

ISD #118 Northland Community Schools



316 Main Street East
Remer, MN 56672
218-566-2351
www.isd118.k12.mn.us

Mary Yakibchuk
Interim Supt/HS Principal
Ext. 32014
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Janessa Green
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Re-Entry Meeting Record

Student Name: _____ Date: _____

Meeting attendees: _____

Student

I acknowledge all students have a right to...

- be in a safe and supportive learning environment.
- know what appropriate behavior and what behaviors is may result in disciplinary actions;
- work with members of my student support team in matters related to my behavior as it affects my education and welfare within the school environment.

I understand and acknowledge the following, as discussed at the re-entry meeting:

- How my conduct impacts myself and others and potential future consequences for negative behavior.
- Non-exclusionary discipline attempts were made prior to suspension including, but not limited to, the following:
 - Review of **Parent and Student Handbook**
 - Administrative Conference
 - Parent Conference
 - Teacher Conference or Classroom Intervention
 - Prior Behavior Intervention Measures
 - Student Support Team Services
- The readmission plan to improve my behavior includes the following:

I acknowledge receiving notice of this plan and have discussed the resources that are available to me. I will work with my school staff, principal/dean, and teachers to help me make positive choices. It is my responsibility to read the **Parent and Student Handbook** and abide by the policies and procedures of the school.

Student Signature: _____ Date: _____

Parent/Guardian

It is essential that parents be involved in the development of their students.

I understand that the behavior of my child must be improved; I will help my child follow this agreement by:

- encouraging my child to be a respectful member of the school community;
- participating in any discussions and decisions concerning my student's education;
- attending scheduled appointments with school staff;
- alerting the school if there are any significant changes in my student's health or well-being that affect his/her ability to perform in school.

Parent/Guardian Signature: _____ Date: _____

Copies have been provided to following staff:
Teachers / Counselor / Social Worker / Administration

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Governing Statutes

Minnesota Statutes 2022, section 121A.47, subdivision 14, is amended to read:

Subd. 14.

Admission or readmission plan.

(a) A school administrator ~~shall~~ must prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan ~~may~~ must include measures to improve the pupil's behavior, ~~including which may include~~ completing a character education program, consistent with section [120B.232, subdivision 1](#), and require 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 pupil of not improving the pupil's behavior.

Subdivision 1. Character development education. (120B.32)

(a) Character education is the shared responsibility of parents, teachers, and members of the community. The legislature encourages districts to integrate or offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness. Instruction should be integrated into a district's existing programs, curriculum, or the general school environment. To the extent practicable, instruction should be integrated into positive behavioral intervention strategies, under section [122A.627](#). The commissioner shall provide assistance at the request of a district to develop character education curriculum and programs.

(b) Character development education under paragraph (a) may include a voluntary elementary, middle, and high school program that incorporates the history and values of Congressional Medal of Honor recipients and may be offered as part of the social studies, English language arts, or other curriculum, as a schoolwide character building and veteran awareness initiative, or as an after-school program, among other possibilities.