statute

[**] Notice required by policy

Appendix E Matrix



Eagle Pride School Wide

	Arrival/Dismissal	Breakfast/Lunch	Classroom	Hallways/Stairs	Bathroom/ Locker Room	Playground
Respect	<ul style="list-style-type: none"> Maintain personal space Be on time Remove hat and hood when entering building 	<ul style="list-style-type: none"> Use table manners Kind, quiet voices Listen to cafeteria staff Eat at tables or counters only Food is to be eaten in commons 	<ul style="list-style-type: none"> Follow classroom routines and procedures Be an active listener Respect all students' right to learn 	<ul style="list-style-type: none"> Maintain personal space Respect yours, others', and school's property Use kind, quiet voices Use appropriate verbal and body language 	<ul style="list-style-type: none"> Flush the toilet Keep area clean and neat Honor privacy and maintain personal space Use kind, quiet voices 	<ul style="list-style-type: none"> Include others in activities Wait your turn Use the playground equipment appropriately Listen to all adult supervisor directions
Responsible	<ul style="list-style-type: none"> Stay in designated area Clear hallways of personal things Arrive promptly to class/bus 	<ul style="list-style-type: none"> Scrape trays using utensils Return trays and utensils to wash area Wipe tables/counters Push in chairs and stools Use soft seating appropriately (sit on seats, feet on floor, no food) 	<ul style="list-style-type: none"> Be prepared to learn Bring all necessary materials for each class Follow technology policy Advocate for your learning 	<ul style="list-style-type: none"> Shut lockers quietly Lock lockers with assigned lock Stay with your class when directed Use planner/pass when appropriate 	<ul style="list-style-type: none"> Quietly walk to and from these areas Use toilet, sink, hand dryer, and showers appropriately Shut off water Throw away trash 	<ul style="list-style-type: none"> Wear weather appropriate clothes Be aware of surroundings Use equipment for intended purpose
Productive	<ul style="list-style-type: none"> Be where you are supposed to be Bring all necessary materials you need for class/home 	<ul style="list-style-type: none"> Use time wisely Eat your food Donate packaged or whole fruit to mini cooler 	<ul style="list-style-type: none"> Work cooperatively Try your best Work on/turn in assignments on time Actively participate in classroom work 	<ul style="list-style-type: none"> Go directly to assigned/directed location Be aware of time Use time appropriately 	<ul style="list-style-type: none"> Use time appropriately Use facility appropriately 	<ul style="list-style-type: none"> Line up when your grade is called Have fun, be kind Return equipment to bin after using Pick up your belongings
Safe	<ul style="list-style-type: none"> Walk on the right side of the hallways/stairs Wear appropriate clothing for the weather Be aware of your surroundings 	<ul style="list-style-type: none"> Follow lunch line procedures Enter and exit in a safe and orderly manner Use stairs or ramps when entering/exiting stage Report any hazards/spills Use microwave appropriately 	<ul style="list-style-type: none"> Respect yours and others' personal space Use materials appropriately Sit on chairs/stools appropriately Be peaceful problem solvers 	<ul style="list-style-type: none"> Keep to the right Be aware of surroundings Keep hands, feet, and objects to self Always walk Keep hallways and stairwells clean and clear 	<ul style="list-style-type: none"> Wash hands Leave area when finished Follow technology policy Report problems/hazards to a staff member Secure and lock belongings in locker room 	<ul style="list-style-type: none"> Report problems and injuries to adult supervisors Stay in designated play areas Be peaceful problem solvers

[*] Notice req
 [**] Notice req



Eagle Pride School Wide

	Bus	Office	Library	Support Room	Gym/Weight Room	Commons (Before/After School)
Respect	<ul style="list-style-type: none"> Kind, quiet voices Maintain personal space Listen to all adult bus driver directions 	<ul style="list-style-type: none"> Enter quietly Use kind, quiet voices Use appropriate verbal and body language Wait your turn Stay in front of the office counter 	<ul style="list-style-type: none"> Use kind, quiet voices Use all areas appropriately Take care of the books and equipment 	<ul style="list-style-type: none"> Enter the room quietly and appropriately Use kind, quiet voices Use appropriate verbal and body language 	<ul style="list-style-type: none"> Use kind and appropriate language Maintain personal space based on activity Clean up after yourself Follow Weight Room Policy 	<ul style="list-style-type: none"> Remain in designated zone Use kind, quiet language Use appropriate verbal and body language Listen to all adult supervisor directions
Responsible	<ul style="list-style-type: none"> Arrive promptly to bus Go directly to your assigned seat Keep area clean and clear Check floor & seat for belongings 	<ul style="list-style-type: none"> Have a pass during class State your business 	<ul style="list-style-type: none"> Return books to appropriate location Use appropriate check-in/out scanning procedures Return your books, materials, equipment on time Charge computers Ask permission to use resource rooms 	<ul style="list-style-type: none"> Focus on YOUR situation Be honest about your situation Remain patient while waiting to process with Support Room Staff Follow technology Policy No technology unless given other direction from Support Room Staff 	<ul style="list-style-type: none"> Use equipment properly and return Wear appropriate clothing and gym shoes Use good sportsmanship Food and drinks only permitted during specific events and activities Follow Weight Room Policy 	<ul style="list-style-type: none"> Hold yourself accountable for your actions Be honest about behaviors and conduct Keep your surroundings clean Utilize resources (weight room, technology, teachers, etc.) appropriately
Productive	<ul style="list-style-type: none"> Follow all bus basics 	<ul style="list-style-type: none"> Ask the secretary for what you need Get your requests and forms early Take care of business and return to class promptly 	<ul style="list-style-type: none"> Use time appropriately Use internet according to policy 	<ul style="list-style-type: none"> Focus on YOUR task Speak only with Support Room Staff unless given other direction Complete appropriate form(s) with Support Room Staff Actively follow through with your plan of action 	<ul style="list-style-type: none"> Actively participate in assigned activity Be on time and prepared End activity with enough time to clean up and get to next class Follow Weight Room Policy 	<ul style="list-style-type: none"> Work quietly on schoolwork if needed Actively work toward specific task when directed Help others with schoolwork or tasks when needed
Safe	<ul style="list-style-type: none"> Stay seated Walk on and off the bus No eating or drinking Keep aisles clear Stay clear of danger zones 	<ul style="list-style-type: none"> Keep doorway clear Open door safely Sit appropriately on bench/chairs while waiting Follow technology policy 	<ul style="list-style-type: none"> Stay in area Maintain personal space Sit properly on chairs/stools 	<ul style="list-style-type: none"> Find and remain in the space you are assigned and use seating appropriately Use all materials appropriately Respect your space as well as the space of others Remain in Support Room until given permission Support Room Staff to leave 	<ul style="list-style-type: none"> Be aware of your surroundings Use bleachers for sitting when bleachers are out Report any problems or hazards to an adult supervisor Use equipment only for intended purposes and when needed Follow Weight Room Policy 	<ul style="list-style-type: none"> Follow all Eagle Pride Expectations Utilize all areas appropriately Respect the boundaries and spaces of others Maintain personal space Report any problems or hazards to an adult supervisor

[*] Notice r
 [**] Notice r

Appendix F Major Discipline Guidelines

Major Discipline Guidelines (High School)

Infraction	Definition	Grade	Consequence	
			Minimum	Maximum
Academic Dishonesty	Intentional behavior including, but not limited to, plagiarism, copying another's work, cheating, or altering records. Knowingly using information or property of another, or knowingly sharing academic information to gain an unfair advantage.	6-12	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.	6-12	5 Day OSS	Expulsion
Arson	Intentional destruction of, or damage to, property by means of fire or explosives.	6-12	10 Day OSS	Expulsion
Assault	Intentionally, knowingly or recklessly causing any physical injury to another person	6-12	5 Day OSS	Expulsion
Bomb Threat	Threat to harm students, staff, or school property by use of a bomb.	6-12	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.	6-12	1 Day ISS	Expulsion
Harassment (Cyber)	The delivery of technology-based messages or acts that involve intimidation, teasing, taunting, threats, or name calling.	6-12	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.	6-12	3 Day OSS	Expulsion
Harassment (Physical)	The persistent or repeated annoying or tormenting of another person in a physical manner	6-12	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.	6-12	3 Day OSS	Expulsion
Harassment (Verbal)	The persistent or repeated annoying or tormenting of another person in a verbal manner	6-12	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.	6-12	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.	6-12	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.	6-12	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	6-12	Conference / Parent Contact / Change of clothes	3 Day OSS
Endangerment	Recklessly creating a risk of injury or imminent injury to another.	6-12	5 Day OSS	Expulsion
Excessive vulgar language/swearing	The use of profanity or any derogatory language stated publicly.	6-12	Lunch Detention	10 Day OSS
Fighting	When two or more persons engage in any violence toward each other in an angry or quarrelsome manner.	6-12	5 Day OSS	Expulsion
Gang Activity	Student uses gesture, dress, and/or speech to display affiliation with a gang.	6-12	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.	6-12	3 Day OSS	Expulsion
Skippping Class and/or Tardies	Failure to be at a designated location at a specified time.	6-12	Lunch Detention and/or ISS	3 Day ISS
Illegal Drugs	Possession, use, solicitation, or distribution of a controlled substance.	6-12	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.	6-12	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.	6-12	1 Day ISS	5 Day OSS
Physical Contact (Minor Aggressive Act)	The behavior of rough boisterous play, minor confrontations, pushing and/or shoving.	6-12	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.	6-12	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.	6-12	ISS and Restitution	10 Day OSS/Restitution
Sexual Misconduct (Inappropriate Display of Affection)	Violating school policies of kissing, hugging, fondling, or touching in public.	6-12	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.	6-12	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.	6-12	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.	6-12	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.	6-12	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.	6-12	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	6-12	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.	6-12	5 Day OSS	Expulsion

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

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

Major Discipline Guidelines (Elementary School)

Infraction	Definition	Grade	Consequence	
			Minimum	Maximum
Academic Dishonesty	Intentional behavior including, but not limited to, plagiarism, copying another's work, cheating, or altering records. Knowingly using information or property of another, or knowingly sharing academic information to gain an unfair advantage.	K-3	Mediation	3 Day ISS, Loss of Credit
		4-5	Parent notification	5 Day OSS, Loss of Credit
Alcohol/Drugs	The possession or use of intoxicating alcoholic beverages, chemical substances, narcotics, prescription medications, inhalants, controlled substances, synthetic substances, or substances that students represent to be chemical substances, narcotics, or controlled substances. This includes being under the influence at school, school-sponsored events and on school-sponsored transportation.	K-3	1 Day ISS	5 Day ISS
		4-5	3 Day OSS	Expulsion
Arson	Intentional destruction of, or damage to, property by means of fire or explosives.	K-3	5 Day ISS	Expulsion
		4-5	10 Day OSS	
Assault	Intentionally, knowingly or recklessly causing any physical injury to another person	K-3	1 Day ISS	Expulsion
		4-5	3 Day OSS	
Bomb Threat	Threat to harm students, staff, or school property by use of a bomb.	K-3	3 Day ISS	Expulsion
		4-5	5 Day OSS, Police referral	
Bullying	The repeated delivery of direct or technology-based messages or acts that involve intimidation, imbalance of power, teasing, taunting, threats, or name calling.	K-3	Mediation (relationship repair with offended party)	Expulsion
		4-5	Mediation (relationship repair with offended party)	
Harassment (Cyber)	The delivery of technology-based messages or acts that involve intimidation, teasing, taunting, threats, or name calling.	K-3	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		4-5	Mediation (relationship repair with offended party) and/or ISS	
Harassment (Racial)	Race discrimination involves treating someone unfavorably because he/she is of a certain race or because of personal characteristics associated with race. Harassment can include, for example, racial slurs, offensive or derogatory remarks about a person's race or color, or the display of racially-offensive symbols.	K-3	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		4-5	1 Day OSS	
Harassment (Physical)	The persistent or repeated annoying or tormenting of another person in a physical manner	K-3	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		4-5	Mediation (relationship repair with offended party) and/or ISS	
Harassment (Sexual)	The unwelcome conduct of sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.	K-3	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		4-5	2 Day OSS	
Harassment (Verbal)	The persistent or repeated annoying or tormenting of another person in a verbal manner	K-3	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		4-5	Mediation (relationship repair with offended party) and/or ISS	
Controlled Substances (prescription)	Possession of medication that is prescribed to the student, but the possession is against school policy.	K-3	Conference, parent notification	Expulsion
		4-5	Conference, parent notification	
Defiance/ Disrespect	Treating any staff member or any others with contempt or rudeness. Intentionally resisting or disregarding authority and/or excessive arguing with refusal to redirect.	K-3	Conference with Administration Mediation (relationship repair with offended party)	5 Day ISS
		4-5	Conference with Administration Mediation (relationship repair with offended party)	10 Day OSS
Disruption/Disorderly/ Insubordination	Creating disturbances in class, on campus, or at school-sponsored events. Continual or repeated disruptions may warrant more severe consequences.	K-3	Conference	5 Day ISS
		4-5	Conference and/or Lunch Detention	10 Day OSS
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district	K-3	Conference / Parent Contact / Change of clothes	3 Day ISS
		4-5	Conference / Parent Contact / Change of clothes	3 Day OSS
Endangerment	Recklessly creating a risk of injury or imminent injury to another.	K-3	1 Day ISS	5 Day ISS
		4-5	3 Day OSS	10 Day OSS
Excessive vulgar language/swearing	The use of profanity or any derogatory language stated publicly.	K-3	Mediation (relationship repair with offended party)	5 Day ISS
		4-5	Mediation (relationship repair with offended party)	10 Day OSS
Fighting	When two or more persons engage in any violence toward each other in an angry or quarrelsome manner.	K-3	1 Day ISS	Expulsion
		4-5	3 Day OSS	
Gang Activity	Student uses gesture, dress, and/or speech to display affiliation with a gang.	K-3	Parent Contact	Expulsion
		4-5	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-3	Parent Contact	Expulsion
		4-5	1 Day OSS	
Skipping Class and/or Tardies	Failure to be at a designated location at a specified time.	K-3	Lunch Detention and/or make up lost learning time	3 Day ISS
		4-5	Lunch Detention and/or make up lost learning time	
Illegal Drugs	Possession, use, solicitation, or distribution of a controlled substance.	K-3	1 Day ISS	Expulsion
		4-5	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-3	Conference and/or ISS	Expulsion
		4-5	Conference and/or ISS	
Leaving school grounds without permission	Leaving school grounds or being outside of the school building during regular school hours without permission.	K-3	1/2 Day ISS	5 Day ISS
		4-5	1/2 Day ISS	5 Day OSS
Physical Contact (Minor Aggressive Act)	The behavior of rough boisterous play, minor confrontations, pushing and/or shoving.	K-3	Mediation (relationship repair with offended party) and/or ISS	Long Term Suspension
		4-5	Mediation (relationship repair with offended party) and/or ISS	
Pyrotechnics	Possession or use of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, gasoline, lighter fluid, firecrackers, fireworks, smoke bombs, etc. that contain flash powder, gunpowder, blackpowder, or any other explosive compound.	K-3	Conference	Expulsion
		4-5	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-3	Mediation (relationship repair with offended party)	5 Day ISS/Restitution
		4-5	Mediation (relationship repair with offended party) and/or ISS	10 Day OSS/Restitution
Sexual Misconduct (Inappropriate Display of Affection)	Violating school policies of kissing, hugging, fondling, or touching in public.	K-3	Conference with students	5 Day ISS
		4-5	Conference with students	10 Day OSS
Technology	The misuse of school or personal electronic devices, computer system, web pages, and networks for the intended educational use or other violations of school policy. Cell phone violations to follow school policy.	K-3	Conference, Loss of Privilege	5 Day ISS/Restitution
		4-5	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.	K-3	Mediation (relationship repair with offended party) and/or ISS	5 Day ISS/Restitution
		4-5	Mediation (relationship repair with offended party) and/or ISS	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.	K-3	Mediation (relationship repair with offended party) and/or Lunch/Recess Detention	Expulsion
		4-5	Mediation (relationship repair with offended party) and/or Lunch/Recess Detention	
Tobacco	The possession or use of smoking tobacco, smokeless tobacco, vapes and all delivery devices on school property, at school-sponsored events and on school-sponsored transportation.	K-3	1 Day ISS and completion of educational training	3 Day ISS and involve law enforcement
		4-5	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.	K-3	Conference and Restitution	Expulsion/Restitution
		4-5	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-3	Mediation (relationship repair with offended party) and/or ISS	Expulsion
		4-5	Mediation (relationship repair with offended party) and/or ISS	
Weapons	Being in the possession of a thing designed or used for inflicting bodily harm or physical damage.	K-3	1 Day ISS	Expulsion
		4-5	3 Day OSS	

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

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

[**] Notice required by policy

Appendix G Children's Online Privacy Protection Act

Northland Community Schools ISD 118 Children's Online Privacy Protection Act (COPPA) Privacy Notice & Authorization

Northland Community Schools ISD 118 is committed to providing your student with the most effective digital curriculum for learning. The Children's Online Privacy Protection Act (COPPA), a federal law, requires parental notification and consent for student use of district approved online resources for instructional purposes for students under 13 years of age. The law permits schools to act as the parent's agent and can consent to the collection of student information on the parent's behalf with parent permission.

Northland Community Schools uses many different software applications and web-based services, operated by third party service providers. As with any educational undertaking, a strong partnership with families is essential to our success. In order for our students to use these programs and services, certain personal identifying information must be provided to the website operator. This information can include, but is not limited to the student's name, teacher's name, grade, birthday, and Email address/login. The District will only provide the minimum amount of information required.

Under Federal law, entitled The Children's Online Privacy Protection Act (COPPA), these application and websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits school districts to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the website operator. A list of the possible sites to be used in our classrooms, with links to their privacy policies and terms of service, can be obtained by clicking on the COPPA Compliant List link at the bottom of this document.

At a minimum, all Northland Community Schools ISD 118 District students will be assigned a network login that will provide basic system access.

I understand that my consent is required in accordance with the Children's Online Privacy Protection Act (COPPA). I agree to the release of personally identifiable information regarding my child. I must complete and return this consent form before the District can allow my child to access any application or websites listed in the COPPA Compliant List. I further understand that my consent is required for disclosure of this information and I may revoke this consent at any time, upon providing written notice to Northland Community Schools ISD 118 District. I understand that, until this revocation is made, this consent shall remain in effect for the applications or web services on the compliance list below.

Printed Name of Student _____ Student's Grade _____

Student's Teacher _____

School Name _____

_____ I Agree

_____ I Do Not Agree

Printed Parent/Legal Guardian Name _____

Parent/Legal Guardian Signature _____ Date _____

Resources:

For more information on COPPA, please visit <http://www.ftc.gov/privacy/coppafaqs.shtm>.

View the 2022-2023 Northland Community Schools ISD 118 COPPA Compliance List at <https://docs.google.com/spreadsheets/d/1-nOpEchJIKpCW36LRKUL8CqWf7QvxOJgWGWQP8TLnDg/edit?usp=sharing>

[*] Notice required by statute

[**] Notice required by policy

Appendix H Parent-Student-School Technology Compact



School Owned Device Policies & Guidelines

Parent-Student-School Technology Compact



Since 2013 Northland Community School District has maintained a one-one device policy for students in grades 1-12 with the device limited to school use only. Beginning in the 2019-2020 school year students in grades 10-12 will have the opportunity to take the device home to continue to work on school assignments. Take-home devices for students in grades 10-12 will be distributed to students after parents and students attend a device care session and necessary forms are signed. Students will be issued a device and this device will be the one issued to them every year until their device is due for replacement. Students in grades 1-9 will be cart-based and the device will stay in school. The district remains the owner of the device, but the student is responsible for caring for it, much like other district issued equipment like books and athletic equipment.

Chargers: Only one charger will be provided by the district for the life of the student's device. The district will not replace lost or damaged chargers. Chargers may be purchased in the high school media center. Students in grades 10-12 opting in on the device take home-policy will be issued a charger at the beginning of the year and the charger will be collected at the end of each year.

Damages: Students and families will be responsible for maintaining the device in operating condition, which may include repair or replacement charges. Some repairs can be done in the technology department, but any repair costs must be paid in full before a device will be repaired. Loaner devices may be available while the device is being repaired. Students will not be allowed to take a loaner device out of the building.

Insurance: There will be no insurance option offered through the school district, but parents/guardians may purchase their own insurance through a third-party vendor such as Worth Ave Group or Square Trade.

Return: At the end of each year, students in grades 10-12 will return the device and charger back to the district. In the fall, the same device will be returned to the student in the condition in which it was turned in. If the device is not returned at the end of the year the parent/guardian will be held responsible for payment in full.

At the end of the device's life, families will have the option to purchase the device or return the device to the district. In the event that no device is returned at the end of the device's life or the device has lost all value due to damage, the family will be required to pay the amount equal to the cost of purchasing the used device.

Appendix I Student Pledge for Device Use

NORTHLAND COMMUNITY SCHOOL DISTRICT STUDENT PLEDGE FOR DEVICE USE

- I will charge my device battery daily.
- I will keep food, beverages, and other liquids away from my school-owned device.
- Device should be carried with the lid closed and no objects between screen and keyboard.
- I will protect my school-owned device by only carrying it while in the case provided.
- I understand that my school owned device is subject to inspection at any time without notice and remains the property of the Northland Community School District. There should be no expectation of privacy.
- I will follow the policies outlined in the *Acceptable Use Policy* while at school, as well as outside the school day.
- I will file a police report in case of theft or vandalism and report it to ISD 118.
- I will be **responsible** for all damage or loss caused by neglect or abuse.
- I agree to return the school-owned device and case in good working condition.
- I will protect my reputation and privacy by creating and maintaining privacy settings, not giving out personal information, or posting anything that I wouldn't want my parents, teachers, administration, friends, or future employers to see.
- I will demonstrate my maturity by using my school-owned device in ways that are appropriate, meet Northland Community School District expectations and are educational.
- I will obey general school rules concerning behavior and communication that apply to computer use including utilizing all technology resources in an appropriate manner so as not to damage school equipment.
- I will help the Northland Community School District protect its computer system/devices by contacting an administrator about any security problems encountered.
- I will monitor all activity on my account(s).
- I will always turn off and secure my school-owned device after I am done working to protect my work and information.
- If I should receive email containing inappropriate or abusive language or if the subject matter is questionable, I will report it to the school official ASAP.
- I will never leave my school-owned device unattended and I will lock it in my locker when not in use or return it to the cart.
- I will never lend out my school-owned device to other individuals unless directed to share by an instructor.
- I will not disassemble any part of my school-owned device or attempt any repairs.
- I will never use technology to cheat and agree to report inappropriate usage when necessary.
- I will not place decorations (such as stickers, markers, etc.) on my school-owned device. Each device has a Northland barcode sticker to identify each device. This sticker must not be removed, damaged or altered in anyway. Any tampering with of labels could result in loss of privilege and a replacement fee.

Parent/Guardian Responsibilities

Parents assume responsibility for the supervision of Internet use outside of school. Parents have read and will support their student in adhering to the School Acceptable Use Policy. Parents are encouraged to discuss

[*] Notice required by statute

[**] Notice required by policy

family rules and expectations for using Internet based tools, including G Suite for Education. Parents are encouraged to report any evidence of cyber bullying or other inappropriate use to school administrators.

School Responsibilities

- G Suite for Education student accounts created by the school district will be managed based on parent permission and requirements for use in classes. Internet safety education will be included in as part of introducing new web-based tools. In school, teacher supervision and website content filters are used to prevent access to inappropriate content and to ensure students' use of digital tools follows the Northland Community School District Acceptable Use and other School Policies.

Additional information on G Suite for Education Privacy Notice can be found at

https://gsuite.google.com/terms/education_privacy.html

District Policies may be viewed at

http://www.isd118.k12.mn.us/sites/isd118.k12.mn.us/files/files/Private_User/kbalvin/Policies/524%20REVISED%202018%20FINAL.pdf

Acceptable Use

The use of the Northland Community School District's technology resources is a privilege, not a right. The privilege of using the technology resources provided by the Northland Community School District is not transferable or extendible by students to people or groups outside the district and terminates when a student is no longer enrolled in the Northland Community School District. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this policy, privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. The Northland Community School District's *Acceptable Use Policy* as well as the Student Handbook shall be applied to student infractions.

Access to the technology in the Northland Community Schools District has been established for educational purposes. The use of the Northland Community School District's electronic technologies is a valued resource to our community. All electronic technologies must be used in support of the educational program of the District. This access may be revoked at any time for abusive or inappropriate conduct related to the use of electronic technologies. Failure to comply with the District's Bullying Prohibition Policy (#514), Internet Acceptable Use Policy (#524), the Student use of Cellular Phones (#360), or the guidelines stated in this document for care and use of the school owned device may result in the loss of privilege.

The school-owned device is the property of Northland Community Public Schools and as a result may be seized and reviewed at any time. The student should have NO expectation of privacy of materials found on a school-owned device.

Violations may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.

[*] Notice required by statute

[**] Notice required by policy

By signing below, I confirm that I have read and understand the information contained in this consent/permission form and agree to the following.

- Under the Family Educational Rights and Privacy Act, a student’s educational records are protected from disclosure to third parties. I understand that my student’s educational work stored in G Suite for Education may be accessible to someone other than my student and Northland Community School District by virtue of this online environment. My signature below confirms my consent to allow my student’s educational work to be stored by Google.
- I understand that by participating in G Suite for Education, information about my child will be collected and stored electronically. I have read the privacy policies associated with the G Suite for Education (<https://www.google.com/policies/privacy/>)

This one-time consent/permission form will remain in effect while the student remains a student at Northland Community School District unless I withdraw my consent. I also understand that the District maintains the right to immediately withdraw access and use of G Suite for Education when there is reason to believe violations of law or school policies have occurred.

I give permission for my child to be assigned a full Northland Community School G Suite account for the school she/he attends. This means my child will receive an account with access to Google Drive Applications, Calendar, Sites, Email, Classroom and other select apps.

Printed Name of Student _____ Student’s Grade _____

Printed Parent/Legal Guardian Name _____

Parent/Legal Guardian Signature _____ Date _____

Parents with students under the age of 13 are also required to complete the Northland Community School Child Online Privacy and Protection Act Notice & Authorization Form.

Individual school-owned devices and accessories must be returned to the Northland Community Media Center at the end of the project. Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment at Northland Community School District for any other reason must return their individual school-owned device and case on or before the date of termination.

Appendix J Handbook Review Form

Northland Community Schools Handbook Review Form

Date: _____

I have received a student handbook and understand that I need to follow the guidelines set forth in the handbook. Failure to follow the guidelines will result in the consequences set forth in the handbook.

Student Name (Print)

Student Signature

~~I have reviewed the handbook with my student.~~

~~Parent Signature~~

Turn into teacher within 5 days of return or enrollment.

Orig. 1995
Adopted: 12/3/97
Revised: 04/09/2019, 05/14/2024

Independent School District #118 Policy 802

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

- A. "Contract" means an agreement entered into by the school district for the sale of supplies, materials, or equipment.
- B. "Official newspaper" is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over \$175,000

1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.
2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.

3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.
4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until re-solicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public apart from trade secret data.

C. Contracts From \$25,000 to \$175,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device, by conveying the property and title to:

- a. another school district;
 - b. the state department of corrections;
 - c. the board of trustees of Minnesota State Colleges and Universities;
 - d. the family of a student residing in the district whose total family income meets the federal definition of poverty; or
 - e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.
2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

Legal References: Minn. Stat. § 13.591 (Business Data)

Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)

Minn. Stat. § 123B.29 (Sale at Auction)

Minn. Stat. § 123B.52 (Contracts)

Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)

Minn. Stat. § 471.85 (Property Transfer; Public Corporations)

Minn. Stat. § 645.11 (Published Notice)

Cross References: MSBA School Law Bulletin "F" (School District Contract and Bidding Procedures)



Agency Information Proposal Response Form

Agency Name:

Weizenegger Engel Insurance
15616 Edgewood Drive
Suite 200
Baxter MN 56425
PH: 888-829-4721
Fax: 877-446-4631

Account Executive: Jacob Huser Primary Assistant: _____

Qualifications:

Number of Public Entity Clients: _____

Number of Other Industry Clients: _____

Length of Time with Agency/Company: _____

Length of Career in Insurance or Risk Management: _____

Employed with the agency since 2005. My role is to work directly with you on-site to establish and implement the proper coverage levels needed for your exposures. I will be performing the annual coverage reviews, routine claims discussions and lead the discussion with the loss control of the respective insurance carriers for the risk management program.

Our agency has a combined work experience of over 100 years. The team is responsible in assisting me with all company correspondence, quoting and day to day tasks that may need to be completed. They also do annual research and continuing education of new coverage's and changes within the insurance industry.

Market Information:

Property/Casualty Markets available to our agency for school districts:

- Liberty Mutual
- Wright Specialty Insurance, Markel Insurance Program
- Hanover Insurance Group

Workers Compensation Markets available to our agency for school districts:

- SFM Mutual
- Employers
- Am Trust
- State Auto
- Hanover Insurance Group

Why Choose Weizenegger Engel Insurance

Located in Baxter, MN, Weizenegger-Engel Insurance has been operating in the Lakes area for over 100 years. Bill Opsahl started Opsahl Insurance Agency in 1921. Butch Opsahl (Bill's son) took over the business from his father. Upon Butch's death, Bob Weizenegger and Steve Engel purchased Opsahl Insurance and changed the name to Weizenegger-Engel Insurance. John Weizenegger bought out his father when Bob retired. Both John Weizenegger and Steve Engel have retired from the business as of November 2003, when the company was purchased by Primary Source Insurance Agency, headquartered in Owatonna, Minnesota.

Educated and Experienced Insurance Professionals

- 2 internal staff members dedicated to public school districts, with combined insurance industry experience of over 50 years.
- 2 staff members hold Certified School Risk Manager Designations. This gives us expertise on identifying, measuring, handling, funding and controlling school's risk
- 30 plus years working with local school districts

We have a number of annual, semi-annual and monthly services that we currently do with all of our insured's. We perform an annual policy audit and review of coverage, claims and pricing to establish all exposures are being taken into consideration and that the client is aware of trends and other factors driving premium. We operate different than any other agency; we are equipped to work out of your facility. We want to be at your place of business working directly with you as often as you'd like. We take very hands on approach to your insurance program and risk management culture. We will establish a specialized risk control review that is tailored to your facilities and its exposures. With this discussion we can establish a game plan to reduce claims trends as well as be on the offensive with respect to minimizing exposures. We will work diligently with the loss control divisions of our insurance carriers to make sure they are involved with your facilities safety and risk management.

Services / Risk Management / Loss Prevention Services

- Semi-annual claims review to study trends and prevention
- Perform safety program reviews that include return-to-work, accident reporting, hiring practices and site safety audits.
- Safety signs and posters to help you keep your workplace safe provided at no charge.
- Employee Policy Handbook, Hiring guide and additional tools to help you develop and implement risk management strategies tailored to your district needs provided at no charge.
- Driver Insurability service allows you to check driving records before an employee is allowed to drive on company auto provided at no charge.
- Training and consulting available to you and your employees at no charge.

We have a service agreement that we currently use with all of our clients. We want to establish up front our commitment to you so everyone is on the same page. At minimum I will review the open claims with you on a quarterly basis, it's very important that they are closed in a timely manner. I will conduct an initial risk control review to establish what risk management programs we will implement or adjust to be on the offensive with past claims or potential claims. 90-100 days prior to the renewal date, we will review each coverage item of your current program.

Risk management and assessment is an important service our agency will provide to you. We will work specifically on a game plan to combat any claims trends and minimize any potential exposure. Without having an established risk management culture you can never expect good long-term results. We have worked with many districts on these types of plans and have had a profound impact on reducing their premiums as we have been able to control their experience modification factors as well as their pricing from underwriting. It is incredibly important to work with an agency that understands the risks school districts

Our agency receives weekly publications and e-mail that present new coverage's or developments within the insurance industry. Some may not be relevant to you, but the ones that are we will make it a point to discuss with you and incorporate as they may apply.

Our agency is equipped with the most advanced agency management system. This allows us to streamline certificates, auto ID Cards, endorsement processing and reporting. You will have immediate results for your requests. We will work with you to decide how you'd like these items handled as everyone has different expectations.

Risk Management Activities for School Districts

District #1

- Annual Stewardship Meetings – we meet with both the School District folks (Business Manager & others) & the Insurance carrier folks (Risk Manager, Underwriter, etc.) to review claims, make Loss Control recommendations, etc.
- Monthly Loss History Reports & Claims Analysis
- Provided them with the OSHA 300 Log and Recordkeeping Explanation Document to use when filling out the Year End Report.
- HeadStrong Concussion Insurance Program provided by MSHSL
- Documented Action Plan with Brainerd Sports Boosters to clarify standards & responsibility for student athletes with non-sanctioned programs.
- Transferred fireworks display liability over to the fireworks vendor
- Shared attached article which outlines how the district's culture and employee relationship has a significant impact with WC claims
- Counseled driver form to use with Probationary drivers
- Employee Handbook & Field Trip Policy
- Suggested improvements to their Facilities Use Policy
- Discussed best practices to reduce custodial injuries
- Provided them with info re: Managing Student Travel
- Provided them with safety videos re: • Ladders v. chairs • Participation v. supervision of games • Falls on stairs • Lifting children
- Helped them develop a Pool Policy

District #2

- Suggested updating School Trans Policy to not allow family members, etc. to ride school-provided transportation
- Annual Sexual Misconduct Training
- Requiring countersignatures on checks > \$1,000
- Annual MVRs on all drivers, including non-bus drivers
- Requiring physicals prior to participation in any sport
- Requiring parents to complete & sign a concussion history form prior to the start of practice or competition each playing season
- Recommended installing a catwalk around the boiler
- Risk Reduction Plan which included training & anti-slip footwear for kitchen/food prep & custodial staff, workstation assessments for office/admin. staff, training for Bus drivers (Defensive/distracted driving; 3 Pt. Stance; Slips/trips), training for Para staff on safe lifting/transporting.

District #3

- Helped them schedule a boiler inspection
- Suggested the following Risk Management Policies:
 - Annual Sexual Misconduct Training
 - Employment & Volunteer applications to include clear questions about whether they have ever been convicted of any crime including sex-related acts or child-abuse.
 - Regularly conduct sensitivity training or other discrimination or sexual harassment education for employees
 - Distribute a uniform employee handbook
- Suggested updates to their Facility Use Agreement

District #4

- Student Transportation for Extra Curricular Activities
- Activity Transportation Waiver form for all events
- Building Access Policy
- Require countersignature of checks > 5,000
- Require terminations to be reviewed by a HR Dept., Legal Dept. &/or Outside Counsel
- Set up a Playground Safety Inspection
- Sample of Release & Waiver of Liab Agreement

District #5

- Winter Slip & Fall Protection
- Preventing Accidents
- Kitchen Safety Checklist
- Musculoskeletal Disorders – Safe Lifting
- Slips, Trips & Falls
- Accident Investigation Handout & Form

District #6

- Employment Practices Liability Exposure Reduction
- General Liability Exposure Reduction
- Metal Shop Injury Prevention
- Chemistry Storage to help prevent a violent reaction if incompatible chemicals or substances come into contact with each other.
- Weight Room Exposure Reduction
- Playground Safety Inspection
- CO detectors to be installed in Boiler Room & each school floor level
- Certificate of Insurance requirements for all vendors & contractors
- Fire Safety – require 36” clearance around the main sprinkler riser piping
- Security – Best Practices
- Training for Door Monitors

District #7

- Student Transportation for Extra Curricular Activities
- Resource Info re: Background Checks + Child Protection Program
- Facility Use Policy & Form
- How to access the carrier’s safety website

Coverage’s & Placement

We market School Districts to Insurance carriers that have the expertise to handle all of the exposures a school district faces. There are many companies and agents out there that can write policies, the critical piece is ensuring that they know what they are doing. We work closely with the districts business manager/bookkeeper in obtaining the necessary information that is needed to quote. This sometimes may be time consuming, however it’s a very important step to ensure we are covering all exposures.



Agency Reference Form

References:

Public Entity:

Individual Name: _____

Public Entity: _____ Phone: _____ Extension: _____

Account Executive: _____

Individual Name: _____

Public Entity: _____ Phone: _____ Extension: _____

Account Executive: _____

Individual Name: _____

Public Entity: _____ Phone: _____ Extension: _____

Account Executive: _____

Other Industries:

Individual Name: _____

Entity Name: _____ Phone: _____ Extension: _____

Account Executive: _____

Individual Name: _____

Entity Name: _____ Phone: _____ Extension: _____

Account Executive: _____

Individual Name: _____

Entity Name: _____ Phone: _____ Extension: _____

Account Executive: _____



**2025-2026 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form**

This form must be completed once for each school in the district.

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2025. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of _____ (Name of School) located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

(Designated School Board Member – please print)

(Designated School Representative – please print)

Email Address

Email Address

208.02 ACTIVITY REPRESENTATIVES

(Boys Sports – please print)

(Girls Sports – please print)

(Speech – please print)

(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

(Board Member—please print)

(Student—please print)

(Parent—please print)

(Faculty Member—please print)

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: _____
(Clerk/Secretary - Local Governing Board)


Print Name: _____
(Superintendent or Head of School)

Signed: *Signature required*

(Clerk/Secretary - Local Governing Board)
electronically through DocuSign
Date: _____

Signed: *Signature required*

(Superintendent or Head of School)
electronically through DocuSign
Date: _____

 Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only										ED - 02478-11			
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2024, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.															
District Info.		(REQUIRED) Enter information		District Info.		(REQUIRED) Enter information									
District Name:		Northland Community Schools		Date:		7/9/2025									
District Number:		0118		Email:		lbacklund@arcc.org									
District Contact Name:		Lori Backlund													
Contact Phone #:		810-919-3368													
Expenditure Categories				Fiscal Year (FY) Ending June 30											
				2025 (base year)	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.															
Finance Code				Category (1)											
347	Physical Hazards			\$10,000	\$10,000	\$12,000	\$12,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	
349	Other Hazardous Materials			\$2,000	\$6,000	\$2,000	\$2,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	
352	Environmental Health and Safety Management			\$10,000	\$8,000	\$10,000	\$10,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	
358	Asbestos Removal and Encapsulation			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
363	Fire Safety			\$14,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	
366	Indoor Air Quality			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Health and Safety Capital Projects - Category (1)				\$36,000	\$39,000	\$39,000	\$39,000	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000	
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year - Additional Revenue															
Finance Code				Category (2)											
358	Asbestos Removal and Encapsulation			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
363	Fire Safety			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
366	Indoor Air Quality			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Health and Safety Capital Projects \$100,000 or More - Category (2)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151															
Finance Code				Category 3 (a)											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Remodeling for Approved Voluntary Pre-K Projects - Category 3(a)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Remodeling for Gender-Neutral Single-User Restrooms															
Finance/Course Codes				Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025											
Finance Code 384 and Course Code 684 MUST USE BOTH				Remodeling for gender-neutral single user restroom per site.											
Total Remodeling for Gender-Neutral Single User Projects - Category 3(b)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Finance Code				Category (4)											
367	Accessibility			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Accessibility Projects - Category (4)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Deferred Capital Expenditures and Maintenance Projects															
Finance Code				Category (5)											
368	Building Envelope			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
369	Building Hardware and Equipment			\$9,000	\$10,000	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000	\$15,000	\$15,000	\$15,000	\$15,000	
370	Electrical			\$17,000	\$14,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$20,000	\$20,000	\$20,000	\$20,000	
379	Interior Surfaces			\$14,000	\$14,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$20,000	\$20,000	\$20,000	\$20,000	
380	Mechanical Systems			\$31,879	\$12,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	
381	Plumbing			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
382	Professional Services and Salary			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
383	Roof Systems (normally below \$100,000 unless the school chooses not to receive additional revenue for \$100K or more roofing project/site/year - pending 2025 Legislation)			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
384	Site Projects			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Deferred Capital Expenditures and Maintenance Projects - Category (5)				\$71,879	\$50,000	\$64,000	\$64,000	\$64,000	\$64,000	\$64,000	\$75,000	\$75,000	\$75,000	\$75,000	
Deferred Capital Expenditures for Roofing Projects - Additional Revenue for \$100,000 or more project/site/year															
Finance Code				Category (6)											
383	Roofing Systems - pending 2025 Legislation and if passed effective FY 2027														
Total Deferred Capital Expense and Maintenance - Category (6)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Annual 10-Year Plan Expenditures				\$107,879	\$89,000	\$103,000	\$103,000	\$109,000	\$109,000	\$109,000	\$120,000	\$120,000	\$120,000	\$120,000	
Fund Balance Section															
Fund 01				FY 25 and 26 Revenue Projection Model Revenue				FY 27 Revenue Projection Model Ten-Year Spreadsheet							
	Beginning Fund Balance 01-467-XX			\$194,625	\$240,911	\$315,779	\$335,656	\$312,050	\$282,304	\$257,807	\$235,322	\$208,339	\$177,219	\$147,351	
	LTFM Fiscal Year Revenue - Levy			\$87,286	\$74,868	\$74,285	\$79,394	\$79,254	\$84,503	\$86,515	\$93,017	\$88,880	\$90,132	\$91,384	
	LTFM Fiscal Year Revenue - AID if Applicable			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	LTFM Fiscal Year Revenue Other			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LEVY Page 10, Line 421	LTFM Deduction for applicable Cooperative/Intermediate Member District Levy			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	LTFM Transfer OUT if applicable - Special Legislation			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	LTFM Estimated Fiscal Year Expenditures			\$41,000	\$0	\$54,409	\$103,000	\$109,000	\$109,000	\$109,000	\$120,000	\$120,000	\$120,000	\$120,000	
Ending Fiscal Year Fund Balance 01-467-XX				\$240,911	\$315,779	\$335,656	\$312,050	\$282,304	\$257,807	\$235,322	\$208,339	\$177,219	\$147,351	\$118,735	
Fund 06															
	Beginning Fund Balance 06-467-XX			\$165,471	\$98,592	\$48,592	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	LTFM Fiscal Year Bonded Revenue			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	LTFM Fiscal Year Revenue Other			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	Other Transfers			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	LTFM Estimated Fiscal Year Expenditures			\$66,879	\$50,000	\$48,592	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Ending Fiscal Year Fund Balance 06-467-XX				\$98,592	\$48,592	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
End of worksheet															

FY 27 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				Revised 6/10/2025										
118 <= Type in School District Number														
NORTHLAND COMMUNITY SCHOOLS														
Calculations for Ten Year Projection		Pay 26	Change only if requiring levy adjustments	Payable 2025 LLC Certification	Current Estimate									
	LLC #	FY 2025	FY 2026	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	
1 Type your district number in cell A2 (Minneapolis = 1.2)														
2 Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b														
3 Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33														
4 Look-up data from following tabs														
5 Initial Formula Revenue														
6	Current year APU	57	350.00	352.92	368.12	368.12	368.12	368.12	368.12	368.12	368.12	368.12	368.12	
6a	Additional Pre-K Pupil Units (line 19 of Pre-K application)													
6b	Total Adjusted Pupil Units = (6) + (6a)			352.92	368.12	368.12	368.12	368.12	368.12	368.12	368.12	368.12	368.12	
7	District average building age (uncapped)	401	30.80	30.81	31.81	32.81	33.81	34.81	35.81	36.81	37.81	38.81	39.81	
8	Formula allowance		\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	
9	Building age ratio = (Lesser of 1 or (7) / 35)	402		0.88029	0.90886	0.93743	0.96600	0.99457	1.00000	1.00000	1.00000	1.00000	1.00000	
10	Initial revenue = (6) * (8) * (9)	403	117,040	118,055	127,136	131,133	135,130	139,127	139,886	139,886	139,886	139,886	139,886	
11 Added revenue for Eligible H&S Projects > \$100,000 / site														
12	Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess	701												
13	Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)	754												
14	Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > \$100,000 per site (1A)	700												
15	Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > \$100,000 per site (1A)	753												
16a	Existing Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue from "IAQFAA Bonds" tab													
16b	New debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue													
16r	New debt service for LTFM bonds for eligible new roofing projects > \$100,000 / site			beginning FY27										
17	Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue = (16a) + (16b) + (16r)													
18	Pay as you go revenue for eligible new H&S projects > \$100,000 / site (corresponds to Category 2 on the Expenditures spreadsheet)	405												
18r	Pay as you go revenue for eligible new roofing projects > \$100,000 / site (corresponds to Category 6 on the Expenditures spreadsheet)			beginning FY27										
19	Total additional revenue for eligible projects >\$100,000 / site (12) - (13) + (14) - (15) + (16a) + (16b) + (16r) + (18) + (18r)	406												
Added revenue for Pre-K remodeling (for VPK approvals only)														
20a	Net debt service for bonds approved for Pre-K remodeling	766												
20b	Pay as you go for projects approved for Pre-K remodeling	407												
20c	Total Pre-K revenue													
20d	Total New Law Revenue (10) + (19) + (20c)	408		118,055	127,136	131,133	135,130	139,127	139,886	139,886	139,886	139,886	139,886	



Division of School Finance
400 NE Stinson Blvd.
Minneapolis, MN 55413

Fiscal Year (FY) 2027 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

ED-02477-011
Due: July 31, 2025

General Information: Minnesota school districts, intermediate school districts, cooperative districts, joint powers applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2024, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2025. Submit to [Sarah C. Miller](mailto:Sarah.C.Miller@mde.state.mn.us) (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

Identification Information

Name of District, Intermediate/Cooperative/Joint Powers	District Number and Type:	Date Submitted:
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Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2024, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2) and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2027 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2024, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11.
4. All actual expenditures to be reported in UFARS for FY 2027 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clauses (1), (2) and (4) and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11. **Effective FY 2025 and if applicable, provisions for a gender-neutral, single-user restroom are included in The LTFM plan (Finance Code 384 must be used with Course Code 684).**
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.41, subd. 3[2024]).
6. The district’s plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2024]). **The district’s ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.**

Certification of Statement of Assurances

Signature – Must be signed by Superintendent or Cooperative Unit Director:	Name – Superintendent or Cooperative Director (Please print)	Date:
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