

Northland Community Schools

ISD #118



Teacher Handbook

2026-2027

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 24, 2026, 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.

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.

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.

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

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

EAGLE PRIDE, SCHOOL WIDE

Be Responsible

Be Respectful

Be Productive

Be Safe

Documents supporting PBIS are found on Google Drive.

Support Room

Support room staff *will be* available to all students in both the Elementary and High School. Support room staff will focus more on ‘push in’ to support students in the classroom as much as possible. Support room staff will be carrying walkies so the office can communicate with them. They may not always be able to get to you immediately. If you have an emergency, please communicate that information to the office so we can get you immediate help.

First, staff strives to build relationships with your students and work to prevent situations where he/she could escalate. When students trust that their teacher cares about them, they will be more likely to want to work with their teacher to solve a problem.

If behaviors disrupt the learning of others and cannot be solved by the classroom teacher’s attempts, additional adults outside of the classroom may offer assistance.

Determine whether it is a **minor** or **major** behavior based off of the Major Discipline Guidelines.

MINORS - Follow Classroom Management Procedures Below

RESPONSE 1: Verbal or visual reminder of expectation or redirection

RESPONSE 2: In Classroom “TAKE A BREAK” – This must be proactively taught on the first day of school and throughout the year.

- THIS IS NOT A PUNISHMENT! This is an opportunity for the student to practice pre-taught coping strategies in order to regulate their brain so that they are prepared to return to learning.
- Your tone of voice will tell the student whether this is a punishment or opportunity. Let it be an opportunity.
- Have a tool kit in the “Take a Break” space with fidgets, books, and visuals to guide students through independent self regulation.
- Quickly, neutrally, calmly and directly tell the student to “take a break”
 - The first break is student directed in which they can return to the group when they feel they are ready
 - The second break is teacher directed – the student stays in the break area until the teacher goes over and respectfully processes what happened and what the student’s plan is and then invites them back

RESPONSE 3: BUDDY ROOM - Must be proactively taught

- Have previously established partnerships with other teachers in your area that can act as buddy rooms.
- Send a student to the Buddy Room with the Buddy Room pass.
 - Expected time to spend in Buddy Room (no longer than 10-15 minutes)
- This is another opportunity for the student to regulate, take a break, and make a plan
- Buddy Room teacher or Para
 - Check in with the student before they go back to class.
- If student refuses to go to Buddy Room, the classroom teacher calls Support Room

RESPONSE 4: Support Room

- Reporting staff will call Support Room Staff to advise that a student is coming with details about behavior. (Never send a student without talking to the support room staff first.)
- Send the student to the support room (If a student refuses to leave the room, call back to the support room so they can help assist or find someone to help assist.)
- The support staff will process the issue and develop a restorative plan with the student as needed. Students and support room staff will fill out the minor processing form. Support Room Staff will place a pink copy in the teacher's box by the end of the day for their records.
- **When determined by Support Room Staff**, the student will return to class after support staff notifies the classroom teacher.
- **Teachers are strongly encouraged to inform parents/guardians of the minor and restorative plan.**
- Teachers will communicate with parents/guardians during a conference a summary of student’s access to additional support.

- If a pattern of minor behaviors occur (3 minors in a day or in a week) equals a Major Discipline (follow procedures below).

MAJORS - Follow Procedures Below:

- Reporting staff will call the Support Room. The Support Staff will take the needed steps to minimize immediate behaviors, notify the Administration and/or take needed steps to minimize immediate behaviors.
- Support Room staff will fill out the Teacher/Staff portion of the Major form.
- The Administrator/Office will be notified there is a student with a Major. If the student is in control of their behavior and it is not an emergency, the student will be sent back to class and administration will process the Major with them as soon as possible. If the student is not able to go back to class they will stay in the support room until an administrator can process the Major with them.
- The administrator determines consequence and/or intervention as defined in the policy.
- Administrator completes bottom section Major.
- Administrator contacts parents/guardians about the incident and consequences.
- The completed copy of the Major form will go to the office for entry into Campus, a copy will be filed in the support room, a copy will be mailed home, and a copy will be put in the referring teacher's mailbox. Please keep these forms in a confidential location.

RETURNING TO CLASS

- The student may return to class after a conference with the appropriate administrator, teacher, and/or parent(s)/guardian(s).
- At the time of this conference, a plan of action will be established.

Classroom Management Plans

Create Classroom Management Plan to support students in the classroom. These are due by the first Professional Learning Day in October. Copies in Sub Folders and available upon request by Principal.

EMPLOYEE HARASSMENT

Refer to Policy 413

PURPOSE STATEMENT

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age,

marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class).

EVALUATIONS AND OBSERVATIONS

Refer to Teacher Development and Evaluation (TDE) Plan.

EXTRA ASSIGNMENTS AND RESPONSIBILITIES

In addition to the basic school day, teachers may be required to reasonably participate in School District activities beyond the basic teacher's day as is required by the School District. The normal duties for teachers include a share of extra-curricular, co-curricular, and extra-duty activities as determined by the School District.

FACULTY COMMITTEES

Various committees are formed during the year to study school problems, resolve issues or to perform specific tasks.

Teachers are expected to be on 1 of each following committee:

- Curriculum Committee
- Main Committee (larger time commitment)
- Task Force Committee (smaller time commitment)

FAMILY INVOLVEMENT

School District #118 firmly believes that the future success of the children in our schools depends on the commitment and effort put forth by those students, their families and the Staff of I.S.D. #118.

Therefore ISD #118 supports parental involvement activities in:

1. Creating awareness about educational programs and issues.
2. Fostering the cooperation among school personnel, parents, students, and community members in working together.
3. Assuring a climate of respect and valuing the diversity of our communities.
4. Empowering all parents and students to be involved in achieving common goals.
5. Fostering of communication and involvement activities which will ensure that all families have the knowledge to become active, effective participants in the education of children.
6. Working toward the equal involvement of parent and educators in decision making and the active involvement of students in decision making.
7. Supporting the cooperation among families, schools, and agencies to provide coordinated support and service to children and their families.

FAMILY NIGHT

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

FIELD TRIPS

Refer to Policy 610

PURPOSE STATEMENT

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

Field trips are encouraged and occasionally used to enhance learning or subject matter that is taught in the classroom. These field trips should be well organized and relevant to the class material being studied. The following criteria and procedure should be used when organizing and planning a field trip:

1. Teacher should first discuss the possibility of having a field trip with the principal and complete the Educational Trip Request Form.
2. If final approval is given by the principal, discussion should then take place with the students to get their input and check if they are interested, if so, planning can begin.
3. Specific items should include:
 - a. costs to the district or individual
 - b. transportation - request must be made 5 days prior to field trip
 - c. supervision/chaperones - not less 2
 - d. disruption of classes and the school day
 - e. educational value and worth
 - f. time/date and agenda of trip
4. In-school alternative education must be provided for students that are unable to participate in the field trip. The alternative activities and supervision must be provided by the organizing teacher.

If the national security alert level is orange, a meeting will be held between the adults in charge of groups going on field trips and their supervisor. Decisions on going on the field trip will be made at that meeting. If the national security alert level is red, no field trips will be allowed to significant public places. (Examples: Mall of America, 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.

If you don’t have the Bloodborne Pathogens and Bodily Fluid Spill 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 outgoing personal mail. Staff are discouraged from shipping personal mail and packages to the school.

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

Student 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). 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, requests 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 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 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 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
- 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
- Recess length may be adjusted to play outside when colder, when wearing appropriate outdoor apparel is worn, with principal approval.
- 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, 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. ***High School staff will use an electronic pass system to manage and track student movement during class time.***

Passes are issued from the office for preapproved early dismissal. Students should not be allowed to go to other classrooms unless the classroom teacher and receiving teacher have communicated

and approve the request. It is the sending teacher's responsibility to see that permission is granted.

Students who abuse pass privileges may have pass privileges temporarily revoked

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.