

**INTERMEDIATE SCHOOL DISTRICT 917  
IN DAKOTA COUNTY**

**REGULAR SCHOOL BOARD MEETING**

**Tuesday, July 9, 2019**

**AGENDA:**

I. Visitors opportunity to be heard	
II. Additions to the agenda	
III. Good News Report	3
IV. Consent Items	
A. Minutes, June 11, 2019, Regular School Board Meeting	9
B. Personnel Considerations	12
V. Donations	35
VI. Business Manager's Report	
A. Review and Approve Payment of Bills	36
B. Review and Approve Wire Transfers	45
C. Review and Approve Investment Report	46
VII. Reports	
A. Review and Approve Temporary Work Agreement Report - Mark Zuzek	47
VIII. New Business	
A. Set Annual Substitute Pay Rate - Mark Zuzek	63
B. Approve renewal in memberships for Metro ECSU, AMSD, and MSBA - Mark Zuzek	65
C. Review draft of DCALS and DCALS North & South Student Handbook 2019-2020 - Eric VanBrocklin	66
D. Review draft of Special Education Student Handbook 2019-2020 - Melissa Schaller	98
E. Review draft of Staff Handbook for 2019-2020 - Mark Zuzek	194
F. Review and Approve Health and Safety Plans and Indoor Air Quality Management Plan for 2019-2020 - Mark Zuzek	251
G. Review and Approve Dakota County School Resource Officer - Mark Zuzek	325
H. Review and Approve School Lunch Prices for 2019-2020 - Nicolle Roush	331
IX. Policies	332
A. Review Policy 401.10, Code of Ethics and Standard of Conduct, final reading - Mark Zuzek	335
B. Review Policy 406, Public and Private Personnel Data, final reading - Mark Zuzek	338
C. Review Policy 407, Employee Right to Know - Exposure to Hazardous Substances, final reading - Mark Zuzek	346
D. Review Policy 408, Subpoena of a School District Employee, final reading - Mark Zuzek	348
E. Review Policy 526 - Hazing Prohibition, first reading - Mark Zuzek	350
F. Review Policy 501 - School Weapons Policy, first reading - Mark Zuzek	356
G. Review Policy 419 - Tobacco-Free Environment, first reading - Mark Zuzek	361
H. Annual review of Policy 413 - Harassment and Violence, first reading - Mark Zuzek	365
I. Annual review of Policy 414 - Mandated Reporting of Child Neglect or Physical or Sexual Abuse, first reading - Mark Zuzek	375

- J. Annual review of Policy 415 - Mandated Reporting of Maltreatment of Vulnerable Adults, first reading - Mark Zuzek 383
- K. Annual review of Policy 506 - Student Discipline, first reading - Mark Zuzek 387
- L. Annual review of Policy 514 - Bullying Prohibition, first reading - Mark Zuzek 406
- M. Annual review of Policy 522 - Student Sex Nondiscrimination, first reading- Mark Zuzek 416
- N. Annual review of Policy 524 - Acceptuse Internet Use and Safety, first reading - Mark Zuzek 420
- X. Consider Future Agenda Items
- XI. Adjournment

**SCHOOL BOARD CALENDAR INFORMATION SCHOOL BOARD CALENDAR INFORMATION**

**Good News  
Special Education  
July 9, 2019**

- Cedar SUN hosted a planting party for students and parents. Everyone spent the afternoon decorating pots, planting grass seed, and eating cookies.



- Cedar high school students learned new skills while overcoming some fears. The class had some previous experience with hand sewing but not with using a sewing machine. The class decided to learn how to make pajama shorts. The students went to Hobby Lobby and selected their own material. With the help from Jean Bannick, occupational therapist, and Jana Heidemann, speech/language pathologist, the students learned how to pin, cut, and sew. Two students went on to make a pillow, stuffed animal, and tote bag.



- Crystal and Dariez graduated from the Cedar SUN program at the end of the school year. Crystal is from the Bloomington School District and Dariez is from the Inver Grove Heights School District.



- Emily C. (ISD 197), Leah R. (ISD 200) and Emily Cu. (ISD 192) graduated from the TEA program this spring. Emily C. is going to be attending Minnesota Independence College and Community. Leah is attending Normandale Community College. Emily Cu. is moving over to TESA.



- Extended School Year runs July 9th through August 1st for students.
- In total, we anticipate 230 students participating in ESY.
  - DASH – 13
  - PACES – 23
  - TESA – 41
  - CASE – 11
  - IDEA/SUN-AEC – 27

- SUN-CEC – 39
  - SUN-Cedar - 26
  - TEA – 24
  - DHH Preschool – 3
  - DHH - 19
  - VI-ECC – (to be held in August) – 4
- 
- We continue to work on staffing for the 2019-2020 school year. At this time a number of positions are still available; however, we believe we have a plan that will allow for robust programming in the fall. I will provide an up-to-date report at the board meeting. We also have a variety of openings for paraprofessionals.
  
  - Staff development plans are set. We will be holding a summer institute again this summer. It will happen afternoons July 22-25 with concurrently running sessions on the topics of reading and mental health. Another week will happen August 12-15 with morning sessions on topics of reading and afternoon sessions on topics of mental health. Our schedule will be available soon on the website.
  
  - Our annual event for member district directors and school board members is on July 17th at Concord Education Center in Inver Grove Heights beginning at 11 a.m. Please let me know as soon as possible if you are able to join us.

Good News Report  
Secondary Programs  
July, 2019

-June 13th and 14th Eric Van Brocklin, Secondary Principal attended the ACTE Region 3 Conference in Lisle, IL. Theme was the Hot Trends in CTE. Highlights included a tour of Universal Technical Institute, which has a focus on preparing students for the world of auto and truck industry maintenance careers. The strong use of partnerships are what make this program unique for students. Almost every student is sponsored by an industry partner who covers most if not all the costs of attendance if the student agrees to work for the partner upon graduation. Other areas of focus were on creating partnerships and work experiences for students while they are in high school. We were able to visit and tour Ecolab. The tour highlighted all the ways in which they have created resources to reuse water within industrial plant use. A couple other themes throughout the conference were on attainment/retention of CTE staff and the need for growth in work-based learning opportunities for students. Minnesota will host next summer's conference on June 17-19 in the Twin Cities area.

-On June 17th Mark Zuzek, Paul Landwehr, Eric Van Brocklin, and Jeremy LaBeau met regarding our continued partnership with Mr. LaBeau to build a home in our Construction Trades program. Jeremy would like to continue this partnership, but wants to work with us to find other possible partners who could contribute. This would lead to a house that may be able to be donated to low-income housing within Dakota County. Jeremy also discussed the development of potential scholarship opportunities for ISD 917 Construction Trades students who complete our program.

-We have been busy hiring staff for the upcoming school year. We have been able to hire an English teacher for our North campus, a Math teacher who will be shared by our main and South campus, a counselor for our main campus, a Graphics Arts teacher for our CTE program, and a secretary for our South campus. We are still in the process of hiring a part-time Science teacher for our South campus.

-On June 26th the process of installing the new alignment rack in our Total Auto Care program was started. The plan is that it will be ready for students when they return in the fall.



-The student built house is planned to be moved to its new home in the next couple weeks. Due to plan delays and weather, the project will be completed on site by the new owner. As you can see once again, the students did a great job with a new design this year. We also want to thank the DCTC maintenance staff and department for the new concrete base that was poured last fall. This has made the house building project much easier and safer for students and staff.





## INTERMEDIATE SCHOOL DISTRICT 917

A School Board Meeting of the Intermediate School District 917 School Board was held on Tuesday, June 11, 2019, at 1300 145<sup>th</sup> Street East, Rosemount, MN.

**Members Present:** Dick Bergstrom, DeeDee Currier, Bob Erickson (arrived at 4:21 PM), Wendy Felton, Jill Lewis, Vanda Pressnall, Russ Rohloff, Melissa Sauser, Byron Schwab, and ex-officio member Superintendent Mark Zuzek.

**Members Absent:** None.

**Also Present:** Nicolle Roush, Eric VanBrocklin, Melissa Schaller, and Linda Berg

School Board Chair Jill Lewis called the meeting to order at 4:00 PM.

Superintendent Mark Zuzek presented Chair Jill Lewis with the Outstanding Leadership Award from ISD 917 Staff Recognition celebration that Jill was unable to attend.

There were no visitors to be heard.

The good news reports were presented.

1. Motion by Russ Rohloff, seconded by Dick Bergstrom, to approve the consent items, as presented. All present voted aye. Motion carried.
  - **Minutes:** May 7, 2019, Regular School Board Meeting
  - **Personnel:** *New Hires:* Hannah Carbaugh, Classroom Assistant, effective May 20, 2019. D'Andre Gordon, Classroom Assistant, effective August 29, 2019. Amanda Lutz, Classroom Assistant, effective August 29, 2019. Michelle Porter, Classroom Assistant, effective May 8, 2019. Jacob Watson, Classroom Assistant, effective August 29, 2019. *Change in Status:* Amy Anderson, Program Assistant, leave request effective on or about September 19, 2019, with an expected return date of November 14, 2019. Joan Asmus, Licensed School Nurse, permanent increase to 1.0 FTE effective July 1, 2019. Meghan Dobson, change from Special Education Lead Teacher to Dean effective July 1, 2019. Kirstie Gabbert, Special Education Teacher, leave request effective January 28, 2019, with a return date of January 28, 2020. Heidi Helm, Special Education Teacher, leave request effective May 13, 2019, with an expected return date effective June 11, 2019. Alissa Peanasky, School Social Worker, decrease from 1.0 FTE to .8 FTE effective August 23, 2019, for the 2019-2020 school year only. Nichole Short, School Psychologist, continue at .9 FTE (166.5 days), effective August 26, 2019, through June 5, 2020, for the 2019-2020 school year only. Pam Severson, Administrative Assistant II, permanent increase from 216 days per year to 226 days per year effective July 1, 2019. Shelli Vollbrecht, change from Special Education Lead Teacher to Dean effective July 1, 2019. *Rehires:* Matthew Newquist, Board Certified Behavior Analyst, effective July 1, 2019, through June 30, 2020. Lisa Ott, Board Certified Behavior Analyst, effective July 1, 2019, through June 30, 2020. Adrienne Turzynski, Board Certified Behavior Analyst, effective July 1, 2019, through June 30, 2020. Jeryn Waldera, Board Certified Behavior Analyst, effective July 1, 2019, through June 30, 2020. *Resignations and Terminations:* Aaron Evans, Special Education Teacher, effective June 7, 2019. Daniela Gavilanes Castillo, Classroom Assistant, effective June 6, 2019. Gabriela Kubik, Teacher of Deaf/HH, effective June 30, 2019. Brennan McGlauchlan, Classroom Assistant, effective June 6, 2019. Amelia Morris, Classroom Assistant, effective June 4, 2019. John Pereda, Guidance Counselor, effective June 7, 2019. Erin Stevens, Mental Health Practitioner, effective June 7, 2019. *Retirements:* Diane Jeffries, Administrative Assistant-Personnel, effective October 31, 2019.

2. Board Member Wendy Felton introduced the following resolution: Resolution to Accept Donations in the amount \$550. The motion for the adoption of the foregoing resolution was duly seconded by Byron Schwab and upon vote being taken thereon, the following voted in favor thereof: Dick Bergstrom, Wendy Felton, DeeDee Currier, Jill Lewis, Vanda Pressnall, Russ Rohloff, Melissa Sauser, Byron Schwab, and the following voted against the same: none. Whereupon said resolution was duly passed and adopted. (Addendum A.)
3. Motion by Melissa Sauser, seconded by Dick Bergstrom, to approve the bills from May 1, 2019, to June 5, 2019, wire transfers and Investment Report for the month of April, as presented by the Business Manager. All present voted aye. Motion carried.

Nicolle Roush presented the annual wellness.

Bob Erickson arrived at 4:21 PM.

4. Motion by DeeDee Currier, seconded by Dick Bergstrom, to approve the ISD 917 Budget for 2019-2020, as presented. (Addendum C.) All present voted aye. Motion carried.

The 2018-2019 Operational Initiatives were reviewed by all.

The following policies were reviewed on a first reading basis: Policy 401.10, Code of Ethics and Standard of Conduct; Policy 406, Public and Private Personnel Data; Policy 407, Employee Right to Know – Exposure to Hazardous Substances; Policy 408, Subpoena of a School District Employee.

5. Board Member Bob Erickson introduced the following resolution: Resolution Terminating Support Service Employees. The motion for the adoption of the foregoing resolution was duly seconded by Dick Bergstrom and upon vote being taken thereon, the following voted in favor thereof: Dick Bergstrom, Bob Erickson, Wendy Felton, DeeDee Currier, Jill Lewis, Vanda Pressnall, Russ Rohloff, Melissa Sauser, Byron Schwab, and the following voted against the same: none. Whereupon said resolution was duly passed and adopted. (Addendum B.)
6. Board Member Bob Erickson introduced the following resolution: Resolution to Move student Activities under Board Control. The motion for the adoption of the foregoing resolution was duly seconded by Vanda Pressnall and upon vote being taken thereon, the following voted in favor thereof: Dick Bergstrom, Bob Erickson, Wendy Felton, DeeDee Currier, Jill Lewis, Vanda Pressnall, Russ Rohloff, Melissa Sauser, Byron Schwab, and the following voted against the same: none. Whereupon said resolution was duly passed and adopted. (Addendum C.)
7. Motion by Russ Rohloff, seconded by Dick Bergstrom, to approve the new Human Resources Coordinator contract for 2019-2021, as presented. (Addendum D.) All present voted aye. Motion carried.
8. Motion by Dick Bergstrom, seconded by Byron Schwab, to approve the Special Education Dean Contracts for 2019-2021, as presented. (Addendum E.) All present voted aye. Motion carried.
9. Motion by Russ Rohloff, seconded by Vanda Pressnall, to approve the Licensed Psychologist and Mental Health Coordinator Contracts for 2019-2020, as presented. (Addendum F.) All present voted aye. Motion carried.
10. Motion by Bob Erickson, seconded by Wendy Felton, to approve the Board Certified Behavioral Analyst Contract for 2019-2020, as presented. (Addendum G.) All present voted aye. Motion carried.

The July Organizational Meeting was set for July 9, 2019 at 5 PM.

11. School lunch prices will be set at the next Board meeting on July 9, 2019.
12. Motion by Dee Dee Currier, seconded by Dick Bergstrom, to approve Superintendent Mark Zuzek and Linda Berg to be the IOwA (Identified Official with Authority) to have access to the External User Access Recertification System for MDE. All present voted aye. Motion carried. (Addendum H.) All present voted aye. Motion carried.

Data practices for employment was reviewed by all.

School Board reviewed Superintendent Mark Zuzek's annual performance. The School Board was very pleased with the results and his first year as superintendent.

13. Motion by Byron Schwab, seconded by Dick Bergstrom, to adjourn the meeting. All present voted aye. Motion carried.

There being no further business the meeting adjourned at 4:58 PM.

The next regular School Board Meeting will be Tuesday, July 9, 2019, at 5:00 PM, in the 917 Board Room at Dakota County Technical College, Rosemount.

---

Clerk

**SUMMARY OF PERSONNEL ITEMS RECOMMENDED  
FOR ACTION AT BOARD MEETING OF JULY 9, 2019**

**NEW HIRES:**

Breanna Baker, Licensed School Nurse, effective August 22, 2019.

Cortney Chelmo, Speech Language Pathologist, effective August 22, 2019.

Ashley Collins, Special Education Teacher, effective August 22, 2019.

Alison Hild, Special Education Teacher, effective August 22, 2019 (from paraprofessional to Special Education Teacher).

Emma Karnes, Classroom Assistant, effective August 29, 2019.

Lisa Kent, Teacher of Deaf/Hard of Hearing, effective August 22, 2019.

Jennifer Kerkhoff, Special Education Teacher, effective August 22, 2019 (from paraprofessional to Special Education Teacher).

Bridget Kopp, Special Education Teacher, effective August 22, 2019 (from paraprofessional to Special Education Teacher).

Emma Mayes, Special Education Teacher, effective August 22, 2019.

Shelby Nero, Teacher of Deaf/Hard of Hearing, effective August 22, 2019.

Emily Payne, Special Education Teacher, effective August 22, 2019.

Lisa Proeung, Developmental Adaptive Physical Education Teacher, effective August 22, 2019.

Kathleen Rick, Speech Language Pathologist, effective August 22, 2019.

Shannon Rosenberg, Teacher of Deaf/Hard of Hearing, effective August 22, 2019 (from paraprofessional to Special Education Teacher).

Amber Schmitz, Speech Language Pathologist, effective August 22, 2019.

Irene Schultz-Albert, Occupational Therapist, effective August 22, 2019.

Rebecca Schumacher, Special Education Teacher, effective August 22, 2019.

John Volkert, Special Education Teacher, effective August 22, 2019 (from paraprofessional to Special Education Teacher).

Heather Winblad, Special Education Teacher, effective August 22, 2019, (from paraprofessional to Special Education Teacher).

Alexander Worobah, Special Education Teacher, effective August 22, 2019.

**CHANGE IN STATUS:**

Sarah Johnson, Orientation & Mobility Specialist, decrease from 114 days per year to 111 days per year effective August 26, 2019, for the 2019-2020 school year only.

Linda Lacher Goddard, Speech Language Pathologist, continue at .6 FTE (148 days at 6 hours per day) effective August 26, 2019, for the 2019-2020 school year only.

Shanyn Tuftee, Physical Therapist, continue at .7 FTE (129.5 days @ 8 hours per day, effective August 26, 2019, for the 2019-2020 school year only.

**RE-HIRES:**

Shelby Abbott, School Psychologist, effective August 23, 2019.

Keith Bartholomaus, DAPE Teacher, effective August 23, 2019.

Mark Bauer, Special Education Teacher, effective August 23, 2019.

Alexandra Buttedal, Special Education Teacher, effective August 23, 2019.

Jessica Chamblin, Teacher of the Blind/Visually Impaired, effective August 23, 2019.

Shereen Eldeeb, Special Education Teacher, effective August 26, 2019.

Patricia Eldred, Physical & Health Disabilities Teacher, effective August 26, 2019, through June 5, 2020.

Thomas Garding, Special Education Teacher, effective August 26, 2019.

Megan Glockner, School Psychologist, effective August 23, 2019.

Kristin Goeser, DAPE Teacher and Permanent Sub Teacher, effective August 23, 2019.

Jana Jonasen, Special Education Teacher, effective August 23, 2019.

Abigail Larson, Teacher of the Blind/Visually Impaired, effective August 23, 2019.

Lauren Melzer, Special Education Teacher, effective August 23, 2019.

Jenna Moon, Special Education Teacher, effective August 23, 2019.

Kaila Palmberg, Special Education Teacher, effective August 23, 2019.

Jessica Randol, Special Education Teacher, effective August 26, 2019.

Briana Ruiz-Bruce, Special Education Teacher, effective August 23, 2019 (from Community Expert to Special Education Teacher).

Amy Swaney, Dean, effective July 1, 2019. (contract signed at 6/11/19 bd mtg)

Deric Thames, Special Education Teacher, effective August 26, 2019.

Jocelyn Thompson, Special Education Teacher, effective August 23, 2019.

Heather Webb, Special Education Teacher, effective August 23, 2019.

Andrew Webster, DAPE Teacher, effective August 23, 2019.

Christina Wilkin, Special Education Teacher, effective August 26, 2019.

Lori Wilson, Special Education Teacher, effective August 22, 2019.

**RESIGNATIONS & TERMINATIONS:**

Joan Asmus, Licensed School Nurse, effective July 1, 2019.

Dina DeLong, Classroom Assistant, effective June 24, 2019.

Crisoula Economou, Speech Language Pathologist, effective June 7, 2019.

Ashly Gagner, Special Education Teacher, effective June 28, 2019.

Charles Kregel, Classroom Assistant, effective June 6, 2019.

To Bd 7/19/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 27, 2019	Teaching Licenses Held:
NAME: Breanna Baker	
Position: School Nurse	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$40,545
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Park High	Yes	Generals	Yes
Technical College				
College	Bethel University	Yes	Nursing	BA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
Johnson Family Home Care Nurse	2/17	Current	RN
ISD 917	12/17	Current	Health Associate
Pediatric Home Services	3/17	8/17	RN

Total Years Experience 2.5

**Remarks:**

Breanna will be a school nurse at CEC in the SUN Program.

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 28, 2019	Teaching Licenses Held:
NAME: Cortney Chelmo	
Position: Speech/Language	
College:    Secondary:    Special Education:    X District:	Recommended Salary : \$43,753
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Prior Lake High	Yes	Generals	Yes
Technical College				
College	MN State, Mankato	Yes	Communication Disorders	BA
	MN State, Mankato	Yes	Speech/Language	MA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
North Memorial -OP	3/19	5/19	Graduate Student Clinician
Cottage Grove Elementary	8/18	12/18	Graduate Student Clinician
Sheri D.	6/18	8/18	PCA

Total Years Experience 1

**Remarks:**

Cortney will be a speech/language pathologist in the SUN Program at CEC.

To Bd 7/9/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 5, 2019	Teaching Licenses Held:
NAME: Ashley Collins	
Position: Teacher	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$42,532
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Hastings High School	Yes	Generals	Yes
Technical College				
College	Bethel	Yes	Educational Studies	BA
	Augsburg College		Special Ed. Courses	
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	9/18	Current	Classroom Assistant
Hastings Middle School	2/15	12/17	Paraprofessional
Tutor Time	9/14	2/15	Child Care Float Teacher
Michaels	2/13	8/13	Cashier

Total Years Experience 5

**Remarks:**

Ashley will be a teacher in the CASE Program.

---



---

To Bd 7/9/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 27, 2019	Teaching Licenses Held:
NAME: Alison Hild	
Position: Teacher	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$39,174
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	Jefferson High	Yes	Generals	Yes
Technical College				
College	Iowa State	Yes	Accounting	BA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	9/18	Current	Paraprofessional
St. Paul Public Schools	9/05	8/18	Paraprofessional
Capital City Education Initiative	11/04	8/05	Americorps Position, Tutor
Lupus Foundation	11/99	11/04	Controller

Total Years Experience 19

**Remarks:**

Alison will be a teacher in the SUN Program at CEC.

---



---



---

To Bd 7/9/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 12, 2019	Teaching Licenses Held:
NAME: Emma Karnes	
Position: Classroom Assistant	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$18.41
	Employment Date : 8/29/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Armstrong High School	Yes	Generals	Yes
Technical College				
College	University of MN	Yes	English	BA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
Park Nicollet Health Services	9/16	Current	Rehab Clinic Assistant
Anna's Bananas	1/16	8/16	Infant Teacher
Orange Co. Department of Education	12/12	10/15	Paraeducator

Total Years Experience 7

**Remarks:**

Emma will be a classroom assistant in the DASH Program at Henry Sibley High.

---



---

To Bd 7/9/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 5, 2019	Teaching Licenses Held:
NAME: Lisa Kent	
Position: Teacher	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$50,566
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	Victor J Andrew	Yes	Generals	Yes
Technical College				
College	MacMurray College	Yes	DHH Education	BA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
SEDOL School	7/18	Current	DHH Teacher
CESA 6	8/16	6/18	DHH Teacher
Northeast Indiana Coop	8/14	6/16	DHH Teacher
Lincoln Way Area Coop 843	8/13	6/14	DHH Teacher

Total Years Experience 6+

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Remarks:**

Lisa will be a teacher in the DHH Program at Century Middle School.

---



---



---

To Bd 7/9/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 17, 2019	Teaching Licenses Held:
NAME: Jennifer Kerkoff	
Position: Teacher	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$39,174
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Osseo High	Yes	Generals	Yes
Technical College				
College	MN State University	Yes	Social Work	BA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	2/18	Current	Program Assistant
Dance Connection	8/04	Current	Dance Instructor
Behavioral Dimensions	6/04	1/05	Behavior Therapist
Lutheran Social Services	12/01	6/04	Rule 79 Case Manager

Total Years Experience 18

**Remarks:**

Jennifer will be a teacher in the SUN Program at AEC.

---



---



---

To Bd 7/9/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 17, 2019	Teaching Licenses Held:
NAME: Bridget Kopp	
Position: Teacher	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$41,412
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Cretin Derham Hall	Yes	Generals	Yes
Technical College				
College	Augsburg	Yes	Social Work	BA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	4/17	Current	Classroom Assistant
TOC	7/18	Current	Substitute
Pinnacle Service	6/16	3/18	Case Manager

Total Years Experience 4

**Remarks:**

**Bridget will be a teacher in the PACES Program at Farmington High School.**

---



---

To Bd 7/19/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 17, 2019	Teaching Licenses Held:
NAME: Emma Mayes	
Position: Teacher	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$39,174
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Kensington Academy	Yes	Generals	Yes
Technical College				
College	MN State Mankato	Yes	Special Education	BA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
Metro Deaf School	3/19	6/19	Deaf Blind Intervener
ISD 917	7/16	3/19	Deaf Blind Intervener

Total Years Experience 4

**Remarks:**

Emma will be a teacher in the DASH Program at Henry Sibley High.

ToBa 7/9/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: May 15, 2019	Teaching Licenses Held:
NAME: Shelby Nero	
Position: Teacher	
College: Secondary: Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$46,751
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	Westfield High	Yes	Generals	Yes
Technical College				
College	Radford University	Yes	DHH Education	BA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
Intermediate 916	1/19	3/19	Teacher, Long term sub.
Fairfax County Public Schools	8/15	6/17	DHH Teacher
Prince Williams County Schools	8/13	6/15	DHH Teacher

Total Years Experience 4.5

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
Muncy School District	8/18	11/18	Interpreter
Williamsport Schools	12/17	6/18	Interpreter

Total Years Experience 9 mths

**Remarks:**

Shelby will be a teacher in the Deaf and Hard of Hearing Program.

To Bd 7/9/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: May 15, 2019	Teaching Licenses Held:
NAME: Emily Payne	
Position: Teacher	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$42,532
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Osseo High	Yes	Generals	Yes
Technical College				
College	University of MN	Yes	Family Social Science	BA
	Bethel University	In process	Special Education	In process
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	9/17	Current	Paraprofessional
New Horizon	6/16	5/17	Toddler Teacher

Total Years Experience 3

**Remarks:**

Emily will be a teacher in the TEA Program at LEC.

70 Bd 7/19/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 26, 2019	Teaching Licenses Held: Adaptive Physical Education
NAME: Lindsey Proeung	
Position: Teacher	
College: Secondary: Special Education: X District:	Recommended Salary : \$63,833
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Westby High	Yes	Generals	Yes
Technical College				
College	Winona State	Yes	Health Education, DAPE	BA
	Concordia	Yes	Educational Leadership	MA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
Hastings Public Schools	8/18	Current	DAPE Teacher
AFSA High School	8/11	3/18	DAPE, Health, Phy.Ed. Teacher
Upward Bound	6/12	7/16	Activity Instructor
Wayzata High School	6/14	7/16	Summer Phy.Ed and Health

Total Years Experience 8

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Remarks:**

Lindsey will be a DAPE Teacher at CEC.

To Bd 7/9/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 28, 2019	Teaching Licenses Held:
NAME: Kathleen Rick	
Position: Speech/Language	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$43,753 prorated to \$21,876.50 (.5 FTE)
	Employment Date : 8/23/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Colonial Forge High	Yes	Generals	Yes
College	University of Wisconsin	Yes	Communication	MA
College	Portland State University	No	Speech and Hearing	
	University of Virginia	Yes	Spanish	BA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
United States Army	10/10	10/14	Military Police Officer

Total Years Experience 4

**Remarks:**

Kathleen will be a speech/language pathologist in the district.

---



---

To Bd 7/9/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 27, 2019	Teaching Licenses Held:
NAME: Shannon Rosenberg	
Position: Teacher	
College:    Secondary:    Special Education: x    District:	Recommended Salary : \$43,753
	Employment Date: 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Jefferson High	Yes	Generals	Yes
Technical College				
College	University of MN	Yes	Speech and Language Hearing Studies	BA
	St. Paul College	Yes	Sign Language	AA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	9/15	8/18	Paraprofessional
Northeast Metro 916	2/15	5/15	Internship
Mudslingers Coffee	12/14	6/15	Shift Lead
Dunn Brothers	4/13	8/14	Shift Lead

Total Years Experience 5

**Remarks:**

Shannon will be a teacher in the DHH Program.

---



---



---

To Bd 7/9/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 5, 2019	Teaching Licenses Held:
NAME: Amber Schmitz	
Position: Speech/Language Pathologist	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$43,753
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Chilton High	Yes	Generals	Yes
Technical College				
College	University of Wisconsin	Yes	Speech Language Path.	MA
	University of Wisconsin	Yes	Communication Sciences	BA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
University of Wisconsin	9/18	12/18	Graduate Assistant
University of Wisconsin	9/14	8/17	Assistant
Chilton School District	9/11	8/14	Lifeguard Supervisor

Total Years Experience 7

**Remarks:**

Amber will be a Speech Language Pathologist in the SUN Program.

---



---



---

To Bd 7/9/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 27, 2019	Teaching Licenses Held:
NAME: Irene Schultz-Albert	
Position: Occupational Therapist	
College: Secondary: Special Education: X District:	Recommended Salary : \$78,997
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Jefferson High	Yes	Generals	Yes
Technical College				
College	University of North Dakota	Yes	Occupational Therapy	BA
	St. Mary's	Yes	Masters of Education	MA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
ISD 196	8/18	Current	OT
So. Washington Schools	8/00	6/11	OT

Total Years Experience 12

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
On the Move Therapy	8/13	6/18	OT

Total Years Experience 5

**Remarks:**

Irene will be an occupational therapist for the district.

---



---



---

To Bd 7/9/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 17, 2019	Teaching Licenses Held:
NAME: Rebecca Schumacher	
Position: Teacher	
College:    Secondary:    Special Education: X District:	Recommended Salary : \$39,174
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	Home School	Yes	Generals	Yes
Technical College				
College	University of MN	Yes	Special Education	BA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
Owakihi	5/16	Current	Personal Care Assistant
ProAct Inc.	6/12	Current	Direct Support
Lutheran Social Services	1/11	5/12	Direct Support

Total Years Experience 7

**Remarks:**

Rebecca will be a teacher in the SUN Program at CEC.

---



---



---

To Bd 7/9/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 12, 2019	Teaching Licenses Held:
NAME: John Volkert	
Position: Teacher	
College: Secondary: Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$39,174
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Fountain Valley High	Yes	Generals	Yes
Technical College				
College	North Dakota University	Yes	Communications	BA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	9/18	Current	Paraprofessional
Lake Agassiz Elementary	9/15	5/18	Encore Staff
Boys and Girls Club	6/15	7/18	Staff

Total Years Experience 4

**Remarks:**

John will be a teacher in the PACES Program at McGuire Middle School.

To Bd 7/9/19

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 5, 2019	Teaching Licenses Held:
NAME: Heather Winblad	
Position: Teacher	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$43,433
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Lakeville High	Yes	Generals	Yes
Technical College				
College	Winona State	Yes	Elementary Education	BA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	8/18	Current	Classroom Assistant
KinderCare	10/10	8/18	Assistant/Teacher
The Goddard School	3/07	10/10	Teacher

Total Years Experience 10

**Remarks:**

Heather will be a teacher in the CASE Program.

---



---

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

To Bd 7/19/19

DATE: June 28, 2019	Teaching Licenses Held:
NAME: Alexander Worobah	
Position: Teacher	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$54,304
	Employment Date : 8/22/19

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	WVSTHS	Yes	Generals	Yes
Technical College				
College	University of St. Thomas	In process	Academic Behavior, EBD	In 7/18
	MN State	Yes	Life Science	BA
Other	University of Liberia	Yes	Geology	BA

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
Bloomington Public Schools	1/18	2/18	Substitute Teacher
Inver Grove Heights Public Schools	6/15	3/16	Substitute Teacher
Assemblies of God Mission School	6/96	6/01	High School Physics Teacher

Total Years Experience 6

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
Bloomington Public Schools	7/16	8/16	ESY Paraprofessional
Regions Hospital	2/03	3/16	Patient Transport

Total Years Experience 13

**Remarks:**

Alexander will be a teacher in the SUN Program at AEC.

**Intermediate School District #917  
School Board**

**Resolution to Accept Donations**

Board member \_\_\_\_\_ introduced the following Resolution:

RESOLVED, that the School Board of Intermediate School District 917 accept the following donation, as indicated below, in the amount of \$1058.33.

1. Donation of nine blind/visually impaired teacher resources valued at \$363.33 from Sue Allen of St. Paul Park, to be used for the students in the Blind/Visually Impaired program. (Value: \$363.33.)
2. Donation of \$500 from the Inver Grove Heights Animal Hospital to be used in the TESA Program. (Value: \$500.)
3. Donation of a Cacoon swing and stand from Mark and Mary Tessier of Hastings to be used in three school sites that provide Federal Setting IV services for student who have Autism Spectrum Disorder. (Value: \$495.)

The motion for the adoption of the foregoing resolution was duly seconded by \_\_\_\_\_ and upon vote being taken thereon, the following voted in favor thereof \_\_\_\_\_, and the following voted against the same: \_\_\_\_\_. Whereupon said resolution was duly passed and adopted.

Date Board Approved: \_\_\_\_\_

SOURCEWELL  
DATE: 06/26/2019  
TIME: 14:23:56

INTERMEDIATE SCHOOL DISTRICT  
CHECK REGISTER INCLUDING SYSTEM VOIDS

PAGE NUMBER: 1  
ACCTPA21  
ACCOUNTING PERIOD: 12/19

SELECTION CRITERIA: chkstat.rundate between '20190601 00:00:00.000' and '20190626 00:00:00.000'

DISTRIBUTION FUND: 01

CHECK NUMBER	ISSUE DATE	VENDOR	STATUS	TOTAL	DESCRIPTION
1901442	06/06/2019	BREANNA BAKER	V	-2223.00	VOID MANUAL CHECK
* 1901497	06/04/2019	MEDICA	R	35.23	ACCOUNTS PAYABLE CHECK
* 1901497	06/04/2019	MEDICA	V	-35.23	VOID MANUAL CHECK
1901498	06/05/2019	WISCONSIN SCTF	R	1070.39	ACCOUNTS PAYABLE CHECK
1901499	06/05/2019	EDUCATION MINNESOTA, LOCAL 3904	R	8788.03	ACCOUNTS PAYABLE CHECK
1901500	06/05/2019	DEPARTMENT OF EDUCATION AWG	R	133.23	ACCOUNTS PAYABLE CHECK
1901501	06/05/2019	F.H. CANN & ASSOCIATES, INC	R	88.82	ACCOUNTS PAYABLE CHECK
1901502	06/05/2019	O.P.E.I.U., LOCAL 12	R	446.49	ACCOUNTS PAYABLE CHECK
1901503	06/05/2019	RELATED SERVICES NURSES ESP	R	232.98	ACCOUNTS PAYABLE CHECK
1901504	06/05/2019	S.E.P., LOCAL 4242	R	3272.05	ACCOUNTS PAYABLE CHECK
1901505	06/05/2019	UNITED WAY, GREATER TWIN CITIES	R	168.00	ACCOUNTS PAYABLE CHECK
1901506	06/05/2019	WADDELL & REED INC	R	2169.80	ACCOUNTS PAYABLE CHECK
1901507	06/07/2019	ACCELERATED TECHNOLOGIES	R	944.46	ACCOUNTS PAYABLE CHECK
* 1901507	06/07/2019	ACCELERATED TECHNOLOGIES	V	-944.46	VOID MANUAL CHECK
1901508	06/07/2019	ACT	V	-2552.00	VOID MANUAL CHECK
* 1901508	06/07/2019	ACT	R	2552.00	ACCOUNTS PAYABLE CHECK
1901509	06/07/2019	ALL IN ONE TRANSLATION AGENCY, LLC	R	270.00	ACCOUNTS PAYABLE CHECK
* 1901509	06/07/2019	ALL IN ONE TRANSLATION AGENCY, LLC	V	-270.00	VOID MANUAL CHECK
1901510	06/07/2019	AUTUMN PATTERSON/WINONA STATE	V	-200.00	VOID MANUAL CHECK
* 1901510	06/07/2019	AUTUMN PATTERSON/WINONA STATE	R	200.00	ACCOUNTS PAYABLE CHECK
1901511	06/07/2019	BAYADA HOME HEALTH CARE	R	285.00	ACCOUNTS PAYABLE CHECK
* 1901511	06/07/2019	BAYADA HOME HEALTH CARE	V	-285.00	VOID MANUAL CHECK
1901512	06/07/2019	BREANNA BAKER	R	1962.50	ACCOUNTS PAYABLE CHECK
* 1901512	06/07/2019	BREANNA BAKER	V	-1962.50	VOID MANUAL CHECK
1901513	06/07/2019	CARQUEST AUTO PARTS STORES	V	-628.18	VOID MANUAL CHECK
* 1901513	06/07/2019	CARQUEST AUTO PARTS STORES	R	628.18	ACCOUNTS PAYABLE CHECK
1901514	06/07/2019	CEDARVALE LANES	R	62.00	ACCOUNTS PAYABLE CHECK
* 1901514	06/07/2019	CEDARVALE LANES	V	-62.00	VOID MANUAL CHECK
1901515	06/07/2019	CENTURYLINK COMMUNICATONS, LLC	V	-184.59	VOID MANUAL CHECK
* 1901515	06/07/2019	CENTURYLINK COMMUNICATONS, LLC	R	184.59	ACCOUNTS PAYABLE CHECK
1901516	06/07/2019	CUB FOODS - ROSEMOUNT	R	776.71	ACCOUNTS PAYABLE CHECK
* 1901516	06/07/2019	CUB FOODS - ROSEMOUNT	V	-776.71	VOID MANUAL CHECK
1901517	06/07/2019	DAKOTA COUNTY	V	-55.00	VOID MANUAL CHECK
* 1901517	06/07/2019	DAKOTA COUNTY	R	55.00	ACCOUNTS PAYABLE CHECK
1901518	06/07/2019	DIAMONDHEAD EDUCATION CENTER	V	-378.46	VOID MANUAL CHECK
* 1901518	06/07/2019	DIAMONDHEAD EDUCATION CENTER	R	378.46	ACCOUNTS PAYABLE CHECK
1901519	06/07/2019	ECM PUBLISHERS, INC.	R	137.46	ACCOUNTS PAYABLE CHECK
* 1901519	06/07/2019	ECM PUBLISHERS, INC.	V	-137.46	VOID MANUAL CHECK
1901520	06/07/2019	EDUCATORS BENEFIT CONSULTANTS, LLC	V	-516.80	VOID MANUAL CHECK
* 1901520	06/07/2019	EDUCATORS BENEFIT CONSULTANTS, LLC	R	516.80	ACCOUNTS PAYABLE CHECK
1901521	06/07/2019	EPIC SPORTS, INC	R	155.91	ACCOUNTS PAYABLE CHECK
* 1901521	06/07/2019	EPIC SPORTS, INC	V	-155.91	VOID MANUAL CHECK
1901522	06/07/2019	FRONTIER COMMUNICATIONS	V	-553.05	VOID MANUAL CHECK
* 1901522	06/07/2019	FRONTIER COMMUNICATIONS	R	553.05	ACCOUNTS PAYABLE CHECK
1901523	06/07/2019	HUSSEIN RAJPUT, PHD, LP	V	-900.00	VOID MANUAL CHECK
* 1901523	06/07/2019	HUSSEIN RAJPUT, PHD, LP	R	900.00	ACCOUNTS PAYABLE CHECK
1901524	06/07/2019	IND SCH DIST 191	R	2664.00	ACCOUNTS PAYABLE CHECK
* 1901524	06/07/2019	IND SCH DIST 191	V	-2664.00	VOID MANUAL CHECK
1901525	06/07/2019	INT SCH DIST 917	V	-228.30	VOID MANUAL CHECK
* 1901525	06/07/2019	INT SCH DIST 917	R	228.30	ACCOUNTS PAYABLE CHECK
1901526	06/07/2019	INVISION SERVICES, INC	R	6600.00	ACCOUNTS PAYABLE CHECK
* 1901526	06/07/2019	INVISION SERVICES, INC	V	-6600.00	VOID MANUAL CHECK
1901527	06/07/2019	LILLIE SUBURBAN NEWSPAPER, INC	R	209.00	ACCOUNTS PAYABLE CHECK

SOURCEWELL  
DATE: 06/26/2019  
TIME: 14:23:56

INTERMEDIATE SCHOOL DISTRICT  
CHECK REGISTER INCLUDING SYSTEM VOIDS

PAGE NUMBER: 2  
ACCTPA21  
ACCOUNTING PERIOD: 12/19

SELECTION CRITERIA: chkstat.rundate between '20190601 00:00:00.000' and '20190626 00:00:00.000'

* 1901527	06/07/2019	LILLIE SUBURBAN NEWSPAPER, INC	V	-209.00	VOID MANUAL CHECK
1901528	06/07/2019	LISA STEVENS	V	-77.20	VOID MANUAL CHECK
* 1901528	06/07/2019	LISA STEVENS	R	77.20	ACCOUNTS PAYABLE CHECK
1901529	06/07/2019	LLC CENTURYLINK COMMUNICATIONS	R	1523.01	ACCOUNTS PAYABLE CHECK
* 1901529	06/07/2019	LLC CENTURYLINK COMMUNICATIONS	V	-1523.01	VOID MANUAL CHECK
1901530	06/07/2019	MADISON BOWDEN/ WINONA STATE	V	-200.00	VOID MANUAL CHECK
* 1901530	06/07/2019	MADISON BOWDEN/ WINONA STATE	R	200.00	ACCOUNTS PAYABLE CHECK
1901531	06/07/2019	MARCO INC	R	1392.71	ACCOUNTS PAYABLE CHECK
* 1901531	06/07/2019	MARCO INC	V	-1392.71	VOID MANUAL CHECK
1901532	06/07/2019	MEDICA	V	-2003.38	VOID MANUAL CHECK
* 1901532	06/07/2019	MEDICA	R	2003.38	ACCOUNTS PAYABLE CHECK
1901533	06/07/2019	MELISSA M PEREZ	R	60.00	ACCOUNTS PAYABLE CHECK
* 1901533	06/07/2019	MELISSA M PEREZ	V	-60.00	VOID MANUAL CHECK
1901534	06/07/2019	OUTDOOR IMAGES, INC	R	968.00	ACCOUNTS PAYABLE CHECK
* 1901534	06/07/2019	OUTDOOR IMAGES, INC	V	-968.00	VOID MANUAL CHECK
1901535	06/07/2019	PAULA FORBES	V	-11632.50	VOID MANUAL CHECK
* 1901535	06/07/2019	PAULA FORBES	R	11632.50	ACCOUNTS PAYABLE CHECK
1901536	06/07/2019	PAWS FOR LEARNING, INC	R	3400.00	ACCOUNTS PAYABLE CHECK
* 1901536	06/07/2019	PAWS FOR LEARNING, INC	V	-3400.00	VOID MANUAL CHECK
1901537	06/07/2019	PEDIATRIC HOME SERVICE	V	-2081.25	VOID MANUAL CHECK
* 1901537	06/07/2019	PEDIATRIC HOME SERVICE	R	2081.25	ACCOUNTS PAYABLE CHECK
1901538	06/07/2019	PLANSOURCE BENEFITS ADMINISTRATION,	R	3135.50	ACCOUNTS PAYABLE CHECK
* 1901538	06/07/2019	PLANSOURCE BENEFITS ADMINISTRATION,	V	-3135.50	VOID MANUAL CHECK
1901539	06/07/2019	409-PRAXAIR DISTRIBUTION INC	V	-96.00	VOID MANUAL CHECK
* 1901539	06/07/2019	409-PRAXAIR DISTRIBUTION INC	R	96.00	ACCOUNTS PAYABLE CHECK
1901540	06/07/2019	REINHART FOODSERVICE, LLC	R	1364.39	ACCOUNTS PAYABLE CHECK
* 1901540	06/07/2019	REINHART FOODSERVICE, LLC	V	-1364.39	VOID MANUAL CHECK
1901541	06/07/2019	REPUBLIC SERVICES #923	R	583.18	ACCOUNTS PAYABLE CHECK
* 1901541	06/07/2019	REPUBLIC SERVICES #923	V	-583.18	VOID MANUAL CHECK
1901542	06/07/2019	SAM'S CLUB/SYNCHRONY BANK	R	1305.48	ACCOUNTS PAYABLE CHECK
* 1901542	06/07/2019	SAM'S CLUB/SYNCHRONY BANK	V	-1305.48	VOID MANUAL CHECK
1901543	06/07/2019	SAM'S CLUB/SYNCHRONY BANK	V	-200.00	VOID MANUAL CHECK
* 1901543	06/07/2019	SAM'S CLUB/SYNCHRONY BANK	R	200.00	ACCOUNTS PAYABLE CHECK
1901544	06/07/2019	SCHMITTY & SONS	R	1961.90	ACCOUNTS PAYABLE CHECK
* 1901544	06/07/2019	SCHMITTY & SONS	V	-1961.90	VOID MANUAL CHECK
1901545	06/07/2019	SKILLSUSA MINNESOTA	R	250.00	ACCOUNTS PAYABLE CHECK
* 1901545	06/07/2019	SKILLSUSA MINNESOTA	V	-250.00	VOID MANUAL CHECK
1901546	06/07/2019	SONOVA USA INC.	V	-337.99	VOID MANUAL CHECK
* 1901546	06/07/2019	SONOVA USA INC.	R	337.99	ACCOUNTS PAYABLE CHECK
1901547	06/07/2019	SUNBELT STAFFING, LLC	R	9768.75	ACCOUNTS PAYABLE CHECK
* 1901547	06/07/2019	SUNBELT STAFFING, LLC	V	-9768.75	VOID MANUAL CHECK
1901548	06/07/2019	TEACHERS ON CALL	V	0.00	VOID: MULTI STUB CHECK
1901549	06/07/2019	TEACHERS ON CALL	R	22117.90	ACCOUNTS PAYABLE CHECK
* 1901549	06/07/2019	TEACHERS ON CALL	V	-22117.90	VOID MANUAL CHECK
1901550	06/07/2019	TEACHERS ON CALL	V	-10469.17	VOID MANUAL CHECK
* 1901550	06/07/2019	TEACHERS ON CALL	R	10469.17	ACCOUNTS PAYABLE CHECK
1901551	06/07/2019	WH SECURITY, LLC	R	68.85	ACCOUNTS PAYABLE CHECK
* 1901551	06/07/2019	WH SECURITY, LLC	V	-68.85	VOID MANUAL CHECK
1901552	06/07/2019	XCEL ENERGY	R	4957.71	ACCOUNTS PAYABLE CHECK
* 1901552	06/07/2019	XCEL ENERGY	V	-4957.71	VOID MANUAL CHECK
1901553	06/07/2019	AUTUMN PATTERSON/WINONA STATE	R	200.00	ACCOUNTS PAYABLE CHECK
1901554	06/07/2019	MADISON BOWDEN/ WINONA STATE	R	200.00	ACCOUNTS PAYABLE CHECK
1901555	06/07/2019	ACCELERATED TECHNOLOGIES	R	944.46	ACCOUNTS PAYABLE CHECK
1901556	06/07/2019	ACT	R	2552.00	ACCOUNTS PAYABLE CHECK
1901557	06/07/2019	ALL IN ONE TRANSLATION AGENCY, LLC	R	270.00	ACCOUNTS PAYABLE CHECK
1901558	06/07/2019	BAYADA HOME HEALTH CARE	R	285.00	ACCOUNTS PAYABLE CHECK
1901559	06/07/2019	BREANNA BAKER	R	1962.50	ACCOUNTS PAYABLE CHECK

SOURCEWELL  
DATE: 06/26/2019  
TIME: 14:23:56

INTERMEDIATE SCHOOL DISTRICT  
CHECK REGISTER INCLUDING SYSTEM VOIDS

PAGE NUMBER: 3  
ACCTPA21  
ACCOUNTING PERIOD: 12/19

SELECTION CRITERIA: chkstat.rundate between '20190601 00:00:00.000' and '20190626 00:00:00.000'

1901560	06/07/2019	CARQUEST AUTO PARTS STORES	R	628.18	ACCOUNTS PAYABLE CHECK
1901561	06/07/2019	CEDARVALE LANES	R	62.00	ACCOUNTS PAYABLE CHECK
1901562	06/07/2019	CENTURYLINK	R	1023.55	ACCOUNTS PAYABLE CHECK
1901563	06/07/2019	CENTURYLINK COMMUNICATONS, LLC	R	184.59	ACCOUNTS PAYABLE CHECK
1901564	06/07/2019	CUB FOODS - ROSEMOUNT	R	776.71	ACCOUNTS PAYABLE CHECK
1901565	06/07/2019	DAKOTA COUNTY	R	55.00	ACCOUNTS PAYABLE CHECK
1901566	06/07/2019	ECM PUBLISHERS, INC.	R	137.46	ACCOUNTS PAYABLE CHECK
1901567	06/07/2019	EDUCATORS BENEFIT CONSULTANTS, LLC	R	516.80	ACCOUNTS PAYABLE CHECK
1901568	06/07/2019	EPIC SPORTS, INC	R	155.91	ACCOUNTS PAYABLE CHECK
1901569	06/07/2019	FRONTIER COMMUNICATIONS	R	553.05	ACCOUNTS PAYABLE CHECK
1901570	06/07/2019	HUSSEIN RAJPUT, PHD, LP	R	900.00	ACCOUNTS PAYABLE CHECK
1901571	06/07/2019	IND SCH DIST 191	R	2664.00	ACCOUNTS PAYABLE CHECK
1901572	06/07/2019	IND SCH DIST 191	R	378.46	ACCOUNTS PAYABLE CHECK
* 1901572	06/10/2019	IND SCH DIST 191	V	-378.46	VOID MANUAL CHECK
1901573	06/07/2019	INT SCH DIST 917	R	228.30	ACCOUNTS PAYABLE CHECK
1901574	06/07/2019	INVISION SERVICES, INC	R	6600.00	ACCOUNTS PAYABLE CHECK
1901575	06/07/2019	LILLIE SUBURBAN NEWSPAPER, INC	R	209.00	ACCOUNTS PAYABLE CHECK
1901576	06/07/2019	LISA STEVENS	R	77.20	ACCOUNTS PAYABLE CHECK
1901577	06/07/2019	LLC CENTURYLINK COMMUNICATIONS	R	499.46	ACCOUNTS PAYABLE CHECK
1901578	06/07/2019	MARCO INC	R	1392.71	ACCOUNTS PAYABLE CHECK
1901579	06/07/2019	MEDICA	R	2003.38	ACCOUNTS PAYABLE CHECK
1901580	06/07/2019	MELISSA M PEREZ	R	60.00	ACCOUNTS PAYABLE CHECK
1901581	06/07/2019	OUTDOOR IMAGES, INC	R	968.00	ACCOUNTS PAYABLE CHECK
1901582	06/07/2019	PAULA FORBES	R	11632.50	ACCOUNTS PAYABLE CHECK
1901583	06/07/2019	PAWS FOR LEARNING, INC	R	3400.00	ACCOUNTS PAYABLE CHECK
1901584	06/07/2019	PEDIATRIC HOME SERVICE	R	2081.25	ACCOUNTS PAYABLE CHECK
1901585	06/07/2019	PLANSOURCE BENEFITS ADMINISTRATION,	R	3135.50	ACCOUNTS PAYABLE CHECK
1901586	06/07/2019	409-PRAXAIR DISTRIBUTION INC	R	96.00	ACCOUNTS PAYABLE CHECK
1901587	06/07/2019	REINHART FOODSERVICE, LLC	R	1364.39	ACCOUNTS PAYABLE CHECK
1901588	06/07/2019	REPUBLIC SERVICES #923	R	583.18	ACCOUNTS PAYABLE CHECK
1901589	06/07/2019	SAM'S CLUB/SYNCHRONY BANK	R	1305.48	ACCOUNTS PAYABLE CHECK
1901590	06/07/2019	SAM'S CLUB/SYNCHRONY BANK	R	200.00	ACCOUNTS PAYABLE CHECK
1901591	06/07/2019	SCHMITTY & SONS	R	1961.90	ACCOUNTS PAYABLE CHECK
1901592	06/07/2019	SKILLSUSA MINNESOTA	R	250.00	ACCOUNTS PAYABLE CHECK
1901593	06/07/2019	SONOVA USA INC.	R	337.99	ACCOUNTS PAYABLE CHECK
1901594	06/07/2019	SUNBELT STAFFING, LLC	R	9768.75	ACCOUNTS PAYABLE CHECK
1901595	06/07/2019	TEACHERS ON CALL	R	10364.79	ACCOUNTS PAYABLE CHECK
1901596	06/07/2019	TEACHERS ON CALL	R	11753.11	ACCOUNTS PAYABLE CHECK
1901597	06/07/2019	TEACHERS ON CALL	R	10469.17	ACCOUNTS PAYABLE CHECK
1901598	06/07/2019	WH SECURITY, LLC	R	68.85	ACCOUNTS PAYABLE CHECK
1901599	06/07/2019	XCEL ENERGY	R	4957.71	ACCOUNTS PAYABLE CHECK
1901600	06/13/2019	APPLE COMPUTER, INC	R	616.00	ACCOUNTS PAYABLE CHECK
1901601	06/13/2019	ASL INTERPRETING SERVICES, INC	R	255.00	ACCOUNTS PAYABLE CHECK
1901602	06/13/2019	AUGUSTINE EVBAKHARE	R	47.10	ACCOUNTS PAYABLE CHECK
1901603	06/13/2019	BARB CLARK	R	675.00	ACCOUNTS PAYABLE CHECK
1901604	06/13/2019	BAYADA HOME HEALTH CARE	R	330.00	ACCOUNTS PAYABLE CHECK
1901605	06/13/2019	CHRIS CUNNINGHAM	R	15.15	ACCOUNTS PAYABLE CHECK
1901606	06/13/2019	CHROMEBOOKPARTS.COM	R	233.98	ACCOUNTS PAYABLE CHECK
1901607	06/13/2019	CLARENCE WENZEL	R	227.20	ACCOUNTS PAYABLE CHECK
1901608	06/13/2019	CUB FOODS - APPLE VALLEY	R	584.67	ACCOUNTS PAYABLE CHECK
1901609	06/13/2019	CUB FOODS - BURNSVILLE	R	45.50	ACCOUNTS PAYABLE CHECK
1901610	06/13/2019	DANYEL HINSON	R	8.80	ACCOUNTS PAYABLE CHECK
1901611	06/13/2019	DARCY RIESS	R	56.35	ACCOUNTS PAYABLE CHECK
1901612	06/13/2019	DAWN BURLAGE	R	7.45	ACCOUNTS PAYABLE CHECK
1901613	06/13/2019	DEXYP	R	326.10	ACCOUNTS PAYABLE CHECK
1901614	06/13/2019	DIAMONDHEAD EDUCATION CENTER	R	378.46	ACCOUNTS PAYABLE CHECK
1901615	06/13/2019	EDUCATORS BENEFIT CONSULTANTS, LLC	R	230.40	ACCOUNTS PAYABLE CHECK

SOURCEWELL  
DATE: 06/26/2019  
TIME: 14:23:56

INTERMEDIATE SCHOOL DISTRICT  
CHECK REGISTER INCLUDING SYSTEM VOIDS

PAGE NUMBER: 4  
ACCTPA21  
ACCOUNTING PERIOD: 12/19

SELECTION CRITERIA: chkstat.rundate between '20190601 00:00:00.000' and '20190626 00:00:00.000'

1901616	06/13/2019	ERIC CAWLEY	R	17.15	ACCOUNTS	PAYABLE	CHECK
1901617	06/13/2019	FRONTIER COMMUNICATIONS	R	671.01	ACCOUNTS	PAYABLE	CHECK
1901618	06/13/2019	GRAINGER W W INC.	R	162.93	ACCOUNTS	PAYABLE	CHECK
1901619	06/13/2019	GREG BROWN	R	10.20	ACCOUNTS	PAYABLE	CHECK
1901620	06/13/2019	HASTINGS COMMUNITY EDUCATION	R	65.00	ACCOUNTS	PAYABLE	CHECK
1901621	06/13/2019	HASTINGS STAR GAZETTE	R	62.10	ACCOUNTS	PAYABLE	CHECK
1901622	06/13/2019	HOLIDAY INN EXPRESS LOUISVILLE	R	947.66	ACCOUNTS	PAYABLE	CHECK
1901623	06/13/2019	HOUGHTON MIFFLIN HARCOURT	R	2450.00	ACCOUNTS	PAYABLE	CHECK
1901624	06/13/2019	INNOVATIVE OFFICE SOLUTIONS	R	1409.60	ACCOUNTS	PAYABLE	CHECK
1901625	06/13/2019	JAMES K MARTIN	R	286.00	ACCOUNTS	PAYABLE	CHECK
1901626	06/13/2019	KAREN CASS FELLING, M.A., LP	R	800.00	ACCOUNTS	PAYABLE	CHECK
1901627	06/13/2019	KAREN KITTLESOM	R	45.00	ACCOUNTS	PAYABLE	CHECK
1901628	06/13/2019	KAYLEE PRANTNER/MN STATE MANKATO	R	463.75	ACCOUNTS	PAYABLE	CHECK
1901629	06/13/2019	KIMBERLY TURNER	R	30.00	ACCOUNTS	PAYABLE	CHECK
1901630	06/13/2019	LOFFLER BUSINESS SYSTEMS	R	5367.28	ACCOUNTS	PAYABLE	CHECK
1901631	06/13/2019	MATHEWS LAW PLLC	R	7500.00	ACCOUNTS	PAYABLE	CHECK
1901632	06/13/2019	MEGHAN MCNAMARA/INVER HILL COMM COL	R	463.75	ACCOUNTS	PAYABLE	CHECK
1901633	06/13/2019	MELISSA PHILLIPS	R	9.95	ACCOUNTS	PAYABLE	CHECK
1901634	06/13/2019	MICHAEL BANKS	R	8.00	ACCOUNTS	PAYABLE	CHECK
1901635	06/13/2019	MICROSONIC	R	47.50	ACCOUNTS	PAYABLE	CHECK
1901636	06/13/2019	MIKE STEPHES	R	34.35	ACCOUNTS	PAYABLE	CHECK
1901637	06/13/2019	MLA ARCHITECTS PLANNERS	R	5325.00	ACCOUNTS	PAYABLE	CHECK
1901638	06/13/2019	OFFICE DEPOT	R	649.97	ACCOUNTS	PAYABLE	CHECK
1901639	06/13/2019	PEDIATRIC HOME SERVICE	R	637.50	ACCOUNTS	PAYABLE	CHECK
1901640	06/13/2019	SCHOOL NURSE SUPPLY	R	326.05	ACCOUNTS	PAYABLE	CHECK
1901641	06/13/2019	SONOVA USA INC.	R	805.99	ACCOUNTS	PAYABLE	CHECK
1901642	06/13/2019	SUNBELT STAFFING, LLC	R	3420.00	ACCOUNTS	PAYABLE	CHECK
1901643	06/13/2019	THE HOME DEPOT PRO	R	2902.47	ACCOUNTS	PAYABLE	CHECK
1901644	06/13/2019	UNIVERSAL CLEANING SERVICES	R	7340.00	ACCOUNTS	PAYABLE	CHECK
1901645	06/17/2019	WISCONSIN SCTF	R	1070.39	ACCOUNTS	PAYABLE	CHECK
1901646	06/17/2019	DEPARTMENT OF EDUCATION AWG	R	133.23	ACCOUNTS	PAYABLE	CHECK
1901647	06/17/2019	F.H. CANN & ASSOCIATES, INC	R	88.82	ACCOUNTS	PAYABLE	CHECK
1901648	06/17/2019	NCPERS GROUP LIFE INS	R	48.00	ACCOUNTS	PAYABLE	CHECK
1901649	06/17/2019	O.P.E.I.U., LOCAL 12	R	415.23	ACCOUNTS	PAYABLE	CHECK
1901650	06/17/2019	S.E.P., LOCAL 4242	R	3212.21	ACCOUNTS	PAYABLE	CHECK
1901651	06/17/2019	UNITED WAY, GREATER TWIN CITIES	R	168.00	ACCOUNTS	PAYABLE	CHECK
1901652	06/17/2019	WADDELL & REED INC	R	654.16	ACCOUNTS	PAYABLE	CHECK
1901653	06/20/2019	ACCIDENT FUND GENERAL INSURANCE CO	R	118960.00	ACCOUNTS	PAYABLE	CHECK
1901654	06/20/2019	BLUE BELL ENTERPRISES INC	R	16841.58	ACCOUNTS	PAYABLE	CHECK
1901655	06/20/2019	CENTURYLINK	R	5.68	ACCOUNTS	PAYABLE	CHECK
1901656	06/20/2019	CITY OF APPLE VALLEY	R	240.00	ACCOUNTS	PAYABLE	CHECK
1901657	06/20/2019	CUB FOODS - EAGAN	R	275.91	ACCOUNTS	PAYABLE	CHECK
1901658	06/20/2019	CUB FOODS - HASTINGS	R	195.49	ACCOUNTS	PAYABLE	CHECK
1901659	06/20/2019	DAKOTA COUNTY	R	12000.00	ACCOUNTS	PAYABLE	CHECK
1901660	06/20/2019	DISTRICT 191 FOOD SERVICE	R	754.95	ACCOUNTS	PAYABLE	CHECK
1901661	06/20/2019	FRONTIER COMMUNICATIONS	R	1144.55	ACCOUNTS	PAYABLE	CHECK
1901662	06/20/2019	FUN AND FUNCTION	R	38.93	ACCOUNTS	PAYABLE	CHECK
1901663	06/20/2019	HASTINGS COMMUNITY EDUCATION	R	22.00	ACCOUNTS	PAYABLE	CHECK
1901664	06/20/2019	IND SCH DIST 191	R	51729.36	ACCOUNTS	PAYABLE	CHECK
1901665	06/20/2019	INNOVATIVE OFFICE SOLUTIONS	R	103.98	ACCOUNTS	PAYABLE	CHECK
1901666	06/20/2019	INVER HILLS COMMUNITY COLLEGE	R	714.20	ACCOUNTS	PAYABLE	CHECK
1901667	06/20/2019	LOCKGUARD, INC	R	200.55	ACCOUNTS	PAYABLE	CHECK
1901668	06/20/2019	MEDICAREBLUE RX	R	37.90	ACCOUNTS	PAYABLE	CHECK
1901669	06/20/2019	MN ENERGY RESOURCES CORPORATION	R	185.45	ACCOUNTS	PAYABLE	CHECK
1901670	06/20/2019	OFFICE OF MN.IT SERVICES	R	1525.17	ACCOUNTS	PAYABLE	CHECK
1901671	06/20/2019	R82 INC	R	2411.25	ACCOUNTS	PAYABLE	CHECK
1901672	06/20/2019	RATWICK, ROSZAK, & MALONEY, P.A.	R	575.00	ACCOUNTS	PAYABLE	CHECK

SOURCEWELL  
 DATE: 06/26/2019  
 TIME: 14:23:56

INTERMEDIATE SCHOOL DISTRICT  
 CHECK REGISTER INCLUDING SYSTEM VOIDS

PAGE NUMBER: 5  
 ACCTPA21  
 ACCOUNTING PERIOD: 12/19

SELECTION CRITERIA: chkstat.rundate between '20190601 00:00:00.000' and '20190626 00:00:00.000'

1901673	06/20/2019	SANFORD HEALTHCARE ACCESSORIES	R	645.00	ACCOUNTS PAYABLE CHECK
1901674	06/20/2019	SKILLSUSA	R	1370.00	ACCOUNTS PAYABLE CHECK
1901675	06/20/2019	SONOVA USA INC.	R	496.99	ACCOUNTS PAYABLE CHECK
1901676	06/20/2019	SUNBELT STAFFING, LLC	R	4917.38	ACCOUNTS PAYABLE CHECK
1901677	06/20/2019	TEACHERS ON CALL	V	0.00	VOID: MULTI STUB CHECK
1901678	06/20/2019	TEACHERS ON CALL	R	14011.10	ACCOUNTS PAYABLE CHECK
1901679	06/20/2019	THE HOME DEPOT PRO	R	85.56	ACCOUNTS PAYABLE CHECK
1901680	06/20/2019	THE MINNESOTA LANGUAGE CONNECTION	R	240.00	ACCOUNTS PAYABLE CHECK
1901681	06/20/2019	WESTONE	R	461.25	ACCOUNTS PAYABLE CHECK
1901682	06/26/2019	WISCONSIN SCTF	R	995.39	ACCOUNTS PAYABLE CHECK
1901683	06/26/2019	DEPARTMENT OF EDUCATION AWG	R	133.23	ACCOUNTS PAYABLE CHECK
1901684	06/26/2019	F.H. CANN & ASSOCIATES, INC	R	88.82	ACCOUNTS PAYABLE CHECK
1901685	06/26/2019	WADDELL & REED INC	R	654.16	ACCOUNTS PAYABLE CHECK
1901686	06/26/2019	AMAZON.COM, LLC	R	112.00	ACCOUNTS PAYABLE CHECK
1901687	06/26/2019	BLUE BELL ENTERPRISES INC	R	2731.05	ACCOUNTS PAYABLE CHECK
1901688	06/26/2019	BLUECROSS BLUESHIELD OF MINNESOTA	R	775.80	ACCOUNTS PAYABLE CHECK
1901689	06/26/2019	CENTERPOINT ENERGY	R	52.28	ACCOUNTS PAYABLE CHECK
1901690	06/26/2019	CITY OF APPLE VALLEY	R	455.01	ACCOUNTS PAYABLE CHECK
1901691	06/26/2019	CITY OF ROSEMOUNT	R	991.00	ACCOUNTS PAYABLE CHECK
1901692	06/26/2019	CUB FOODS - W ST PAUL	R	25.41	ACCOUNTS PAYABLE CHECK
1901693	06/26/2019	DAKOTA COUNTY SHERIFF	R	16915.50	ACCOUNTS PAYABLE CHECK
1901694	06/26/2019	DAKOTA COUNTY TECH COLLEGE	R	1426.00	ACCOUNTS PAYABLE CHECK
1901695	06/26/2019	DISCOUNT SCHOOL SUPPLY	R	600.51	ACCOUNTS PAYABLE CHECK
1901696	06/26/2019	ECM PUBLISHERS, INC.	R	66.06	ACCOUNTS PAYABLE CHECK
1901697	06/26/2019	GRAINGER W W INC.	R	790.09	ACCOUNTS PAYABLE CHECK
1901698	06/26/2019	HASTINGS BUS COMPANY	R	195.72	ACCOUNTS PAYABLE CHECK
1901699	06/26/2019	IND SCH DIST 199	R	41065.80	ACCOUNTS PAYABLE CHECK
1901700	06/26/2019	INNOVATIVE OFFICE SOLUTIONS	R	36.49	ACCOUNTS PAYABLE CHECK
1901701	06/26/2019	JESSICA DODGE	R	4633.75	ACCOUNTS PAYABLE CHECK
1901702	06/26/2019	K LYNN PRODUCTIONS	R	115.40	ACCOUNTS PAYABLE CHECK
1901703	06/26/2019	LAB MIDWEST	R	11858.25	ACCOUNTS PAYABLE CHECK
1901704	06/26/2019	LLC CENTURYLINK COMMUNICATIONS	R	499.46	ACCOUNTS PAYABLE CHECK
1901705	06/26/2019	LOFFLER BUSINESS SYSTEMS	R	82.50	ACCOUNTS PAYABLE CHECK
1901706	06/26/2019	MARCO INC	V	0.00	VOID: MULTI STUB CHECK
1901707	06/26/2019	MARCO INC	R	9359.37	ACCOUNTS PAYABLE CHECK
1901708	06/26/2019	MARSCHALL LINE, INC	R	84.38	ACCOUNTS PAYABLE CHECK
1901709	06/26/2019	MEDI-CAR	R	675.55	ACCOUNTS PAYABLE CHECK
1901710	06/26/2019	MENARDS	R	601.42	ACCOUNTS PAYABLE CHECK
1901711	06/26/2019	NARDINI FIRE EQUIP CO	R	540.00	ACCOUNTS PAYABLE CHECK
1901712	06/26/2019	PEARSON CLINICAL ASSESSMENT	R	293.62	ACCOUNTS PAYABLE CHECK
1901713	06/26/2019	SONOVA USA INC.	R	177.29	ACCOUNTS PAYABLE CHECK
1901714	06/26/2019	TEACHERS ON CALL	R	2484.46	ACCOUNTS PAYABLE CHECK
1901715	06/26/2019	TIERNEY BROS. INC	R	279.46	ACCOUNTS PAYABLE CHECK
1901716	06/26/2019	TRANE U.S. INC.	R	540.00	ACCOUNTS PAYABLE CHECK
*V4000250	06/18/2019	WELLS FARGO	V	0.00	VOID: MULTI STUB VOUCHER
*V4000251	06/18/2019	WELLS FARGO	R	5776.55	ACCOUNTS PAYABLE VOUCHER
*V4000252	06/18/2019	CITY OF APPLE VALLEY	R	359.39	ACCOUNTS PAYABLE VOUCHER
*V4000253	06/18/2019	CITY OF INVER GROVE HTS	R	178.60	ACCOUNTS PAYABLE VOUCHER
*V4000254	06/18/2019	DEXYP	R	326.10	ACCOUNTS PAYABLE VOUCHER
*V4000255	06/18/2019	FIRST CLASS CONFERENCES	R	1880.00	ACCOUNTS PAYABLE VOUCHER
*V4000256	06/18/2019	HASTINGS STAR GAZETTE	R	104.22	ACCOUNTS PAYABLE VOUCHER
*V4000257	06/18/2019	INNOVATIVE OFFICE SOLUTIONS	R	1558.97	ACCOUNTS PAYABLE VOUCHER
*V4000258	06/18/2019	NINE EAGLES PROMOTIONS	R	366.00	ACCOUNTS PAYABLE VOUCHER
*V4000259	06/18/2019	OFFICE DEPOT	R	67.96	ACCOUNTS PAYABLE VOUCHER
*V4000260	06/18/2019	PEARSON CLINICAL ASSESSMENT	R	226.16	ACCOUNTS PAYABLE VOUCHER
*V4000261	06/18/2019	THE HOME DEPOT PRO	R	825.59	ACCOUNTS PAYABLE VOUCHER
*V4000262	06/18/2019	TRUE FRIENDS	R	450.00	ACCOUNTS PAYABLE VOUCHER

SOURCEWELL  
DATE: 06/26/2019  
TIME: 14:23:56

INTERMEDIATE SCHOOL DISTRICT  
CHECK REGISTER INCLUDING SYSTEM VOIDS

PAGE NUMBER: 6  
ACCTPA21  
ACCOUNTING PERIOD: 12/19

SELECTION CRITERIA: chkstat.rundate between '20190601 00:00:00.000' and '20190626 00:00:00.000'

*V4000263	06/18/2019	VIRCO MFG CORP	R	56192.99	ACCOUNTS PAYABLE VOUCHER
*V6601156	06/04/2019	MARK A. ZUZEK	R	578.48	ACCOUNTS PAYABLE VOUCHER
*V6601157	06/13/2019	ANN CATHERINE ALLEN	R	118.32	ACCOUNTS PAYABLE VOUCHER
*V6601158	06/13/2019	MARTHA JOAN ALLEN	R	255.78	ACCOUNTS PAYABLE VOUCHER
*V6601159	06/13/2019	ELIZABETH SHAWL ANNONI	R	286.52	ACCOUNTS PAYABLE VOUCHER
*V6601160	06/13/2019	PATRICIA ARNESON	R	33.64	ACCOUNTS PAYABLE VOUCHER
*V6601161	06/13/2019	JOAN SCHAEFER ASMUS	R	488.94	ACCOUNTS PAYABLE VOUCHER
*V6601162	06/13/2019	JEAN MICHELLE BANNICK	R	290.00	ACCOUNTS PAYABLE VOUCHER
*V6601163	06/13/2019	RICHARD CARL BERGSTROM	R	59.16	ACCOUNTS PAYABLE VOUCHER
*V6601164	06/13/2019	TARA JO BLACKERT	R	676.50	ACCOUNTS PAYABLE VOUCHER
*V6601165	06/13/2019	DONNA MAE BRITTAIN	R	263.32	ACCOUNTS PAYABLE VOUCHER
*V6601166	06/13/2019	OLIVIA STANISIC BROWN	R	237.56	ACCOUNTS PAYABLE VOUCHER
*V6601167	06/13/2019	DON JAMES BUDACH	R	329.44	ACCOUNTS PAYABLE VOUCHER
*V6601168	06/13/2019	MICHAEL ROBERT BURGIO	R	31.90	ACCOUNTS PAYABLE VOUCHER
*V6601169	06/13/2019	ANNE LOUISE BYER	R	271.09	ACCOUNTS PAYABLE VOUCHER
*V6601170	06/13/2019	MARY HELEN CALLISTER	R	131.77	ACCOUNTS PAYABLE VOUCHER
*V6601171	06/13/2019	JESSICA DAWN CHAMBLIN	R	365.40	ACCOUNTS PAYABLE VOUCHER
*V6601172	06/13/2019	JAYNE Z. CIODARU	R	618.28	ACCOUNTS PAYABLE VOUCHER
*V6601173	06/13/2019	EMILY MARGARET CLARK	R	91.64	ACCOUNTS PAYABLE VOUCHER
*V6601174	06/13/2019	JAMES EDWARD COCHRAN	R	20.00	ACCOUNTS PAYABLE VOUCHER
*V6601175	06/13/2019	KATHLEEN COLLINS	R	108.98	ACCOUNTS PAYABLE VOUCHER
*V6601176	06/13/2019	CHERRY KEY CRAMER	R	154.28	ACCOUNTS PAYABLE VOUCHER
*V6601177	06/13/2019	DEEDEE CHRISTINE CURRIER	R	55.10	ACCOUNTS PAYABLE VOUCHER
*V6601178	06/13/2019	CRAIG ALAN CURTIS	R	209.38	ACCOUNTS PAYABLE VOUCHER
*V6601179	06/13/2019	PEARL SUSAN DEVENOW	R	247.08	ACCOUNTS PAYABLE VOUCHER
*V6601180	06/13/2019	CYNTHIA GARWOOD DIVELY	R	69.02	ACCOUNTS PAYABLE VOUCHER
*V6601181	06/13/2019	MICHELLE MARIE DODGE	R	5.22	ACCOUNTS PAYABLE VOUCHER
*V6601182	06/13/2019	KASANDRA ST. CLAIR DOELP	R	192.56	ACCOUNTS PAYABLE VOUCHER
*V6601183	06/13/2019	KAREN STENE DOENGES	R	127.60	ACCOUNTS PAYABLE VOUCHER
*V6601184	06/13/2019	JODI LYNN DYVIG	R	220.61	ACCOUNTS PAYABLE VOUCHER
*V6601185	06/13/2019	CARMEN MARIE EATON	R	45.24	ACCOUNTS PAYABLE VOUCHER
*V6601186	06/13/2019	CRISOULA GABRIELLE ECONOMOU	R	127.02	ACCOUNTS PAYABLE VOUCHER
*V6601187	06/13/2019	PATRICIA ANN ELDRD	R	725.58	ACCOUNTS PAYABLE VOUCHER
*V6601188	06/13/2019	VALERIE RAE ENFIEJIAN	R	762.12	ACCOUNTS PAYABLE VOUCHER
*V6601189	06/13/2019	KATHERINE DIANE ENGEL	R	166.46	ACCOUNTS PAYABLE VOUCHER
*V6601190	06/13/2019	ROBERT ADOLPH ERICKSON	R	50.46	ACCOUNTS PAYABLE VOUCHER
*V6601191	06/13/2019	WENDY CATHERINE FELTON	R	52.20	ACCOUNTS PAYABLE VOUCHER
*V6601192	06/13/2019	ANGELITA LEE FLEMING	R	236.64	ACCOUNTS PAYABLE VOUCHER
*V6601193	06/13/2019	SHERILYN FAYE FRISQUE	R	841.58	ACCOUNTS PAYABLE VOUCHER
*V6601194	06/13/2019	KELSEY RAE FUNK	R	584.06	ACCOUNTS PAYABLE VOUCHER
*V6601195	06/13/2019	ASHLY RUTH GAGNER	R	11.02	ACCOUNTS PAYABLE VOUCHER
*V6601196	06/13/2019	ELIZABETH KAY GARLOUGH	R	239.54	ACCOUNTS PAYABLE VOUCHER
*V6601197	06/13/2019	JAMIE LYN GASIOR	R	41.76	ACCOUNTS PAYABLE VOUCHER
*V6601198	06/13/2019	MEGAN MARIE GLOCKNER	R	124.70	ACCOUNTS PAYABLE VOUCHER
*V6601199	06/13/2019	CASEY JUSTIN GLOE	R	9.28	ACCOUNTS PAYABLE VOUCHER
*V6601200	06/13/2019	KRISTIN EMILY GOESER	R	45.82	ACCOUNTS PAYABLE VOUCHER
*V6601201	06/13/2019	DONNA GAYLE GREENFIELD	R	507.50	ACCOUNTS PAYABLE VOUCHER
*V6601202	06/13/2019	CASSIE J. GROFF	R	393.34	ACCOUNTS PAYABLE VOUCHER
*V6601203	06/13/2019	SARA ELIZABETH GROVE	R	10.44	ACCOUNTS PAYABLE VOUCHER
*V6601204	06/13/2019	REBECCA AUDREY HAGUE	R	10.44	ACCOUNTS PAYABLE VOUCHER
*V6601205	06/13/2019	KELLY JEAN HANKES	R	154.86	ACCOUNTS PAYABLE VOUCHER
*V6601206	06/13/2019	LUCINDA SUE HANSON	R	45.42	ACCOUNTS PAYABLE VOUCHER
*V6601207	06/13/2019	JANA LEE HEIDEMANN	R	73.08	ACCOUNTS PAYABLE VOUCHER
*V6601208	06/13/2019	PETER ALLYN HENDRICKS	R	470.96	ACCOUNTS PAYABLE VOUCHER
*V6601209	06/13/2019	KAREN LYNNE HJERMSTAD	R	106.14	ACCOUNTS PAYABLE VOUCHER
*V6601210	06/13/2019	AMY T. HURLA	R	42.46	ACCOUNTS PAYABLE VOUCHER
*V6601211	06/13/2019	KATHLEEN ELIZABETH IRELAND	R	360.76	ACCOUNTS PAYABLE VOUCHER

SOURCEWELL  
DATE: 06/26/2019  
TIME: 14:23:56

INTERMEDIATE SCHOOL DISTRICT  
CHECK REGISTER INCLUDING SYSTEM VOIDS

PAGE NUMBER: 7  
ACCTPA21  
ACCOUNTING PERIOD: 12/19

SELECTION CRITERIA: chkstat.rundate between '20190601 00:00:00.000' and '20190626 00:00:00.000'

*V6601212	06/13/2019	JENNIFER DAWN KENDALL	R	15.01	ACCOUNTS PAYABLE VOUCHER
*V6601213	06/13/2019	JENNIFER M. KLAUSTERMEIER	R	101.00	ACCOUNTS PAYABLE VOUCHER
*V6601214	06/13/2019	AMBER LEIGH KURTEN	R	19.95	ACCOUNTS PAYABLE VOUCHER
*V6601215	06/13/2019	KIM MARIE MARTIN	R	62.56	ACCOUNTS PAYABLE VOUCHER
*V6601216	06/13/2019	PATTIJO ELIZABETH NWOKEUKU	R	31.50	ACCOUNTS PAYABLE VOUCHER
*V6601217	06/13/2019	JESSICA RAE RANDOL	R	48.67	ACCOUNTS PAYABLE VOUCHER
*V6601218	06/13/2019	JESSICA LYNN RICHTER	R	18.00	ACCOUNTS PAYABLE VOUCHER
*V6601219	06/13/2019	MELISSA RAE SCHALLER	R	9536.57	ACCOUNTS PAYABLE VOUCHER
*V6601220	06/13/2019	ERIN KATHLEEN STEVENS	R	11.00	ACCOUNTS PAYABLE VOUCHER
*V6601221	06/13/2019	DAVID LEON STOLL	R	343.00	ACCOUNTS PAYABLE VOUCHER
*V6601222	06/13/2019	BRENDA JEAN SZOKA	R	136.88	ACCOUNTS PAYABLE VOUCHER
*V6601223	06/13/2019	KENWON CHAU TRAN	R	5.22	ACCOUNTS PAYABLE VOUCHER
*V6601224	06/13/2019	MICHELLE ANNETTE WOODWARD	R	18.99	ACCOUNTS PAYABLE VOUCHER
*V6601225	06/13/2019	LINDA JO BERG	R	17.07	ACCOUNTS PAYABLE VOUCHER
*V6601226	06/13/2019	CINDY LOU JACOBS	R	288.84	ACCOUNTS PAYABLE VOUCHER
*V6601227	06/13/2019	SARAH LYNN JOHNSON	R	611.32	ACCOUNTS PAYABLE VOUCHER
*V6601228	06/13/2019	ROXANN RHYN JOHNSON	R	372.94	ACCOUNTS PAYABLE VOUCHER
*V6601229	06/13/2019	ANNE ELIZABETH JUST	R	30.80	ACCOUNTS PAYABLE VOUCHER
*V6601230	06/13/2019	AMY TAMARAH WOLF KAUFMAN	R	247.08	ACCOUNTS PAYABLE VOUCHER
*V6601231	06/13/2019	LORI ANN KLEIN	R	211.12	ACCOUNTS PAYABLE VOUCHER
*V6601232	06/13/2019	REBECCA JEAN KRUSE	R	65.54	ACCOUNTS PAYABLE VOUCHER
*V6601233	06/13/2019	GABRIELA MARTINA KUBIK	R	381.06	ACCOUNTS PAYABLE VOUCHER
*V6601234	06/13/2019	DANIELLE MARIE LAFRANCE	R	298.12	ACCOUNTS PAYABLE VOUCHER
*V6601235	06/13/2019	SHEILA STEPHANIE LANG	R	46.40	ACCOUNTS PAYABLE VOUCHER
*V6601236	06/13/2019	CORY LEE LANGENFELD	R	137.46	ACCOUNTS PAYABLE VOUCHER
*V6601237	06/13/2019	BETSY SUE LARSEN	R	103.24	ACCOUNTS PAYABLE VOUCHER
*V6601238	06/13/2019	ABIGAIL MARIE EVANS LARSON	R	1021.38	ACCOUNTS PAYABLE VOUCHER
*V6601239	06/13/2019	MADELINE JULIA LAUX	R	61.48	ACCOUNTS PAYABLE VOUCHER
*V6601240	06/13/2019	JILL E LEWIS	R	107.30	ACCOUNTS PAYABLE VOUCHER
*V6601241	06/13/2019	SARAH MARIE LUDEWIG	R	141.52	ACCOUNTS PAYABLE VOUCHER
*V6601242	06/13/2019	PATRICIA ANN MATTOS	R	55.45	ACCOUNTS PAYABLE VOUCHER
*V6601243	06/13/2019	ANN LOUISE MAYES	R	520.26	ACCOUNTS PAYABLE VOUCHER
*V6601244	06/13/2019	BRIAN RICHARD MOGA	R	16.47	ACCOUNTS PAYABLE VOUCHER
*V6601245	06/13/2019	JODI KAY MONSON	R	66.12	ACCOUNTS PAYABLE VOUCHER
*V6601246	06/13/2019	JONATHON GORDON MULVILLE	R	194.88	ACCOUNTS PAYABLE VOUCHER
*V6601247	06/13/2019	MATTHEW HARRISON NEWQUIST	R	174.00	ACCOUNTS PAYABLE VOUCHER
*V6601248	06/13/2019	PATTIJO ELIZABETH NWOKEUKU	R	93.33	ACCOUNTS PAYABLE VOUCHER
*V6601249	06/13/2019	LISA MARIE OTT	R	174.41	ACCOUNTS PAYABLE VOUCHER
*V6601250	06/13/2019	HOLLY MARIE PEMBLE	R	269.12	ACCOUNTS PAYABLE VOUCHER
*V6601251	06/13/2019	JENNIFER MAE PETERSEN	R	223.88	ACCOUNTS PAYABLE VOUCHER
*V6601252	06/13/2019	EMILY ANN PFISTERER	R	537.66	ACCOUNTS PAYABLE VOUCHER
*V6601253	06/13/2019	VANDA JOY PRESSNALL	R	158.92	ACCOUNTS PAYABLE VOUCHER
*V6601254	06/13/2019	KELLI MARIE PROULX	R	672.22	ACCOUNTS PAYABLE VOUCHER
*V6601255	06/13/2019	LYNN MARIE QUAM	R	38.86	ACCOUNTS PAYABLE VOUCHER
*V6601256	06/13/2019	JESSICA RAE RANDOL	R	50.00	ACCOUNTS PAYABLE VOUCHER
*V6601257	06/13/2019	JESSICA LYNN RICHTER	R	85.84	ACCOUNTS PAYABLE VOUCHER
*V6601258	06/13/2019	JANE MARIE ROBINSON	R	5.80	ACCOUNTS PAYABLE VOUCHER
*V6601259	06/13/2019	RUSSELL GEORGE ROHLOFF	R	48.72	ACCOUNTS PAYABLE VOUCHER
*V6601260	06/13/2019	KATHLEEN MARY SAPORITO	R	156.60	ACCOUNTS PAYABLE VOUCHER
*V6601261	06/13/2019	MELISSA RAE SCHALLER	R	318.48	ACCOUNTS PAYABLE VOUCHER
*V6601262	06/13/2019	BYRON LEITH SCHWAB	R	35.96	ACCOUNTS PAYABLE VOUCHER
*V6601263	06/13/2019	MICHELLE JEAN SHANLEY	R	344.52	ACCOUNTS PAYABLE VOUCHER
*V6601264	06/13/2019	NICHOLE LEIGH SHORT	R	106.72	ACCOUNTS PAYABLE VOUCHER
*V6601265	06/13/2019	JESSICA ANN SINKINSON	R	142.16	ACCOUNTS PAYABLE VOUCHER
*V6601266	06/13/2019	NORMAN C. SMITH III	R	17.86	ACCOUNTS PAYABLE VOUCHER
*V6601267	06/13/2019	STEFANIE CATHERINE SOUKUP	R	332.92	ACCOUNTS PAYABLE VOUCHER
*V6601268	06/13/2019	ERIN KATHLEEN STEVENS	R	36.54	ACCOUNTS PAYABLE VOUCHER

SOURCEWELL  
DATE: 06/26/2019  
TIME: 14:23:56

INTERMEDIATE SCHOOL DISTRICT  
CHECK REGISTER INCLUDING SYSTEM VOIDS

PAGE NUMBER: 8  
ACCTPA21  
ACCOUNTING PERIOD: 12/19

SELECTION CRITERIA: chkstat.rundate between '20190601 00:00:00.000' and '20190626 00:00:00.000'

*V6601269	06/13/2019	HEATHER LYNN STOESZ	R	120.64	ACCOUNTS PAYABLE VOUCHER
*V6601270	06/13/2019	DAVID LEON STOLL	R	359.60	ACCOUNTS PAYABLE VOUCHER
*V6601271	06/13/2019	AMY LYNN SWANEY	R	287.10	ACCOUNTS PAYABLE VOUCHER
*V6601272	06/13/2019	BRENDA JEAN SZOKA	R	25.52	ACCOUNTS PAYABLE VOUCHER
*V6601273	06/13/2019	KAYLEEN LAVONNE TAFFE	R	119.48	ACCOUNTS PAYABLE VOUCHER
*V6601274	06/13/2019	PHILLIP HENRY TARMANN	R	16.01	ACCOUNTS PAYABLE VOUCHER
*V6601275	06/13/2019	MARY ELIZABETH TAYLOR	R	544.04	ACCOUNTS PAYABLE VOUCHER
*V6601276	06/13/2019	TAYLOR MAY THOMAS	R	394.98	ACCOUNTS PAYABLE VOUCHER
*V6601277	06/13/2019	SHANYN NICOLE TUFTEE	R	52.20	ACCOUNTS PAYABLE VOUCHER
*V6601278	06/13/2019	ADRIENNE KATE TURZYNSKI	R	37.70	ACCOUNTS PAYABLE VOUCHER
*V6601279	06/13/2019	ANTHONY JOSEPH VILLELLI	R	35.50	ACCOUNTS PAYABLE VOUCHER
*V6601280	06/13/2019	MICHELLE LYNN VOLLBRECHT	R	355.54	ACCOUNTS PAYABLE VOUCHER
*V6601281	06/13/2019	JANEL LYNN VRIEZE	R	252.76	ACCOUNTS PAYABLE VOUCHER
*V6601282	06/13/2019	JERYN LEE WALDERA	R	87.46	ACCOUNTS PAYABLE VOUCHER
*V6601283	06/13/2019	ANDREW JACOB WEBSTER	R	256.36	ACCOUNTS PAYABLE VOUCHER
*V6601284	06/13/2019	MARY ELIZABETH WEILAND	R	111.36	ACCOUNTS PAYABLE VOUCHER
*V6601285	06/13/2019	SAMANTHA LOUISE WITTSTRUCK	R	26.10	ACCOUNTS PAYABLE VOUCHER
*V6601286	06/13/2019	FRAN LOUISE WOOD	R	672.22	ACCOUNTS PAYABLE VOUCHER
*V6601287	06/13/2019	REBECCA ANN ZUEHLKE	R	163.73	ACCOUNTS PAYABLE VOUCHER
*V7700534	06/05/2019	MN CHILD SUPPORT PAYMENT CENTER	R	31.20	ACCOUNTS PAYABLE VOUCHER
*V7700535	06/05/2019	AFLAC	R	2458.44	ACCOUNTS PAYABLE VOUCHER
*V7700536	06/05/2019	AMERIPRISE FINANCIAL ADVISORS	R	8194.59	ACCOUNTS PAYABLE VOUCHER
*V7700537	06/05/2019	AXA EQUITABLE LIFE INS CO	R	3757.65	ACCOUNTS PAYABLE VOUCHER
*V7700538	06/05/2019	FIDELITY INVSTMT TAX-EX SVC CO	R	9361.76	ACCOUNTS PAYABLE VOUCHER
*V7700539	06/05/2019	HEALTHEQUITY, INC.	R	22107.55	ACCOUNTS PAYABLE VOUCHER
*V7700540	06/05/2019	HORACE MANN LIFE INS	R	2117.71	ACCOUNTS PAYABLE VOUCHER
*V7700541	06/05/2019	INTERNAL REVENUE SERVICE	R	206018.50	ACCOUNTS PAYABLE VOUCHER
*V7700542	06/05/2019	EDUCATION MN ESI BILLING TRUST	R	6432.31	ACCOUNTS PAYABLE VOUCHER
*V7700543	06/05/2019	MN DEPT OF REVENUE	R	34720.38	ACCOUNTS PAYABLE VOUCHER
*V7700544	06/05/2019	MN STATE RETIREMENT SYSTEM	R	2020.83	ACCOUNTS PAYABLE VOUCHER
*V7700545	06/05/2019	EXECUTIVE DIRECTOR	R	49711.73	ACCOUNTS PAYABLE VOUCHER
*V7700546	06/05/2019	STATE TREASURER, TRA	R	88244.45	ACCOUNTS PAYABLE VOUCHER
*V7700547	06/05/2019	VARIABLE ANNUITY LIFE INS CO	R	8595.04	ACCOUNTS PAYABLE VOUCHER
*V7700548	06/05/2019	VOYA	R	1669.79	ACCOUNTS PAYABLE VOUCHER
*V7700549	06/05/2019	KANSAS CITY LIFE INSURANCE COMPANY	R	9489.31	ACCOUNTS PAYABLE VOUCHER
*V7700550	06/05/2019	DELTA DENTAL OF MINNESOTA	R	41573.52	ACCOUNTS PAYABLE VOUCHER
*V7700550	06/18/2019	DELTA DENTAL OF MINNESOTA	V	-41573.52	VOID MANUAL CHECK
*V7700551	06/18/2019	MEDICA	V	-282467.00	VOID MANUAL CHECK
*V7700551	06/05/2019	MEDICA	R	282467.00	ACCOUNTS PAYABLE VOUCHER
*V7700552	06/05/2019	PLANSOURCE FLEX BEN.	R	2305.80	ACCOUNTS PAYABLE VOUCHER
*V7700552	06/18/2019	PLANSOURCE FLEX BEN.	V	-2305.80	VOID MANUAL CHECK
*V7700553	06/18/2019	MN CHILD SUPPORT PAYMENT CENTER	R	31.20	ACCOUNTS PAYABLE VOUCHER
*V7700554	06/18/2019	AMERIPRISE FINANCIAL ADVISORS	R	4002.07	ACCOUNTS PAYABLE VOUCHER
*V7700555	06/18/2019	AXA EQUITABLE LIFE INS CO	R	1426.35	ACCOUNTS PAYABLE VOUCHER
*V7700556	06/18/2019	FIDELITY INVSTMT TAX-EX SVC CO	R	8902.55	ACCOUNTS PAYABLE VOUCHER
*V7700557	06/18/2019	HEALTHEQUITY, INC.	R	23274.85	ACCOUNTS PAYABLE VOUCHER
*V7700558	06/18/2019	HORACE MANN LIFE INS	R	733.33	ACCOUNTS PAYABLE VOUCHER
*V7700559	06/18/2019	INTERNAL REVENUE SERVICE	R	236861.77	ACCOUNTS PAYABLE VOUCHER
*V7700560	06/18/2019	EDUCATION MN ESI BILLING TRUST	R	49910.48	ACCOUNTS PAYABLE VOUCHER
*V7700561	06/18/2019	MN DEPT OF REVENUE	R	41137.12	ACCOUNTS PAYABLE VOUCHER
*V7700562	06/18/2019	MN STATE RETIREMENT SYSTEM	R	27845.83	ACCOUNTS PAYABLE VOUCHER
*V7700563	06/18/2019	EXECUTIVE DIRECTOR	R	49938.96	ACCOUNTS PAYABLE VOUCHER
*V7700564	06/18/2019	STATE TREASURER, TRA	R	99570.28	ACCOUNTS PAYABLE VOUCHER
*V7700565	06/18/2019	VARIABLE ANNUITY LIFE INS CO	R	3226.24	ACCOUNTS PAYABLE VOUCHER
*V7700566	06/18/2019	VOYA	R	727.91	ACCOUNTS PAYABLE VOUCHER
*V7700567	06/19/2019	APPLE VALLEY ISD LLC	R	44331.63	ACCOUNTS PAYABLE VOUCHER
*V7700568	06/19/2019	SE ISD, DST	R	72938.90	ACCOUNTS PAYABLE VOUCHER

SOURCEWELL  
 DATE: 06/26/2019  
 TIME: 14:23:56

INTERMEDIATE SCHOOL DISTRICT  
 CHECK REGISTER INCLUDING SYSTEM VOIDS

PAGE NUMBER: 9  
 ACCTPA21  
 ACCOUNTING PERIOD: 12/19

SELECTION CRITERIA: chkstat.rundate between '20190601 00:00:00.000' and '20190626 00:00:00.000'

*v7700569	06/19/2019	DELTA DENTAL OF MINNESOTA	R	25804.79	ACCOUNTS PAYABLE VOUCHER
*v7700570	06/19/2019	MEDICA	R	337436.65	ACCOUNTS PAYABLE VOUCHER
*v7700571	06/19/2019	PLANSOURCE FLEX BEN.	R	6563.37	ACCOUNTS PAYABLE VOUCHER
TOTAL FUND				2090568.01	

DISTRIBUTION FUND: 50

CHECK NUMBER	ISSUE DATE	VENDOR	STATUS	TOTAL	DESCRIPTION
5000020	06/06/2019		V	0.00	VOID: LINE UP/DAMAGED CHK
* 5000023	06/10/2019	HOLIDAY INN EXPRESS LOUISVILLE	V	-350.00	VOID MANUAL CHECK
* 5000023	06/06/2019	HOLIDAY INN EXPRESS LOUISVILLE	R	350.00	ACCOUNTS PAYABLE CHECK
5000024	06/06/2019	SKILLSUSA MINNESOTA	R	500.00	ACCOUNTS PAYABLE CHECK
5000025	06/06/2019	VILLELLI, TONY	R	490.00	ACCOUNTS PAYABLE CHECK
* 5000027	06/10/2019	HOLIDAY INN EXPRESS LOUISVILLE	R	676.90	ACCOUNTS PAYABLE CHECK
5000028	06/10/2019	INT SCH DIST 917	R	150.00	ACCOUNTS PAYABLE CHECK
5000029	06/10/2019	MAHNKE, ERIN	R	94.29	ACCOUNTS PAYABLE CHECK
5000030	06/19/2019	DOENGES, KAREN	R	34.96	ACCOUNTS PAYABLE CHECK
5000031	06/26/2019	ELIZABETH COOK	R	138.95	ACCOUNTS PAYABLE CHECK
TOTAL FUND				2085.10	
TOTAL REPORT				2092653.11	

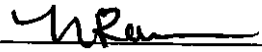
06/21/19

AUDREY WEILER, PAYROLL SPECIALIST

PLEASE APPROVE NET PAYROLL FOR

6/14/2019 \$ 674,343.01

**NET PAYROLL \$ 674,343.01**

Authorized Signature  Date 6/21/19

**INTERMEDIATE SCHOOL DISTRICT 917  
SCHOOL BOARD REPORT OF  
CONSOLIDATED INVESTMENTS (GENERAL & BUILDING)**

**May 2019**

ACCOUNT NAME	ACCT NO	BEGINNING BALANCE	PURCHASES CREDITS	SALES TRANSFERS	INVESTMENT FEES	INTEREST EARNED	ENDING BALANCE	YEAR TO DATE INTEREST EARNED
MSDLAF + MAX	01	4,917,625.07	0.00	0.00	0.00	9,870.42	4,927,495.49	143,143.67
MSDLAF	01	816.06	0.00	0.00	0.00	1.57	817.63	16.03
MSDLAF TERM (CD's,Term,Comm) maturity	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL</b>		<b>4,918,441.13</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>9,871.99</b>	<b>4,928,313.12</b>	<b>143,159.70</b>

**EXPLANATION:** The above are School District Investments complying with the requirements of Minnesota Statutes 118.01, 471.56 and 475.66.

1. MSDMAX is MSDLAF'S "Max Portfolio" and includes pooled investments plus banker's acceptances, commercial paper, repurchase agreements and US Government obligations.
2. MSDLAF is MSDLAF'S primary clearing "Money Market" fund. All fixed rate investments (FRI) clear through this account as do maturities, interest, and fees.

NOTE: **May 2019** Average MSDLAF Liquid Rate was 2.26% and the MSDLAF+MAX Average Rate was 2.36%. MSDLAF Term Average Rate is .00%.

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
						START	END	MAX	MAX		
						DATE	DATE	#WORK	HRS/	SALARY	2018-19
LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION		DATE	DATE	DAYS	DAY		
AALGAARD	MAREN	ESY	GIDEON POND DHH	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR
ABEL	HOLLY	ESY	GIDEON POND DHH	INTERPRETER		7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR
ABEL	HOLLY	TEMP WORK AGREEMENT	GIDEON POND DHH	INTERPRETER		8/29/2018	8/29/2018	1	2.000	\$ 50.00	1ST QTR
ADAMS	KAITLIN	TEMP WORK AGREEMENT	AEC IDEA/SUN	SOCIAL WORKER		6/27/2018	6/27/2018	1	4.000	\$ 128.84	1ST QTR
ADAMS	KAITLIN	TEMP WORK AGREEMENT	ALLIANCE ED CTR	SOCIAL WORKER		7/2/2018	8/24/2018	1	6.000	\$ 203.52	1ST QTR
ADAMS	KAITLIN	ESY	AEC IDEA/SUN	TEACHER		7/9/2018	8/2/2018	16	4.000	\$ 2,170.88	1ST QTR
ADOLPHSON	MARY	ESY	LEBANON ED CTR IDEA	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR
ADRIAN	ANNA	ESY	CONCORD SUN	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR
ALEXANDER	BRUCE	SUMMER MOVES	AEC IDEA	CUSTODIAL/DELIVERY		8/20/2018	8/21/2018	2	6.000	\$ 240.00	1ST QTR
ALEXANDER	IAN	ESY	MEADOWVIEW EL PACES	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR
ANDERSEN	KASANDRA	ESY	DIAMONDHEAD EC DHH	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,367.04	1ST QTR
ANNONI	ELIZABETH	SUMMER MOVES	AEC ITINERANTS	TEACHER		8/16/2018	8/24/2018	1	8.000	\$ 160.00	1ST QTR
ARANA	MARCO	ESY	LEBANON TEA	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR
ARNESON	PATRICIA	TEMP WORK AGREEMENT	DISTRICT WIDE	SOCIAL WORKER		7/24/2018	7/24/2018	1	4.000	\$ 218.44	1ST QTR
ASMUS	JOAN	ESY	DCTC/SP ED STAFF	TEACHER		7/9/2018	8/2/2018	11	8.000	\$ 4,207.46	1ST QTR
ASMUS	JOAN	SUMMER MOVES	DCTC/SP ED STAFF	TEACHER		7/14/2018	7/14/2018	1	4.000	\$ 80.00	1ST QTR
BAILEY	ALYSSA	ESY	CEDAR SUN	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR
BANNICK	JEAN	SUMMER MOVES	CEC	OCCUPATIONAL THERAPIST		8/16/2018	8/24/2018	1	8.000	\$ 160.00	1ST QTR
BANNICK	JEAN	TEMP WORK AGREEMENT	ALLIANCE ED CTR ITINERANT	OCCUPATIONAL THERAPIST		8/24/2018	8/24/2018	1	1.000	\$ 42.90	1ST QTR
BAUER	BEV	TEMP WORK AGREEMENT	RIVERSIDE SCHOOL	PARAPROFESSIONAL		8/31/2018	8/31/2018	1	4.000	\$ 87.44	1ST QTR
BAUER	CARIE	TEMP WORK AGREEMENT	LNHS DASH	HEALTH ASSOCIATE		8/31/2018	8/31/2018	1	2.000	\$ 62.46	1ST QTR
BAUER	JACOB	ESY	MCGUIRE MS PACES	COMMUNITY EXPERT		7/9/2018	8/2/2018	16	4.000	\$ 1,720.32	1ST QTR
BEHNKE	STEPHANIE	ESY	CEDAR SUN	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,188.48	1ST QTR
BEIGEL	HEATHER	TEMP WORK AGREEMENT	MCAULIFFE ELEM DASH	HEALTH ASSOCIATE		9/4/1948	6/6/2019	174	0.750	\$ 3,125.48	1ST QTR
BENSON	CATHERINE	ESY	CEDAR SUN	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR
BIDDLE	SARAH	ESY	CEDAR SUN	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,264.64	1ST QTR
BIEGLER	PAMELA	ESY	DCALS (DCTC LOC)	TEACHER		7/9/2018	8/2/2018	25	1.600	\$ 1,864.40	1ST QTR
BILLOCK	OLIVIA	ESY	CEDAR SUN	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR
BIRTTNEN	TRACY	ESY	DCTC/SP ED STAFF	TEACHER		7/9/2018	8/2/2018	16	4.000	\$ 3,452.80	1ST QTR
BISTODEAU	STEPHANIE	ESY	AEC CASE	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR
BJERKE	PAIGE	ESY	LEBANON TEA	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR
BJERKE	VICKIE	TEMP WORK AGREEMENT	BUSINESS OFFICE	ACCOUNTS PAYABLE CLERK		7/1/2018	6/30/2019	5	8.000	\$ 1,190.40	1ST QTR
BLACKERT	TARA	TEMP WORK AGREEMENT	LEBANON TEA	MENTAL HEALTH COORDINATOR		7/1/2018	8/24/2018	40	2.360	\$ 5,030.35	1ST QTR
BLOOMQUIST	STACY	ESY	AEC IDEA	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR
BLOOMQUIST	STACY	TEMP WORK AGREEMENT	AEC IDEA	STUDENT ASSISTANT		8/30/2018	6/6/2019	175	6.750	\$ 21,002.63	1ST QTR
BONINE	KATHERINE	ESY	GIDEON POND DHH	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,188.48	1ST QTR
BONINE	KATHERINE	TEMP WORK AGREEMENT	GIDEON POND DHH	PARAPROFESSIONAL		10/26/2018	4/6/2019	11	6.000	\$ 1,225.62	1ST QTR

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
						START	END	MAX	MAX		
						DATE	DATE	#WORK	HRS/	SALARY	2018-19
LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START	END	DAYS	DAY	SALARY	2018-19	
BOUCHAREB	RENEE	ESY	GIDEON POND DHH	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,213.44	1ST QTR	
BRENNER	TARA	ESY	RIVERSIDE SCH/JSC	PARAPROFESSIONAL	8/31/2018	8/31/2018	1	4.000	\$ 72.68	1ST QTR	
BRITTAIN	DONNA	TEMP WORK AGREEMENT	CONCORD ED CTR	OCCUPATIONAL THERAPIST	7/1/2018	8/23/2018	10	2.000	\$ 1,085.00	1ST QTR	
BRITTAIN	DONNA	SUMMER MOVES	AEC ITINERANTS	TEACHER	8/16/2018	8/24/2018	1	8.000	\$ 160.00	1ST QTR	
BRITTAIN	DONNA	TEMP WORK AGREEMENT	CONCORD ED CTR	OCCUPATIONAL THERAPIST	8/22/2018	8/22/2018	1	8.000	\$ 434.32	1ST QTR	
BROWN	OLIVIA	ESY	DCTC/SP ED STAFF	TEACHER	7/9/2018	8/2/2018	10	4.000	\$ 1,342.40	1ST QTR	
BROWN	SHELBY	ESY	AEC IDEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR	
BULE	AHMED	ESY	CONCORD SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
BURGIO	MICHAEL	ESY	YOUTH TRANSITION PRG	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 3,045.76	1ST QTR	
BURR	AMANDA	ESY	YOUTH TRANSITION PRG	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	3.500	\$ 1,039.92	1ST QTR	
BUTTEDAL	ALEXANDRA	TEMP WORK AGREEMENT	LEBANON TEA	SPECIAL ED TEACHER	8/1/2018	8/24/2018	1	2.000	\$ 58.50	1ST QTR	
BUTTEDAL	ALEXANDRA	TEMP WORK AGREEMENT	LEBANON TEA	PARAPROFESSIONAL	8/7/2018	8/8/2018	2	7.500	\$ 268.95	1ST QTR	
BYER	ANNE	TEMP WORK AGREEMENT	DCTC	PSYCHOLOGIST	7/2/2018	7/31/2018	1	3.000	\$ 177.51	1ST QTR	
CALAMESE	DAMIAN	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR	
CARLSON	LUKE	ESY	AEC SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
CHAMBLIN	JESSICA	ESY	CEC ITINERANTS	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
CHAMBLIN	JESSICA	SUMMER MOVES	CEC ITINERANTS	TEACHER	7/16/2018	8/24/2018	2	2.000	\$ 80.00	1ST QTR	
CHAMBLIN	JESSICA	TEMP WORK AGREEMENT	VI ITINERANT	TEACHER OF VISUALLY IMPAIRED	8/1/2018	8/30/2018	3	2.000	\$ 157.14	1ST QTR	
CHAMBLIN	JESSICA	TEMP WORK AGREEMENT	VI ITINERANT ECC	PARAPROFESSIONAL	8/7/2018	8/17/2018	7	7.000	\$ 871.22	1ST QTR	
CLARK	EMILY	ESY	DIAMONDHEAD EC DHH	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 2,026.88	1ST QTR	
CLARK	EMILY	SUMMER MOVES	DIAMONDHEAD EC DHH	TEACHER	7/16/2018	8/24/2018	4	2.000	\$ 160.00	1ST QTR	
CLARK	MADISON	ESY	AEC IDEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
COCHRAN	JAMES	ESY	DCTC/SP ED STAFF	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 3,508.48	1ST QTR	
COCHRAN	JAMES	TEMP WORK AGREEMENT	TESA	SPECIAL ED TEACHER	7/9/2018	8/2/2018	1	2.000	\$ 111.48	1ST QTR	
COCHRAN	JAMES	SUMMER MOVES	DCTC/SP ED STAFF	TEACHER	8/2/2018	8/2/2018	1	1.000	\$ 20.00	1ST QTR	
COLLINS	KATHLEEN	TEMP WORK AGREEMENT	AEC SUN	SPECIAL ED TEACHER	6/11/2018	6/29/2018	1	4.000	\$ 119.64	1ST QTR	
COLLINS	KATHLEEN	TEMP WORK AGREEMENT	ALLIANCE ED CTR SUN	SPECIAL ED TEACHER	8/1/2018	8/23/2018	1	6.000	\$ 190.02	1ST QTR	
CORNELIUS	LINDA	SUMMER MOVES	YTP	SPECIAL ED TEACHER	8/16/2018	8/24/2018	1	4.000	\$ 80.00	1ST QTR	
DAME	LAUREN	ESY	CONCORD SUN	COMMUNITY EXPERT	7/9/2018	8/2/2018	16	4.000	\$ 1,720.32	1ST QTR	
DEVENOW	PEARL	SUMMER MOVES	CEC ITINERANTS	TEACHER	7/1/2018	8/24/2018	4	2.000	\$ 160.00	1ST QTR	
DOBSON	MEGHAN	TEMP WORK AGREEMENT	AEC IDEA/SUN	SPECIAL ED TEACHER-LEAD	6/11/2018	6/29/2018	3	8.000	\$ 1,264.08	1ST QTR	
DOBSON	MEGHAN	TEMP WORK AGREEMENT	ALLIANCE ED CTR	SPECIAL ED TEACHER-LEAD	7/2/2018	8/24/2018	17	6.000	\$ 5,740.56	1ST QTR	
DODGE	MICHELLE	TEMP WORK AGREEMENT	DHH RES-LNHS	INTERPRETER	7/16/2018	8/30/2018	4	2.000	\$ 236.48	1ST QTR	
DOELP	KASANDRA	ESY	AEC ITINERANTS	TEACHER	7/9/2018	8/2/2018	15	4.000	\$ 2,381.40	1ST QTR	
DOELP	KASSIE	TEMP WORK AGREEMENT	ALLIANCE ED CTR ITINERANT	SPEECH LANGUAGE PATHOLOGIST	7/5/2018	7/31/2018	1	3.000	\$ 119.07	1ST QTR	
DOELP	KASSIE	TEMP WORK AGREEMENT	ALLIANCE ED CTR ITINERANT	SPEECH LANGUAGE PATHOLOGIST	8/22/2018	8/22/2018	1	8.000	\$ 317.52	1ST QTR	
DOENGES	KAREN	TEMP WORK AGREEMENT	DHH RES-DEC	SPEECH LANGUAGE PATHOLOGIST	7/2/2018	8/24/2018	12	2.584	\$ 1,672.76	1ST QTR	

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
						START	END	MAX	MAX		
						DATE	DATE	#WORK	HRS/	SALARY	2018-19
LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START	END	DAYS	DAY	SALARY	2018-19	
DOENGES	KAREN	ESY	DIAMONDHEAD EC DHH	TEACHER	7/9/2018	8/2/2018	10	4.000	\$ 2,158.00	1ST QTR	
DOENGES	KAREN	TEMP WORK AGREEMENT	DHH RES-DEC	SPEECH LANGUAGE PATHOLOGIST	7/25/2018	7/26/2018	2	8.000	\$ 863.36	1ST QTR	
DONALDSON	JACOB	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,213.44	1ST QTR	
DONOHUE	BRIANNA	ESY	AEC CASE	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,097.60	1ST QTR	
DYVIG	JODI	ESY	CONCORD SUN	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 1,937.28	1ST QTR	
EATON	CARMEN	TEMP WORK AGREEMENT	ANTHONY LOUIS	SPECIAL ED TEACHER-LEAD	8/2/2018	8/24/2018	4	5.750	\$ 1,194.39	1ST QTR	
EATON	CARMEN	TEMP WORK AGREEMENT	ANTHONY LOUIS	SPECIAL ED TEACHER-LEAD	8/23/2018	8/24/2018	2	8.000	\$ 830.88	1ST QTR	
ECONOMOU	CRISOULA	TEMP WORK AGREEMENT	CEC SUN	SPEECH LANGUAGE PATHOLOGIST	8/22/2018	8/22/2018	1	8.000	\$ 242.16	1ST QTR	
EDDY	DILLON	ESY	LEBANON TEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
EDMONDS	BILLIE	ESY	AEC CASE	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
EKWALL	CARLA	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR	
ELBERS	KARI	SUMMER MOVES	HUDDLESTON EL PACES	PROGRAM ASSISTANT	8/24/2018	8/24/2018	1	4.000	\$ 80.00	1ST QTR	
ELDEEB	SHEREEN	ESY	AEC SUN	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 1,793.92	1ST QTR	
ELDRED	PATRICIA	TEMP WORK AGREEMENT	ITINERANT	PHYSICAL & HLTH DISAB TEACHER	7/16/2018	8/30/2018	4	2.000	\$ 461.76	1ST QTR	
ELLINGHUYSEN	KENNEDY	ESY	AEC SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR	
ELLIS	ANDREA	TEMP WORK AGREEMENT	LNHS DASH	HEALTH ASSOCIATE	7/9/2018	7/9/2018	1	0.500	\$ 11.67	1ST QTR	
ELLIS	ANDREA	ESY	BOECKMAN MS PACES	HEALTH ASSOCIATE	7/9/2018	8/2/2018	16	4.000	\$ 1,493.12	1ST QTR	
ELLIS	ANDREA	TEMP WORK AGREEMENT	BMS PACES	HEALTH ASSOCIATE	8/31/2018	8/31/2018	1	2.000	\$ 46.66	1ST QTR	
ELLIS	KATHLEEN	ESY	MCGUIRE MS PACES	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
ENFIEJIAN	VALERIE	TEMP WORK AGREEMENT	GIDEON POND DHH	SCHOOL PSYCHOLOGIST	7/2/2018	8/24/2018	12	2.000	\$ 1,385.28	1ST QTR	
ENGEL	KATHERINE	SUMMER MOVES	CEC ITINERANTS	TEACHER	7/1/2018	8/24/2018	4	3.000	\$ 240.00	1ST QTR	
ENGELHARDT-FISCHBEIN	KRISTIN	ESY	LAKEVILLE N HS DHH	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 3,452.80	1ST QTR	
EVANS	AARON	TEMP WORK AGREEMENT	DCALS	SPECIAL ED TEACHER	7/9/2018	8/24/2018	4	1.000	\$ 170.64	1ST QTR	
EVANS	ANDREW	ESY	AEC SUN	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 3,452.80	1ST QTR	
EVERSON	KATHLEEN	ESY	AEC CASE	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
FAIRBANKS	SARAH	ESY	CHR MCAULIFFE DASH	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR	
FAIRBANKS	SARAH	TEMP WORK AGREEMENT	HHS DASH	PARAPROFESSIONAL	7/12/2018	7/12/2018	1	0.500	\$ 8.89	1ST QTR	
FAYE	BASSIROU	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR	
FINK	KRISTIN	ESY	MEADOWVIEW EL PACES	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR	
FISHER	SCOTT	ESY	LEBANON TEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	15	4.000	\$ 1,066.80	1ST QTR	
FLEMING	ANGIE	SUMMER MOVES	CEC	SPEECH LANGUAGE PATHOLOGIST	8/16/2018	8/24/2018	1	8.000	\$ 160.00	1ST QTR	
FLOM	ALICE	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,264.64	1ST QTR	
FOLEY	KAYLA	ESY	HUDDLESTON EL PACES	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
FREIERMUTH	TAYLOR	ESY	AEC CASE	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
FRISQUE	SHERILYN	SUMMER MOVES	CEC ITINERANTS	TEACHER	7/1/2018	8/24/2018	4	3.000	\$ 240.00	1ST QTR	
FRISQUE	SHERILYN	TEMP WORK AGREEMENT	VI ITINERANT	TEACHER OF VISUALLY IMPAIRED	7/2/2018	8/22/2018	26	5.000	\$ 7,127.90	1ST QTR	
FRISQUE	SHERILYN	TEMP WORK AGREEMENT	VI ITINERANT	TEACHER OF VISUALLY IMPAIRED	8/1/2018	8/30/2018	3	2.000	\$ 328.98	1ST QTR	

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
					START	END	MAX	MAX			
					DATE	DATE	#WORK	HRS/	SALARY	2018-19	
LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	DATE	DATE	DAYS	DAY			
FRISQUE	SHERILYN	ESY	CEC ITINERANTS	TEACHER	8/6/2018	8/17/2018	12	8.000	\$ 5,263.68	1ST QTR	
FUERSTENBERG	KIM	ESY	LEBANON TEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
GABBERT	KIRSTIE	TEMP WORK AGREEMENT	ALLIANCE ED CTR	SPECIAL ED TEACHER	8/1/2018	8/24/2018	1	6.000	\$ 175.50	1ST QTR	
GAGNER	ASHLY	ESY	LEBANON TEA	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 1,744.00	1ST QTR	
GAGNER	ASHLY	TEMP WORK AGREEMENT	LEBANON TEA	SPECIAL ED TEACHER	8/1/2018	8/24/2018	1	2.000	\$ 54.50	1ST QTR	
GARDING	THOMAS	ESY	CEDAR SUN	COMMUNITY EXPERT	7/9/2018	8/2/2018	16	4.000	\$ 1,720.32	1ST QTR	
GARLOUGH	ELIZABETH	SUMMER MOVES	CEC	OCCUPATIONAL THERAPIST	8/16/2018	8/24/2018	1	8.000	\$ 160.00	1ST QTR	
GARLOUGH	ELIZABETH	TEMP WORK AGREEMENT	CONCORD ED CTR	OCCUPATIONAL THERAPIST	8/22/2018	8/22/2018	1	8.000	\$ 292.00	1ST QTR	
GENZ	SARAH	ESY	FARMINGTON HS PACES	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
GENZ	SARAH	TEMP WORK AGREEMENT	FHS PACES	PARAPROFESSIONAL	7/16/2018	7/16/2018	1	0.500	\$ 8.89	1ST QTR	
GESKE	ADDIE	SUMMER MOVES	CEC ITINERANTS	TEACHER	7/1/2018	8/24/2018	4	3.000	\$ 240.00	1ST QTR	
GESKE	ADDIE	TEMP WORK AGREEMENT	ITINERANT	PHYSICAL & HLTH DISAB TEACHER	7/16/2018	8/30/2018	4	2.000	\$ 248.56	1ST QTR	
GODFREY	CHERI	SUMMER MOVES	CEC ITINERANTS	BRAILLIST	7/1/2018	8/24/2018	4	3.000	\$ 240.00	1ST QTR	
GODFREY	CHERI	ESY	CEC ITINERANTS	PARAPROFESSIONAL	7/9/2018	8/2/2018	10	7.000	\$ 1,495.20	1ST QTR	
GRAINGER	AMY	ESY	GIDEON POND DHH	TEACHER	7/9/2018	8/2/2018	16	5.000	\$ 2,622.40	1ST QTR	
GROFF	CASSIE	SUMMER MOVES	CEC ITINERANTS	TEACHER	7/1/2018	8/24/2018	4	2.000	\$ 160.00	1ST QTR	
HABIGER	ELAINE	ESY	MEADOWVIEW EL PACES	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
HADRITS	STEVEN	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
HANSEN	JESSICA	ESY	LEBANON TEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	2	3.500	\$ 127.19	1ST QTR	
HANSON	JENNIFER	TEMP WORK AGREEMENT	AEC SUN	STUDENT ASSISTANT	9/10/2018	6/6/2019	170	6.750	\$ 20,402.55	1ST QTR	
HANSON	LUCINDA	ESY	DCTC/SP ED STAFF	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 3,694.08	1ST QTR	
HARTMAN	KIMBERLY	ESY	GIDEON POND DHH	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,452.16	1ST QTR	
HAUFF	ASHLEY	ESY	AEC CASE	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
HEIDEMANN	JANA	TEMP WORK AGREEMENT	CEDAR SUN	SPEECH LANGUAGE PATHOLOGIST	7/2/2018	7/31/2018	1	3.000	\$ 147.57	1ST QTR	
HEIDEMANN	JANA	TEMP WORK AGREEMENT	CEDAR SUN	SPEECH LANGUAGE PATHOLOGIST	8/23/2018	8/23/2018	1	1.000	\$ 49.19	1ST QTR	
HEIDEMANN	JANA	TEMP WORK AGREEMENT	CEDAR SUN	SPEECH LANGUAGE PATHOLOGIST	8/23/2018	8/24/2018	2	1.000	\$ 98.38	1ST QTR	
HIRD	NICOLE	TEMP WORK AGREEMENT	DCTC TESA	HEALTH ASSOCIATE	8/6/2018	8/29/2018	3	7.000	\$ 489.93	1ST QTR	
HOELSCHER	JUSTIN	ESY	AEC CASE	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 1,744.00	1ST QTR	
HOELSCHER	JUSTIN	TEMP WORK AGREEMENT	ALLIANCE ED CTR CASE	SPECIAL ED TEACHER	8/1/2018	8/24/2018	1	6.000	\$ 163.50	1ST QTR	
HOELSCHER	JUSTIN	TEMP WORK AGREEMENT	ALLIANCE ED CTR CASE	SPECIAL ED TEACHER	8/23/2018	8/23/2018	1	1.000	\$ 27.25	1ST QTR	
HOFFER	JESSICA	ESY	LAKEVILLE N HS DHH	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,452.16	1ST QTR	
HOREJSI	CRAIG	ESY	GIDEON POND ITINERAN	TEACHER	7/9/2018	8/2/2018	1	5.000	\$ 206.35	1ST QTR	
HURLA	AMY	SUMMER MOVES	LEBANON TEA	TEACHER	7/1/2018	8/24/2018	4	1.000	\$ 80.00	1ST QTR	
HURLA	AMY	ESY	LEBANON TEA	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 1,947.52	1ST QTR	
HURLA	AMY	TEMP WORK AGREEMENT	LEBANON TEA	MENTAL HEALTH PRACTITIONER	8/1/2018	8/24/2018	2	1.750	\$ 106.51	1ST QTR	
HURLA	AMY	TEMP WORK AGREEMENT	LEBANON TEA	MENTAL HEALTH PRACTITIONER	8/23/2018	8/23/2018	1	2.000	\$ 60.86	1ST QTR	
IDEN	SARAH	TEMP WORK AGREEMENT	GIDEON POND DHH	TEACHER OF DEAF/HH	7/25/2018	7/26/2018	2	8.000	\$ 635.04	1ST QTR	

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
					START	END	MAX	MAX			
					DATE	DATE	#WORK	HRS/	SALARY	2018-19	
LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	DATE	DATE	DAYS	DAY			
IRELAND	KATHLEEN	SUMMER MOVES	CEC ITINERANTS	TEACHER	7/1/2018	8/24/2018	4	2.000	\$ 160.00	1ST QTR	
JACOBS	CINDY	TEMP WORK AGREEMENT	DHH-RES GP	OCCUPATIONAL THERAPIST	7/2/2018	8/24/2018	12	2.000	\$ 1,202.40	1ST QTR	
JEFFRIES	DIANE	TEMP WORK AGREEMENT	DCTC ADMIN OFFICE	ADMIN ASST-PERSONNEL	7/2/2018	6/30/2019	5	8.000	\$ 1,911.60	1ST QTR	
JOHNSON	SARAH	SUMMER MOVES	CEC ITINERANTS	TEACHER	7/1/2018	8/24/2018	4	3.000	\$ 240.00	1ST QTR	
JOHNSTON	SUZANNE	TEMP WORK AGREEMENT	INVER GROVE MS DHH	INTERPRETER	8/27/2018	9/4/2018	4	3.500	\$ 350.00	1ST QTR	
JUENEMANN	STEPHANIE	ESY	LEBANON TEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR	
KETTERLING	ROGER	ESY	LAKEVILLE N HS DASH	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,188.48	1ST QTR	
KETTLER	KATHRYN	TEMP WORK AGREEMENT	LEBANON TEA	MENTAL HEALTH PRACTITIONER	8/1/2018	8/24/2018	2	1.750	\$ 113.51	1ST QTR	
KLAUSTERMEIER	JENNIFER	TEMP WORK AGREEMENT	DCTC TESA/PACES	SPECIAL ED TEACHER	6/12/2018	6/12/2018	1	2.000	\$ 115.34	1ST QTR	
KLEIN	LORI	SUMMER MOVES	CEC ITINERANTS	TEACHER	7/1/2018	8/24/2018	4	3.000	\$ 240.00	1ST QTR	
KLIMEK	LORILEA	ESY	YOUTH TRANSITION PRG	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,772.16	1ST QTR	
KNEER	ADAM	ESY	AEC CASE	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
KNEER	AMBER	TEMP WORK AGREEMENT	LEBANON TEA	PARAPROFESSIONAL	8/7/2018	8/8/2018	2	7.500	\$ 301.50	1ST QTR	
KNEER	BRITTANY	ESY	LEBANON TEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR	
KNIGHT	ROBIN	ESY	AEC CASE	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,213.44	1ST QTR	
KNUTSON	SHANNA	TEMP WORK AGREEMENT	DCTC	SCHOOL PSYCHOLOGIST-LEAD	7/1/2018	8/20/2018	5	8.000	\$ 2,094.40	1ST QTR	
KRANZ	ANDREA	ESY	AEC SUN	PROGRAM ASSISTANT	7/9/2018	8/2/2018	16	4.000	\$ 1,188.48	1ST QTR	
KRINGEN	JANE	ESY	GIDEON POND DHH	INTERPRETER	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
KRINGEN	JANE	TEMP WORK AGREEMENT	GIDEON POND DHH	INTERPRETER	10/26/2018	4/6/2019	11	6.000	\$ 1,223.64	1ST QTR	
KRUSE	REBECCA	ESY	AEC IDEA/SUN/CASE	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 2,174.72	1ST QTR	
KUBIK	GABRIELA	TEMP WORK AGREEMENT	DHH ITINERANT	TEACHER OF DEAF/HH	7/1/2018	8/9/2018	22	3.000	\$ 2,090.22	1ST QTR	
KUBIK	GABRIELA	ESY	GIDEON POND ITINERAN	TEACHER	7/9/2018	8/2/2018	46	3.000	\$ 4,370.46	1ST QTR	
KURTEN	CAROL	ESY	DCTC/SP ED STAFF	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,347.84	1ST QTR	
LACHER GODDARD	LINDA	TEMP WORK AGREEMENT	DHH-RES GP	SPEECH LANGUAGE PATHOLOGIST	7/2/2018	8/24/2018	12	2.000	\$ 1,246.32	1ST QTR	
LAFRENIERE	AMY	ESY	MCGUIRE MS PACES	PARAPROFESSIONAL	7/26/2018	7/26/2018	1	4.000	\$ 87.84	1ST QTR	
LAMPRECHT	CLAUDETTE	TEMP WORK AGREEMENT	LNHS DASH	SPECIAL ED TEACHER	7/9/2018	7/10/2018	2	0.750	\$ 81.44	1ST QTR	
LAMPRECHT	CLAUDETTE	ESY	LAKEVILLE N HS DASH	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 3,474.56	1ST QTR	
LANDBERG	SUSAN	ESY	DISTRICTWIDE STAFF	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 3,452.80	1ST QTR	
LANG	ALEXANDRA	ESY	AEC SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
LANG	SHEILA	ESY	DCTC/SP ED STAFF	PARAPROFESSIONAL	7/9/2018	8/2/2018	15	4.000	\$ 1,233.60	1ST QTR	
LANG	SHEILA	TEMP WORK AGREEMENT	HHS DASH	SPECIAL ED TEACHER	7/12/2018	7/12/2018	1	4.000	\$ 126.76	1ST QTR	
LANGE	KELLIE	ESY	AEC SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,188.48	1ST QTR	
LARSEN	BETSY	ESY	LAKEVILLE N HS PACES	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 3,323.52	1ST QTR	
LARSEN	BETSY	TEMP WORK AGREEMENT	HOMEBOUND DASH	SPECIAL ED TEACHER	7/10/2018	8/2/2018	4	1.250	\$ 259.65	1ST QTR	
LARSEN	BETSY	TEMP WORK AGREEMENT	HOMEBOUND DASH	SPECIAL ED TEACHER	7/10/2018	8/2/2018	4	1.250	\$ 259.65	1ST QTR	
LARSEN	BETSY	TEMP WORK AGREEMENT	HOMEBOUND DASH	SPECIAL ED TEACHER	9/4/2018	6/6/2019	38	1.250	\$ 2,466.68	1ST QTR	
LARSEN	BETSY	TEMP WORK AGREEMENT	HOMEBOUND DASH	SPECIAL ED TEACHER	9/4/2018	6/6/2019	38	1.250	\$ 2,466.68	1ST QTR	

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
					START	END	MAX	MAX			
					DATE	DATE	#WORK	HRS/	SALARY	2018-19	
LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	DATE	DATE	DAYS	DAY			
LARSON	ABIGAIL	SUMMER MOVES	CEC ITINERANTS	TEACHER	7/16/2018	8/24/2018	2	2.000	\$ 80.00	1ST QTR	
LAWRENCE	MAYA	ESY	LEBANON TEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR	
LIEN	TARA	TEMP WORK AGREEMENT	AEC CASE	SOCIAL WORKER	6/27/2018	6/27/2018	1	4.000	\$ 168.64	1ST QTR	
LIEN	TARA	TEMP WORK AGREEMENT	ALLIANCE ED CTR	SOCIAL WORKER	7/2/2018	7/31/2018	3	3.000	\$ 405.63	1ST QTR	
LIEN	TARA	TEMP WORK AGREEMENT	ALLIANCE ED CTR CASE	SOCIAL WORKER	7/2/2018	8/24/2018	10	4.000	\$ 1,802.80	1ST QTR	
LOCKE	MARGARET	ESY	LEBANON TEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
LORENTZ	JOSEPH	ESY	AEC SUN	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 2,823.68	1ST QTR	
LUDEWIG	SARAH	TEMP WORK AGREEMENT	HSHS DHH	INTERPRETER	7/2/2018	7/11/2018	5	5.500	\$ 603.63	1ST QTR	
LUDEWIG	SARAH	TEMP WORK AGREEMENT	HERITAGE MS	INTERPRETER	7/15/2018	8/24/2018	25	2.000	\$ 1,097.50	1ST QTR	
MALONE	TRILA	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR	
MARTIN	KARISSA	TEMP WORK AGREEMENT	LEBANON TEA	MENTAL HEALTH PRACTITIONER	8/1/2018	8/24/2018	2	1.750	\$ 94.85	1ST QTR	
MATTICE	CATHLEEN	TEMP WORK AGREEMENT	AEC/CEC	SPECIAL ED TEACHER-LEAD	6/11/2018	6/29/2018	1	8.000	\$ 370.32	1ST QTR	
MATTICE	CATHLEEN	TEMP WORK AGREEMENT	AEC/CEC	SPECIAL ED TEACHER-LEAD	7/2/2018	8/24/2018	12	6.000	\$ 3,560.40	1ST QTR	
MATTOS	PATTI	TEMP WORK AGREEMENT	DCALS	ENROLLMENT COORD/DEAN	7/1/2018	6/30/2019	15	8.000	\$ 7,036.80	1ST QTR	
MCGIBBON	SHARRI	ESY	AEC IDEA	COMMUNITY EXPERT	7/9/2018	8/2/2018	16	4.000	\$ 1,720.32	1ST QTR	
MCGIBBON	SHARRI	TEMP WORK AGREEMENT	ALLIANCE ED CTR IDEA	COMMUNITY EXPERT	8/1/2018	8/24/2018	1	6.000	\$ 161.28	1ST QTR	
MCNAMARA	ALICE	ESY	DISTRICTWIDE STAFF	PARAPROFESSIONAL	7/9/2018	8/2/2018	15	4.000	\$ 1,066.80	1ST QTR	
MEAD	SAVANNA	ESY	AEC CASE	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
MENGE	ROBERT	ESY	LEBANON TEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	11	4.000	\$ 782.32	1ST QTR	
MENZIA	ANDREA	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
MINICK	AMBER	ESY	AEC SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,188.48	1ST QTR	
MOGA	BRIAN	TEMP WORK AGREEMENT	LEBANON TEA	SPECIAL ED TEACHER	7/30/2018	7/30/2018	1	3.000	\$ 95.01	1ST QTR	
MOGA	BRIAN	TEMP WORK AGREEMENT	LEBANON TEA	SPECIAL ED TEACHER	8/1/2018	8/24/2018	1	2.000	\$ 63.34	1ST QTR	
MOGA	BRIAN	TEMP WORK AGREEMENT	LEBANON TEA	SPECIAL ED TEACHER	8/7/2018	8/8/2018	2	7.500	\$ 475.05	1ST QTR	
MONSON	JODI	TEMP WORK AGREEMENT	CMS DHH	INTERPRETER	8/15/2018	8/15/2018	1	6.500	\$ 162.50	1ST QTR	
MONSON	JODI	TEMP WORK AGREEMENT	LNHS DHH	INTERPRETER	8/23/2018	6/6/2019	50	2.000	\$ 2,500.00	1ST QTR revised	
MONTGOMERY	JESSICA	ESY	HASTINGS HS DASH	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
MONTGOMERY	JESSICA	TEMP WORK AGREEMENT	HASTINGS HS	PARAPROFESSIONAL	7/12/2018	7/12/2018	1	0.500	\$ 8.89	1ST QTR	
NELSON	KAYLA	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,213.44	1ST QTR	
NELSON	MARTA	ESY	YOUTH TRANSITION PRG	TEACHER	7/9/2018	8/2/2018	16	3.530	\$ 2,155.28	1ST QTR	
NESS	SAMANTHA	ESY	AEC SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
NEWMAN	MICHELLE	TEMP WORK AGREEMENT	GIDEON POND DHH	PARAPROFESSIONAL	10/26/2018	4/6/2019	11	6.000	\$ 1,199.22	1ST QTR	
NEWQUIST	MATTHEW	TEMP WORK AGREEMENT	ALLIANCE ED CTR IDEA/SUN	BD CERTIF BEHAVIOR ANALYST	7/24/2018	7/26/2018	2	3.500	\$ 284.76	1ST QTR	
NEWQUIST	MATTHEW	TEMP WORK AGREEMENT	AEC IDEA	BD CERTIF BEHAVIOR ANALYST	8/7/2018	8/9/2018	3	6.000	\$ 732.24	1ST QTR	
NORD	EMILY	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR	
NOVY	RACHEL	TEMP WORK AGREEMENT	ALLIANCE ED CTR IDEA	SPECIAL ED TEACHER	8/9/2018	8/9/2018	1	6.000	\$ 270.42	1ST QTR	
O'DOWD-MALLAM	ALEXANDRA	ESY	GIDEON POND DHH	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,239.04	1ST QTR	

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
						START	END	MAX	MAX		
						DATE	DATE	#WORK	HRS/	SALARY	2018-19
LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START	END	DAYS	DAY			
OLSON	ASHLEY	ESY	AEC SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,213.44	1ST QTR	
OLSON	CHARLOTTE	SUMMER MOVES	OPTIONS-BV #191	TEACHER	8/16/2018	8/24/2018	1	8.000	\$ 160.00	1ST QTR	
O'NEIL	DIANA	ESY	DCTC/SP ED STAFF	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 3,323.52	1ST QTR	
ONYENEHO	JIDEFOR	ESY	OPTIONS-BV #191	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,213.44	1ST QTR	
ONYENEHO	JIDEFOR	TEMP WORK AGREEMENT	YTP	PARAPROFESSIONAL	7/16/2018	7/19/2018	4	1.750	\$ 132.72	1ST QTR	
OPHUS	SAMANTHA	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR	
OTT	LISA	SUMMER MOVES	DCTC/SP ED STAFF	BD CERT BEHAVIOR ANALYST	7/1/2018	8/24/2018	12	1.000	\$ 240.00	1ST QTR	
PALMA	LEAH	SUMMER MOVES	LEBANON TEA	TEACHER	7/1/2018	8/24/2018	4	1.000	\$ 80.00	1ST QTR	
PALMBERG	KAILA	ESY	LAKEVILLE N HS DHH	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,213.44	1ST QTR	
PAULEY	JACKIE	TEMP WORK AGREEMENT	AEC SUN	SPECIAL ED TEACHER	8/1/2018	8/24/2018	1	6.000	\$ 247.62	1ST QTR	
PEMBLE	HOLLY	SUMMER MOVES	CEC ITINERANTS	TEACHER	7/1/2018	8/24/2018	4	3.000	\$ 240.00	1ST QTR	
PEMBLE	HOLLY	ESY	CEC ITINERANTS	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 3,351.04	1ST QTR	
PEMBLE	HOLLY	TEMP WORK AGREEMENT	HHS DASH	SPEECH LANGUAGE PATHOLOGIST	7/12/2018	7/12/2018	1	0.500	\$ 26.18	1ST QTR	
PEMBLE	HOLLY	TEMP WORK AGREEMENT	PHD ITINERANT CEC	PHYSICAL & HLTH DISAB TEACHER	7/16/2018	8/30/2018	4	2.000	\$ 418.88	1ST QTR	
PEREDA	JOHN	TEMP WORK AGREEMENT	DCALS	GUIDANCE COUNSELOR	7/1/2018	6/30/2019	6	8.000	\$ 1,980.96	1ST QTR	revised
PETERS	AMANDA	TEMP WORK AGREEMENT	JSC RIVERSIDE/NC	SPECIAL ED TEACHER-LEAD	7/17/2018	8/24/2018	7	8.000	\$ 2,072.97	1ST QTR	
PETERS	AMANDA	TEMP WORK AGREEMENT	JSC RIVERSIDE	SPECIAL ED TEACHER-LEAD	7/26/2018	8/17/2018	3	8.000	\$ 1,069.92	1ST QTR	
PETERSEN	JENNIFER	SUMMER MOVES	CEC ITINERANTS	TEACHER	7/1/2018	8/24/2018	12	1.000	\$ 240.00	1ST QTR	
PETERSEN	JENNIFER	ESY	CEC ITINERANTS	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 3,323.52	1ST QTR	
PETERSON	SHERLYN	SUMMER MOVES	CHERRY VIEW EL PACES	TEACHER	8/24/2018	8/24/2018	1	4.000	\$ 80.00	1ST QTR	
PIETSCH	ASHLEY	TEMP WORK AGREEMENT	JSC NEW CHANCE	PARAPROFESSIONAL	8/31/2018	8/31/2018	1	4.000	\$ 74.28	1ST QTR	
PORTER	ALLISON	ESY	LAKEVILLE N HS DHH	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
POWELL-BROWN	DIALLO	ESY	AEC IDEA BAT	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
PROULX	KELLI	SUMMER MOVES	CEC ITINERANTS	TEACHER	7/1/2018	8/24/2018	4	3.000	\$ 240.00	1ST QTR	
PROULX	KELLI	TEMP WORK AGREEMENT	PHD ITINERANT	PHYSICAL & HLTH DISAB TEACHER	7/16/2018	8/30/2018	4	2.000	\$ 376.80	1ST QTR	
QUAM	LYNN	SUMMER MOVES	AEC ITINERANTS	TEACHER	7/1/2018	8/24/2018	1	8.000	\$ 160.00	1ST QTR	
RADANT	HANNAH	SUMMER MOVES	AEC SUN	TEACHER	7/1/2018	8/24/2018	1	6.000	\$ 120.00	1ST QTR	
RANDOL	JESSICA	ESY	CEDAR SUN	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 1,975.04	1ST QTR	
RASMUSSEN	SHANNON	ESY	DIAMONDHEAD EC DHH	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 3,452.80	1ST QTR	
RASMUSSEN	SHANNON	SUMMER MOVES	DIAMONDHEAD EC DHH	TEACHER	7/16/2018	8/24/2018	4	2.000	\$ 160.00	1ST QTR	
RASMUSSEN	SHANNON	TEMP WORK AGREEMENT	DHH RES/DEC	TEACHER OF DEAF/HH	7/25/2018	7/26/2018	2	8.000	\$ 863.36	1ST QTR	
REIERSON	AMY	ESY	DCTC/SP ED STAFF	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,188.48	1ST QTR	
RENKEN	WENDI	TEMP WORK AGREEMENT	LEBANON TEA	SPECIAL ED TEACHER-LEAD	7/1/2018	8/24/2018	40	2.000	\$ 3,956.80	1ST QTR	
RENKEN	WENDI	ESY	LEBANON TEA	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 3,164.80	1ST QTR	
RENKEN	WENDI	TEMP WORK AGREEMENT	LEBANON TEA	SPECIAL ED TEACHER-LEAD	8/7/2018	8/8/2018	2	7.500	\$ 741.90	1ST QTR	
RENSCH	AMY	ESY	HUDDLESTON EL PACES	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,188.48	1ST QTR	
RIESGRAF	AMY	TEMP WORK AGREEMENT	LEBANON TEA	MENTAL HEALTH PRACTITIONER	7/30/2018	7/30/2018	1	3.000	\$ 111.27	1ST QTR	

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
						START	END	MAX	MAX		
						DATE	DATE	#WORK	HRS/	SALARY	2018-19
LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START	END	DAYS	DAY	SALARY	2018-19	
RIESGRAF	AMY	TEMP WORK AGREEMENT	LEBANON TEA	MENTAL HEALTH PRACTITIONER	8/1/2018	8/24/2018	2	1.750	\$ 129.82	1ST QTR	
ROBINSON	JANE	ESY	YOUTH TRANSITION PRG	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 1,943.68	1ST QTR	
ROGERS	BARRY	ESY	LEBANON TEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,264.64	1ST QTR	
ROGERS	ELLISMORE	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
ROHR	DAWN	ESY	AEC IDEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,315.84	1ST QTR	
ROSENBERG	SHANNON	ESY	OAK GROVE MS-BLOOM	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	3.500	\$ 1,017.54	1ST QTR	
RUEDY	KIERSTEN	ESY	DISTRICTWIDE STAFF	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
RUFF	TIMOTHY	ESY	LAKEVILLE N HS DASH	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 2,170.88	1ST QTR	
RUIZ-BRUCE	BRIANA	ESY	AEC SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
RUIZ-BRUCE	BRIANA	TEMP WORK AGREEMENT	AEC SUN	SPECIAL ED TEACHER	8/1/2018	8/24/2018	1	6.000	\$ 157.14	1ST QTR	
RUTHERFORD	AMENDA	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
RUTHERFORD	AMENDA	TEMP WORK AGREEMENT	CEDAR SUN	STUDENT ASSISTANT	8/30/2018	6/6/2019	175	7.000	\$ 21,780.50	1ST QTR	
SALAZAR	ARACELI	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
SATHER	BRENDA	TEMP WORK AGREEMENT	LEBANON TEA	SPECIAL ED TEACHER	8/1/2018	8/24/2018	1	2.000	\$ 96.30	1ST QTR	
SAVAGE	DAWN	TEMP WORK AGREEMENT	DHH RES-GP	INTERPRETER	7/9/2018	7/9/2018	1	1.000	\$ 29.56	1ST QTR	
SAVAGE	DAWN	ESY	BURNSVILLE HS DHH	INTERPRETER	7/9/2018	8/2/2018	16	4.000	\$ 1,452.16	1ST QTR	
SAVAGE	DAWN	TEMP WORK AGREEMENT	GIDEON POND DHH	INTERPRETER	8/13/2018	6/6/2019	15	2.000	\$ 886.80	1ST QTR	
SCHMITZ	AMELIA	TEMP WORK AGREEMENT	DCALS	SPECIAL ED TEACHER	7/9/2018	8/24/2018	4	1.000	\$ 135.68	1ST QTR	
SCHNEIDER	SAMANTHA	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
SETTELL	MARIAH	ESY	LEBANON TEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
SHANLEY	MICHELLE	SUMMER MOVES	CEC ITINERANTS	TEACHER	7/1/2018	8/24/2018	4	3.000	\$ 240.00	1ST QTR	
SHANLEY	MICHELLE	TEMP WORK AGREEMENT	VI ITINERANT	SPECIAL ED TEACHER	7/9/2018	8/22/2018	23	2.000	\$ 2,106.34	1ST QTR	
SHEPPARD	TINA	ESY	DIAMONDHEAD EC DHH	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,347.84	1ST QTR	
SIMONSEN	BEVERLY	ESY	BOECKMAN MS PACES	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,405.44	1ST QTR	
SIMSER	ALLISON	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
SINKINSON	JESSICA	SUMMER MOVES	DCALS SP ED STAFF	TEACHER	7/1/2018	8/24/2018	12	1.000	\$ 240.00	1ST QTR	
SINKINSON	JESSICA	SUMMER MOVES	DCALS SP ED STAFF	TEACHER	8/21/2018	8/22/2018	2	4.000	\$ 160.00	1ST QTR	
SINKINSON	JESSICA	TEMP WORK AGREEMENT	DCALS SP ED STAFF	TEACHER	8/24/2018	8/24/2018	1	2.500	\$ 117.75	1ST QTR	
SMITH III	NORMAN	TEMP WORK AGREEMENT	LEBANON TEA	MENTAL HEALTH PRACTITIONER	8/1/2018	8/24/2018	1	3.750	\$ 175.68	1ST QTR	
SNIDER	RUTH	ESY	DCTC/SP ED STAFF	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
SOMMERVOLD	CASSANDRA	TEMP WORK AGREEMENT	AEC IDEA	SPECIAL ED TEACHER	8/1/2018	8/24/2018	1	6.000	\$ 175.50	1ST QTR	
SPICER	BRENNAN	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR	
SPURGIN	LYNETTE	ESY	LAKEVILLE N HS PACES	PARAPROFESSIONAL	7/19/2018	8/2/2018	9	4.000	\$ 749.16	1ST QTR	
STADELMAN	MARY	TEMP WORK AGREEMENT	DHH ITINERANT	PARAPROFESSIONAL	8/7/2018	8/9/2018	2	2.000	\$ 74.28	1ST QTR	
STANSBERRY	JERMAINE	ESY	CONCORD SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
STAPLES	ANN	ESY	DCTC/SP ED STAFF	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,772.16	1ST QTR	
STEINER	DORETTA	ESY	DISTRICTWIDE STAFF	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>DESCRIPTION</u>	<u>LOCATION</u>	<u>POSITION</u>	<u>START DATE</u>	<u>END DATE</u>	<u>MAX #WORK DAYS</u>	<u>MAX HRS/DAY</u>	<u>SALARY</u>	<u>2018-19</u>	
STELLER	NATHANAEL	ESY	CEDAR SUN	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 1,893.12	1ST QTR	
STEPHENS	DAWN	ESY	AEC IDEA	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 2,311.68	1ST QTR	
STEPHENS	DAWN	TEMP WORK AGREEMENT	AEC IDEA	SPECIAL ED TEACHER	8/1/2018	8/24/2018	1	6.000	\$ 216.72	1ST QTR	
STEVENS	ERIN	TEMP WORK AGREEMENT	LEBANON TEA	SPECIAL ED TEACHER	8/1/2018	8/24/2018	2	1.750	\$ 128.42	1ST QTR	
STEVENS	ERIN	TEMP WORK AGREEMENT	LEBANON TEA	SPECIAL ED TEACHER	8/7/2018	8/8/2018	2	7.500	\$ 550.35	1ST QTR	
STIFF	RACHEL	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
STOOS	JUDY	ESY	DCTC/SP ED STAFF	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,188.48	1ST QTR	
STORLIE	AMANDA	ESY	AEC IDEA/SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,239.04	1ST QTR	
STREED	MEGAN	ESY	HASTINGS HS DASH	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 1,868.16	1ST QTR	
STRESE	DEBRA	ESY	MEADOWVIEW EL PACES	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,405.44	1ST QTR	
STROMBERG	RHIANON	TEMP WORK AGREEMENT	LEBANON TEA	MENTAL HEALTH PRACTITIONER	8/1/2018	8/24/2018	2	1.750	\$ 157.75	1ST QTR	
SWEATS	ANTHONY	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
TAFFE	KAYLEEN	TEMP WORK AGREEMENT	GIDEON POND DHH	TEACHER	7/2/2018	8/30/2018	10	2.000	\$ 1,142.20	1ST QTR	
THAMES	DERIC	TEMP WORK AGREEMENT	LEBANON TEA	SPECIAL ED TEACHER	7/1/2018	8/24/2018	20	1.000	\$ 690.80	1ST QTR	
THAMES	DERIC	ESY	LEBANON ED CTR IDEA	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 2,210.56	1ST QTR	
THAMES	DERIC	SUMMER MOVES	LEBANON ED CTR IDEA	TEACHER	8/1/2018	8/24/2018	4	1.000	\$ 80.00	1ST QTR	
THAMES	DERIC	TEMP WORK AGREEMENT	LEBANON TEA	SPECIAL ED TEACHER	8/1/2018	8/24/2018	1	2.000	\$ 69.08	1ST QTR	
THOMAS	TAYLOR	ESY	GIDEON POND ITINERAN	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 2,540.16	1ST QTR	
THOMPSON	ANNE	ESY	CEDAR SUN	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 2,079.36	1ST QTR	
THOMPSON	JOCELYN	ESY	AEC IDEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,213.44	1ST QTR	
THOMPSON	JOCELYN	TEMP WORK AGREEMENT	AEC IDEA	SPECIAL ED TEACHER	8/1/2018	8/24/2018	1	6.000	\$ 166.08	1ST QTR	
TOAY	GRETCHEN	TEMP WORK AGREEMENT	GIDEON POND DHH	INTERPRETER	8/13/2018	6/6/2019	75	2.000	\$ 3,886.50	1ST QTR	
TRAINER	MATTHEW	TEMP WORK AGREEMENT	LEBANON TEA	SPECIAL ED TEACHER	8/1/2018	8/24/2018	1	2.000	\$ 59.94	1ST QTR	
TRAYNOR	ANITA	TEMP WORK AGREEMENT	HHS DASH	HEALTH ASSOCIATE	8/31/2018	8/31/2018	1	2.000	\$ 57.50	1ST QTR	
TUFTEE	SHANYN	SUMMER MOVES	CEC ITINERANTS	TEACHER	7/1/2018	8/24/2018	4	2.000	\$ 160.00	1ST QTR	
TUVEY	SARA	ESY	YOUTH TRANSITION PRG	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 3,323.52	1ST QTR	
TYLER	ESTANIE	ESY	AEC IDEA	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
VALERIO	STACY	ESY	CEDAR SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,341.44	1ST QTR	
VASQUEZ	KATHRYN	ESY	GIDEON POND DHH	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR	
VETTERS	ERIN	TEMP WORK AGREEMENT	DHH RES/LNHS	PARAPROFESSIONAL	7/15/2018	8/24/2018	25	2.000	\$ 857.50	1ST QTR	
VOLLBRECHT	MICHELLE	TEMP WORK AGREEMENT	DCTC TESA/DASH/PACES	SPECIAL ED TEACHER-LEAD	7/9/2018	8/24/2018	10	8.000	\$ 3,504.80	1ST QTR	
VOLLMUTH	LAURA	ESY	LAKEVILLE N HS PACES	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,213.44	1ST QTR	
VOLLMUTH	LAURA	TEMP WORK AGREEMENT	LNHS PACES	PARAPROFESSIONAL	9/4/2018	9/6/2018	3	0.750	\$ 42.66	1ST QTR	
VRIEZE	JANEL	TEMP WORK AGREEMENT	DCTC TESA/DASH/PACES	SPECIAL ED TEACHER	7/2/2018	8/31/2018	5	4.000	\$ 1,154.40	1ST QTR	
VRIEZE	JANEL	ESY	DCTC/SP ED STAFF	TEACHER	7/9/2018	8/2/2018	16	4.000	\$ 3,694.08	1ST QTR	
WALDHAUSER	SARAH	ESY	CONCORD SUN	PARAPROFESSIONAL	7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR	
WALETSKI	GREGORY	TEMP WORK AGREEMENT	LNHS DHH	INTERPRETER	9/4/2018	6/6/2019	50	2.000	\$ 2,500.00	1ST QTR	

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
						START	END	MAX	MAX		
						DATE	DATE	#WORK	HRS/	SALARY	2018-19
LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION		DATE	DATE	DAYS	DAY		
WALTER	STEPHANIE	ESY	AEC IDEA/SUN	PARAPROFESSIONAL		7/9/2018	8/2/2018	10	4.000	\$ 1,122.56	1ST QTR
WATERS	BRIAN	ESY	AEC IDEA	TEACHER		7/9/2018	8/2/2018	16	4.000	\$ 1,872.00	1ST QTR
WATERS	BRIAN	TEMP WORK AGREEMENT	AEC IDEA	SPECIAL ED TEACHER		8/1/2018	8/24/2018	1	6.000	\$ 175.50	1ST QTR
WATSON	SUSAN	ESY	CONCORD SUN	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR
WEBER	ANGELYN	TEMP WORK AGREEMENT	CEDAR SUN	SPECIAL ED TEACHER		8/1/2018	8/24/2018	16	1.000	\$ 509.76	1ST QTR
WEILER	AUDREY	TEMP WORK AGREEMENT	BUSINESS OFFICE	PAYROLL SPECIALIST		7/1/2018	6/30/2018	30	4.000	\$ 5,740.80	1ST QTR
WEILER	SARAH	ESY	DCTC/SP ED STAFF	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.030	\$ 1,146.45	1ST QTR
WEIS	COLLEEN	TEMP WORK AGREEMENT	AEC IDEA	SPECIAL ED TEACHER		8/1/2018	8/24/2018	1	6.000	\$ 287.70	1ST QTR
WERTANEN	SUSAN	ESY	CEDAR SUN	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,550.72	1ST QTR
WESLEY	RENATA	ESY	AEC IDEA	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,213.44	1ST QTR
WILEY	LATAYSHA	ESY	AEC CASE	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,137.92	1ST QTR
WILKERSON	BECKY	ESY	LEBANON TEA	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR
WILLIAMS	DONALD	TEMP WORK AGREEMENT	DCALS N	SOCIAL STUDIES TEACHER-LEAD		7/1/2018	9/30/2018	4.72	4.000	\$ 850.92	1ST QTR
WOOD	FRAN	SUMMER MOVES	CEC ITINERANTS	TEACHER		7/1/2018	8/24/2018	4	3.000	\$ 240.00	1ST QTR
WOOD	FRAN	ESY	CEC ITINERANTS	TEACHER		7/31/2018	8/24/2018	12	8.000	\$ 4,395.84	1ST QTR
WOOD	FRAN	TEMP WORK AGREEMENT	VI ITINERANT	TEACHER OF VISUALLY IMPAIRED		7/9/2018	8/10/2018	10	4.000	\$ 1,831.60	1ST QTR
ZEHNDER	SCOTT	TEMP WORK AGREEMENT	ALLIANCE ED CTR	LEAD CUSTODIAN		8/19/2018	8/19/2018	1	10.000	\$ 415.20	1ST QTR
ZEHNDER	SCOTT	TEMP WORK AGREEMENT	ALLIANCE ED CTR	LEAD CUSTODIAN		9/1/2018	9/2/2018	2	8.000	\$ 664.32	1ST QTR
ZEMBRYKI	VARO	ESY	AEC CASE	PARAPROFESSIONAL		7/9/2018	8/2/2018	16	4.000	\$ 1,162.88	1ST QTR
ZUEHLKE	REBECCA	TEMP WORK AGREEMENT	DCTC TESA/PACES	SOCIAL WORKER		6/27/2018	6/27/2018	1	4.000	\$ 203.36	1ST QTR
ZUEHLKE	REBECCA	TEMP WORK AGREEMENT	DCTC TESA	SOCIAL WORKER		8/24/2018	8/25/2018	2	4.000	\$ 406.72	1ST QTR
										\$ 463,465.52	1ST QTR TOTAL
ANDERSON	NICOLE	TEMP WORK AGREEMENT	AEC CASE	PARAPROFESSIONAL		11/1/2018	11/1/2018	1	1.00	\$ 17.78	2ND QTR
ARNESON	PATRICIA	TEMP WORK AGREEMENT	CEDAR SUN	LIC INDEP CLINICAL SOCIAL WRKR		10/26/2018	10/26/2018	1	7.50	\$ 409.58	2ND QTR
ASMUS	JOAN	TEMP WORK AGREEMENT	DCTC TESA	NURSE		10/22/2018	10/29/2018	2	3.00	\$ 286.86	2ND QTR
BANNICK	JEAN	TEMP WORK AGREEMENT	AEC SUN	OCCUPATIONAL THERAPIST		8/23/2018	8/24/2018	2	0.50	\$ 42.90	2ND QTR
BAUER	BEV	TEMP WORK AGREEMENT	JSC RIVERSIDE	PARAPROFESSIONAL		10/17/2018	10/17/2018	1	1.50	\$ 32.79	2ND QTR
BAUER	CARIE	TEMP WORK AGREEMENT	LNHS DASH	HEALTH ASSOCIATE		8/31/2018	8/31/2018	1	2.00	\$ 62.46	2ND QTR
BAUER	CARIE	TEMP WORK AGREEMENT	LNHS DASH	HEALTH ASSOCIATE		10/22/2018	10/29/2018	2	3.00	\$ 187.38	2ND QTR
BEAN	WAKESHIA	TEMP WORK AGREEMENT	AEC IDEA	PARAPROFESSIONAL		9/20/2018	9/20/2018	1	0.50	\$ 9.29	2ND QTR
BEIGEL	HEATHER	TEMP WORK AGREEMENT	MCAULIFFE ELEM DASH	HEALTH ASSOCIATE		8/31/2018	8/31/2018	1	2.00	\$ 47.90	2ND QTR
BOEGLER	PAMELA	TEMP WORK AGREEMENT	DCALS	TEACHER		9/4/2018	6/5/2018	173	0.86	\$ 6,900.00	2ND QTR
BOEHMER	AMANDA	TEMP WORK AGREEMENT	JSC RIVERSIDE	TEACHER		10/17/2018	10/17/2018	1	1.00	\$ 32.78	2ND QTR
BOEHMER	AMANDA	TEMP WORK AGREEMENT	JSC RIVERSIDE	TEACHER		12/7/2018	12/7/2018	1	7.00	\$ 229.46	2ND QTR
BOEHMER	AMANDA	TEMP WORK AGREEMENT	JSC RIVERSIDE	TEACHER		4/12/2019	4/12/2019	1	7.00	\$ 229.46	2ND QTR
BORMANN	NATALIE	TEMP WORK AGREEMENT	LEC TEA	HEALTH ASSOCIATE		11/12/2018	11/21/2018	5	1.00	\$ 129.40	2ND QTR

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
						START	END	MAX	MAX		
						DATE	DATE	#WORK	HRS/	SALARY	2018-19
LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	DATE	DATE	DAYS	DAY			
BRANDON	LISA	TEMP WORK AGREEMENT	LEC TEA	TEACHER	8/1/2018	8/24/2018	1	2.00	\$ 69.80	2ND QTR	
BRENNER	TARA	TEMP WORK AGREEMENT	JSC RIVERSIDE	PARAPROFESSIONAL	10/17/2018	10/17/2018	1	0.75	\$ 13.63	2ND QTR	
BRINK	MIRANDA	TEMP WORK AGREEMENT	LNHS DASH	HEALTH ASSOCIATE SUBSTITUTE	12/5/2018	1/9/2019	3	7.00	\$ 572.67	2ND QTR	
BURGIO	MICHAEL	TEMP WORK AGREEMENT	YTP	TEACHER	11/16/2018	11/16/2018	1	7.00	\$ 333.13	2ND QTR	
BYER	ANNE	TEMP WORK AGREEMENT	CEC ITINERANT	PSYCHOLOGIST-LICENSED	10/25/2018	10/26/2018	2	1.00	\$ 118.34	2ND QTR	
BYER	ANNE	TEMP WORK AGREEMENT	CEC ITINERANT	PSYCHOLOGIST-LICENSED	11/6/2018	11/7/2018	2	1.00	\$ 118.34	2ND QTR	
CHAMBLIN	JESSICA	TEMP WORK AGREEMENT	CEC ITINERANT	TEACHER	11/1/2018	6/6/2019	32	8.00	\$ 6,704.64	2nd QTR	
CLARK	MADISON	TEMP WORK AGREEMENT	AEC IDEA	PARAPROFESSIONAL	9/20/2018	9/20/2018	1	0.50	\$ 8.89	2ND QTR	
DOBSON	MEGHAN	TEMP WORK AGREEMENT	AEC IDEA	SPECIAL ED TEACHER-LEAD	10/11/2018	10/11/2018	1	7.50	\$ 422.10	2ND QTR	
DOBSON	MEGHAN	TEMP WORK AGREEMENT	AEC IDEA	SPECIAL ED TEACHER-LEAD	6/25/2019	6/25/2019	3	7.50	\$ 1,266.30	2ND QTR	
DODGE	MICHELLE	TEMP WORK AGREEMENT	LNHS DHH	INTERPRETER	9/4/2018	6/6/2019	50	2.00	\$ 2,956.00	2ND QTR	
DODGE	MICHELLE	TEMP WORK AGREEMENT	GIDEON POND DHH	INTERPRETER	9/4/2018	6/6/2018	38	1.00	\$ 1,123.28	2ND QTR	
ECKMAN	MACKENZIE	TEMP WORK AGREEMENT	AEC SUN	PARAPROFESSIONAL	9/20/2018	9/20/2018	1	0.50	\$ 8.89	2ND QTR	
EDMONDS	BILLE	TEMP WORK AGREEMENT	AEC CASE	PARAPROFESSIONAL	11/1/2018	11/1/2018	1	1.00	\$ 17.78	2ND QTR	
EDMONDS	BILLIE	TEMP WORK AGREEMENT	AEC CASE	PARAPROFESSIONAL	9/20/2018	9/20/2018	1	1.00	\$ 17.78	2ND QTR	
EDMONDS	BILLIE	TEMP WORK AGREEMENT	AEC CASE	PARAPROFESSIONAL	12/20/2018	12/20/2018	1	1.50	\$ 26.67	2ND QTR	
ENG	BENJAMIN	TEMP WORK AGREEMENT	DCTC TESA	STUDENT ASSISTANT	12/19/2018	6/6/2019	103	6.75	\$ 12,481.56	2ND QTR	
ENGELHARDT FISCHBEIN	KRISTIN	TEMP WORK AGREEMENT	GIDEON POND DHH	TEACHER	10/2/2018	12/18/2018	10	4.00	\$ 2,158.00	2ND QTR	
FILLHOUER	AMY	TEMP WORK AGREEMENT	NORMANDALE HILLS EL	INTERPRETER	11/14/2018	6/6/2019	3	7.00	\$ 378.00	2nd QTR	
FILLHOUER	AMY	TEMP WORK AGREEMENT	NORMANDALE HILLS EL	INTERPRETER	12/1/2018	6/6/2019	6	1.00	\$ 150.00	2nd QTR	
FOSS	DEANNA	TEMP WORK AGREEMENT	DCALS SECONDARY TECH	TECH TUTOR	10/1/2018	6/6/2019	20	6.00	\$ 2,966.40	2ND QTR	
FRISQUE	SHERILYN	TEMP WORK AGREEMENT	AEC ITINERANTS	TEACHER	9/4/2018	10/26/2018	24	2.04	\$ 2,687.11	2ND QTR	
FRISQUE	SHERILYN	TEMP WORK AGREEMENT	CEC ITINERANT	TEACHER	11/1/2018	6/6/2019	96.00	4.00	\$ 21,054.72	2nd QTR	
GODFREY	CHERI	TEMP WORK AGREEMENT	CEC ITINERANT	BRAILLIST	2/27/2018	6/6/2019	11	5.00	\$ 1,264.45	2ND QTR	
GREENGO	PAM	TEMP WORK AGREEMENT	HMS DASH	HEALTH ASSOCIATE	8/31/2018	8/31/2018	1	2.00	\$ 59.46	2ND QTR	
GREENGO	PAM	TEMP WORK AGREEMENT	CHR MCAULIFFE EL DASH	HEALTH ASSOCIATE	10/2/2018	6/6/2019	20	0.75	\$ 445.95	2ND QTR	
HART	AMY	TEMP WORK AGREEMENT	AEC SUN	PARAPROFESSIONAL	9/20/2018	9/20/2018	1	0.50	\$ 9.09	2ND QTR	
HARTMAN	KIMBERLY	TEMP WORK AGREEMENT	GIDEON POND DHH	INTERPRETER	9/4/2018	6/6/2019	6	3.00	\$ 530.46	2ND QTR	
HELM	HEIDI	TEMP WORK AGREEMENT	JSC NEW CHANCE	TEACHER	10/17/2018	10/17/2018	1	1.00	\$ 45.79	2ND QTR	
HENDRICKS	PETER	TEMP WORK AGREEMENT	JSC RIVERSIDE	DAPE TEACHER	10/17/2018	10/17/2018	1	0.50	\$ 17.09	2ND QTR	
HORRMANN	ANNA	TEMP WORK AGREEMENT	CHR HUDDLESTON ELEM	STUDENT ASSISTANT	8/30/2018	6/6/2019	172	7.25	\$ 22,171.66	2ND QTR	
HURLA	AMY	TEMP WORK AGREEMENT	LEC TEA	MENTAL HEALTH PRACTITIONER	8/27/2018	1/2/2019	15	2.00	\$ 912.90	2ND QTR	
HURLA	AMY	TEMP WORK AGREEMENT	LEC TEA	MENTAL HEALTH PRACTITIONER	10/28/2018	1/2/2019	15	2.00	\$ 912.90	2ND QTR	
JOHNSON	SARAH	TEMP WORK AGREEMENT	CEC ITINERANT	TEACHER	9/4/2018	6/6/2019	10	3.00	\$ 1,144.80	2ND QTR	
JOHNSTON	SUZANNE	TEMP WORK AGREEMENT	INVER GROVE MS DHH	INTERPRETER	8/27/2018	6/6/2019	23	1.00	\$ 575.00	2ND QTR	
JOUBERT	MONICA	TEMP WORK AGREEMENT	LNHS DASH	PARAPROFESSIONAL	10/12/2018	10/12/2018	1	1.00	\$ 19.36	2ND QTR	
JOZAMAR-INOUSS	ROSELAIN	TEMP WORK AGREEMENT	AEC IDEA	STUDENT ASSISTANT	10/24/2018	3/10/2019	84	6.75	\$ 10,081.26	2ND QTR	revised

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
						START	END	MAX	MAX		
						DATE	DATE	#WORK	HRS/	SALARY	2018-19
LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	DATE	DATE	DAYS	DAY			
JUENEMANN	STEPHANIE	TEMP WORK AGREEMENT	LEC TEA	PARAPROFESSIONAL	10/4/2018	10/4/2018	1	1.75	\$ 31.80	2ND QTR	
KAYEE	LUCINA	TEMP WORK AGREEMENT	AEC IDEA	PARAPROFESSIONAL	12/20/2018	12/20/2018	1	1.50	\$ 26.67	2ND QTR	
KETTLER	KATHRYN	TEMP WORK AGREEMENT	LEC TEA	MENTAL HEALTH PRACTITIONER	8/27/2018	6/10/2019	15	2.00	\$ 972.90	2ND QTR	
KLEIN	LORI	TEMP WORK AGREEMENT	CEC ITINERANT	VISION TEACHER	8/1/2018	8/30/2018	3	2.00	\$ 346.32	2ND QTR	
KNEER	AMBER	TEMP WORK AGREEMENT	LEC TEA	PARAPROFESSIONAL	9/4/2018	9/7/2018	41	2.00	\$ 1,640.82	2ND QTR	
KNIGHT	ROBIN	TEMP WORK AGREEMENT	AEC CASE	PARAPROFESSIONAL	12/20/2018	12/20/2018	1	1.50	\$ 28.44	2ND QTR	
KRUSE	REBECCA	TEMP WORK AGREEMENT	AEC IDEA/SUN/CASE	NURSE	10/22/2018	10/29/2018	2	3.00	\$ 203.88	2ND QTR	
LAMPHERE	ANNA	TEMP WORK AGREEMENT	LEC TEA	MENTAL HEALTH PRACTITIONER	8/1/2018	8/24/2018	2	2.00	\$ 195.72	2ND QTR	
LAMPHERE	ANNA	TEMP WORK AGREEMENT	LEC TEA	MENTAL HEALTH PRACTITIONER	8/27/2018	1/2/2019	15	2.33	\$ 1,712.55	2ND QTR	
LAMPHERE	ANNA	TEMP WORK AGREEMENT	LEC TEA	MENTAL HEALTH PRACTITIONER	10/10/2018	1/2/2019	15	2.00	\$ 1,467.90	2ND QTR	
LANDGGRAF	STACY	TEMP WORK AGREEMENT	AEC SUN	STUDENT ASSISTANT	11/5/2018	6/6/2019	133	6.75	\$ 15,962.88	2ND QTR	
LAWRENCE	MARY	TEMP WORK AGREEMENT	DCTC TESA	STUDENT ASSISTANT	10/24/2018	6/6/2019	140	6.75	\$ 16,802.10	2ND QTR	
LUNDQUIST	CAROL	TEMP WORK AGREEMENT	DCALS	MED CAREERS TEACHER	11/2/2018	11/2/2018	1	6.00	\$ 311.58	2ND QTR	
MAYES	EMMA	TEMP WORK AGREEMENT	GIDEON POND DHH	PARAPROFESSIONAL	12/24/2018	1/2/2019	2	8.00	\$ 290.72	2nd QTR	
MAYES	KATRINA	TEMP WORK AGREEMENT	OAK HILL ELEM LKVL	PARAPROFESSIONAL	8/29/2018	8/29/2018	1	4.00	\$ 71.12	2ND QTR	
MAYES	KATRINA	TEMP WORK AGREEMENT	OAK HILL ELEM LKVL	PARAPROFESSIONAL	10/26/2018	4/6/2019	11	6.00	\$ 1,173.48	2ND QTR	
MAYES	KATRINA	TEMP WORK AGREEMENT	OAK HILL ELEM LKVL	PARAPROFESSIONAL	12/10/2018	6/6/2019	52	1.00	\$ 924.56	2nd QTR	revised
MELZER	LAUREN	TEMP WORK AGREEMENT	LEC TEA	COMMUNITY EXPERT	8/1/2018	8/24/2018	1	2.00	\$ 52.14	2ND QTR	
MONSON	JODI	TEMP WORK AGREEMENT	HENRY SIBLEY HS DHH	INTERPRETER	9/4/2018	6/6/2019	100	2.00	\$ 5,000.00	2ND QTR	
MOON	JENNA	TEMP WORK AGREEMENT	JSC RIVERSIDE	TEACHER	10/17/2018	10/17/2018	1	0.50	\$ 13.47	2ND QTR	
MORRIS	AMELIA	TEMP WORK AGREEMENT	HUDDLESTON EL PACES	STUDENT ASSISTANT	10/27/2018	4/6/2019	12	7.00	\$ 1,493.52	2ND QTR	
MULVILLE	JONATHON	TEMP WORK AGREEMENT	DCALS SUBSTITUE TCHR	ENGLISH/COMM TEACHER	12/18/2018	12/30/2018	3	4.00	\$ 476.28	2nd QTR	
OTT	LISA	TEMP WORK AGREEMENT	DCTC SPECIAL ED	BD CERT BEHAVIOR ANALYST	11/12/2018	11/14/2018	3	6.50	\$ 733.40	2ND QTR	
PALMBERG	KAILA	TEMP WORK AGREEMENT	GIDEON POND DHH	TEACHER	12/24/2018	1/2/2019	2	8.00	\$ 430.88	2nd QTR	
PANGERL	JENNY	TEMP WORK AGREEMENT	AEC IDEA	STUDENT ASSISTANT	12/17/2018	6/6/2019	106	6.75	\$ 13,286.84	2ND QTR	
PEMBLE	HOLLY	TEMP WORK AGREEMENT	CEC ITINERANT	TEACHER	11/15/2018	6/6/2019	32	3.00	\$ 5,026.56	2nd QTR	
PETERS	AMANDA	TEMP WORK AGREEMENT	JSC RIVERSIDE	LEAD TEACHER	10/17/2018	10/17/2018	1	0.50	\$ 22.29	2ND QTR	
PETERSEN	JENNIFER	TEMP WORK AGREEMENT	PINE BEND EL ECSE TEA	MENTAL HEALTH PRACTITIONER	12/4/2018	12/6/2018	3	7.00	\$ 1,090.53	2ND QTR	
PETERSON	CAROLINE	TEMP WORK AGREEMENT	FHS DHH	INTERPRETER	10/17/2018	6/6/2019	1	2.00	\$ 50.00	2ND QTR	
PHILLIPS	TERRY	TEMP WORK AGREEMENT	AEC SUN	PARAPROFESSIONAL	12/20/2018	12/20/2018	1	1.50	\$ 27.86	2ND QTR	
PIETSCHE	ASHLEY	TEMP WORK AGREEMENT	JSC NEW CHANCE	PARAPROFESSIONAL	10/17/2018	10/17/2018	1	0.50	\$ 9.29	2ND QTR	
POWELL-BROWN	DIALLO	TEMP WORK AGREEMENT	AEC CASE	PARAPROFESSIONAL	9/20/2018	9/20/2018	1	0.50	\$ 8.89	2ND QTR	
RANDOL	JESSICA	TEMP WORK AGREEMENT	CEDAR SUN	TEACHER	12/10/2018	12/10/2018	1	1.00	\$ 30.86	2nd QTR	
ROE	JEREMY	TEMP WORK AGREEMENT	GIDEON POND DHH	PARAPROFESSIONAL	10/2/2018	12/18/2018	10	2.00	\$ 500.00	2ND QTR	
ROE	JEREMY	TEMP WORK AGREEMENT	LNHS DHH	PARAPROFESSIONAL	10/26/2018	4/6/2018	11	6.00	\$ 1,173.48	2ND QTR	
SAPORITO	KATHLEEN	TEMP WORK AGREEMENT	CEC ITINERANT	TEACHER	10/1/2018	6/6/2019	16	4.00	\$ 3,323.52	2ND QTR	
SAVAGE	DAWN	TEMP WORK AGREEMENT	GIDEON POND DHH	INTERPRETER	10/1/2018	6/6/2019	22	2.00	\$ 1,300.64	2ND QTR	revised

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
						START	END	MAX	MAX		
						DATE	DATE	#WORK	HRS/	SALARY	2018-19
LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	DATE	DATE	DAYS	DAY			
SCHWANZ	LAURA	TEMP WORK AGREEMENT	GIDEON POND DHH	ADMIN ASSISTANT 1	12/10/2018	6/6/2019	40	1.00	\$ 1,006.40	2nd QTR	revised
SHANLEY	MICHELLE	TEMP WORK AGREEMENT	CEC ITINERANT	TEACHER OF VISUALLY IMPAIRED	9/4/2018	6/6/2019	23	2.00	\$ 2,106.34	2ND QTR	
SHORT	NICHOLE	TEMP WORK AGREEMENT	LEC TEA	SCHOOL PSYCHOLOGIST	8/20/2018	8/23/2018	3	7.00	\$ 890.82	2ND QTR	
SHORT	NICHOLE	TEMP WORK AGREEMENT	LEC TEA	SCHOOL PSYCHOLOGIST	4/9/2019	4/11/2019	3	7.50	\$ 954.45	2ND QTR	
SMITH-GALLIGHER	AMY	TEMP WORK AGREEMENT	AEC IDEA	STUDENT ASSISTANT	12/4/2018	6/6/2019	115	6.75	\$ 13,801.73	2ND QTR	
SPURGIN	LYNETTE	ESY	LNHS DASH	PARAPROFESSIONAL	7/19/2018	8/2/2018	9	4.00	\$ 749.16	2ND QTR	
STAPLES	ANNA	TEMP WORK AGREEMENT	TESA	PARAPROFESSIONAL	9/20/2018	5/20/2019	9	2.00	\$ 498.42	2ND QTR	
STELLER	NATHANIEL	TEMP WORK AGREEMENT	CEDAR SUN	TEACHER	12/10/2018	12/10/2018	1	1.00	\$ 29.58	2nd QTR	
STEVENS	ERIN	TEMP WORK AGREEMENT	LEC TEA	MENTAL HEALTH PRACTITIONER	9/20/2018	9/20/2018	1	7.50	\$ 275.18	2ND QTR	
STEVENS	ERIN	TEMP WORK AGREEMENT	LEC TEA	MENTAL HEALTH PRACTITIONER	1/30/2019	2/1/2019	3	7.50	\$ 825.53	2ND QTR	
STOEKLEN	BROOKE	TEMP WORK AGREEMENT	AEC SUN	PARAPROFESSIONAL	9/20/2018	9/20/2018	1	0.50	\$ 9.29	2ND QTR	
STOEKLEN	MATTHEW	TEMP WORK AGREEMENT	AEC SUN	PARAPROFESSIONAL	9/20/2018	9/20/2018	1	0.50	\$ 8.89	2ND QTR	
TENNESSEN	LAURA	TEMP WORK AGREEMENT	DCTC SPECIAL ED	SCHOOL PSYCHOLOGIST	9/11/2018	9/13/2018	3	7.50	\$ 1,178.10	2ND QTR	
THAMES	DERIC	TEMP WORK AGREEMENT	LEC TEA	TEACHER	9/4/2018	10/31/2018	39	1.00	\$ 1,347.06	2ND QTR	
THAMES	DERIC	TEMP WORK AGREEMENT	LEC TEA	TEACHER	11/1/2018	12/31/2018	21	2.00	\$ 1,450.68	2ND QTR	
THOMPSON	ANNE	TEMP WORK AGREEMENT	CEDAR SUN	TEACHER	11/16/2018	11/16/2018	1	7.50	\$ 243.68	2ND QTR	
TRAINER	MATTHEW	TEMP WORK AGREEMENT	LEC TEA	TEACHER	11/1/2018	12/31/2018	21	2.00	\$ 1,258.74	2ND QTR	
TRAYNOR	ANITA	TEMP WORK AGREEMENT	CHR MCAULIFFE EL DASH	HEALTH ASSOCIATE	9/4/2018	10/31/2018	38	0.75	\$ 819.38	2ND QTR	
TVERAA (PAGEL)	AMANDA	TEMP WORK AGREEMENT	CEDAR SUN	NURSE	10/22/2018	10/29/2018	2	3.00	\$ 311.58	2ND QTR	
TYLER	ESTAN	TEMP WORK AGREEMENT	AEC SUN	PARAPROFESSIONAL	12/20/2018	12/20/2018	1	1.50	\$ 26.67	2ND QTR	
TYLER	ESTANIE	TEMP WORK AGREEMENT	AEC IDEA	PARAPROFESSIONAL	9/20/2018	9/20/2018	1	0.50	\$ 8.89	2ND QTR	
TYLER	ESTANIE	TEMP WORK AGREEMENT	AEC IDEA	PARAPROFESSIONAL	12/20/2018	12/20/2018	1	1.50	\$ 26.67	2ND QTR	
VOLLBRECHT	MICHELLE	TEMP WORK AGREEMENT	DCTC TESA	SPECIAL ED TEACHER-LEAD	10/5/2018	10/5/2018	1	7.00	\$ 306.67	2ND QTR	
VOLLBRECHT	MICHELLE	TEMP WORK AGREEMENT	DCTC TESA	SPECIAL ED TEACHER-LEAD	2/4/2019	2/4/2019	1	7.00	\$ 306.60	2ND QTR	
VRIEZE	JANEL	TEMP WORK AGREEMENT	DCTC TESA	TEACHER	7/10/2018	8/15/2018	3	8.00	\$ 1,385.28	2ND QTR	
VRIEZE	JANEL	TEMP WORK AGREEMENT	DCTC TESA	TEACHER	9/10/2018	9/10/2018	1	7.50	\$ 432.90	2ND QTR	
VRIEZE	JANEL	TEMP WORK AGREEMENT	DCTC TESA	TEACHER	6/28/2019	6/28/2019	1	7.00	\$ 404.04	2ND QTR	
WEIERKE	HANNAH	TEMP WORK AGREEMENT	LNHS DASH	STUDENT ASSISTANT	11/1/2018	6/6/2018	134	7.00	\$ 16,677.64	2ND QTR	
WEILER	SARAH	TEMP WORK AGREEMENT	LNHS PACES	PARAPROFESSIONAL	10/15/2018	10/15/2018	1	4.50	\$ 81.76	2ND QTR	
WEILER	SARAH	TEMP WORK AGREEMENT	LNHS PACES	PARAPROFESSIONAL	12/17/2018	12/17/2018	1	4.50	\$ 81.76	2ND QTR	
WELLS	LAQUAYILA	TEMP WORK AGREEMENT	AEC IDEA	PARAPROFESSIONAL	12/20/2018	12/20/2018	1	1.50	\$ 26.67	2ND QTR	
WILEY	LATAYSHA	TEMP WORK AGREEMENT	AEC CASE	PARAPROFESSIONAL	12/20/2018	12/20/2018	1	1.50	\$ 26.67	2ND QTR	
WILLIAMS	HANNIA	TEMP WORK AGREEMENT	AEC IDEA	PARAPROFESSIONAL	12/20/2018	12/20/2018	1	1.50	\$ 26.67	2ND QTR	
WITTSTRUCK	SAMANTHA	TEMP WORK AGREEMENT	JSC NEW CHANCE	PARAPROFESSIONAL	10/17/2018	10/17/2018	1	1.50	\$ 26.67	2ND QTR	
WOOD	FRAN	TEMP WORK AGREEMENT	CEC ITINERANT	TEACHER	11/1/2018	6/6/2019	32	4.00	\$ 5,861.12	2nd QTR	
WOOD	FRAN	TEMP WORK AGREEMENT	CEC ITINERANT	VISION TEACHER	8/1/2018	8/30/2018	3	2.00	\$ 274.74	2ND QTR	
WOODWARD	MICHELLE	TEMP WORK AGREEMENT	SHS DASH	HEALTH ASSOCIATE	8/31/2018	8/31/2018	1	2.00	\$ 51.76	2ND QTR	

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
					START	END	MAX	MAX			
					DATE	DATE	#WORK	HRS/	SALARY	2018-19	
LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	DATE	DATE	DAYS	DAY			TOTAL
WOOLEMS	JACKSON	TEMP WORK AGREEMENT	AEC IDEA	PARAPROFESSIONAL	9/20/2018	9/20/2018	1	0.50	\$ 8.89	2ND QTR	
YANG	SOUA	TEMP WORK AGREEMENT	HSBS DASH	STUDENT ASSISTANT	10/27/2018	4/6/2019	12	7.00	\$ 1,526.28	2ND QTR	
ZUEHLKE	REBECCA	TEMP WORK AGREEMENT	DCTC TESA	SOCIAL WORKER	10/26/2018	10/26/2018	1	7.50	\$ 391.58	2ND QTR	
									<b>\$ 234,401.07</b>	<b>2ND QTR</b>	<b>TOTAL</b>
AALGAARD	MAREN	TEMP WORK AGREEMENT	GIDEON POND DHH	PARAPROFESSIONAL	1/2/2019	6/6/2019	6	0.50	\$ 53.34	3RD QTR	
ALTMAN	MARGARET	TEMP WORK AGREEMENT	AEC SUN	PARAPROFESSIONAL	2/14/2019	2/14/2019	1	1.50	\$ 27.86	3RD QTR	
ARNESON	BRENDA	TEMP WORK AGREEMENT	MEDICAL CAREERS	NURSE	2/15/2019	6/3/2019	15	2.70	\$ 1,215.00	3RD QTR	
BAXTER	JENNIFER	TEMP WORK AGREEMENT	CEC SUN	PARAPROFESSIONAL	2/19/2019	5/1/2019	5	0.75	\$ 78.98	3RD QTR	
BONINE	KATHERINE	TEMP WORK AGREEMENT	GIDEON POND DHH	PARAPROFESSIONAL	1/2/2019	6/6/2019	6	0.50	\$ 55.71	3RD QTR	
BORCHARDT	MARCY	TEMP WORK AGREEMENT	MEDICAL CAREERS	NURSE	1/25/2019	6/7/2019	30	3.64	\$ 3,280.00	3RD QTR	
BOUCHAREB	RENEE	TEMP WORK AGREEMENT	GIDEON POND DHH	PARAPROFESSIONAL	1/2/2019	6/6/2019	6	0.50	\$ 56.88	3RD QTR	
BRENNER	TARA	TEMP WORK AGREEMENT	JSC RIVERSIDE	PARAPROFESSIONAL	1/18/2019	1/18/2019	1	1.75	\$ 31.80	3RD QTR	
BREWER	CHAD	TEMP WORK AGREEMENT	CEC SUN	STUDENT ASSISTANT	1/8/2019	6/6/2019	97	6.75	\$ 11,641.46	3RD QTR	
COCHRAN	JAMES	TEMP WORK AGREEMENT	BMS PACES	HOMEBOUND TEACHER	1/24/2019	6/6/2019	18	5.00	\$ 5,016.60	3RD QTR	
ERIE	JONI	TEMP WORK AGREEMENT	AEC IDEA	PARAPROFESSIONAL	2/14/2019	2/14/2019	1	1.50	\$ 36.54	3RD QTR	
HAGUE	REBECCA	TEMP WORK AGREEMENT	CEDAR SUN	TEACHER	1/2/2019	1/31/2019	5	1.00	\$ 190.80	3RD QTR	
HILLS	HANNIA	TEMP WORK AGREEMENT	DCTC TESA	STUDENT ASSISTANT	3/12/2019	6/6/2019	55	6.75	\$ 6,600.83	3RD QTR	
HURLA	AMY	TEMP WORK AGREEMENT	LEC TEA	MENTAL HEALTH PRACTITIONER	1/3/2019	6/1/2019	20	2.00	\$ 1,217.20	3RD QTR	revised
LAMPHERE	ANNA	TEMP WORK AGREEMENT	LEC TEA	MENTAL HEALTH PRACTITIONER	1/3/2019	5/30/2019	15	2.00	\$ 1,467.90	3RD QTR	
MONSON	JODI	TEMP WORK AGREEMENT	VARIOUS POS	INTERPRETER	9/4/2018	6/6/2019	30	2.00	\$ 1,500.00	3RD QTR	revised
NELSON	CHERIE	TEMP WORK AGREEMENT	AEC IDEA	PARAPROFESSIONAL	2/14/2019	2/14/2019	1	1.50	\$ 35.73	3RD QTR	
NEWMAN	MICHELLE	TEMP WORK AGREEMENT	GIDEON POND DHH	PARAPROFESSIONAL	1/2/2019	6/6/2019	6	0.50	\$ 54.41	3RD QTR	
OVERSTREET	JACK	TEMP WORK AGREEMENT	CEC SUN	STUDENT ASSISTANT	1/7/2019	6/6/2019	98	6.75	\$ 11,761.47	3RD QTR	
QUAM	LYNN	TEMP WORK AGREEMENT	CEC ITINERANT	OCCUPATIONAL THERAPIST	1/11/2019	1/11/2019	1	2.00	\$ 82.54	3RD QTR	
REDING	NICHOLAS	TEMP WORK AGREEMENT	CEC SUN	PARAPROFESSIONAL	2/19/2019	5/1/2019	5	0.75	\$ 66.68	3RD QTR	
SHANLEY	MICHELLE	TEMP WORK AGREEMENT	CEC ITINERANT	VISION TEACHER	11/1/2018	6/6/2019	32	4.00	\$ 5,861.12	3RD QTR	
STEVENS	ERIN	TEMP WORK AGREEMENT	LEC TEA	MHP	1/30/2019	2/1/2019	3	3.67	\$ 403.59	3RD QTR	
TRIPLETT	DOMINIQUE	TEMP WORK AGREEMENT	AEC IDEA	STUDENT ASSISTANT	2/28/2019	6/6/2019	63	6.75	\$ 7,560.95	3RD QTR	
TYLER	ESTANIE	TEMP WORK AGREEMENT	AEC IDEA	PARAPROFESSIONAL	2/14/2019	2/14/2019	1	1.50	\$ 26.67	3rd QTR	
WELLS	LAQUAYILA	TEMP WORK AGREEMENT	AEC IDEA	PARAPROFESSIONAL	2/14/2019	2/14/2019	1	1.50	\$ 26.67	3rd QTR	
WILLIAMS	HANNIA	TEMP WORK AGREEMENT	AEC IDEA	PARAPROFESSIONAL	2/14/2019	2/14/2019	1	1.50	\$ 26.67	3rd QTR	
ZEHNDER	SCOTT	TEMP WORK AGREEMENT	AEC CASE, IDEA, SUN	CUSTODIAN-LEAD	1/7/2019	1/18/2019	10	2.00	\$ 553.60	3RD QTR	
ZIMMEL	JOSIE	TEMP WORK AGREEMENT	CEC SUN	STUDENT ASSISTANT	1/14/2019	6/6/2019	93	6.75	\$ 11,161.40	3RD QTR	
ZIMMEL	JOSIE	TEMP WORK AGREEMENT	CEC SUN	STUDENT ASSISTANT BUS AIDE	1/14/2019	6/6/2019	93	2.04	\$ 3,373.75	3RD QTR	revised
									<b>\$ 73,466.15</b>	<b>3RD QTR</b>	<b>TOTAL</b>

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
						START	END	MAX	MAX		
						DATE	DATE	#WORK	HRS/	SALARY	2018-19
LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	DATE	DATE	DAYS	DAY			
ADAMS	KAITLIN	TEMP WORK AGREEMENT	AEC	SOCIAL WORKER TRAINER PREP	6/11/2019	6/11/2019	1	7.5	\$ 254.40	4th QTR	
ALEXANDER	BRUCE	TEMP WORK AGREEMENT	AEC	CUSTODIAN-MOVING	4/29/2019	4/29/2019	1	4.00	\$ 80.00	4TH QTR	
BAUER	BEVERLY	TEMP WORK AGREEMENT	JSC ESY	PARAPROFESSIONAL	6/7/2019	6/10/2019	2	7	\$ 306.04	4TH QTR	
BERG	LINDA	TEMP WORK AGREEMENT	ADMIN OFFICE	EXEC ASST TO SUPT	4/30/2019	6/30/2019	8	2.11	\$ 999.12	4TH QTR	
BIEGLER	PAMELA	TEMP WORK AGREEMENT	DCALS	MATH TEACHER EDOP	6/10/2019	6/28/2019	15	3	\$ 2,097.45	4th QTR	
BOEHMER	AMANDA	TEMP WORK AGREEMENT	JSC ESY	TEACHER	6/7/2019	6/18/2019	7	8	\$ 1,835.68	4TH QTR	
BORCHARDT	MARCY	TEMP WORK AGREEMENT	DCALS	NURSE-CLINICAL ROTATION	5/23/2019	5/26/2019	3	6.67	\$ 660.33	4TH QTR	
BOWEN	RAO	TEMP WORK AGREEMENT	CMS DHH	PARAPROFESSIONAL	5/1/2019	6/6/2019	6	2	\$ 213.36	4TH QTR	
BRENNER	TARA	TEMP WORK AGREEMENT	JSC	PARAPROFESSIONAL	5/30/2019	5/30/2019	1	1.25	\$ 22.71	4TH QTR	
BRENNER	TARA	TEMP WORK AGREEMENT	JSC ESY	PARAPROFESSIONAL	6/7/2019	6/17/2019	7	6.75	\$ 858.53	4TH QTR	
DEVENOW	PEARL	TEMP WORK AGREEMENT	DHH ITINERANT	TEACHER	6/17/2019	6/30/2019	10	1	\$ 577.20	4TH QTR	
DIVELY	CYNTHIA	TEMP WORK AGREEMENT	CEDAR SUN	INTERPRETER	4/1/2019	6/4/2019	10	0.5	\$ 266.90	4TH QTR	
DOBSON	MEGHAN	TEMP WORK AGREEMENT	AEC IDEA	LEAD TEACHER TRAINER PREP	6/12/2019	6/12/2019	1	7.5	\$ 422.10	4TH QTR	
ENGELHARDT FISCHBEIN	KRISTIN	TEMP WORK AGREEMENT	GIDEON POND DHH	TEACHER	2/5/2019	4/30/2019	10	2.00	\$ 1,079.00	4TH QTR	
EPPS	DAWN	TEMP WORK AGREEMENT	JSC ESY	TEACHER	6/7/2019	6/18/2019	7	8	\$ 2,348.08	4TH QTR	
ERICKSON	JODI	TEMP WORK AGREEMENT	CEC SUN	STUDENT ASSISTANT	5/1/2019	6/6/2019	25	4.5	\$ 2,000.25	4TH QTR	
FAIRBANKS	SARA	TEMP WORK AGREEMENT	CME DASH	PARAPROFESSIONAL-MOVES	6/10/2019	6/14/2019	1	7.5	\$ 150.00	4TH QTR	
GAGNER	ASHLEY	TEMP WORK AGREEMENT	LEC TEA	TEACHER	3/15/2019	5/31/2019	10	2	\$ 560.60	4TH QTR	
GAGNER	ASHLY	TEMP WORK AGREEMENT	LEC TEA	TEACHER	3/15/2019	6/6/2019	7.5	2	\$ 420.45	4TH QTR	
GAGNER	ASHLY	TEMP WORK AGREEMENT	LEC TEA	TEACHER	3/15/2019	5/31/2019	10	2.5	\$ 700.75	4TH QTR	
GERNES	RICHELLE	TEMP WORK AGREEMENT	DCTC TESA	ADMIN ASST 2	4/16/2019	5/31/2019	15	1	\$ 338.85	4TH QTR	
HARTJES	LINDSEY	TEMP WORK AGREEMENT	AEC CASE	DEAN TRAINER PREP	6/12/2019	6/12/2019	1	7.5	\$ 379.20	4th QTR	
HENDRICKS	PETER	TEMP WORK AGREEMENT	JSC	TEACHER	5/30/2019	5/30/2019	1	1	\$ 35.14	4th QTR	
HJERMSTAD	KAREN	TEMP WORK AGREEMENT	LEC TEA	OT	6/7/2019	6/28/2019	2	2	\$ 188.40	4th QTR	
HOELSCHER	JUSTIN	TEMP WORK AGREEMENT	AEC	TEACHER TRAINER PREP	6/10/2019	6/10/2019	1	7.5	\$ 204.38	4th QTR	
JUST	ANNE	TEMP WORK AGREEMENT	CEDAR SUN	TEACHER TRAINER PREP	6/12/2019	6/12/2019	1	7.5	\$ 243.68	4th QTR	
KNEER	AMBER	TEMP WORK AGREEMENT	LEC TEA	PARAPROFESSIONAL TRAINER PREP	6/11/2019	6/11/2019	1	7.5	\$ 150.08	4th QTR	
KOPP	BRIDGET	TEMP WORK AGREEMENT	FHS PACES	PARAPROFESSIONAL	6/7/2019	6/7/2019	1	5	\$ 90.85	4TH QTR	
KORSMO	MARY	TEMP WORK AGREEMENT	BVI ITINERANT CEC	TEACHER	6/1/2019	6/30/2019	6	2	\$ 623.16	4TH QTR	
KURTEN	CAROL	TEMP WORK AGREEMENT	DCTC TESA	PARAPROFESSIONAL	4/26/2019	4/26/2019	1	4	\$ 84.24	4TH QTR	
KURTEN	AMBER	TEMP WORK AGREEMENT	CME DASH	TEACHER-MOVES	6/10/2019	6/14/2019	1	8	\$ 160.00	4TH QTR	
LACHER GODDARD	LINDA	TEMP WORK AGREEMENT	GIDEON POND DHH	SPEECH LANGUAGE PATHOLOGIST	3/1/2019	4/30/2019	11	2.068	\$ 1,181.40	4TH QTR	revised
LAMPHERE	ANNA	TEMP WORK AGREEMENT	LEC TEA	MENTAL HEALTH PRACTITIONER	4/15/2019	6/6/2019	7.5	2	\$ 748.95	4TH QTR	
MANNINEN	MELANIE	TEMP WORK AGREEMENT	CEC SUN	TEACHER TRAINER PREP	6/10/2019	6/10/2019	1	7.5	\$ 338.03	4th QTR	
MATTOS	PATRICIA	TEMP WORK AGREEMENT	DCALS	ENROLLMENT/DEAN	6/10/2019	6/28/2019	5	4	\$ 1,172.80	4TH QTR	
MAYES	KATRINA	TEMP WORK AGREEMENT	GIDEON POND DHH	PARAPROFESSIONAL	2/13/2019	6/6/2019	26	1.00	\$ 462.28	4TH QTR	
MEYEN	CIRSTEN	TEMP WORK AGREEMENT	LNHS DASH	PARAPROFESSIONAL	4/2/2019	6/6/2019	46	7	\$ 5,725.16	4TH QTR	

INTERMEDIATE SCHOOL DISTRICT 917											
TEMPORARY EMPLOYMENT AGREEMENT REPORT											
July 1, 2018 through June 30, 2019											
FIRST QUARTER 7/1/18-9/30/18											
SECOND QUARTER 10/1/18-12/31/18											
THIRD QUARTER 1/1/19-3/31/19											
FOURTH QUARTER 4/1/19-6/30/19											
						START	END	MAX	MAX		
						DATE	DATE	#WORK	HRS/	SALARY	2018-19
LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START	END	#WORK	HRS/	SALARY	2018-19	
NEWQUIST	MATTHEW	TEMP WORK AGREEMENT	AEC IDEA	BD CERT BEHAVIOR ANALYST	5/2/2019	5/2/2019	1	1.5	\$ 61.02	4TH QTR	
NEWQUIST	MATTHEW	TEMP WORK AGREEMENT	AEC IDEA	BCBA	5/2/2019	5/16/2019	1	1.5	\$ 61.02	4TH QTR	
O'CONNELL	PAMELA	TEMP WORK AGREEMENT	GIDEON POND DHH	SUBSTITUTE ASST DIRECTOR	4/29/2019	6/30/2019	45	5.00	\$ 12,008.25	4TH QTR	
OTT	LISA	TEMP WORK AGREEMENT	DCTC TESA	BCBA TRAINER PREP	6/11/2019	6/11/2019	1	7.5	\$ 282.08	4th QTR	
PETERSEN	JENNIFER	TEMP WORK AGREEMENT	LEC TEA	MHP TRAINER PREP	6/10/2019	6/10/2019	1	7.5	\$ 389.48	4th QTR	
RIX	MELANIE	TEMP WORK AGREEMENT	OPTIONS	LEAD TEACHER	6/3/2019	6/28/2019	3	8	\$ 1,130.40	4th QTR	
ROE	JEREMY	TEMP WORK AGREEMENT	GIDEON POND DHH	CA-ASL TRAINER	2/5/2019	4/30/2019	10	2.00	\$ 500.00	4TH QTR	
SHANLEY	MICHELLE	TEMP WORK AGREEMENT	CEC BVI ITINERANT	TEACHER	6/1/2019	6/30/2019	3	2	\$ 274.74	4TH QTR	
STEVENS	ERIN	TEMP WORK AGREEMENT	LEC TEA	MHP TRAINER PREP	6/10/2019	6/10/2019	1	7.5	\$ 275.18	4th QTR	
STOOS	JUDY	TEMP WORK AGREEMENT	DCTC TESA	PARAPROFESSIONAL	4/29/2019	4/26/2019	1	4	\$ 74.28	4TH QTR	
TARMANN	PHILLIP	TEMP WORK AGREEMENT	LEC TEA	MENTAL HEALTH PRACTITIONER	4/1/2019	6/6/2019	15	2	\$ 1,280.10	4TH QTR	
THOMAS	TAYLOR	TEMP WORK AGREEMENT	GIDEON POND DHH	TEACHER	4/1/2019	4/30/2019	1	1.50	\$ 59.54	4TH QTR	
TOAY	GRETCHEN	TEMP WORK AGREEMENT	GIDEON POND DHH	INTERPRETER	4/1/2019	6/6/2019	1	3	\$ 77.73	4TH QTR	
TRAYNOR	ANITA	TEMP WORK AGREEMENT	MCAULIFFE EL DASH	HEALTH ASSOC BUS AIDE	4/1/2019	6/6/2019	52	0.75	\$ 1,121.25	4TH QTR	
VRIEZE	JANEL	TEMP WORK AGREEMENT	DCTC TESA	TEACHER	3/27/2019	3/27/2019	1	8	\$ 461.76	4TH QTR	
WALETSKI	GREGORY	TEMP WORK AGREEMENT	GIDEON POND DHH	INTERPRETER	12/1/2018	6/6/2019	50	2.00	\$ 2,500.00	4TH QTR	
WILLIAMS	CLAIRE	TEMP WORK AGREEMENT	DCTC TESA	PARAPROFESSIONAL	4/10/2019	4/12/2019	2	0.5	\$ 17.78	4TH QTR	
WINKLER	RITA	TEMP WORK AGREEMENT	DCALS	NURSE-CLINICAL ROTATION	5/23/2019	5/26/2019	3	6.67	\$ 660.33	4TH QTR	
WITTSTRUCK	SAMANTHA	TEMP WORK AGREEMENT	JSC	PARAPROFESSIONAL	5/30/2019	5/30/2019	1	1.25	\$ 22.23	4TH QTR	
WITTSTRUCK	SAMANTHA	TEMP WORK AGREEMENT	JSC ESY	PARAPROFESSIONAL	6/7/2019	6/17/2019	7	7.5	\$ 933.45	4TH QTR	
									<b>\$ 50,170.17</b>	<b>4TH QTR</b>	<b>TOTAL</b>

TO: School Board Members  
FROM: Mark A. Zuzek  
DATE: July 9, 2019  
RE: Licensed and non-licensed Substitute Pay Rate 2019-2020

Our licensed substitute pay rate has been \$24 per hour with a typical day of 6.5 to 7 hours for the past year (\$156 to \$168 per day). We also have a four-hour minimum requirement. We have completed research on the Substitute Pay rates and compared them to our member districts. We continue to be competitive.

Although we are challenged to fill all of our vacancies, we do not believe that the pay rate is the primary contributing factor. Three likely factors that we are working on include: 1) the quality of the work day for a guest employee, 2) the timeliness the posting of the absence and the completion of the approval process, and 3) the limited substitutes.

I recommend the substitute rates for 2019-2020 continue at \$24 per hour for teachers which is a daily rate of \$156 to \$168, same as 2018-2019.

I recommend that we follow the paraprofessional contract language which stipulates that the it be step one of the salary schedule.

Additional background information can be found below:

#### **SUBSTITUTE RATES FOR TEACHERS AND PARAPROFESSIONALS (2018-2019)**

##### **West St. Paul**

1. Uses Teachers On Call
2. Teachers are paid \$160 per day
3. Paras \$14 per hour

##### **Bloomington**

1. We us Frontline (Aesop). We have our own set of subs in the system and the system calls out once the absence is entered by the teacher/para.
2. \$132 for day 1-40, \$137 for day 41+
3. This is an hourly rate of \$13.89 - \$14.76 depending on duties, most are paid at \$14.76/hour. They could work anywhere from 1 - 8 hours.

##### **Hastings**

1. We use Frontline (Aesop).
2. The daily rate is \$130 per day (up to 30 consecutive days)  
The extended rate (31 – 85 days) is currently \$222 (2017-19 contract)  
Long Term Sub (86+), Step & Lane
3. Step 1, of Grade 6 on the salary schedule – currently \$16.23 per hour.

##### **Inver Grove Heights**

1. Teachers on Call
2. \$130 Full Day Rate, \$65 Half Day Rate
3. \$15 Hourly Rate

### **Farmington**

1. Secure our own
2. \$137.70 (18-19)
3. \$12.24 hour (18-19)

### **Burnsville**

1. We use Teachers on Call for our teachers, educational assistants and custodians.
2. The daily rate starts at \$125, after they have taken 45 full day assignments it goes up to \$135. For retired teachers who sub they start with a daily rate of \$135 and move to \$145 after they complete 45 full day assignments.
3. They get \$13.00 an hour and if we require them to have a PCA certification for that assignment they get \$14.00 hour.

### **Lakeville**

1. We are transitioning to Teacher's On Call this summer, effective the 2019/20 school year.
2. Substitute daily rate: 4 hours or greater = \$135.00; less than 4 hours = \$67.50
3. Substitute Paraprofessionals: \$12.50 Note: We are aware this needs to be increased to be of fair market value. Though this has not been formerly addressed at this time.

### **South St. Paul**

1. Beginning 2019-2020 will be using Teachers on Call
2. Sub pay for teachers is \$135 a day
3. \$14/hour (\$91/day)

### **Randolph**

1. Find own subs
2. Sub pay is \$135 a day
3. No paraprofessional subs

### **Cannon Falls**

1. Yes - we use TOC
2. \$120 for days 1-29  
\$130 for day 30 and above  
\$140 for subs who retired from CF Teaching positions
3. \$85/day for para subs

### **District 196**

We use Absence Management (Frontline) as an avenue to manage our own pool of subs.

1. Substitute teacher rate is \$135/day or \$78/half day, a substitute teacher retired from our district rate is \$145/day or \$88/half day.
2. Substitute paraprofessional rate is \$14/hour.

### **ISD 917 (Data provided by Business Manager, Nicolle Roush)**

1. Substitute Teacher rate is \$24.00 per hour
2. Substitute Paraprofessional Rate is \$17.78 (18-19) and \$18.01 (19-20) per hour
3. We contract with Teachers on Call
4. In addition, there is a 27 percent admin fee

TO: School Board Members  
FROM: Mark Zuzek  
DATE: July 5, 2019  
RE: Renewal of Memberships

The renewal rates for the following memberships are listed below.

<b>Memberships</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Metro ECSU	\$700	\$700	\$700	\$700
AMSD	\$3,500	\$3,500	\$3,500	\$3,700
MSBA Membership	\$4,659	\$4,891	\$5,128	\$5,384
MSBA Policy Renewal	\$650	\$675	\$685	\$700

I recommend approval of these renewals for 2019-2020.

MZ:ljb

**Dakota County Area Learning School (DCALS, CTE) & DCALS North**  
**“Home of Career and Technical Education”**  
**2019-20 Handbook**

Dear Students and Parent(s)/Guardian(s):

Welcome to Dakota County Area Learning School (DCALS Main, DCALS North , DCALS South, &CTE), and to a new and exciting school year. Our purpose is offering quality educational programs:

- Dakota County Area Learning School-Main
- Dakota County Area Learning School-CTE
- Dakota County Area Learning School North
- Dakota County Area Learning School-South

You have:

- ✓ Made a choice to develop your education through real life learning experiences.
- ✓ The opportunity to learn and experience activities that are not available at any other school.

You will:

- ✓ Develop skills.
- ✓ Have the option for a High School Diploma
- ✓ Increase your knowledge in a career field.
- ✓ Develop work behaviors and habits.

This Handbook describes the various opportunities available to our students and the general procedures of our schools.

We will do our best to ensure that your experiences at DCALS, DCALS North, DCALS South, & CTE are rewarding and enjoyable. We believe you can succeed! I look forward to working with you to make 2019-2020 a great year!

Eric J. Van Brocklin  
Secondary Principal

**Please notice: we will refer in this handbook:**

DCALS-CTE; where a majority of our students attend from their home High School for a shift/period and will follow their Home High School calendar.

**DCALS-Main, DCALS-North, DCALS-South which are full-time students at our buildings will follow the Intermediate School District 917 school calendar.**

*Disclaimer: The contents of this handbook are subject to change at anytime due to changes in Minnesota State Law and/or changes in Intermediate School District 917 School Board Policy*

## TABLE OF CONTENTS

Welcome from Administration .....	1
DCALS Programs, Staff & Phone Numbers.....	3
School Calendar .....	4
School Closing .....	4
Class Schedule .....	4
Articulation Credits.....	5
Attendance and Retention Procedures .....	5-6
Bullying.....	6-7
Campus Access .....	7
Computers, Network and Internet .....	7-8
Disability Non-Discrimination District 917.....	8
Discipline Policy/Offenses & Potential Consequences .....	8-14
Dress Code .....	14-15
Driving/Riding Permits .....	15
Emergency Evacuation .....	15
Evaluation and Grades .....	15-16
Fees .....	16
Food & Beverages.....	16
Hazing .....	16-18
Health Services .....	18
Insurance .....	18
Lockers.....	18
Lost & Found .....	19
Non-Discrimination Policy .....	19
Nuisance Items.....	19
Parking .....	19
Pesticides/Herbicides .....	19-20
Pledge of Allegiance .....	20
Policy against Religious, Racial, & Sexual Harassment .....	20-21
Safety .....	21-22
School Sponsored Student Publications/Subject Projects.....	22
Searches .....	22
Severe Weather Procedures .....	23
Smoking Policy.....	23
Student Awards.....	23
Student Conduct.....	23-24
Student Organization's Code of Conduct .....	24
Student Records .....	24-25
Visitors.....	25-26
Weapons.....	26-28

## **CONTACT INFORMATION**

**General Information.....651-423-8458**

**FAX: .....651-423-8760**

## **ADMINISTRATION**

Secondary Principal .....Eric Van Brocklin .....651-423-8259

## **PROGRAMS AND INSTRUCTORS (Tech)**

Computer Networking Technology/

Computer Service and Repair .....Dale Engman.....651-423-8418

Career Exploration & Evaluation Program..Scott Teskey .....651-423-8499

Construction Trades .....Paul Landwehr .....651-423-8347

Food Industry Careers .....Cherry Cramer .....651-423-8225

Fundamental Chef Training .....Patricia LeBeau.....651-423-8441

Graphic Communications .....Anna Busch.....651-423-8365

Heavy Duty Truck Mechanics .....Tom Ledoux.....651-423-8334

Mechatronics .....Lynn Morris.....651-423-8358

Medical Careers .....Carol Lundquist .....651-423-8449

Total Auto Care.....Tony Villelli.....651-423-8435

## **DCALS (Dakota Co. Area Learning School)....Phone 651-423-8447/Fax 651-423-8760**

Enrollment Coord/Dean-Patti Mattos.....651-423-8263

Pam Biegler-Math.....651-423-8228

Adam Rachuy-Soc. St.....651-423-8257

Stefanie Soukup-PE/Health.....651-423-8326

Kim Wald-Math.....651-423-

Erin Hale-Sanford-Soc.St.....651-423-8376

Timothy Davis-English.....651-423-8344

Erin Mahnke-Science.....651-423-8393

Lynn Morris-Math.....651-423-8358

TBD-Spec. Ed.....651-423-8778

TBD-Spec Ed.....651-423-8465

Norman Smith-Counselor.....651-423-8287

## **DCALS North.....Phone 651-332-5570/Fax 651-332-5572**

Don Williams-Soc. Studies/Lead Teacher .....651-332-5573

Cindy Hougo-Math/Science.....651-332-5575

Ben Hanson-English.....651-332-5579

Eric Van Brocklin-Principal .....651-423-8259

Chris Miller-Social Worker.....651-332-5582

Jessica Sinkinson-Spec. Ed.....651-332-5583

Rachael Opseth-Counselor.....651-332-5577

## **DCALS South.....Phone 651-/Fax**

John Borup-Social Studies.....651-

Jon Mulville-English.....651-

Kim Wald-Math.....651-

-Science.....651-

Carmen Eaton-Spec. Ed.....651-

**SECONDARY SUPPORT STAFF -- Room 2-406**

Carl Perkins Coordinator .....Eric Van Brocklin .....651-423-8259

**Secretaries:**

Dorinda Haasnoot (Administrative Assistant-CTE) .....651-423-8458

Kristin Kustrich (DCALS-Main) ....651-423-8447

Betsy Cook (DCALS-North).....651-332-5570

Laurie Robertson (DCALS-South).....651-

**Technical Tutors:**

Dan Hoffmam/Becky McNamara Rachuy/Darla Donnelly/Maureen Vetell

**\*Please check [www.isd917.org](http://www.isd917.org) for teachers Web Page, which includes email address, student assignments and other helpful information regarding DCALS.**

**Dakota County Area Learning School**  
**“Home of Career and Technical Education”**  
**2019-2020**  
**Student Calendar**

September 3 .....	First Student Day
Sept. 26...DCALS/DCALS North/DCALS-South/CTE Open House/ Conferences 3:30-7:30p.m.	
October 16.....	Teacher In-Service-No School
October 17-18 .....	MEA-No School
November 1 .....	Teacher In-Service - No School
November 28-29 .....	Thanksgiving - No School
December 23 –January 1.....	Winter Break - No School
January 2 .....	School Resumes
January 17 .....	Teacher In-Service-No School
January 20.....	Martin Luther King Day-Teacher In-Service-No School
February 17 .....	President’s Day - No School
March 5.....	DCALS/DCALS North/DCALS South/CTE Conferences 3:30 – 7:30 p.m.
March 20.....	Teacher In-Service-No School
March 23-March 27 .....	Spring Break- No School
April 10.....	No School
May 19 .....	DCALS-CTE Student Recognition Night
May 25 .....	Memorial Day - No School
June 3 .....	DCALS -Graduation
June 4 .....	Last Day for Students
June 5 .....	Teacher In-Service

**SCHOOL CLOSING/INCLEMENT WEATHER**

In the event of inclement weather, monitor WCCO (830 AM) for Intermediate School District 917 closings. Also, check the ISD 917 website [www.isd917.org](http://www.isd917.org)

**You are NOT required to attend DCALS-CTE when your home high school is closed or not in session.**

**CLASS SCHEDULE**

Classes begin and end as follows:

	<b>DCALS-CTE</b>	<b>DCALS(Main/South)</b>	<b>DCALS North</b>
Shift I	7:45 am – 10:00 am	7:40 am – 9:00 am	8:30 am-9:00 am(Advisory)
Shift II	10:15 am-11:55 am	9:05 am-10:20 am	9:05 am-10:20am
		10:25 am-11:45am	10:25 am-11:40am
Shift III	12:30 pm - 2:05 pm	12:15 pm-1:30pm	12:15 pm-1:30 pm
		1:35 pm-2:15 pm(Advisory)	1:35 pm-2:50 pm

Students are expected to follow the class schedule. Arriving late, leaving early or not following the class schedule will result in the loss of Professionalism points and/or academic points for that day.

If you miss your bus back to your home school, please report **immediately** to the DCALS Office (Room 2-406).

## ARTICULATION CREDITS

DCALS currently offers articulated college credits with various post-secondary institutions [www.ctecreditmn.com](http://www.ctecreditmn.com). While attending DCALS, students have the opportunity to earn Technical College credit in qualifying courses. Students must earn at least 80% or better in the DCALS-Tech program competencies and meet attendance requirements to receive college credit. The student will then receive a DCTC college transcript and/or certificate indicating college credits earned.

## ATTENDANCE AND RETENTION PROCEDURES

### Attendance:

One of the objectives of DCALS is to provide you the instruction that will help prepare you for successful entry into an occupational area.

Our instructional programs are designed to teach you the skills, knowledge, and work habits related to the occupation and/or post-secondary school you have selected. In order for you to achieve your personal goals, as well as school goals, it is essential that you attend your classes regularly. **One standard which is common to post-secondary education; business, and industry occupations is for you to be at work/school on time every day.** We, therefore, have established the same standard for you. You are expected to attend your DCALS-CTE program every day your home school is in session and the home school sends a bus to DCALS. **DCALS Main/DCALS North/DCALS South will follow the Intermediate School District 917 calendar.**

### Absences:

**DCALS-CTE does NOT have excused or unexcused absences.**

**Absences will negatively influence your grade. We will follow county truancy expectations.**

### DCALS Parent Portal-Infinite Campus:

Parent/guardians have the access to secure any timely information about their student's attendance and grades. There will be a link to Parent Portal on [www.isd917.org](http://www.isd917.org)

Your home school (**DCALS-CTE**) and/or parent/guardian will be notified when you are absent from Dakota County Area Learning School.

Students will be graded in the following categories: Professionalism and Skill Development (**DCALS-CTE**). DCALS/DCALS North/DCALS South will be graded in core academic areas according to the Minnesota Department of Education (MDE) standards.

If you are absent from DCALS on a day when you are expected to attend, you will be marked absent and that absence will negatively impact your grade.

DCALS staff will notify your parent(s)/guardian(s) and/or home school staff when a poor attendance pattern develops. The criteria for sending excessive absence letters and unsatisfactory performance letters are explained in the following Retention Procedure section.

### Retention Procedure:

The retention procedure will give students, instructors, parents/guardians, and/or home school staff information about students who are in potential danger of failing for excessive absences or for unsatisfactory performance.

**Every three weeks a grade report will be available on-line.**

The grade report will be available on-line for parents/guardians to monitor your student(s) progress or lack of progress and/or excessive absences. If a student has a “D” or an “F” for two consecutive 3-week grading periods, at the start of the third 3-week grading period there may be a **conference** (by phone or in person) with the DCALS instructor and/or teacher, student, parents/guardians, and/or home school counselor/case manager.

The team will discuss the situation and reach a decision on what action to take. An **Academic Contract** may be written outlining the circumstances under which the student will continue in our school, or to determine an alternate schooling option for the student. The contract is distributed as follows: Principal, parent/guardian, home school (DCALS-CTE), DCALS-Main/DCALS North/DCALS South teacher, and the student.

### **Absence Appeal Process**

You and your parent/guardian may appeal to the DCALS Principal to justify excessive absences. This appeal may result in a conference with some or all of the following: student, parents/guardians, DCALS staff members, and home school staff (DCALS-CTE).

### **Make-up Work Procedures**

Make-up work is **the student’s** responsibility:

1. The day you return to DCALS after an absence, you must request the make-up work from your instructor/teacher for the day(s) missed.
2. You will have two days after the work is issued to complete the make-up work and turn it in to your instructor/teacher for grading. Furthermore, you will be given two school days to complete the work for every day missed.

### **Late Arrival to Class**

Late arrival to class may result in the loss of Professionalism (**DCALS-CTE**) and/or academic points for that day.

The official record of student attendance is kept with the DCALS Principal. Attendance records will not be changed except by the procedure outlined above.

## **BULLYING AND CYBER-BULLYING**

"Intimidation or bullying" means conduct that substantially interferes with a student's educational benefits, opportunities or performance occurring on or near school grounds. Intimidation or bullying includes an intentional gesture or a written, verbal, or physical act or threat that a reasonable person under the circumstances knows or should know has the effect of:

- (1) harming a student;
- (2) damaging a student's property;
- (3) placing a student in reasonable fear of harm to his or her person;
- (4) placing a student in reasonable fear of damage to his or her property; or
- (5) presenting a sufficiently severe, persistent, or pervasive threat or action and creating an intimidating, threatening, or abusive educational environment for a student.

The misuse of technology including, but not limited to, teasing, intimidating, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, contractor, or other employee of the District by sending or posting e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs, also may constitute an act of bullying regardless of whether such acts are committed on or off District property and/or with or without the use of District resources.

Students are reminded that they may be subject to school consequences for actions that may be considered to interfere with the educational process, learning environment, or school functions. This would include activity outside of school, during non-school hours, including vacations and holidays. There does not necessarily need to be police action, arrest or conviction of unlawful activity if the school finds evidence that unlawful activity has occurred.

DCALS Secondary programs will comply with ISD 917 policy 411 related to Bullying.

### **CAMPUS ACCESS**

DCALS students are restricted from being on the West end of the college campus without supervision. Students found on West end beyond the cafeteria (without teacher permission) will be escorted to DCALS administration.

### **COMPUTERS, NETWORK, AND INTERNET**

ISD 917 has guidelines for student use of computers, networks and Internet. Access to the network and Internet entails responsible student actions. These guidelines define the appropriate and ethical uses of this hardware, software and communications, identify student responsibilities and outline procedures for enforcing behavior and disciplinary action. All ISD 917 student behavioral expectations apply to computers, networks and Internet use. Violations will result in school disciplinary action to include one or more of the following: verbal warning, suspension, possible recommendation of expulsion and referral to legal authorities for prosecution.

ISD 917 staff monitors all work done on District computers, networks and Internet. District 917 does not relinquish control over any material on the system or contained on files.

Using the Internet is a privilege, not a right. Inappropriate use will result in cancellation of those privileges. Before students will be allowed to have access to the Internet, the student and their parent or guardian will sign and return a permission form.

#### **Use of computers, network and Internet**

1. Be polite. Do not be abusive in communications to others. This includes messages that might threaten or harass individuals or groups because of their age, race, sex, religious beliefs, sexual orientation, physical abilities, etc. District 917 policy regarding harassment (413) applies to electronic communications.
2. Use appropriate language and images. Do not use threats, swearing, vulgarities, pornography or any other inappropriate language and images. District student disciplinary policies regarding assault, verbal abuse or harassment apply to electronic communications.
3. Do not give out personal or family information such as phone numbers, addresses or arrange for face-to-face meetings without parental or guardian supervision and never respond to suggestive messages. All instances of people asking for personal information or face-to-face meeting are to be reported immediately to staff.
4. Communication that must be 100% private or secure is not to be communicated via the school computers, network or Internet. The school staff has access to all student communications and files. Messages and activities that violate district policies and procedures or violate or support illegal activities will be reported to school and legal authorities.
5. The Internet, network, and computers are to be used for class assignments and tasks.
6. The Internet, network, and computers violations include, but are not limited to:
  - a) Using the Internet and network in ways that violate district policies and procedures or violate laws of Minnesota or the United States.
  - b) Using the Internet or network for any illegal activity. Included is the advertisement,

promotion, sale or sharing of information of any product or service that is illegal. This includes violating copyright laws or other laws. Making or distributing unauthorized and illegal copies of licensed software is against the law. The district student discipline policy regarding technology and telecommunications apply to the Internet and network.

- c) Using the Internet or network for financial or commercial gain or commitments.
- d) Degrading, disrupting or destroying equipment or system performance.
- e) Invading the privacy of other individuals by accessing and or vandalizing their computerized data.
- f) Wasting technology resources, including file space and printers.
- g) Gaining unauthorized access to resources or entities.
- h) Using an account owned by another person.
- i) Posting or using personal communications without the author's consent.
- j) Downloading or loading of unauthorized software, deleting or misusing of files or programs and inappropriate accessing of files, software or servers.

### **DISABILITY NON-DISCRIMINATION DISTRICT 917**

Discrimination on the basis of disability violates the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the Minnesota Human Rights Act.

Intermediate School District 917 is committed to the goal of maintaining employment and educational opportunities that do not discriminate against persons with disabilities. It shall be a violation of this policy for any qualified disabled person, on the basis of disability, to be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination in employment or education in any of the District's programs.

Any person having inquiries or wishing to request accommodations regarding Intermediate School District 917 policies and regulations should contact the 504/ADA Coordinator and/or Alternates:

Don Budach 504/ADA Coordinator	Special Education Assistant Director DCTC Main Campus 651-423-8426
-----------------------------------	--

Shelli Vollbrecht Alternate	Special Education Lead Teacher DCTC Main Campus 651-423-8343
--------------------------------	--

Meghan Dobson Alternate	Special Education Lead Teacher Alliance 651-423-8100
----------------------------	--

Nicolle Roush Alternate	Business Manager DCTC Main Campus 651-423-8227
----------------------------	--

### **DISCIPLINE POLICY**

Following is an outline and description of the Intermediate School District 917 discipline policy. If you have difficulty reading the District 917 discipline policy or do not understand its content, please contact the school office. A complete copy of this policy is available in the DCALS-Main/DCALS North/DCALS South Offices.

Key components of the policy will be read and explained to all students during the first two weeks of each school year. The handbook will be available on-line at [www.isd917.org](http://www.isd917.org) to

parent(s)/guardian(s) at open houses, or a paper copy by request from DCALS. Similarly, efforts will be made to acquaint students, who enroll late, and their parent(s)/guardian(s), with the content of this policy. Students and parents are responsible for reading and understanding all components of the handbook.

Listed below are Intermediate School District 917 categories of student discipline and potential consequences for infraction of those policies. Discipline situations that arise which are not covered by these guidelines will be handled on a case by case basis as allowed by Minnesota Statutes §127.27 to 127.39. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations at a particular school may call for an adjustment in the discipline policies. Such adjustments will be made on a case by case basis.

Each offense listed may result in any or several of the following consequences depending upon all of the circumstances, including the pupil's prior disciplinary offenses. The specific form of discipline chosen in a particular case is solely within the discretion of the school district.

1. Verbal warning;
2. Parent/guardian and/or student conference with school staff and/or administration;
3. Removal from class;
4. Dismissal from school for one (1) day or less;
5. Suspension;
6. Referral to in-school or outside support services;
7. Administrative transfer to another school or return to home school district;
8. Review of placement type and location for disabled students;
9. Recommendation for expulsion or exclusion;
10. Termination of services;
11. Suspension from extra-curricular activities;
12. Detention or restriction of privileges;
13. In-school suspension;
14. Revised class schedule or program change;
15. Assignment to alternative program;
16. Referral to law enforcement authorities;
17. Restitution.

## **DISCIPLINE OFFENSES & POTENTIAL CONSEQUENCES**

### **ALCOHOL AND OTHER DRUGS**

#### **Offense - Possession**

Possession and/or use (under the influence) of alcohol, controlled substances, mood-altering substances, drug paraphernalia or misuse of prescription drugs.

#### **Consequence**

**First Offense.** Minimum consequences include one or more of the following:

1. Minimum suspension of one (1) day;
2. Conference with parent/guardian;
3. Referral to building multi-disciplinary chemical awareness team for assessment;
4. Removal from program may be recommended; and
5. Police will be notified.

**Second Offense.** Minimum consequences include one or more of the following:

1. Minimum suspension of five (5) days;
2. Conference with parent/guardian;

3. Referral to building multi-disciplinary chemical awareness team for assessment;
4. Dismissal from program may be recommended; and
5. Police will be notified.

#### Offense - Sale

Sale or attempted sale of alcohol, controlled substances, mood altering substances or prescription drugs.

#### Consequence

Minimum suspension of five (5) days and police referral. Dismissal from program and expulsion will be recommended.

### ASSAULT

#### 1. Offense

A threat of bodily harm or death to another person, including challenging another person to fight, without material physical contact.

#### Consequence

A minimum suspension of one (1) day.

#### 2. Offense

Demonstrating aggressive behavior in which physical contact is made with another person such as poking, pushing, shoving or scuffling.

#### Consequence

A minimum suspension of three (3) days.

#### 3. Offense

Direct attack or fighting with another person: fighting shall be characterized by a violent aggressive behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from "poking, pushing, shoving or scuffling."

#### Consequence

A minimum suspension of five (5) days and possible recommendation of expulsion.

#### 4. Offense

A student who threatens bodily harm or death to another without material physical contact while in possession of a weapon shall be dealt with under the preceding section of this policy dealing with "weapons."

#### Consequence

A minimum suspension of ten (10) days and possible recommendation of expulsion.

#### 5. Offense

Direct attack with a weapon: Direct attack with a weapon shall be dealt with under the preceding section of this policy dealing with "weapons."

#### Consequence

A minimum suspension of ten (10) days and possible recommendation of expulsion.

### BOMBS

#### Offense

Bomb threats (See Weapons Policy.)

Bomb threats: intentionally making, publishing or conveying in any manner a bomb threat to a school location or activity.

#### Consequence

A minimum suspension of ten (10) days, notification of appropriate legal authorities, recommendation that the student be expelled.

Parent(s)/guardian(s), (Consultation with the appropriate local school district transportation department and home school administrator (CTE) will determine the length of time transportation privileges are denied.)

## **BUS RULES**

### Offense

Breaking bus rules of transporting district or of Bus Company.

### Consequence

Minimum consequences include one or more of the following: denial or disruption of transportation privileges upon notification of the parents/guardians. Consultation with the appropriate local school district transportation department and home school administrator (CTE) will determine the length of time transportation privileges are denied.

## **CHEATING**

### Offense

Cheating or records falsification.

### Consequence

Minimum consequences include one or all of the following:  
Parent/guardian conference, grade reduction or loss of credit, suspension of at least one (1) day.

## **CLOTHING**

### Offense

Attire which violates the rights of others, including gang insignia and colors, alcohol or drug words/images, and violation of program dress codes.

### Consequence

Minimum consequences include one or all of the following: Confiscation of offending article(s), parent/guardian contact or suspension of at least one (1) day or recommendation of dismissal.

## **FIRE ALARMS**

### Offense

Improper activation of fire alarms.

### Consequence

Student will be suspended for a minimum of five (5) days and will be referred to the Fire Marshall or police.

## **GAMBLING**

### Offense

Gambling or possession of gambling paraphernalia.

### Consequence

Minimum consequences include one or all of the following: Parent(s)/guardian(s) contact or suspension of at least one (1) day or recommendation of dismissal.

## **HAZING**

### Offense

Hazing behaviors, at any time, including planning, directing, encouraging or in engaging in activities that physically or mentally harm another student.

### Consequence

Minimum consequences include one or more of the following: verbal warning, suspension of one (1) day or recommendation or dismissal.

## **PAGERS AND ELECTRONIC COMMUNICATION DEVICES**

### Offense

Use of pagers, cellular phones and other electronic transmission devices during class time; unless approved by instructor/teacher for academic purposes.

### Consequence

Minimum consequences include one or all of the following: use could result in confiscation of equipment, parent/guardian contact, and suspension of at least one (1) day.

## **PARKING/DRIVING**

### Offense

Parking violations as outlined by Dakota County Technical College, and DCALS North City of West St. Paul.

### Consequence

Minimum consequences include one or all of the following: Loss of driving and/or riding privileges, notification of parent(s)/guardian(s) or authorities.

## **HARASSMENT**

Intermediate District 917 maintains a firm policy prohibiting all forms of discrimination. Religious, racial or sexual harassment or violence against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances and other forms of religious, racial or sexual harassment by any student, teacher, administrator or other school personnel, which create an intimidating, hostile or offensive environment, will not be tolerated under any circumstances. If any student feels he/she is being discriminated against because of race, religion, sex, national origins or any other reason, he/she should report such discrimination to the building administrators or the counselor. It will then be forwarded to the Human Resources Officer for further investigation. A copy of the complete harassment policy is available and printed in the ISD 917 Policy Book which can be picked up at the School Office or can be accessed on the district website; [www.isd917.org](http://www.isd917.org)

### ***What behaviors could lead to harassment?***

A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender:

- a. name calling, jokes or rumors;
- b. pulling on clothing;
- c. graffiti;
- d. notes or cartoons;
- e. unwelcome touching of a person or clothing;
- f. offensive or graphic posters or book covers; or
- g. Any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

### ***Examples of behaviors that could be considered harassing:***

1. Students making sexual gestures;

2. Students displaying sexually explicit materials in lockers, notebooks, cellphones, etc.;
3. “Depantsing”, bra snapping, etc.;
4. Writing harassing comments in textbooks, notebooks, cellphones, Etc.
5. Sexually descriptive notes or drawings;
6. Name calling, including references to race, ethnicity, religion or sexual orientation;
7. Teasing students about their body development or sexual activities;
8. Wearing offensive hats or t-shirts;
9. Students spreading sexual rumors about other students;
10. Any words or actions that make you uncomfortable or hurt your feelings that are related to race, religion or sex.

***What to do about harassment:***

If any words or action make you feel uncomfortable or fearful, you need to tell any teacher, counselor, principal, or District Human Rights Officer: You may make a written report. It should be given to any teacher, counselor, principal, or a Human Rights Officer. Your right to privacy will be respected as much as possible. We take seriously all reports of religious, racial or sexual harassment or violence and will take appropriate actions based on your report. The school district will also take action if anyone tries to intimidate you or take action to harm you because you have reported. This is a summary of the school district policy against religious, racial and sexual harassment and violence. Complete policies are available in the district office upon request. Consequences for harassment will vary with the severity of the offense.

**TECHNOLOGY AND TELECOMMUNICATIONS**

Offense

Misuse of computer equipment includes deletion or misuse of password-protected files, down-loading or loading of unauthorized software, computer programs, or data or system files; inappropriate accessing of files; unethical use of information or violation of copyright laws; sending or posting inappropriate material including weapons, sexual explicit images, or drug related items.

Consequence

Students violating these guidelines may be suspended for at least one (1) day, loss of computer privileges, or other consequences deemed appropriate.

**THEFT**

Offense

Personal theft; extortion; locker break-ins; hiding the property of another person without the consent of the owner, or the receiving of such property.

Consequence

Students may be suspended for a minimum of three (3) days. A police referral may be made and parent(s)/guardian(s) will be notified. Expulsion may be recommended.

**TOBACCO**

Offense

Not following the District tobacco use policy-now includes e-cigarettes. (See Provision Policy 419 Restrictions on Smoking and Tobacco Use.)

Consequences

Minimum consequences include one or all of the following: Confiscation of tobacco

products(not to be returned), verbal warning, one (1) day suspension, ticketing by law enforcement official, home school (**Tech**) notification.

## **TRESPASSING**

### Offense

Trespassing. (Non-authorized visit to school building or campus.)

### Minimum Consequence

Students with unauthorized absences from their school, found present at another public school may be suspended a minimum of one (1) day. All visitors must report to building administrator; police may be called to remove unauthorized visitors. Being present on school ground during a period of out of school suspension or placement in an alternative educational program constitutes trespassing.

## **TRUANCY**

### Offense

Attendance policy violations; truancy, tardiness, excessive absences, etc.

### Consequence

Minimum consequences include one or all of the following:

Reduction/Loss of credit, in-school suspension, reporting to appropriate agency, parental and home school (**CTE**) notification.

## **VANDALISM**

### Offense

Willful damage to any property, including technology or telecommunication equipment that belongs to the School District, staff members, other students or individuals.

### Consequence

Damage to staff/student property may result in being suspended for a minimum of one (1) day. The student may be referred to the police. Expulsion may be recommended.

## **VERBAL and WRITTEN ABUSE**

### Offense

Verbal and written abuse and disrespect of school personnel and other students. This misconduct includes profanity, behavior demonstrating lack of respect and the failure to respond appropriately to reasonable direction by school personnel.

### Consequence

Student dismissal or suspension, either from the classroom or from the building. If out-of-school suspension, suspension for minimum of three (3) days.

## **DRESS CODE**

### **Expectations**

Research has shown that there is a direct correlation between students' dress and students' behavior. Students must be neat, clean, and properly dressed at all times.

Student dress is recognized as a matter of personal taste at DCALS; however, no student will be allowed to attend the school while wearing bizarre, obscene, or odd clothing which could cause disruption of the orderly learning environment or clothes or grooming styles which constitute a health and/or safety hazard.

- Students will not be allowed to wear clothing which declares membership in a group that has as one of its primary activities the commission of criminal acts, or acts that would be criminal if the student were an adult.

- No article of clothing can convey intimidation, obscene, racial, discriminatory or violent messages, nudity, profanity, liquor, tobacco, drug promotions or logos, or statements or pictures demeaning to any group or person. (For example; clothing items depicting celebrities or groups that promote this type of message will not be allowed.)
- Chains and other decorative items that could be used as weapons (i.e. spiked bracelets) are not allowed and will be removed.
- Students will wear clothing that covers their stomachs, chests, backs, and buttocks. Low-cut or tight-fitting shirts are not considered appropriate.
- Shoes will be worn at all times.
- Neither headgear, “do rags”, handkerchiefs, beads, caps, hoods, nor hats of any kind will be worn in the classroom, unless approved by administration.
- Sunglasses of any kind will not be worn inside the classroom.
- Intentionally altered clothing—i.e., cut-off jeans, holes cut above the knee, and/or ill fitting garments are not acceptable.
- Pants and shorts must be worn at the waist level at all times. Suspenders and/or straps attached to overalls must be fastened at all times and remain over the shoulders.
- Certain programs, for safety purposes, require students to wear special garments, safety glasses, hair coverings, safety shoes, etc. For your safety, and the safety of others, you must comply with these regulations. You must provide ankle high leather boots for use in the Welding & Metals Fabrication shop area.

*Students who choose to dress inappropriately will be subject to disciplinary action.*

### **DRIVING/RIDING PERMITS**

All students are expected to ride to DCALS on the bus provided by your home school (**DCALS-CTE**), or you have obtained a driving/riding permit. Any violation of this policy will be referred to Principal and your home school (**DCALS-CTE**) for appropriate action. Before a student may drive/ride in a private vehicle to DCALS, a driving/riding permit must be obtained. Driving/riding permits can be obtained from the DCALS Office, Room 2-405. Once the form is signed, bring it to Administrative office for processing where you will be issued a permanent parking sticker. The Dakota County Technical College (DCTC) and the City of West St. Paul (DCALS North) has established parking and traffic regulations for the campus. All students must follow these regulations, or they are subject to ticketing, denial of parking privileges or referral to police. A copy of District 917’s parking and traffic regulations can be obtained from the Administration office, Room 2-406, or the Campus Sheriff’s Office, Room 2-709.

### **EMERGENCY EVACUATION OF BUILDING AND FIRE DRILLS**

Fire drills and lock downs are held periodically during the school year in accordance with state law. Each instructor will inform students of the procedures for each drill and emergency situation. When the alarm sounds, everyone must follow the directives in a timely and orderly manner.

### **EVALUATION AND GRADES**

Students will receive progress reports every three weeks during the grading period. This report will be completed by the program instructor/teacher indicating their performance to date.

At the end of each grading period (Trimester, Quarter) instructors will complete a student grade report. Copies of the grade report are distributed as follows:

1. Student file in the DCALS office (**obtained for student by administration**),
2. Home High School (CTE),
3. DCALS instructor/teacher.

If your performance is poor, you will be notified in writing three weeks prior to the end of the grading period.

Incomplete grades are the student's responsibility to correct within **two weeks** of issuance. Confer with your instructor/teacher to determine what work must be completed. After the two-week period, your instructor/teacher must change the incomplete to a letter grade. That letter grade will be calculated by your instructor/teacher on work performed with or without the incomplete work turned in.

The Dakota County Area Learning School grading scale:

A	100% - 90%
B	89% - 80%
C	79% - 70%
D	69% - 60%
F	59% - 0%
I	(Incomplete)
NG	No Grade

### FEES

No student fees are required for supplies or materials to complete the educational requirements of your program. If, however, you undertake a project above the minimum requirements and it becomes your personal property, you must pay for the material **before** you start your project. Materials can be furnished by the student or purchased from the program Instructor/Teacher.

### FOOD AND BEVERAGES

Food and beverages are allowed only in designated areas of the Dakota County Technical College (DCTC), DCALS-Main/DCALS North/DCALS South. Instructors/teachers are required to enforce the Food and Beverage Policy.

### HAZING PROHIBITION

#### **I. PURPOSE**

The purpose of this policy is to maintain a safe learning environment for students and staff that are free from hazing. Hazing activities are inconsistent with the educational goals of Intermediate School District 917 and are prohibited at all times.

#### **II. GENERAL STATEMENT OF POLICY**

- A. No student, teacher, administrator, volunteer, contractor or other employees of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after schools hours.

- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

### **III. DEFINITIONS**

- A. “Hazing” means committing an act against a student, or coercing a student in committing an act. That creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
  - 1) Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the boy.
  - 2) Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  - 3) Any activity involving the consumption of any alcoholic beverage, drug tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  - 4) Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
  - 5) Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. “Student organization” means a group, club or organization having students as its primary member or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come with the terms of this definition.

### **IV. REPORTING PROCEDURES**

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to the school district human rights officer or alternates to a school district administrator.
- B. Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the school district human rights officer or an administrator immediately.
- C. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter’s future employment, grades, or work assignments.

### **V. SCHOOL DISTRICT ACTION**

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake

or authorize an investigation by school district officials or a third party designated by the school district.

- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, the school district will take appropriate actions. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations. Penalties under the rules of the Minnesota State High School League will also apply.

## **VI. REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

## **VII. DISSEMINATION OF POLICY**

This policy shall appear in all school district student and staff handbooks.

### **HEALTH SERVICES**

Intermediate School District 917 has a nurse on duty in the Health Service Room, 1-501 for students on the DCTC campus. A nurse is on duty at all times and will assist you in case of an emergency or sudden illness. For those at DCALS North and DCALS South students need to contact classroom teachers or support staff for health related issues. Should a nurse be needed the district will provide access.

If you need to visit the nurse, notify your instructor/teacher. Your home school nurse (CTE) will be notified if you are injured or become ill at DCALS. In the event of an injury requiring treatment by a physician, the school will attempt to contact your parents/guardians prior to such treatment. DCALS administration will then activate reasonable emergency medical procedures.

### **INSURANCE**

Students who attend the Dakota County Area Learning School are **NOT** covered by accidental health insurance. You should arrange for coverage through your family health insurance plan.

### **LOCKERS AND DESKS**

Lockers, desks and storage areas are the property of Intermediate School District 917. At no time does ISD 917 relinquish its exclusive control of lockers/storage areas provided for the convenience of students. Inspection of the interior lockers/storage areas may be conducted by school district administration for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker/storage area may be searched only when school administration 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 administration must provide notice of the search to students whose lockers were searched unless disclosure would

impede an ongoing investigation by police or school officials.

### **LOST AND FOUND**

Lost and Found items are kept by the receptionist located in the front office of Dakota County Technical College. If lost items are not claimed in 30 days, they will be discarded. You may also inquire in the DCALS office.

### **NON-DISCRIMINATION POLICY**

It is the policy of the DCALS not to discriminate on the basis of religious, racial, sexual orientation, national origin or disability in its educational programs and activities as required by Title VI of the Civil Rights Act of 1964 and by Title IX of the Educational Amendments of 1972.

The Dakota County Area Learning School programs are open to all students. The case manager and/or administration for DCALS is available to discuss student needs for auxiliary aides or services, accommodations in testing situations or to assist with arrangements for alternative test options and to provide guidance services.

Students may also request that their home school counselor or IEP manager contact the Principal at DCALS for assistance. Any American Disabilities Act (ADA) related complaint is to be referred to ISD 917 Disability Non-discrimination Coordinator or alternates (see below). For details regarding the ISD 917 ADA policy, see District Policy 402. A copy is available in the Administration Office.

### **NUISANCE AND HAZARDOUS ITEMS**

Nuisance items such as hacky sacks, laser pointers, thrown objects (snowballs, Frisbees, balls, etc.) are **not** permitted at DCALS. Telecommunication devices, radios, and other personal entertainment devices are **not** allowed during class time, unless approved by the instructor/teacher for instructional purposes.

### **PARKING**

DCALS parking is in the outermost East lot. All vehicles must display a parking permit. A permit, to hang from the rear view mirror, will be issued for vehicles parking on a regular basis. A pink permit, placed on the dash of your car, will be issued for temporary parking. Parking violations may result in ticketing, immobilizing, or towing. Questions about parking citations must be directed to the Campus sheriff's Office, Room 2-709. ***Parking a vehicle on ISD 917 DCALS North, DCALS South, and Dakota County Technical College (DCTC) property implies consent to allow search of the vehicle for contraband or illegal items.***

Students violating these guidelines are subject to disciplinary action up to and including suspension and notification of police. ***NOTE: The speed limit in all parking lots is 10 MPH.***

### **PESTICIDE/HERBICIDE INFORMATION**

Minnesota law requires schools that apply pesticides and herbicides to maintain an estimated schedule of such applications and to make the schedule available to parents and guardians for review or copying at the District Office. Our district is so small and the amount of outside grounds is so limited that pesticides and herbicides are seldom applied and then only on an as needed basis. Therefore, no scheduled applications are made. We attempt to limit such application to the maximum extent and only use chemicals when absolutely necessary.

State law also requires that you be told that the long-term health effects on children from the application of such pesticides and herbicides or the class of chemicals to which they belong may not be fully understood. Since Intermediate District 917 does not apply chemicals on a

scheduled basis, you may wish to be notified in the event that an application is anticipated. If so, please send a letter to Linda Berg, Health and Safety Coordinator, 1300 145th Street East, Rosemount, Minnesota 55068. Information on Health, Wellness, and Safety can also be found on our website at [www.isd917.org](http://www.isd917.org). If you need additional information, please call Linda Berg at 651-423-8214.

### **PLEDGE OF ALLEGIANCE**

Intermediate School District 917 has waived the requirement to recite the Pledge of Allegiance via Board Policy 6.14, in accordance with Minn. Stat. § 121A.11, sub. 3.

### **POLICY AGAINST RELIGIOUS, RACIAL, AND SEXUAL HARASSMENT AND VIOLENCE INTERMEDIATE SCHOOL DISTRICT 917**

1. Everyone at District 917 has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial or sexual harassment and violence of any kind.
2. A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender:
  - A. name calling;
  - B. pulling on clothing;
  - C. graffiti;
  - D. notes or cartoons;
  - E. unwelcome touching of a person or clothing;
  - F. offensive or graphic posters or book covers; or
  - G. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad;
3. If any words or actions make you feel uncomfortable or fearful, you need to tell an instructor, counselor, program administrator, the District Human Rights Officer or an alternate.
4. You may also make a written report. It should be given to an instructor, counselor, program administrator, the District Human Rights Officer or an alternate.
5. Your right to privacy will be respected as much as possible.
6. We take seriously all reports of religious, racial or sexual harassment or violence and will take all appropriate actions based on your report.
7. Intermediate District 917 will also take action if anyone tries to intimidate you or take action to harm you because of your report.
8. This is a summary of Intermediate District 917 policy against religious, racial and sexual harassment and violence. Complete policies (Policy 413 Prohibition of Harassment and Violence) are available from any of the persons listed in this section of the Student Handbook, or the Program Administrator.

**Religious, racial and sexual harassment and violence are against the law. Discrimination is against the law. These acts will NOT be tolerated at Intermediate School District 917.**

The consequences of a violation of the policy may result in any or all of the following:

- Assignments designed to increase awareness and sensitivity to the issue of sexual harassment;
- Administrative conference with student or parent and student;
- Referral to outside agency;
- Assignment to an alternative educational program;
- Detention or suspension in or out of school. Exclusion/expulsion;
- Referral to police or other law enforcement agencies for criminal action;
- Suspension or termination of employment;

Intermediate School District 917 Human Rights Officer and Alternates and Disability Non-discrimination Coordinator and alternates:

Don Budach                                      Special Education Assistant Director  
Human Rights Officer                          DCTC  
651-423-8150

Patti Mattos                                      Secondary Enrollment Coordinator  
Alternate    DCALS  
651-423-8263

Meghan Dobson                                Special Education Lead Teacher  
Alternate    Alliance  
651-423-8100

Shelli Vollbrecht                              Special Education Lead Teacher  
Alternate    DCTC Main Campus  
651-423-8343

Nicolle Roush                                    Business Manager  
Alternate    DCTC Main Campus  
651-423-8227

Eric Van Brocklin                              Secondary Principal  
Alternate    DCALS  
651-423-8259

**SAFETY**

DCALS has an obligation to provide you with a safe learning environment. Safety is also your responsibility. You can help avoid accidents by following common sense safety rules in your program. If you see an unsafe act or condition in your classroom/shop, be sure to discuss it with your instructor.

**Violation of Safety Rules & Eye Safety Regulations:**

In all DCALS areas, students are taught on appropriate shop/classroom and eye safety procedures:

**1st Offense:** Student will be given a verbal warning by the instructor/teacher and referral may be made to Principal.

**2nd Offense:** Instructor/teacher will complete a Behavior Incidence Report and the student will have a

conference with the Principal, which **may** result in a suspension from DCALS.

**3rd Offense:** Instructor/teacher will complete a Behavior Incidence Report and the student will have a conference with the Principal, which **will** result in a suspension from DCALS.

Prior to returning to DCALS, a conference including the student, parent(s)/guardian(s), instructor/teacher, and DCALS Administration will be held.

### **SCHOOL SPONSORED STUDENT PUBLICATIONS AND/OR STUDENT PROJECTS**

Expression in a school publication or in a student project is prohibited when the material:

1. Expresses or advocates sexual, racial or religious harassment or violence or prejudice;
2. Encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;
3. Advertises or promotes any product or service not permitted for minors by law;
4. is libelous or slanderous;
5. is obscene to minors;

Students violating these guidelines are subject to disciplinary action to include one or more of the following: verbal warning, suspension and possible recommendation of expulsion.

### **SEARCHES**

The law allows school authorities to search students, their lockers, their motor vehicles and personal property when they have reasonable suspicion that a particular student is in possession of something prohibited by school rules or by law. School authorities may seize any illegal contraband, substance, or object; or any material or object that violate a school rule or poses a hazard to the safety and good order of the school. Students are not to bring these items to school or to any school-sponsored function.

1. **General Inspection** – School authorities will be making general inspections of lockers for purposes including but not limited to safety, cleanliness, retrieval of school material, and maintenance. Such general inspections shall not include searching personal items stored in lockers, such as clothing, bags, purses, unless reasonable particularized suspicion exists.
2. **Locker/Storage Area Inspections** – All lockers and other storage areas provided for student use on school premises remain the property of the school district and are subject to inspection, access for maintenance, and search. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by school authorities. Unapproved locks shall be removed and destroyed.
3. **Personal Searches** – A student’s person and/or personal effects (e.g., purse, book, bag, etc.) may be searched when a school authority has reasonable suspicion to believe that the student is in possession of illegal, unauthorized or contraband items.
4. **Motor Vehicle Searches** - Motor vehicles driven by students and parked on or near school property during regular school hours or during school activities are subject to being searched when school officials have reason. Any student who refuses to submit to a reasonable search by school authorities will be subject to disciplinary action. School authorities may detain the student pending the notification and arrival of the student’s parent(s) and/or law officials as appropriate.
5. School authorities may request the assistance of law enforcement officials for the purpose of conducting inspections and searches of lockers, desks, parking lots, and other school property and equipment owned or controlled by the school for illegal drugs, weapons,

or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

### **SEVERE WEATHER/TORNADO PROCEDURE**

When a tornado or other severe weather conditions occur, a message will be given to students so everyone can proceed in a quick and orderly manner to the designated shelter areas.

### **SMOKING AND TOBACCO USE POLICY**

DCALS Main/DCALS North/DCALS South are smoke/tobacco free campuses (including e-cigarettes).

### **STUDENT AWARDS**

#### **Student of Distinction – DCALS (CTE)**

Program instructors select up to three Students of Distinction each semester. The selection criteria are at the discretion of the instructor and may represent outstanding effort, accomplishment and/or attendance. The Student of Distinction: 1. is presented a certificate at a special student recognition event with parents/guardians in attendance, 2. has photo displayed in the Dakota County Area Learning School photo display case.

#### **Student of the Quarter – DCALS Main/DCALS North/DCALS South**

DCALS teachers nominate students each quarter. The selection criteria are at the discretion of the teachers and may represent outstanding effort, accomplishment, and/or attendance. The Student of the Quarter: 1. is presented a certificate at a special scheduled recognition ceremony following the end of the quarter they are selected, 2. has photo displayed in the DCALS photo display case.

### **STUDENT CONDUCT**

Students demonstrating conduct, or willfully engaging in conduct, which: 1. materially and substantially disrupts the learning process for other students, 2. violates District 917 Board of Education regulations, or 3. endangers other students, school district employees, the property of the school staff, or themselves, will be subject to removal from class.

#### **Student Removal from Class**

District 917 School Board has adopted a discipline policy in compliance with Minnesota Statute 127.26 to 127.40, which establishes conditions for student removal from class.

#### **Grounds for Removal from Class**

Instructors/Teachers, school administrators, or other school district employees shall have the authority to remove a student from class when the student exhibits:

1. Willful conduct which materially and substantially disrupts the rights of others to an education.
2. Willful conduct which endangers school district employees, the student, or other students or property of the school.
3. Willful violation of any rule of conduct established in the discipline policy adopted by the Board.

#### **Authority for Removal from Class**

If the student is demonstrating behaviors as outlined in “Grounds for Removal from Class,” teachers, school district administrators or other school district employees shall have the authority to remove the student from the class. The instructor/teacher and/or tech tutor will complete the Behavior Discipline Form to document the incident; this form will be sent to the parents/guardians and/or the home school (CTE) contact person.

**Procedure: Step I** – An instructor/teacher and/or tech tutor member will inform student that his/her behavior is the reason for their removal from class.

**Procedure: Step II** - An instructor/teacher and/or tech tutor will contact Principal and will then send student to the DCALS Office, Room 2-405.

**Procedure: Step III** - After reviewing the situation, the Principal will make a recommendation as to the length of time the student is to be removed from the classroom. The length of removal time shall not exceed 2 shifts.

**Procedure: Step IV** - The student, instructor/teacher and/or tech tutor, and DCALS Principal will meet to clarify what the classroom expectations are and what behaviors are expected upon students return to the classroom. This information will be shared with the parent(s)/guardian(s) and/or the home school (CTE) contact person.

### **STUDENT ORGANIZATIONS' CODE OF CONDUCT**

Before attending a student organization activity, the instructor/teacher will inform you of the student organizations' code of conduct. You will be asked to agree to conduct yourself according to the code. Students attending a school sponsored student activity must also follow the same behavior guidelines that apply in all ISD 917 secondary programs. Students are subject to disqualification and dismissal from the activity and to disciplinary action if they do not conform to these standards of conduct. This includes all forms of hazing. Hazing behaviors will result in disciplinary action (see District Hazing Prohibition policy 6.35 and Discipline policy 6.316.)

### **STUDENT RECORDS**

#### **Records:**

DCALS maintains records on each student including:

1. DCALS application form;
2. Referral information;
3. Evaluation and grade forms;
4. Incident/discipline reports;
5. Attendance records; and
6. Career and Tech Ed. follow-up information;

These records are used for three purposes: referrals to employers; referrals to post-secondary schools; and for Minnesota Department of Education (MDE) follow-up studies. These records are always open to you, and no information about you will be released to any person, agency, or institution except under the following conditions:

1. When proper written consent has been obtained from you or your parents/guardians;
2. When compelled by law, such as judicial subpoena;
3. When outside research is conducted and data is released in such a form that no specific pupil is identifiable;
4. Information which the District determines is "directory information;"

Records are kept in the DCALS Office, Room 2-406.

#### **Directory Information**

Intermediate School District 917, pursuant to the United States General Education Provisions Act and Minnesota Government Data Practices Act, declares the following as "Directory Information" as provided in said Act, and that information relating to students may be made public if said information is in any of the following categories:

Student's name	Dates of enrollment
Date of birth	Grade levels completed
Major Field of study	Degrees and awards received
Participation in officially recognized activities	

Directory information does not include identifying data which references religion, race, nationality, or disability.

Any parent(s) or guardian(s) of any student or eligible student (18 or older) in the District may notify the District of their desire that some or none of the above information is to be released without their consent by contacting the Principal in the building where the student attends and by completing a nondisclosure form which can be obtained from the office staff.

### **Rights of Minors**

The District may sometimes deny parental/guardian access to private data when the minor, who is the subject of the data, requests that the District deny such access. The minor must submit a written request to the responsible authority (Superintendent) or designee that certain data be withheld from parents. The written request shall set forth the reasons for the request and shall be signed by the minor. Minors wishing to make such a request for nondisclosure should contact the building or program administrator for a nondisclosure form.

### **Tennessee Warning**

When Intermediate School District 917 requests non-public data concerning you or your family, the purpose of that request will be specifically stated to you. In addition, our overall purpose and intended use of all such data shall be for the smooth and uninterrupted conduct of business to fulfill the educational purpose of Intermediate School District 917.

At the time that any non-public data is requested from you regarding your family, you will be informed of the consequence arising from supplying or refusing to supply such information. In addition, you will be informed of the persons or entities authorized by law to receive the information, unless the individual requesting the information does so pursuant to a law enforcement investigation, otherwise governed by law. Unless you are specifically notified otherwise, the information gathered by Intermediate School District 917 will be routinely accessed by District personnel, agents, contractors and others authorized by law to the extent necessary.

ISD 917 has a comprehensive student records policy. Request for copies of the entire policy and questions should be addressed to: Superintendent of Schools, Intermediate School District 917, 1300 145th Street East, Rosemount, MN 55068-2999.

## **VISITORS**

### **Building Visitors**

All secondary program visitors must register in the DCALS Main/DCALS North/DCALS South office, **before going to a class and/or workshop area.**

In order to enter the building or to remain on campus, you must:

1. Be enrolled as a secondary student, or be the parents/guardians of an actively enrolled student;
2. Be invited, or have permission from a school official, to be in the building;
3. Be attending a school district/college event or meeting, to which you, the public, or your family has been invited; or

4. Register at DCALS Main in Room 2-406; or DCALS North/DCALS South office  
Individuals not complying with these procedures are trespassing and will be asked to leave the building and campus.

### **Student Program Visits**

Students not enrolled at DCALS Main/DCALS North/DCALS South who wish to visit a secondary program must:

1. Secure a DCALS visitor form, obtain forms from Enrollment Coordinator or Principal, in main office at each site;
2. Have a DCALS Instructor/Teacher select date for visit and sign the visitor form;
3. Get home school administrator's signature on the visitor form (CTE);
4. Have parent/guardian of visitor sign the visitor form;
5. Bring the completed form to DCALS on the date of the visit and;
6. Register as a school visitor;
7. Proceed to the program area.

Students not following this procedure will be referred to Principal and may be asked to leave.  
NOTE: DCALS Main/DCALS North/DCALS South are not an appropriate setting for young children; therefore, outside arrangements for child care must be made prior to your visiting the DCALS Main/DCALS North/DCALS South campus.

## **WEAPONS POLICY** **CONCEAL AND CARRY LAW**

It is the policy of District 917 to maintain a positive, safe, secure learning and working environment. In striving to attain such an environment, the District takes the position of zero tolerance for weapons in our schools, except as specifically stated below. Zero tolerance means the District will view safety violations as very serious matters and will take all necessary and appropriate disciplinary steps. All weapons or instruments that have the appearance of a weapon are prohibited within all school environments and the school except for educational purposes as authorized in advance by the Secondary Principal or designee. School environments include, but are not limited to, District-owned buildings; school grounds; leased or rented facilities; school-sponsored activities; field trips; school vehicles and school buses/vans rented or owned; and school bus/van stops, any entrance or departure from school premises or events and all school related functions. Anyone found to be in possession of a weapon in any area defined in this policy, before, during or after school hours is subject to administrative and legal action.

### **Possession of a Firearm (or Explosive Device)**

Any person having a firearm (which includes explosive devices) on their person or in an area subject to their control in a school environment will be subject to the same procedures and consequences listed under the consequences and procedures for possession of a weapon. In addition, firearm possession will result in a school board determination that the student shall be expelled for the period of one year. The School Board will require expulsion if the parent waives their right to an expulsion hearing or if it is determined through an expulsion hearing that the student did in fact bring or possess a firearm in a school environment. The School Board has the option of modifying the student's expulsion on a case-by-case basis.

### **Student Reporting**

Students who see or become aware of a weapon at school must not touch it nor remain in the presence of a person or group if a weapon is present. Students must notify a staff person immediately for the safety of all concerned; students not following these steps are subject to disciplinary action up to and including expulsion.

## **Weapons**

The District takes a position of "Zero Tolerance" on the following objects:

- All firearms, whether loaded or unloaded, etc.;
- Other guns of all types including air guns, pellet, B-B, stun, look-alike, and non-functioning guns that could be used to threaten others, etc.;
- Knives, switchblades or automatically opening blades, daggers, swords, razors, etc.;
- Artificial knuckles or other objects designed to be worn over the fist or knuckles, etc.;
- Blackjacks, clubs, numchucks, throwing stars, etc.;
- Explosives;\*\*
- Poisons, chemicals, or substances capable of causing bodily harm;\*\*\*
- Bow and arrows, sling-shots, etc.;
- Any other device or instrument used to intimidate threaten or inflict harm;

\*For purposes of this policy, a firearm is defined under federal law at 18 U.S.C. 921. The definition includes (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device (including any explosive, incendiary, poisonous gas, bomb, grenade, rocket, missile, device or any other device similar to the devices listed).

\*\*For purposes of this policy, an explosive is defined under federal law at 18 U.S.C. 844(j). This definition includes gun powders, powders used for blasting, all forms of high explosives, blasting materials, fuses (other than electrical circuit breakers), detonators, and other detonating agents, smokeless powders and any chemical compounds, mechanical mixture, or device that contains any oxidizing and combustible units, or other ingredients, in such proportions, quantities, or packing that ignition by fire, by friction, by concussion, by percussion, or by detonation of the compound, mixture, or device or any part thereof may cause an explosion.

\*\*\*Although tear gas compounds or other disabling compounds are considered potential weapons under this policy, parents/guardians of a student may make special arrangements with the Secondary Principal if a student feels he or she needs Mace or any other disabling compound for defensive purposes outside the school setting. Such arrangements shall be made in advance for the student to check the disabling compound into the school office. Employees may make special arrangements with their administrator.

## **Procedures and Consequences, Violation by Students**

The procedures and consequences for the offenses are:

- (a) Confiscation of the weapon (if it can be done safely) and notification of police and request assistance if needed;
- (b) Notification of the Superintendent or designee;
- (c) Holding an administrative conference with student(s), which will:
  - i. Inform the student of the policy provision that has been violated;
  - ii. Confront the student with the allegations;
  - iii. Provide an opportunity for the student to respond to the allegations; and  
(An administrative conference is not immediately required where the student presents an immediate and substantial danger to self or to surrounding persons or property.)
- (d) Notify the parent/guardian;

- (e) Initially, suspension from school for up to ten (10) days;
- (f) Recommendation to the Superintendent of expulsion or exclusion. The Superintendent will review the recommendations and, based upon factors including, but not limited to, the surrounding circumstances, student's discipline record, or presence or suspected presence of disability, will determine whether to forward the recommendation to the School Board for expulsion or exclusion proceedings; and
- (g) Referral to the criminal justice or juvenile delinquency system when appropriate.

**Violation by Other Youths and Adults, Including Employees**

- (a) Referral to police, and
- (b) Employees will also be subject to District investigation and application of relevant District personnel policies and disciplinary procedures.

**Administrative Discretion Regarding Possession**

- (a) K-12: A student who finds a weapon on the way to school, on school property, or in the school building and takes the weapon immediately to the administrator's office shall not be considered in possession of a weapon.

**Authorized Instructional and Work-Related Equipment and Tools**

While this policy represents a "Zero Tolerance" position on weapons and/or look-alike weapons, it is not meant to interfere with instruction or use of appropriate equipment and tools by employees and students. Such equipment, when properly used and stored, shall not be considered a weapon for purposes of this policy. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, the guidelines and consequences of this policy will take effect.

**Exceptions**

This policy, pursuant to Minnesota Statutes, provides for the following exceptions:

- (a) Licensed peace officers, military personnel or students participating in military training, who are performing official duties;
- (b) School District-approved safety courses or activities conducted on school property;
- (c) School District-approved possession and use of dangerous weapons by a ceremonial color guard;
- (d) School District-approved gun or knife show held on school property;
- (e) School district-approved possession and use of starter guns for athletic contests;
- (f) Possession of dangerous weapons with prior written permission of the administrator in keeping with the terms of permission;

**Photo Media Release  
2019-2020**

Dakota County Area Learning School periodically uses slides, photographs and video tapes to present information to other persons about the DCALS Academic and/or Career and Technical Education programs. The photo and articles/information will be used to inform other students, parents and guardians, school personnel and the general public.

We are using an implied consent model within our programs. This means that consent is given unless we have been provided with this form stating that you do not wish to have your photo used in any way related to ISD 917 programs or media releases.

Dakota County Area Learning School Program:

---

Program Instructor/Teacher:

---

\*\*\*\*\*

I DO NOT grant permission to release photos

Student's Name: \_\_\_\_\_

Parent or Guardian Signature:

---

Date: \_\_\_\_\_

**INTERMEDIATE SCHOOL DISTRICT 917**

**DCALS and DCALS North**

**Computer, Network and Internet Rights and Responsibilities**

(Policy on Pages 7-8 of this Handbook)

**PERMISSION FORM**

**2019– 2020**

**Student Section**

I have read the Computer, Network and Internet guidelines as published in the student handbook. I understand that the use of the electronic networks and Internet are a privilege and must be done responsibly as detailed in the guidelines. Any violation of the guidelines is a violation of school policy and may constitute a violation of law. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may result.

**Student Name:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Parent (s) or Guardian (s) Section**

I have read the Computer, Network and Internet guidelines as published in the student handbook and on the reverse side of this page. I understand that the network and Internet are provided to students for educational purposes and that I must give permission for my student to access the Network or Internet by signing below and returning this form.

The District has taken precautions to eliminate unacceptable material or communications and has informed students of their responsibility to access appropriate materials. However, I recognize that it is possible for students to access materials and communications that violate these guidelines. I understand that students violating these guidelines are subject to school disciplinary actions and possible referral to law enforcement agencies. I will not hold the district responsible for unacceptable materials acquired on the network or Internet.

**Parent/Guardian Name:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Dakota County Area Learning School  
“Home Of Career and Technical Education”  
Intermediate School District 917  
1300 145th Street East  
Rosemount, MN 55068**

**2019-2020 DCALS Main/DCALS North/DCALS South/CTE Student Handbook**

I have read the contents of the student handbook. I understand and agree to follow the rules of conduct identified for Intermediate School District 917 and DCALS Main/DCALS North/DCALS South/CTE programs.

Print Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Program (CTE) \_\_\_\_\_

Home High School (CTE) \_\_\_\_\_

Date \_\_\_\_\_



DRAFT

**Intermediate School District 917**

**Parent/Guardian & Student Handbook**  
**Special Education Programs**

**2019-2020**

**1300 145<sup>th</sup> Street East • Rosemount, MN**



Dear Parents/Guardians and Students:

Welcome to Intermediate School District 917 special education programs. This handbook will provide you with important information for the 2019-2020 school year. We encourage you to save it for future reference.

Intermediate School District 917 provides many special education services to students from our member districts. This handbook contains information regarding our programs along with names of individuals you may contact if you have questions. We also encourage you to maintain close contact with your home school district special education staff who will continue to be an important part of the planning team.

We look forward to working with you.

Sincerely,

Melissa Schaller  
Director of Special Education

**TABLE OF CONTENTS**

SPECIAL EDUCATION SERVICES OVERVIEW.....4

SPECIAL EDUCATION PROGRAMS AND SERVICES.....5

PROGRAM LOCATIONS AND SCHOOL TIMES.....9

SPECIAL EDUCATION ADMINISTRATION.....12

DISTRICT CALENDARS.....16

EMERGENCY CLOSINGS.....26

DISTRICT LUNCH PRICES.....27

DISTRICT TRANSPORTATION.....28

GENERAL INFORMATION.....29

ABSENCES.....29

ALLERGENS & CHEMICAL SENSITIVITY.....29

ATTENDANCE.....29

COMMUNITY FIELD TRIPS.....31

CONFERENCES.....31

DIRECTORY INFORMATION.....31

DRESS CODE.....32

EMERGENCY EVACUATIONS/FIRE DRILLS.....32

EMERGENCY INFORMATION.....32

EXCUSING STUDENTS FROM SCHOOL.....32

FOOD AND BEVERAGES.....33

GROUND FOR REMOVAL FROM CLASS.....33

HEALTH SCREENINGS.....33

HOMEWORK.....33

ILLNESS (HOME).....33

ILLNESS/INJURY (SCHOOL).....34

IMMUNIZATIONS.....34

INSTRUCTIONAL MATERIALS AND SUPPLIES.....35

LOCKERS AND DESKS.....35

MEDICATIONS AND SPECIALIZED HEALTH CARE PROCEDURES.....35

PLEDGE OF ALLEGIANCE.....36

REFERRAL PROCESS.....36

SAFETY.....36

SCHOOL-SPONSORED STUDENT PUBLICATIONS/PROJECTS.....36

SEARCHES.....37

STUDENT ORGANIZATIONS' CODE OF CONDUCT.....37

TELEPHONE CALLS.....37

TENNESSEN WARNING.....37

TRANSPORTATION.....37

VISITORS.....38

SELECTED SCHOOL DISTRICT POLICIES AND PROCEDURES.....38

411 BULLYING.....38

413 HARASSMENT AND VIOLENCE.....47

490 ACCEPTABLE USE AND INTERNET SAFETY POLICY FOR INTERMEDIATE SCHOOL DISTRICT 917.....54

6.12 STUDENTS AND CHEMICAL DEPENDENCY.....61

6.15 WELLNESS .....62

6.31 STUDENT DISCIPLINE POLICY FOR ELEMENTARY AND SECONDARY.....67

6.316.1 CODE OF STUDENT CONDUCT.....67

6.316 OFFENSES AND POTENTIAL CONSEQUENCES..... 71

6.316(a) WEAPONS POLICY.....73

6.77 DNR-DNI ORDERS.....77

DISTRICT REPORTING PROCEDURE REGARDING INAPPROPRIATE STUDENT- TO- STUDENT CONTACT.....78

RESTRICTIVE PROCEDURES PLAN.....79

STATEWIDE TESTING .....82

HEALTH CARE COVERAGE FOR FAMILIES.....88

STUDENT/PARENT AGREEMENT.....9

## **SPECIAL EDUCATION SERVICES OVERVIEW**

The mission of Intermediate School District 917 special education is to provide program options and other services to students with low-incidence disabilities referred by its member school districts.

These programs and services are offered because the member school districts desire comprehensive and efficient special education services that can be offered cooperatively under the direction of Intermediate School District 917.

### **Philosophy of Special Education:**

Whereas public education is a fundamental right of all children and youth, and whereas every person is entitled to an equal opportunity to obtain an education, the Intermediate School District 917 School Board upholds the following beliefs as a basis for program decisions:

- All students are to be valued equally.
- All students can learn, including students with disabilities.
- Individual student educational plans are to be developed through cooperation among providing district staff. These individual educational plans shall portray a comprehensive and accurate view of a student and his or her abilities and needs, including transitional issues important to settings that the student will experience after school graduation, as well as needs for an extended school year.
- Students with disabilities must be served in an environment appropriate to their educational needs. Intermediate School District 917 believes that providing services to students with disabilities in integrated settings is determined by individual student needs, and should be practiced and encouraged when that setting will foster appropriate educational growth.
- Educators from providing school districts and Intermediate School District 917 must cooperate with each other and other human service agencies in order to achieve comprehensive student-centered services.
- Because the school district in which the student resides is legally responsible for the special education services provided to the student, Intermediate School District 917 must also be responsive to the expectations of the providing school district.

## **SPECIAL EDUCATION PROGRAMS AND SERVICES**

**ANTHONY LOUIS CENTER** Anthony Louis Center is a chemical dependency day treatment program operated by On-Belay Minnesota, Inc. Intermediate School District 917 provides the general and special education services for the students enrolled in the program. Course offerings include English, math, social studies, and science.

**CUSTOMIZED ALTERNATIVE SOLUTIONS FOR EDUCATION (CASE)** This program is designed to meet the needs of students ages 5-21 who have complex educational, mental health, and behavioral needs with a variety of disabilities. Students in the CASE Program are provided individualized programming with high staff to student ratios customized to meet their unique needs. Each student's schedule and environment is designed by their team to maximize success. There is a focus on collaborative programming inclusive of educational, private, and community services to address each student's needs. The program is located at the Alliance Education Center in Rosemount.

**DAKOTA ALTERNATIVE FOR SEVERELY HANDICAPPED (DASH)** The DASH program provides services to students, ages 3-21, who present with severe to profound Developmental Cognitive Disabilities (DCD) and may have multiple disabling conditions which require nursing care during the school day. The program focuses on communication, social, motor, and daily living skills as well as functional academics. A full range of related services including speech/language therapy, developmentally adapted physical education, occupational and physical therapy, as well as other specialists are available, as determined by the IEP team. In this setting, students also utilize assistive technology to support their IEP goals. The current DASH Program sites include Henry Sibley High School in Mendota Heights, Lakeville North High School in Lakeville and three Hastings locations, Pinecrest Elementary, and Hastings High School.

**DAKOTA COUNTY ALTERNATIVE LEARNING SCHOOL (DCALS), (DCALS-North), and (DCALS-South)** Special education services are provided to students enrolled in DCALS as determined by students' individualized education plans.

**DEAF AND HARD OF HEARING ITINERANT (D/HH)** Intermediate School District 917 provides a variety of services for learners who are deaf and hard of hearing. In the itinerant program, services are delivered to learners and families in their home school districts and ISD 917 site-based programs, and are either provided in the school and/or in the home setting. A major emphasis of services is to support learners' communication, language, literacy, and academic development impacted by hearing loss. Teachers of deaf and hard of hearing also provide support and training to general education teachers and other related services personnel. Related and support services including audiology, interpreting/transliterating, captioning, tutoring, and note-taking are also available to learners as needed. If a learner who is deaf or hard of hearing needs alternative or more intensive services than can be provided in an itinerant model, a resource program is available at the preschool, elementary, and secondary levels.

**DEAF AND HARD OF HEARING RESOURCE (D/HH)** Center-based programs are available for learners who are deaf and hard of hearing at the preschool, elementary, and secondary levels. In general, learners who attend the center-based resource program receive a significant portion of their academic instruction by a teacher of deaf and hard of hearing in a self-contained classroom. The languages of instruction used include American Sign Language and English via spoken English paired with cued English using the system of Cued Speech, the exposure to one or both being determined by a child's IFSP or IEP team. A major emphasis of the program is to support learners' communication and language development impacted by hearing loss, including listening and spoken language, and/or sign or cued language skills. Learners participate in general education classes as determined by their IEP teams. Related and support services in the areas of speech and language, audiology, occupational therapy, physical therapy, DAPE, nursing, interpreting/transliterating and deaf/blind intervener are available as needed.

**INTRA-DAKOTA EDUCATIONAL ALTERNATIVE (IDEA)** The IDEA program stresses academics with the major emphasis on helping each student develop appropriate classroom behaviors and skills which will allow him/her to function in a general classroom setting. The student typically begins the IDEA program on a full-day basis and as he/she progresses, the student spends more time in the home school setting. Student progress is monitored and assisted by a close working relationship with the student's home school district staff, the student's parents, and the student. There are also transition activities available for high school-aged students. School psychology and social work services are available for all students enrolled in the IDEA program. Other related services are available according to a student's needs. The IDEA program is located at Alliance Education Center in Rosemount.

**JUVENILE SERVICES CENTER (NEW CHANCE and RIVERSIDE SCHOOL)** These programs provide educational support to the Juvenile Services Center for Dakota County. Youth offenders are court ordered to attend and will be provided with appropriate educational services. Educational services include educational screening as well as general and special educational services. High school courses leading toward graduation and transition services for students returning to home schools or other settings are features of the programs.

**OPTIONS** Options is a day treatment program for mental health and chemical dependency operated by Community Drug & Alcohol Services, Inc. Intermediate School District 917 provides the general and special education services for the students enrolled in the program. Course offerings include English, math, social studies, and science.

**PHYSICAL & HEALTH DISABILITIES ITINERANT (PHD)** Intermediate School District 917 provides teachers for students with physical and health disabilities to serve students in general education settings. The teachers consult with the student's general education teacher(s) and other related personnel serving the student to help provide modifications to the education environment, instructional techniques, and curriculum used with the student. Services provided include assessment, monitoring, training for staff, adaptation of materials, and training to students in the areas of assistive technology, work completion, and organizational skills.

**PHYSICAL THERAPY ITINERANT (PT)** Intermediate School District 917 employs physical therapists to serve students in their school and early childhood home settings. Although a physician's prescription is needed, the purpose of physical therapy is to support the student's education program. The physical therapist works closely with instructional and other related service personnel in the student's school in helping to implement the student's special education program.

**PROGRAM ALTERNATIVE FOR COMMUNICATION EDUCATION AND SOCIALIZATION (PACES)** The PACES program is designed to meet the needs of students who present with deficits related to their Autism Spectrum Disorders (ASD), and related neuro-biological disorders. The program addresses the educational and environmental needs through a highly structured environment with a low student/staff ratio. A focus of the program is to develop positive social skills and strategies for interacting in the school and community setting. This includes identifying and implementing tools and strategies to address sensory needs. The curriculum emphasizes the development of functional skills and academics, communication and social skills, daily living/life skills, vocational preparation, recreation, and leisure. The current PACES program sites include Meadowview Elementary, Boeckman Middle School and Farmington High School in Farmington, Christina Huddleston Elementary, Cherry View Elementary, McGuire Middle School, and Lakeville North High School in Lakeville.

**STUDENTS WITH UNIQUE NEEDS (SUN)** This program provides services to students with unique needs who require a low staff-to-student ratio. Classrooms are located at Alliance Education Center in Rosemount, Cedar School in Eagan, and Concord Education Center in Inver Grove Heights. The SUN program offers students the opportunity to work on academics as well as functional, transition, and social skills. There are two different classroom models to address the varying levels of student need. One model is a small group of six students served by a team of one teacher with three paraprofessionals. The other model is an individualized setting serving six students each with their own office space as well as a space for group work. The group is served by one teacher and six paraprofessionals. The SUN program also works in cooperation with various public and private agencies to meet students' individual needs. Related services of developmentally adapted physical education, speech/language therapy, and occupational therapy, are also provided.

**THERAPEUTIC EDUCATION ALTERNATIVE (TEA)** The Therapeutic Education Alternative (TEA) program serves students from age 3 to grade 12 who have complex educational, mental health, and behavioral needs. Students with a variety of disabilities attend the program. The principle behind the program is to integrate mental health and educational programming into the entire school day. The service model focuses on attachment and relationship to assist with co-regulation. Students coming to the TEA program need to have a diagnostic assessment completed by a mental health professional prior to intake. Students in the TEA program receive individualized educational services as well as direct mental health services daily. Students in grades K -12 are served at Lebanon Education Center in Apple Valley. There are two different classroom models to address the varying levels of student need. One model is a small group setting of approximately eight students served by a team consisting of one teacher, one mental health practitioner/professional, and two paraprofessionals. The other model is an individualized setting serving six students, each with their own office space as well as a space for group work. The group is served by a team consisting of one teacher, one mental health

practitioner/professional, and six paraprofessionals. Students receive their education from a special education teacher and their mental health services from a mental health practitioner and professional. All the staff at the TEA program (teachers, paraprofessionals and mental health practitioners) work toward helping the students progress in both areas. Related services of developmentally adapted physical education, speech/language therapy, and occupational therapy, are also provided. There are two locations serving students ages 3-5. One classroom is located at Riverview Elementary School in Farmington. The other is located at Pine Bend Elementary in Inver Grove Heights. These classrooms consist of one early childhood education teacher, one mental health professional, and three paraprofessionals working with six students.

**TRANSITION EDUCATION SERVICE ALTERNATIVE (TESA)** The TESA program is located at the Dakota County Technical College in Rosemount and at the Bloomington Transition Center in Bloomington. The program addresses the transition needs of young adults ages 18-21, in the areas of independent living, employment and post-secondary training, and education. Staff, students, families, and community providers work together to identify the student's unique strengths, interests, and learning styles and develop a plan to provide instructional and community opportunities to meet their transition needs. Areas addressed may include independent living skills, employment skills, academic or functional skills, communication and social skills community resources, self-advocacy, and post-secondary planning. For those students considering post-secondary education following graduation, there are also opportunities to build their skills in preparation for college, including understanding the resources and supports available through disability services.

**VISUALLY IMPAIRED ITINERANT (VI)** Services are provided to students who are blind or visually impaired in their local districts and ISD 917 site-based programs. Vision teachers work directly with students, and also provide consultative services to parents, teachers and other related personnel. Services provided include assessment, monitoring, training for staff, adaptation of materials, training students in the use of low-vision aids, Braille, and orientation and mobility training. The primary goal of the vision teacher is to help the student develop adaptive skills which will allow the student to function independently in and out of the school setting.

**PROGRAM LOCATIONS AND SCHOOL TIMES**

**Alliance Education Center  
(CASE, IDEA & SUN)**

14300 Biscayne Avenue West  
Rosemount, MN 55068  
Main Office: 651-423-8100  
Fax: 651-423-8120  
Attendance Line IDEA/SUN: 651-423-8100  
Attendance Line CASE: 651-423-8190  
School Hours IDEA/SUN: 7:45-2:10  
School Hours CASE: 8:00-2:20

**Anthony Louis Center**

1517 Highway 13 East  
Burnsville, MN 55337  
Office: 952-890-8879  
Fax: 651-438-4985  
School Hours: 9:00-12:00

**Boeckman Middle School (PACES)**

800 Denmark Avenue  
Farmington, MN 55024-9002  
Rm. 309: 651-460-1462  
Main Office: 651-460-1401  
Fax: 651-460-1410  
School Hours: 7:35-2:25

**Bloomington Transition Center (TESA)**

2575 W 88th Street, Door 10  
Bloomington, MN 55431  
Main Office: 952-681-6118  
Fax: 952-681-6179  
School Hours: 7:50-2:20

**Cedar School (SUN)**

2140 Diffley Road  
Eagan, MN 55122  
Main Office: 952-707-4000  
Fax: 952-707-4002  
School Hours: 7:45-2:10

**Century Middle School (D/HH)**

18610 Ipava Avenue  
Lakeville, MN 55044  
Rm. 160-3: 952-232-2315  
Main Office: 952-232-2300  
Fax: 952-469-6103  
School Hours: 7:24-2:00

**Cherry View Elementary School (PACES)**

8600 175th Street W  
Lakeville, MN 55044  
Main Office: 952-232-3200  
Fax: 952-469-7245  
School Hours: 9:25-3:55

**Christina Huddleston Elementary  
(PACES)**

9569 175th Street West  
Lakeville, MN 55044  
Rm. 15: 952-232-3154  
Main Office: 952-232-3100  
Fax: 952-469-7280  
School Hours: 8:50-3:20

**Concord Education Center (SUN)**

9015 Broderick Boulevard  
Inver Grove Heights, MN 55076  
Main Office: 612-902-9300  
Fax: 612-902-9299  
School Hours: 7:50-2:10

**Dakota County Technical College  
(DCALS, TESA, ISD 917 District Office)**

1300 145<sup>th</sup> Street East  
Rosemount, MN 55068  
Main Office: 651-423-8401  
Fax: 651-423-8776  
School Hours: 7:50-2:20

**Dakota County Alternative Learning  
School-North (DCALS-North)**

150 East Marie Avenue  
West St. Paul, MN 55118  
Main Office: 651-332-5570  
Fax: 651-332-5572  
School Hours: 7:45-2:35

**DCALS-South**

421 Walnut Street  
Farmington, MN 55024  
Main Office:  
Fax:  
School Hours:

**Diamondhead Education Center (D/HH  
Preschool)**

202 West Burnsville Parkway  
Burnsville, MN 55337  
Rms. 2120, 2130  
Main Office: 952-895-6610  
Fax: 952-707-6262  
School Hours: 9:30-2:15

**Farmington High School (PACES)**

20655 Flagstaff Avenue  
Farmington, MN 55024  
Rm. 1306 651-252-2622  
Main Office: 651-252-2501  
Fax: 651-252-2520  
School Hours: 8:20-3:05

**Gideon Pond Elementary (D/HH)**

613 East 130th Street  
Burnsville, MN 55337  
Rms.105, 106, 205, 205A, 206, 206A  
Main Office: 952-707-3090  
Fax: 952-707-3096  
School Hours: 9:15-3:55

**Hastings High School (DASH)**

200 General Sieben Drive  
Hastings, MN 55033  
Rm. B119: 651-480-7521  
Main Office: 651-480-7470  
Fax: 651-480-7472  
School Hours: 7:30-2:20

**Henry Sibley High School (DASH)**

1897 Delaware Avenue  
Mendota Heights, MN 55118  
Rm. 119: 651-403-7345  
Main Office: 651-403-7100  
Fax: 651-403-7110  
School Hours: 8:30-3:04

**Juvenile Services Center  
(New Chance & Riverside)**

1600 Highway 55 West  
Hastings, MN 55033  
Main Office: 651-438-4980  
Fax: 651-438-4985

**Lakeville North High School (DASH,  
D/HH & PACES)**

19600 Ipava Avenue West  
Lakeville, MN 55044  
Rm. 243: 952-232-3756 (DASH)  
Rm. 245: 952-232-3758 (D/HH)  
Rm. 223: 952-232-3746 (PACES)  
Fax: 952-469-3367  
Main Office: 952-232-3600  
School Hours: 8:02-2:37

**Lebanon Education Center (TEA)**

5800 149th Street  
Apple Valley, MN 55124  
Main Office: 952-431-4062  
Fax: 952-431-4063  
Hours: 7:45-2:10

**McGuire Middle School (PACES)**

21220 Holyoke Avenue West  
Lakeville, MN 55044  
Rm. 207: 952-232-2289  
Main Office: 952-232-2201  
Fax: 952-469-7224  
School Hours: 8:09-2:45

**Meadowview Elementary (PACES)**

6100 195<sup>th</sup> Street West  
Farmington, MN 55024-9614  
Rm. 7-7: 651-460-3177  
Main Office: 651-460-3100  
Fax: 651-460-3110  
School Hours: 9:00-3:30

**Options**

151 West Burnsville Parkway, Suite 100  
Burnsville, MN 55337  
Office: 952-564-3000  
Fax: 651-438-4985  
School Hours: 8:30-3:30

**Pine Bend Elementary (TEA)**

9875 Inver Grove Trail  
Inver Grove Heights, MN 55076  
Rm. 10: 651-306-7710  
Main Office: 651-306-7701  
Fax: 651-306-7739  
School Hours: 9:00-1:00

**Pinecrest Elementary School (DASH)**

975 12th Street W  
Hastings, MN 55033  
Main Office: 651-480-7280  
Fax: 651-480-7282  
School Hours: 8:00-2:35

**Riverview Elementary (TEA)**

4100 208th Street West  
Farmington, MN 55024  
Rm. 509: 651-460-1695  
Main Office: 651-460-1600  
Fax: 651-460-1610  
School Hours: 9:00-1:00

**SPECIAL EDUCATION ADMINISTRATION**

**Melissa Schaller, Director of Special Education**

Dakota County Technical College  
1300 145<sup>th</sup> Street East  
Rosemount, Minnesota 55068  
Phone: 651-423-8204 Fax: 651-423-8776  
Email: [melissa.schaller@isd917.org](mailto:melissa.schaller@isd917.org)

**Ann Wengeler, Administrative Assistant to the Director of Special Education**

Dakota County Technical College  
1300 145<sup>th</sup> Street East  
Rosemount, Minnesota 55068  
Phone: 651-423-8377 Fax: 651-423-8376  
Email: [ann.wengeler@isd917.org](mailto:ann.wengeler@isd917.org)

**Lynda Hurt, Information Management Assistant**

Dakota County Technical College  
1300 145<sup>th</sup> Street East  
Rosemount, Minnesota 55068  
Phone: 651-423-8255 Fax: 651-423-8776  
Email: [lynda.hurt@isd917.org](mailto:lynda.hurt@isd917.org)

**Don Budach, Assistant Director/Principal-DASH, PACES, TESA, & DCALS**

Dakota County Technical College  
1300 145<sup>th</sup> Street East  
Rosemount, Minnesota 55068  
Phone: 651-423-8426 Fax: 651-423-8776  
Email: [don.budach@isd917.org](mailto:don.budach@isd917.org)

**Shelli Vollbrecht, Dean-DASH, PACES, TESA, & DCALS**

Dakota County Technical College  
1300 145<sup>th</sup> Street East  
Rosemount, Minnesota 55068  
Phone: 651-423-8343 Fax: 651-423-8776  
Email: [shelli.vollbrecht@isd917.org](mailto:shelli.vollbrecht@isd917.org)

**Richelle Gernes, Administrative Assistant to the Assistant Director/Principal-DASH, PACES, TESA, & DCALS**

Dakota County Technical College  
1300 145<sup>th</sup> Street East  
Rosemount, Minnesota 55068  
Phone: 651-423-8401 Fax: 651-423-8776  
Email: [richelle.gernes@isd917.org](mailto:richelle.gernes@isd917.org)

**Denise Horvath, Administrative Assistant to the Assistant Director/Principal-DASH, PACES, TESA, & DCALS**

Dakota County Technical College  
1300 145<sup>th</sup> Street East  
Rosemount, Minnesota 55068  
Phone: 651-423-8515 Fax: 651-423-8776  
Email: [denise.horvath@isd917.org](mailto:denise.horvath@isd917.org)

**Jamie Dalbesio, Assistant Director/Principal-SUN & TEA**

Concord Education Center  
9015 Broderick Boulevard  
Inver Grove Heights, MN 55076  
Phone: 612-902-9300 Fax: 612-902-9299  
Email: [jamie.dalbesio@isd917.org](mailto:jamie.dalbesio@isd917.org)

**Gina Ashley, Administrative Assistant to the Assistant Director/Principal-SUN & TEA**

Concord Education Center  
9015 Broderick Trail  
Inver Grove Heights, MN 55076  
Phone: 612-902-9300 Fax: 612-902-9299  
Email: [gina.ashley@isd917.org](mailto:gina.ashley@isd917.org)

**Theresa Gulbransen, Assistant Director-CASE, IDEA, & SUN**

Alliance Education Center  
14300 Biscayne Avenue  
Rosemount, Minnesota 55068  
Phone: 651-423-8150 Fax: 651-423-8120  
Email: [theresa.gulbransen@isd917.org](mailto:theresa.gulbransen@isd917.org)

**Meghan Dobson, Dean-CASE, IDEA, & SUN**

Alliance Education Center  
14300 Biscayne Avenue West  
Rosemount, Minnesota 55068  
Phone: 651-423-8191 Fax: 651-423-8120  
Email: [meghan.dobson@isd917.org](mailto:meghan.dobson@isd917.org)

**Kay Velure, Administrative Assistant to the Assistant Director-CASE, IDEA, & SUN**

Alliance Education Center  
14300 Biscayne Avenue West  
Rosemount, Minnesota 55068  
Phone: 651-423-8151 Fax: 651-423-8120  
Email: [kay.velure@isd917.org](mailto:kay.velure@isd917.org)

**Janell Stiel, Administrative Assistant to the Assistant Director-**

**CASE, IDEA & SUN**

Alliance Education Center  
14300 Biscayne Avenue West  
Rosemount, Minnesota 55068  
Phone: 651-423-8100 Fax: 651-423-8120  
Email: [janeil.stiel@isd917.org](mailto:janeil.stiel@isd917.org)

**Jennifer Hetland, Assistant Director/Principal-Anthony Louis, JSC, Options, DAPE, Occupational Therapy, Physical Therapy, & Speech/Language Pathology**

Juvenile Service Center  
1600 Highway 55  
Hastings, Minnesota 55033  
Phone: 651-438-4981 Fax: 651-438-4985  
Email: [jennifer.hetland@isd917.org](mailto:jennifer.hetland@isd917.org)

**Julie Iila, Administrative Assistant to the Assistant Director/Principal-Anthony Louis, JSC, Options, DAPE, Occupational Therapy, Physical Therapy, & Speech/Language Pathology**

Juvenile Service Center  
1600 Highway 55  
Hastings, Minnesota 55033  
Phone: 651-438-4980 Fax: 651-438-4985  
Email: [julie.iila@isd917.org](mailto:julie.iila@isd917.org)

**Brooke Peterson, Assistant Director-Audiology, Deaf/Hard of Hearing, Interpreters, Physical & Health Disabilities, Physical Therapy, & Visually Impaired**

Gideon Pond Elementary School  
613 East 130<sup>th</sup> Street  
Burnsville, Minnesota 55337  
Phone: 952-707-3091 Fax: 952-707-3096  
Email: [brooke.peterson@isd917.org](mailto:brooke.peterson@isd917.org)

**Lori Bohnert, Administrative Assistant to the Assistant Director-Audiology, Deaf/Hard of Hearing, Interpreters, Physical & Health Disabilities, Physical Therapy, & Visually Impaired**

Gideon Pond Elementary School  
613 East 130th Street  
Burnsville, Minnesota 55337  
Phone : 952-707-3090 Fax : 952-707-3096  
Email: [lcoreer.bohnert@isd917.org](mailto:lcoreer.bohnert@isd917.org)

**Laura Schwanz, Administrative Assistant to the Assistant Director-Audiology, Deaf/Hard of Hearing, Interpreters, Physical & Health Disabilities, Physical Therapy, & Visually Impaired**

Gideon Pond Elementary School  
613 East 130th Street  
Burnsville, Minnesota 55337  
Phone : 952-707-3090 Fax : 952-707-3096  
Email: [laura.schwanz@isd917.org](mailto:laura.schwanz@isd917.org)

**Dave Stoll, Assistant Director-SUN & TEA**  
Cedar School and Lebanon Education Center  
2140 Diffley Road  
Eagan, Minnesota 55122  
Phone: 952-707-4075 Fax: 952-707-4002  
Email: [david.stoll@isd917.org](mailto:david.stoll@isd917.org)

**Amy Swaney, Dean-SUN & TEA**  
Cedar School  
2140 Diffley Road  
Eagan, Minnesota 55122  
Phone: 952-707-4012 Fax: 952-707-4002  
Email: [amy.swaney@isd917.org](mailto:amy.swaney@isd917.org)

**Pam Severson, Administrative Assistant to the Assistant Director-SUN**  
Cedar School  
2140 Diffley Road  
Eagan, Minnesota 55122  
Phone: 952-707-4000 Fax: 952-707-4002  
Email: [pam.severson@isd917.org](mailto:pam.severson@isd917.org)

**Laura Finkel, Administrative Assistant to the Assistant Director-TEA**  
Lebanon Education Center  
5800 149<sup>th</sup> Street West  
Apple Valley, MN 55124  
Phone: 952-431-4062 Fax: 952-431-4063  
Email: [laura.finkel@isd917.org](mailto:laura.finkel@isd917.org)

**DISTRICT CALENDARS**  
**INTERMEDIATE SCHOOL DISTRICT 917**  
**2019-2020 SCHOOL YEAR**

<b>Date</b>	<b>Note</b>
September 3, 2019	First Day for Students
October 16, 2019	Staff Development <i>No School</i>
October 17 - 18, 2019	Minnesota Education Convention <i>No School</i>
November 1, 2019	Staff Development/Conferences <i>No School except at Cedar School</i>
November 5, 2019	Conference Day <i>No School at Cedar School Only</i>
November 28 – 29, 2019	Thanksgiving Break <i>No School</i>
December 23, 2019 - January 1, 2020	Winter Break <i>No School</i>
January 17, 2020	Staff Development <i>No School</i>
January 20, 2020	Martin Luther King Jr. Day/Staff Development <i>No School</i>
February 17, 2020	President's Day <i>No School</i>
March 20, 2020	Staff Development/Conferences <i>No School DCALS/DCALS-North/DCALS-South students only</i>
March 23 – 27, 2020	Spring Break <i>No School</i>
April 9, 2020	Staff Development/Conferences <i>No School – Special Ed students only</i>
April 10, 2020	Good Friday <i>No School</i>
May 25, 2020	Memorial Day <i>No School</i>
June 4, 2020	Last Student Day

Intermediate School District 917 CASE, IDEA & SUN/Alliance Education Center, Anthony Louis Center, DCALS, DCALS-North, DCALS-South, SUN/Cedar School, SUN/Concord Education Center, JSC, TEA/Lebanon Education Center, Options and TESA/DCTC follow this calendar.

**SPECIAL SCHOOL DISTRICT 6, SOUTH ST. PAUL  
2019 - 2020 SCHOOL YEAR**

<b>Date</b>	<b>Note</b>
September 3, 2019	First Day for Students <i>Grades 1 - 12</i>
October 17, 2019	Staff Development/Conferences <i>No School</i>
October 19, 2019	Minnesota Education Convention <i>No School</i>
November 27 – 29, 2019	Thanksgiving Break <i>No School</i>
December 2, 2019	Staff Development <i>No School</i>
December 23, 2019 – January 1, 2020	Winter Break <i>No School</i>
January 17, 2020	Staff Development <i>No School</i>
January 20, 2020	Martin Luther King, Jr. Day <i>No School</i>
February 14, 2020	Staff Development <i>No School</i>
February 17, 2020	President's Day <i>No School</i>
March 6, 2020	Staff Development <i>No School</i>
March 9 – 13, 2020	Spring Break <i>No School</i>
April 24, 2020	Staff Development/Conferences <i>No School</i>
May 22, 2020	Staff Development <i>No School</i>
May 25, 2020	Memorial Day <i>No School</i>
June 3, 2020	Last Student Day

**INDEPENDENT SCHOOL DISTRICT 191, BURNSVILLE-EAGAN-SAVAGE  
2019 - 2020 SCHOOL YEAR**

<b>Date</b>	<b>Note</b>
September 3, 2019	First Day for Students <i>Except Kindergarten</i>
September 5, 2019	First Day for Kindergarten
September 30, 2019	Staff Development <i>No School</i>
October 17 – 18, 2019	Minnesota Education Convention <i>No School</i>
November 6 - 8, 2019	Staff Development/Conferences <i>No School</i>
November 28 – 29, 2019	Thanksgiving Break <i>No School</i>
December 23, 2019 – January 1, 2020	Winter Break <i>No School</i>
January 17, 2020	Staff Development <i>No School</i>
January 20, 2020	Martin Luther King, Jr. Day <i>No School</i>
February 26 – 28, 2020	Staff Development/Conferences <i>No School</i>
March 9, 2020	Staff Development <i>No School</i>
March 23 – 27, 2020	Spring Break <i>No School</i>
May 25, 2020	Memorial Day <i>No School</i>
June 4, 2020	Last Student Day

D/HH Preschool Program/DEC and D/HH Resource Program/Gideon Pond Elementary follow this calendar.

**INDEPENDENT SCHOOL DISTRICT 192, FARMINGTON  
2019 - 2020 SCHOOL YEAR**

<b>Date</b>	<b>Note</b>
September 3, 2019	First Day for Students
October 10, 2019	Conferences <i>2 Hour Early Release</i>
October 11, 2019	Flexible Learning Day
October 17 – 18, 2019	Minnesota Education Conference <i>No School</i>
November 27 – 29, 2019	Thanksgiving Break <i>No School</i>
December 2, 2019	Staff Development <i>No School</i>
December 23, 2019 – January 1, 2020	Winter Break <i>No School</i>
January 20, 2020	Martin Luther King Jr. Day/Staff Development <i>No School</i>
February 14, 2020	Flexible Learning Day
February 17, 2020	President's Day <i>No School</i>
March 5, 2020	Early Release <i>Elementary &amp; Middle School Only</i>
March 6, 2020	Staff Development <i>No School</i>
March 23 – 27, 2020	Spring Break <i>No School</i>
April 10 – 13, 2020	<i>No School</i>
May 25, 2020	Memorial Day <i>No School</i>
June 3, 2020	Last Student Day/Early Release <i>Elementary Only</i>
June 5, 2020	Last Student Day/Early Release <i>Middle &amp; High School Only</i>

PACES/Meadowview Elementary, PACES/Boeckman Middle School, PACES/Farmington High School, and TEA/Riverview Elementary follow this calendar.

**INDEPENDENT SCHOOL DISTRICT 194, LAKEVILLE  
2019 - 2020 SCHOOL YEAR**

<b>Date</b>	<b>Note</b>
September 3, 2019	First Day for Students <i>Grades 1 - 12</i>
October 9, 2019	Staff Development <i>Late Start</i>
October 17 – 18, 2019	Minnesota Education Convention <i>No School</i>
October 21, 2019	Comp Day <i>No School</i>
November 4 – 5, 2019	Staff Development <i>No School</i>
November 27 - 29, 2019	Thanksgiving Break <i>No School</i>
December 23, 2019– January 1, 2020	Winter Break <i>No School</i>
January 20, 2020	Staff Development <i>No School</i>
February 17, 2020	President's Day/Staff Development <i>No School</i>
February 19, 2020	Digital Learning Day for Grades 9,10 & 12 ACT Testing for Grade 11
March 4, 2020	<i>Late Start</i>
March 20 - 27, 2020	Spring Break Week <i>No School</i>
April 10 - 13, 2020	Good Friday <i>No School</i>
May 25, 2020	Memorial Day <i>No School</i>
June 5, 2020	Last Student Day, Elementary
June 9, 2020	Last Student Day, Secondary

D/HH Resource Program/Century Middle School, PACES/Cherry View Elementary, PACES/Christina Huddleston Elementary, PACES/McGuire Middle School, and DASH, D/HH, PACES/Lakeville North High School follow this calendar.

**INDEPENDENT SCHOOL DISTRICT 195, RANDOLPH  
2019 - 2020 SCHOOL YEAR**

<b>Date</b>	<b>Note</b>
September 3, 2019	First Day for Students
October 16, 2019	Conferences <i>Early Dismissal at 12:30 p.m.</i>
October 17 – 18, 2019	Minnesota Education Convention <i>No School</i>
November 27 – 29, 2019	Thanksgiving Break <i>No School</i>
December 20, 2019	Winter Break Early Dismissal at 12:30 pm
December 23, 2019 – January 1, 2020	Winter Break <i>No School</i>
January 17, 2020	Staff Development <i>No School</i>
January 20, 2020	Martin Luther King, Jr. Day/Teacher Workshop <i>No School</i>
February 17, 2020	President's Day <i>No School</i>
February 28, 2020	Staff Development/Conferences <i>No School</i>
March 30, 2020	Staff Development <i>No School</i>
April 9, 2020	Staff Development <i>Early Dismissal at 12:30</i>
April 10 – 13, 2020	Spring Break <i>No School</i>
May 25, 2020	Memorial Day <i>No School</i>
May 29, 2020	Last Student Day

**INDEPENDENT SCHOOL DISTRICT 197, EAGAN-MENDOTA HEIGHTS-WEST ST. PAUL  
2019 – 2020 SCHOOL YEAR**

<b>Date</b>	<b>Note</b>
September 3, 2019	First Day for Students
October 4, 2019	Staff Development <i>No School</i>
October 17 – 18, 2019	Minnesota Education Convention <i>No School</i>
November 4, 2019	Staff Development <i>No School</i>
November 5, 2019	Staff Development <i>No School</i>
November 27, 2019	Conference Comp Day <i>No School</i>
November 28 – 29, 2019	Thanksgiving Break <i>No School</i>
December 23, 2019–January 1, 2020	Winter Break <i>No School</i>
January 17, 2020	End of Quarter 2 <i>No School</i>
January 20, 2020	Martin Luther King, Jr. Day <i>No School</i>
January 21, 2020	Staff Development <i>No School</i>
February 17, 2020	President's Day <i>No School</i>
March 27, 2020	End Of Quarter 3 <i>No School</i>
March 30 – April 3, 2020	Spring Break <i>No School</i>
May 1, 2020	Staff Development <i>No School</i>
May 25, 2020	Memorial Day <i>No School</i>
June 3, 2020	Last Student Day

DASH/Henry Sibley High School follows this calendar.

**INDEPENDENT SCHOOL DISTRICT 199, INVER GROVE HEIGHTS  
2019 - 2020 SCHOOL YEAR**

<b>Date</b>	<b>Note</b>
September 3, 2019	First Day for Students <i>Grades 1-5, 6 and 9</i>
September 4, 2019	First Day for Students <i>Grades 7-8, 10-12</i>
September 5, 2019	First Day for Students <i>Kindergarten</i>
September 9, 2019	First Day for Students <i>Preschool / ECFE</i>
October 4, 2019	Early Release K-12; <i>No Preschool / ECFE</i>
October 15, 2019	Conferences <i>No Preschool / ECFE</i>
October 16, 2019	Conferences <i>No School</i>
October 17 – 18, 2019	Minnesota Education Convention <i>No School</i>
November 28 – 29, 2019	Thanksgiving Break <i>No School</i>
December 2, 2019	Staff Development <i>No School</i>
December 23, 2019 – January 1, 2020	Winter Break <i>No School</i>
January 16, 2020	Conferences <i>No Preschool / ECFE</i>
January 17, 2020	Conferences <i>No School</i>
January 20, 2020	Martin Luther King, Jr. Day <i>No School</i>
February 14, 2020	Early Release K-12; <i>No Preschool / ECFE</i>
February 17, 2020	President's Day <i>No School</i>
March 6, 2020	Staff Development <i>No School</i>
March 23 – 27, 2020	Spring Break <i>No School</i>
April 10, 2020	Good Friday <i>No School</i>
May 22, 2020	Early Release K-12; <i>No Preschool / ECFE</i>
May 25, 2020	Memorial Day <i>No School</i>
May 28, 2020	Last Day of Preschool/ ECFE
June 4, 2020	Last Student Day - <i>Early Release</i>

TEA/Pine Bend Elementary follows this calendar.

**INDEPENDENT SCHOOL DISTRICT 200, HASTINGS  
2019 - 2020 SCHOOL YEAR**

<b>Date</b>	<b>Note</b>
September 3, 2019	First Day of School <i>Grades 1 – 9</i>
September 4, 2019	First Day of School <i>Grades 10 - 12 &amp; Kindergarten</i>
September 27, 2019	Staff Development <i>Early Release</i>
October 16, 2019	Conferences <i>No School</i>
October 17 – 18, 2019	Minnesota Education Convention <i>No School</i>
November 27, 2019	Staff Development <i>No School</i>
November 28 - 29, 2019	Thanksgiving Break <i>No School</i>
December 23, 2019 – January 1, 2020	Winter Break <i>No School</i>
January 17, 2020	Staff Development <i>No School</i>
January 20, 2020	Martin Luther King, Jr./Staff Development <i>No School</i>
February 14, 2020	Staff Development <i>No School</i>
February 17, 2020	President's Day <i>No School</i>
March 6, 2020	Conferences <i>No School</i>
March 16 – 20, 2020	Spring Break <i>No School</i>
April 10, 2020	Good Friday <i>No School</i>
April 13, 2020	Easter Monday <i>No School</i>
May 8, 2020	Staff Development <i>Early Release</i>
May 25, 2020	Memorial Day <i>No School</i>
June 5, 2020	Last Day of School <i>Early Release</i>

DASH/Pinecrest Elementary and DASH/Hastings High School follow this calendar.

**INDEPENDENT SCHOOL DISTRICT 271, BLOOMINGTON  
2019 – 2020 SCHOOL YEAR**

<b>Date</b>	<b>Note</b>
September 3, 2019	First Day of School 6-12
September 4, 2019	First Day of School K-5
October 16, 2019	Conferences/Staff Development <i>No School</i>
October 17 – 18, 2019	Minnesota Education Convention <i>No School</i>
November 1, 2019	Staff Development <i>No School for K-5 ONLY</i>
November 25 – 26, 2019	Staff Development <i>No School</i>
November 27 - 29, 2019	Thanksgiving Break <i>No School</i>
December 23, 2019 – January 3, 2020	Winter Break <i>No School</i>
January 20, 2020	Martin Luther King, Jr. Day <i>No School</i>
February 14, 2020	Staff Development <i>No School</i>
February 17, 2020	President's Day <i>No School</i>
March 6, 2020	Staff Development <i>No School</i>
March 9, 2020	Staff Development <i>No School</i>
March 23 – 27, 2020	Spring Break <i>No School</i>
April 10, 2020	Good Friday <i>No School</i>
May 25, 2020	Memorial Day <i>No School</i>
June 4, 2020	Last Student Day

TESA/BTC follows this calendar.

**DISTRICT LUNCH PRICES**

The information reported is as accurate as possible. If you have any questions regarding breakfast, free or reduced lunch, or the lunch program, you may call the respective schools where your child is enrolled. Students who qualify for reduced price school meals will receive free lunches and breakfast

**Independent School District 191,  
Burnsville-Eagan-Savage**

Breakfast	\$1.50
Elementary Lunch	\$2.70
Secondary Lunch	\$2.80
Milk	\$0.50
Adult	\$4.00

**Independent School District 192,  
Farmington**

Breakfast	\$1.40
Elementary Lunch	\$2.70
Secondary Lunch	\$2.90
Milk	\$0.40
Adult	\$3.70

**Independent School District 194,  
Lakeville**

Breakfast	\$1.65
Elementary Lunch	\$2.50
Middle School Lunch	\$2.60
High School Lunch	\$2.65
Milk	\$0.50
Adult	\$3.70

**Independent School District 197,  
Eagan-Mendota Heights-West St. Paul**

Breakfast	\$1.75
Elementary Lunch	\$2.70
Jr. & Sr. High Lunch	\$3.10
Milk	\$0.50
Adult	\$4.00

**Independent School District 199,  
Inver Grove Heights**

Breakfast	\$1.10
Elementary Lunch	\$2.00
Middle School Lunch	\$2.10
High School Lunch	\$2.15
Milk	\$0.40
Adult	\$3.70

**Independent School District 200,  
Hastings**

Breakfast	\$1.30
Elementary Lunch	\$2.70
Middle School Lunch	\$2.85
High School Lunch	\$3.00
Milk	\$0.50
Adult	\$3.70

**Independent School District 271,  
Bloomington**

Breakfast	
Lunch	
Milk	
Adult	

**Alliance Education Center**

Breakfast	\$1.50
K-12 Lunch	\$2.90
Milk	\$0.45
Adult	\$4.75

**Concord Education Center**

Breakfast	\$1.50
K-12 Lunch	\$2.90
Milk	\$0.45
Adult	\$4.75

**Dakota County Technical College**

<b>TESA &amp; DCALS</b>	
K-12 Lunch	\$2.90
Milk	\$0.45
Adult	\$4.75

**Lebanon Education Center**

Breakfast	
K-12 Lunch	\$2.90
Milk	\$0.45
Adult	\$4.75

## EMERGENCY CLOSINGS

Intermediate School District 917 students attend schools in several different locations. Please carefully read the following chart concerning school closings for severe weather or other emergency situations. *Info on IC Alerts (being written)*

**If Your Student Attends:**

**School Is Closed When:**

DEC-D/HH Preschool  
Gideon Pond Elementary

Independent School District 191,  
Burnsville-Eagan-Savage is closed

Boeckman Middle School  
Farmington High School  
Meadowview Elementary  
Riverview Elementary

Independent School District 192,  
Farmington is closed

Century Middle School  
Cherry View Elementary  
Christina Huddleston Elementary  
Lakeville North High School  
McGuire Middle School

Independent School District 194,  
Lakeville is closed

Hastings High School  
Hastings Middle School  
Pinecrest Elementary School

Independent School District 200,  
Hastings is closed

Henry Sibley High School

Independent School District 197,  
West St. Paul-Mendota Heights-Eagan is closed

Pine Bend Elementary

Independent School District 199 is closed

Alliance Education Center  
Anthony Louis Center\*  
Cedar School  
Concord Education Center  
Dakota County Technical College-  
DCALS & TESA  
DCALS - North & South  
JSC-New Chance and Riverside  
Lebanon Education Center  
Options

Intermediate School District 917 is closed

Dakota County Technical College-  
DCALS & TESA

Dakota County Technical College is closed

\*Counseling still in operation if school closes at the Anthony Louis Center

**Cedar School**

Breakfast	\$1.50
Elementary Lunch	\$2.70
Secondary Lunch	\$2.80
Milk	\$0.50
Adult	\$4.00

## DISTRICT TRANSPORTATION

Resident school districts provide transportation and inform parents/guardians of pick-up and drop-off times.

In the event you need to contact your child's local bus company, please call the number listed below for your district:

District	Contact Numbers
Special School District 6, South St. Paul	Transportation: 651-451-1375 Special Education: 651-457-9496
Independent School District 191, Burnsville-Eagan-Savage	Transportation: 952-736-8004 Special Education: 952-707-2082
Independent School District 192, Farmington	Transportation: 651-463-8689 Special Education: 651-463-5023
Independent School District 194, Lakeville	Transportation: 952-985-7513 Special Education: 952-232-2011
Independent School District 195, Randolph	Transportation: 507-263-2151 Special Education: 507-645-4773
Independent School District 196, Rosemount-Apple Valley-Eagan	Transportation: 651-423-7685 Special Education: 651-423-7626
Independent School District 197, Mendota Heights-Eagan-West St. Paul	Transportation: 651-403-8321 Special Education: 651-403-7011
Independent School District 199, Inver Grove Heights	Transportation: 651-306-7095 Special Education: 651-306-7821
Independent School District 200, Hastings	Transportation: 651-437-1888 Special Education: 651-480-7016
Independent School District 271, Bloomington	Transportation: 952-681-6310 Special Education: 952-681-6508

## GENERAL INFORMATION

### ABSENCES

If you are keeping your child home due to illness or any other reason, call the school or his or her IEP manager each morning as well as the transportation company.

### ALLERGENS AND CHEMICAL SENSITIVITY

Exposure to fragrances and scents can cause some people to experience upper respiratory irritation, asthma, headaches and other symptoms. Because of this, ISD 917 requests that all classrooms and spaces used by ISD 197 staff and students remain free of chemical-based scented products. Specific points to this request include:

- Use non-scented body products (e.g. lotion, hair spray).
- Refrain from use of optional items in office areas that give off chemical based scents (e.g. air-fresheners, potpourri).
- Air-out recently dry-cleaned clothing before wearing.
- Use least toxic cleaning products, disinfectants, and paints that are commercially available. Store these products in tightly closed areas away from “traffic” areas.

These guidelines are not a “ban” on scented products, but a request to voluntarily refrain from chemical-based scented products so that chemical barriers will not prevent access for people with chemical sensitivities. These guidelines are voluntary, so its enforcement relies on good will of staff and students. However, it is hoped that people will come to understand that scented products are, by their very nature, shared, hence not “personal”.

Additionally, sensitivity to other products may exist that could potentially be life threatening – including latex containing products (inflated non-mylar balloons and other latex containing products). Due to the latex dust particles (especially from stretchable latex products, it is recommended that latex products not be used in our classroom spaces.

Food items that can be of concern for individuals with potentially life threatening conditions include: peanuts or other nut allergy, when eaten or when breathed in. Because of this, packaged nut products are not recommended to be served in common eating areas.

### ATTENDANCE

Regular attendance is important to school success.

#### A. Excused Absences

- Valid excuse for an absence may include religious holiday, family emergency, illness, doctor’s visit, mental health/therapy appointment, probation appointment, or court.
- After a student has accumulated 10 excused absences a formal letter may be sent to parents or guardians requesting documentation from professionals (doctor, therapist, dentist, etc.) to excuse the absence.
- If documentation is not provided the student’s absence will be recorded as unexcused.
- Please see mandated reporting guidelines under Educational Neglect and Truancy for steps taken.

**B. Unexcused Absences**

- Invalid excuse for an absence may include staying home to babysit, being tired, cold-weather, missed bus, work, needed at home, or overslept.
- Travel or vacations are not considered an excused absence. Please check with the Assistant Director of Special Education/Principal before planning travel or vacations to determine if this would impact your child's attendance record.

**C. Tardies**

- Tardies will be collected if a student is 15 minutes late after the expected start time of the program they attend.
- 3 unexcused tardies equals 1 unexcused full day.
- If the student will be tardy, please indicate the approximate time she/he will be arriving.

**D. Notification of Absences or Tardies**

- Parents and guardians please include the following information when notifying the school regarding a student absence/tardy:
  - Date
  - Student name
  - Homeroom or case manager
  - Reason for the absence.

**E. Mandated Reporting for Educational Neglect and/or Truancy**

- If students are not regularly attending school or are not on time the school is mandated to report educational neglect and/or truancy to residing county agencies:
  1. Educational Neglect
    - For students age 11 and younger reports will be made to the county of residence Child Protective Service (CPS) for educational neglect.
    - A formal letter will be sent out via mail or email to parents or guardians when a student has accumulated 3 unexcused absences.
    - School staff will offer parents the opportunity to participate in a meeting to address attendance concerns.
    - If the student accumulates 7 unexcused absences school staff are mandated to report educational neglect to agencies in the county of residence.
    - A referral letter will be sent out to parents or guardians via mail or email.
    - The county agency will contact parents and collaborate with school staff.
  2. Truancy
    - A student who is 12 to 17 years old and is absent without an excuse for seven school days, is considered to be habitually truant.
    - A formal letter will be sent out via mail or email to parents or guardians when a student has accumulated 3 days of unexcused absences.
    - School staff will offer parents the opportunity to participate in a meeting to address attendance concerns.
    - If the student accumulates 7 unexcused absences school staff are mandated to report truancy to agencies in the county of residence.

- A referral letter will be sent out to parents or guardians via mail or email.
- The county agency will contact parents and collaborate with school staff.

### **COMMUNITY FIELD TRIPS**

During the school year student trips are planned to different locations in the community to enhance educational programming. There may be a charge for these trips depending on the activity. Intermediate School District 917 will provide the transportation. Permission slips are sent home with a student before any trip is taken. Cooperation in returning the signed slip promptly is appreciated. Students will not be allowed to participate in a field trip unless a permission slip has been signed and emergency health forms have been completed and are on file at the school.

### **CONFERENCES**

Conferences are held each year and parents/guardians are encouraged to attend. The conferences are scheduled to review each student's program and to make plans for future programming.

### **DIRECTORY INFORMATION**

Intermediate School District 917, pursuant to the U.S. General Education Provisions Act and Minnesota Government Data Practices Act, declares the following as "Directory Information" as provided in the Act, and that information relating to students may be made public if the information is in any of the following categories:

- Student's name
- Date of birth
- Major field of study
- Participation in officially recognized activities
- Dates of attendance
- Grade levels completed
- Degrees and awards received

Directory information does not include identifying data which references religion, race, color, social position, nationality, or disability. Any parent of any student or eligible student (18 or older) in the District may notify the District of their desire that some or none of the above information is to be released without their consent by contacting the administrator in the program in which said student attends and by completing a nondisclosure form, which can be obtained from the program administrator.

### **DRESS CODE**

Since we believe that school is the student's place of work and that his/her dress should be in harmony with a good working situation, school dress policy needs to be followed:

- Clothing should be comfortable and appropriate for the age of the student. Pants, skirts and shorts cannot be worn below the top of the hips. Wallet chains and similar accessories are also not acceptable school dress.
- Students should be dressed to be comfortable in warm weather. Revealing clothing, such as tight and/or short shorts, halter and tube tops, and any clothing that reveals a bare midriff are to be reserved for after-school wear.
- Written messages or pictures on clothing must be appropriate for school. They cannot display messages of a discriminatory, sexual, or violent nature. Shirts with tobacco, drug, or alcohol messages or logos are not acceptable.

- Appropriateness will be decided by the school administration and other clothing will be available.
- Gang-related clothing and symbols will not be allowed in school.
- Outerwear, such as headgear, windbreakers, jackets, coats, gloves and scarves may not be worn indoors during the school day.

### **EMERGENCY EVACUATIONS/FIRE DRILLS**

In accordance with state law and for the safety of all students, a minimum of one tornado, five lockdown and five fire drills will be conducted this school year. During the drills, everyone must follow the directives in a timely and orderly manner. In the event that alternate sheltering is needed, some sites may utilize a religious institution such as church to meet this need.

### **EMERGENCY INFORMATION**

All students are required to have up-to-date health and emergency information on file at school. This is to include the emergency telephone number where an adult can be reached during the school day. Parents/guardians will also be asked by their transportation office to provide emergency information that will be kept on the school bus. It is also important that parents establish an emergency plan for their child in case school is released because of severe weather conditions or other emergencies. The child should have a person in the neighborhood designated to supervise him/her if he/she cannot get into the house.

### **EXCUSING STUDENTS FROM SCHOOL**

Requests to excuse a student from school for an extended period should be made in advance and in writing. These requests require the approval of the teacher(s) and the program administrator. All other absences (full or partial day) should be handled as noted under the "Attendance" section. The school board permits the school to excuse students for the following reasons:

- Illness;
- Serious illness or death in the family;
- Appointment with a doctor, dentist, or mental health professional when an appointment cannot be made outside the school day;
- Religious observance; or
- Special occasions authorized by the assistant director, director, or school superintendent. Before a student leaves the school building, he/she must report to the office and have a parent/guardian sign the student out.

### **FOOD AND BEVERAGES**

Food and beverages are allowed only in designated areas. Students are not allowed to bring open containers into the school. Items must be in factory sealed containers and can only be brought in with permission from his/her IEP manager.

### **GROUNDS FOR REMOVAL FROM CLASS**

The teacher shall have the authority to remove a student from the class when the student exhibits:

- Willful conduct which materially and substantially disrupts the rights of others to an education;
- Willful conduct which endangers school district employees, the pupil, or other pupils or property of the school; or
- Willful violation of any rule of conduct established in the discipline policy adopted by the Board.

## HEALTH SCREENINGS

Every school year, students may participate in health screenings. Students also receive hearing and or vision screening upon request from their parent or guardian or if the teacher suspects that there may be a hearing or vision concern that is affecting the student's ability to learn. If your child fails any part of the hearing and vision screening following the MN Department of Health guidelines, the health office will re-screen your child 1-2 weeks later to verify the results. If your child fails the second screening, a letter will be sent home with the student outlining the findings and recommendations for follow up with a physician. If at any time you question your child's hearing or vision, feel free to contact the school nurse or health designee.

## HOMEWORK

Homework assignments vary based on individual classroom teacher, student, subject, and program alternative. Parents who wish their child to have regularly assigned homework should contact the child's classroom teacher early in the school year to arrange homework. Generally, students are permitted to take work home if they have not completed it during the school day or within a designated period.

## ILLNESS (HOME)

To help reduce the spread of infections throughout the school, we ask students to remain at home if the following applies:

- **Fever** of 100.5 (orally) or higher and behavior change (increased irritability, fatigue, inability to sleep) or other signs and symptoms of illness (i.e. cough, sore throat, rash, vomiting, headache, diarrhea);
- **Diarrhea or vomiting** in previous 24 hours unless the diarrhea or vomiting is determined to be caused by a non-communicable condition and the child is not at risk of dehydration;
- **Eye drainage** thick white or yellow drainage and redness of the eye; or eye pain.
- **Inability of child** to participate comfortably in activities as determined by the school staff due to illness;
- **Rash** with fever and/or behavioral changes;
- **Draining sores** that cannot be covered; and/or are not diagnosed;
- **Head lice** until treated and 24 hours; treatment is recommended before returning to school for both "nits" and active head lice;
- **Bad colds (upper respiratory infections)** with coughing and yellow/green nasal drainage or sputum;
- **Abdominal pain** that continues for more than two hours or intermittent pain associated with fever or other signs or symptoms.

**In general, follow the 24-hour rule to send your child back to school.** Please keep your child home 24 hours after: fever, diarrhea, vomiting, starting antibiotics.

**School Notification of Absence:** If you are keeping your child home **due to illness or any other reason**, call the school each morning.

Additionally, it is important to notify the school of any contagious conditions such as strep throat, head lice or scabies, gastrointestinal or respiratory influenza, pneumonia or otherwise, to which a student is ill with or has been exposed. The licensed school nurse or health associate/designee will be able to take appropriate measures for your child and other students.

Please refer to the Intermediate School District 917 website: <http://www.isd917.org> for further information regarding contagious conditions and making determinations regarding contagious conditions in "Infectious Disease in Childcare Settings and School Manual" and whether child may attend school.

### **ILLNESS/INJURY (SCHOOL)**

If a student becomes ill or is injured at school, the parent will be contacted. If a parent cannot be reached, the person listed on the **Student Emergency Contact Information** will be called. Transportation home and additional medical care is the responsibility of the parent.

In the event that 911 is called, emergency response personnel will assess the need for further medical treatment and possible transport to an acute care facility. Parent/Guardian will communicate with emergency response personnel related to action advised. If transport is needed, a parent or guardian is expected to be onsite at the acute care facility for ongoing care authorization.

The school nurse will take the following into consideration when determining the severity of the illness.

Please note that the Licensed School Nurse will also consider:

- If illness results in a need for care that is greater than the staff can provide without compromising the health and safety of other children;
- If a child appears to be severely ill;
- If illness poses a risk of spread of disease to others;
- If any child determined by the local health department is contributing to the transmission of illness during an outbreak.

### **IMMUNIZATIONS**

In order to attend school, students must show that they are in compliance with *Minnesota School Immunization Requirements* (see Minnesota Department of Health <http://www.health.state.mn.us/immunize> for more information).

Intermediate School District 917 follows our member districts' policies, which include a "No Shots, No School Policy." This policy states that students who are not up to date on their immunizations will not be allowed to start school until they provide the school with documentation that they have received the required immunizations. The immunizations are required against:

- **Diphtheria**
- **Tetanus**
- **Pertussis**
- **Polio**
- **Measles, Mumps, Rubella**
- **Hepatitis B**
- **Varicella (chicken pox)** All children entering kindergarten and seventh grade will be required to have received two doses of the chickenpox immunization (Varicella). If the student has already had chickenpox, immunizations are not necessary; however, it is necessary to submit the date the child had the disease (date/month/year) and a health provider needs to have verified that child had the disease. If the student has never been vaccinated for Varicella, two immunizations must be given three months apart.
- **Meningitis** – requiring the vaccination of meningococcal (MCV, MPSC) for all children in 7<sup>th</sup> – 12<sup>th</sup> grade with booster given at age 16 years.

Students transferring into Intermediate School District 917 program are allowed a 30-day grace period to meet the immunization requirements.

### **INSTRUCTIONAL MATERIALS AND SUPPLIES**

In some programs, parents are expected to supply: gym shoes, paint aprons, pens, loose-leaf notebooks and paper, facial tissues, and pencils. If instructional materials are lost or damaged, a charge will be assessed to the student who lost or damaged the item.

### **LOCKERS AND DESKS**

Lockers, desks and storage areas are the property of Intermediate School District 917. At no time does Intermediate School District 917 relinquish its exclusive control of lockers/storage areas provided for the convenience of students. Inspection of the interior lockers/storage areas may be conducted by school district authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker/storage area may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practical after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an on-going investigation by police or school officials.

### **MEDICATIONS AND SPECIALIZED HEALTH CARE PROCEDURES**

Intermediate School District 917 acknowledges that some students may require medication during the school day. Medications that can be administered to the student appropriately before or after school will be the responsibility of the parent/guardian. Medications that are required during school hours will be administered by school nursing staff or a delagatee who the nurse has trained and delegated the function of medication administration or delivery of specialized health care procedures.

All medications will be kept in the health office or designated area unless there is a written plan/agreement between the school, parent/guardian, physician and student (when appropriate).

Parents are responsible for obtaining and providing the needed forms, medications, supplies and equipment prior to their child receiving any medication or specialized health care procedures at school. All forms need to be updated annually and when there is any change in requested medication or procedure (i.e. dose, time, and type).

Requirements for Administration of Medications and Specialized Health Care Procedures:

- Signed authorization/directions from parent/guardian. See *"Authorization and Request for Administration of Medications"* form;
- Signed authorization from physician is required for all prescription medications. See *"Authorization and Request for Administration of Medications"* form. Additionally, non-prescription medications may need a physician or licensed provider authorization at the discretion of the Licensed School Nurse.
- All prescribed medications must be provided with an accurately labeled prescription container;
- All non-prescription medications provided by parent must be in an original container with label and directions;
- Health service administration of medication or procedures by our member district's health services for 917 students, will be in accordance to member district's policy and

- procedures.
- Supplies and equipment for authorized procedures must be consistent with the directions/written authorizations.

### **PLEDGE OF ALLEGIANCE**

Intermediate School District 917 has waived the requirement to recite the Pledge of Allegiance via Board Policy 6.14, in accordance with Minn. Stat. § 121A.11, sub. 3. Intermediate School District 917 programs may be located in districts which recite the Pledge of Allegiance, in which case the program defers to the local district practice.

### **REFERRAL PROCESS**

All students served by Intermediate School District 917 special education programs are referred by the local school district Special Education Director to the Intermediate School District 917 Special Education Director. Inquiries regarding a possible referral should not be addressed to teachers or supervisors. They should be addressed to the Special Education Director in the local district.

### **SAFETY**

Intermediate School District 917 has an obligation to provide students with a safe learning environment. Safety is also the student's responsibility. Students can help avoid accidents by following common sense safety rules while in school. If students see an unsafe act or condition in their classroom/shop, they are to discuss it with a teacher.

### **SCHOOL-SPONSORED STUDENT PUBLICATIONS AND/OR STUDENT PROJECTS**

Expression in a school publication or in a student project is prohibited when the material:

- Expresses or advocates sexual, racial or religious harassment or violence or prejudice;
- Encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;
- Advertises or promotes any product or service not permitted for minors by law;
- Is libelous or slanderous; or
- Is obscene to minors.

Students violating these guidelines are subject to disciplinary action up to and including, suspension.

### **SEARCHES**

The personal possessions of a student and a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school rules. The search will be reasonable in its scope and intrusiveness.

### **STUDENT ORGANIZATIONS' CODE OF CONDUCT**

Before attending a student organization activity, the instructor will inform students of the student organization's code of conduct. Students will be asked to agree to conduct themselves according to the code. Students attending a school-sponsored student activity must also follow the same behavioral guidelines that apply in all Intermediate School District 917 programs. Students are subject to disqualification and dismissal from the activity and to disciplinary action if they do not conform to these standards of conduct. This includes all forms of hazing. Violators will be disciplined based on the conduct violation.

### **TELEPHONE CALLS**

We discourage telephone calls to teachers during the school day. Contact with teachers prior to or after classes is encouraged. Instructors will be contacting parents on a regular basis regarding their child's program. Students are requested to use the phones only in emergency situations. A student must receive permission from the classroom teacher before being permitted to use the phone. If a parent needs to talk with a child during the school day, office staff will assist parents in reaching or delivering a message to the student. Students are not allowed to have cell phones or pagers in school. Public phones are available at Alliance Education Center and at Dakota County Technical College.

### **TENNESSEN WARNING**

When Intermediate School District 917 requests non-public data concerning you or your family, the purpose of that request will be specifically stated to you. In addition, our overall purpose and intended use of all such data shall be for the smooth and uninterrupted conduct of business to fulfill the educational purpose of Intermediate School District 917. At the time that any non-public data is requested from you regarding your family, you will be informed of the consequences arising from supplying or refusing to supply such information. In addition, you will be informed of the persons or entities authorized by law to receive the information unless the individual requesting the information does so pursuant to a law enforcement investigation, otherwise governed by law. Unless you are specifically notified otherwise, the information gathered by Intermediate School District 917 will be routinely accessed by District personnel, agents, contractors and others authorized by law to the extent necessary.

### **TRANSPORTATION**

The local school district is responsible for transporting students and inquiries regarding transportation should be made to their office. Students wanting to drive to school need prior approval from the program supervisor.

- The local school district will contact parents regarding the time students will be picked up for school.
- Students will be picked up and delivered to a consistent location (home, neighbor, babysitter, etc.).
- Buses do not leave the school without students unless parents have made special arrangements. Contact the school if you are making other arrangements for transportation home.
- Appropriate behavior is expected in school vehicles. Students who are disruptive can interfere with the driver and cause dangerous situations to occur.
- If a student will not be attending school, the bus driver or transportation office of the local school district should be notified.
- Intermediate School District 917 will assist the local district with disciplinary bus issues when appropriate. Intermediate School District 917 needs a written report of the incident to establish what, if any, disciplinary measures are needed.

### **VISITORS**

All visitors must sign in at the school office before being escorted to their appointments. In many schools visitors will be required to have identification badges. Students are not allowed to bring visitors to school without special permission from the program supervisor. If a parent would like to observe a classroom, an appointment must be made in advance with the program supervisor. Other children, friends, or siblings are not to accompany parents on these visits.

## SELECTED SCHOOL DISTRICT POLICIES AND PROCEDURES

### 411 BULLYING PROHIBITION POLICY

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

#### I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

#### II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
  - 1. The developmental ages and maturity levels of the parties involved;
  - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
  - 3. Past incidences or past or continuing patterns of behavior;
  - 4. The relationship between the parties involved; and
  - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

### III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
  - 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, a signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
  1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
  2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
  3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, 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 grounds, 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 bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student enrolled in a public school or a charter school.

#### **IV. REPORTING PROCEDURE**

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

#### **V. SCHOOL DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s)

or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

## **VII. TRAINING AND EDUCATION**

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
  3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  4. The incidence and nature of cyberbullying; and
  5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;
6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

#### **VIII. NOTICE**

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in electronic format in the language appearing on the school district's or school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

#### **IX. POLICY REVIEW**

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

#### ***Legal References:***

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

Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. § 124D.10 (Charter School)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

**Cross References:** Policy 413, Harassment and Violence  
Policy 423, Employee Student Relationships  
Policy 6.1, Student Conduct

Revised August 19, 2014

## 413 HARASSMENT AND VIOLENCE

### I. Purpose

The purpose of this policy is to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

### II. General Statement of Policy

- A. It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.
- B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)
- C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

### III. Religious, Racial and Sexual Harassment and Violence Defined

- A. Sexual Harassment; Definition
  - 1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
    - a. submission to that conduct or communication is made a term or 413-2 condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
    - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
    - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's

employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

2. Sexual harassment may include but is not limited to:
  - a. unwelcome verbal harassment or abuse;
  - b. unwelcome pressure for sexual activity;
  - c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
  - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
  - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
  - f. unwelcome behavior or words directed at an individual because of gender.

**B. Racial Harassment; Definition**

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

**C. Religious Harassment; Definition**

Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

3. otherwise adversely affects an individual's employment or academic opportunities.

**D. Sexual Violence; Definition**

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

**E. Racial Violence; Definition**

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

**F. Religious Violence; Definition**

Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

**G. Assault; Definition**

Assault is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of, or attempt to, inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

**IV. Reporting Procedures**

- A. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct

which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the administrator of each site or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent.

- B. In each program site, the principal, director, or assistant director is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the site level. Any adult school district personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately.
- C. Upon receipt of a report, the administrator must notify the school district human rights officer immediately, without screening or investigating the report. The administrator may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the administrator to the human rights officer. If the report was given verbally, the administrator shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the administrator. If the complaint involves the administrator, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In the District, the school board designates Don Budach as the school district human rights officer to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves the human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- F. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

## **V. Investigation**

- A. By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be

conducted by school district officials or by a third party designated by the school district.

- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

#### **VI. School District Action**

- A. Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

#### **VII. Reprisal**

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

**VIII. Right to Alternative Complaint Procedures**

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

**IX. Harassment or Violence as Abuse**

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

**X. Dissemination of Policy and Training**

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

**Legal References**

- Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
- Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
- Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
- 42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
- 

**Cross References**

- MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
- 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 506 (Student Discipline)
- MSBA/MASA Model Policy 525 (Violence Prevention)

Approved: May 1, 2007

## **490 ACCEPTABLE USE AND INTERNET SAFETY POLICY FOR INTERMEDIATE SCHOOL DISTRICT 917**

### **I. Purpose**

The purpose of this policy is to set forth policies and guidelines for access to the school district computers, computer systems and acceptable use of the Internet.

### **II. General Statement of Policy**

In making decisions regarding access to the school district computers, computer systems and the Internet, users are expected to use the district systems 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 or another system, may not be acceptable on this limited purpose network.

The use of the school district computers, computer systems 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 computers, computer systems 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.

### **III. Unacceptable Uses of Computers, Network and Internet**

A. The following uses of the school district computers, computer systems and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to transmit or receive, access, review, upload, download, store, print, post or distribute materials that use inappropriate language, such as but not limited to: obscene, abusive, profane, vulgar, threatening, and disrespectful, pornographic, obscene or sexually explicit material.
2. Users will not use the school district system to knowingly or recklessly post 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 tamper with, modify or change the school district system software, hardware or wiring 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. Users will not post private information about another person or themselves.
  6. 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.
  7. Users will not use the school district system to violate copyright laws or usage licensing agreements, and will not plagiarize works they find on the Internet.
  8. Users will not use the school district system for the conduct of a business, for unauthorized commercial purposes or for financial uses 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.
  9. 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 computer system or any other system through the school district computer system, attempt to log in through another person's account other than those assigned to the user. Messages and records on the school district computer system may not be encrypted without the permission of appropriate school authorities.
  10. It is prohibited to allow someone else to use your network password.
- B. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately close the inadvertent site.

#### **IV. Consistency with Other School Policies**

Use of the school district computer system and the use of the Internet shall be consistent with school district policies and the mission of the school district. Occasional use of the district computer system for personal communications is acceptable but will be monitored for abuse and impact on job productivity.

#### **V. Limited Expectation of Privacy**

- A. By authorizing the 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, random sampling of use, and monitoring of the school district system may lead to a discovery that a user has violated this 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 or school district policy.
- D. System users 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 (the Minnesota Government Data Practices Act).
- E. 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.

#### **VI. Internet Use Agreement**

The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents/guardians and employees of the school districts.

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.

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.

#### **VII. Instant Message Services and Chat Rooms**

Use of Instant Message Services and participation in Internet chat room conversations on school computers is limited to educational purposes only and occurs in secure educational environments.

#### **VIII. Electronic Mail**

The MIS department will be responsible for providing an electronic mail system that will facilitate internal and external communication for conducting school district business. All messages should pertain to school business.

The MIS department will be responsible for providing procedures, documentation, and in-service training for all users of the Electronic Mail System.

**IVX. 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 hard drives or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district will not be responsible for financial obligations arising through the unauthorized use of the school district system or the Internet.

**X. User Notification**

1. All users shall be notified of the school district policies relating to "Acceptable Use and Internet Safety Policy."
2. 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.

**XI. Parents/Guardians' Responsibility: Notification of Student Internet Use**

1. Parents/guardians are responsible for monitoring their student's use of the school district computer system and of the Internet if the student is accessing the school district computer system from home or a remote location.
2. Parents/guardians 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/guardians the option to request alternative activities not requiring Internet access.

Cross Reference MSBA Policy 524  
Legal Reference: Statute 125B.22

Board Approved 5/18/99  
Board Revised 12/4/01  
Board Revised 5/6/03  
Revised: 5/1/2007  
Revised: 4/3/12

**INTERMEDIATE SCHOOL DISTRICT 917  
INTERNET USE AGREEMENT – EMPLOYEE**

**SCHOOL DISTRICT EMPLOYEE**

I have read and understand the school district policies relating to acceptable use of the school district computer system and 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: \_\_\_\_\_

User Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Intermediate School District 917**  
**ACCEPTABLE USE AND INTERNET SAFETY**  
**PERMISSION FORM**

***Student Section***

I have read the Acceptable Use and Internet Safety guidelines as published in the student handbook. I understand that the use of the electronic Networks and Internet are a privilege and must be done responsibly as detailed in the guidelines. Any violation of the guidelines is a violation of school policy and may constitute a violation of law. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may result.

Student  
Name:

---

First	Last	MI
-------	------	----

---

Student Signature	Date
-------------------	------

***Parent or Guardian Section***

I have read the Acceptable User and Internet Safety guidelines as published in the student handbook and on the reverse side of this page. I understand that the Network and Internet are provided for students for educational purposes and that I must give permission for my child to access the Network or Internet by signing below and returning this form.

The District has taken precautions to eliminate unacceptable materials or communications and has informed students of their responsibility to access appropriate materials. However, I recognize that it is possible for students to access materials and communications that violate these guidelines. I understand that students violating these guidelines are subject to school disciplinary actions and possible referral to law enforcement agencies. I will not hold the District responsible for unacceptable materials acquired on the Network or Internet.

Parent/Guardian  
Name:

---

First	Last	MI
-------	------	----

---

Parent/Guardian Signature	Date
---------------------------	------

***Supervising Teacher***

(Must be signed if teacher supervises students who use district computers and access the Internet.)

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)

---

First Last

---

Teacher's Signature

---

First Last

## **6.12 STUDENTS AND CHEMICAL DEPENDENCY**

The District 917 School Board recognizes alcoholism or other chemical dependency as a treatable disease. The concern with chemical dependency is directed to its effects on the student's educational performance. In accordance with a general concern for the student as an individual as well as a future worker, the School Board has adopted the following policy statement regarding chemical dependency:

This policy assures that no student with alcoholism or other chemical dependency will have his/her student status affected for seeking and/or accepting diagnosis and treatment. Referral for diagnosis and/or treatment may be based on unsatisfactory educational performance or behavior.

The School Board recognizes that chemical dependency by another member of the immediate family can create stress for the student which is detrimental to educational performance. Where the chemical dependency of a family member negatively affects a student's school performance, the School District will assist the student and/or the student's parent or legal guardian in locating and identifying appropriate counseling services. All contacts with non-school agencies for the purpose of diagnosis and/or treatment of chemical dependency will be considered confidential.

The confidential nature of the medical records of students with alcoholism or other chemical dependency will be preserved in the same manner as all other medical records.

If the student is a minor, the School District shall communicate with and work through the student's parents or legal guardian.

This policy shall in no way limit the application and authority of the school district pursuant to the Pupil Fair Dismissal Act.

District 917 Administration shall develop procedures to implement the above policy.

Board Approved 11/20/79  
Revised 12/4/01

## 600 STUDENTS

### 6.15 WELLNESS

#### I. PURPOSE

The purpose of this policy is to assure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

#### II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition promotion and education, physical activity, and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and education.
- B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The school district encourages the involvement of students, parents, teachers, school health professionals, the school board, school administrators and the general public in development, implementation, authority and period review and update of the school district's Wellness policy.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

#### III. GOALS

##### A. Physical Activity

- 1. Through district curriculum district 917 will educate students to recognize that physical education is an essential component of the educational process and that good health fosters student achievement.

2. Provide opportunities to strengthen the skills and knowledge needed to maintain a healthy lifestyle through the district's physical education and health curricula.
3. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television;
4. Teachers will be encouraged to develop opportunities for physical activity that can be incorporated into subject lessons and are encouraged to provide short physical activity breaks during class.

**B. Nutrition Education and Promotion**

1. Through district curriculum district 917 will provide nutrition education that follows national and state standards and focuses on understanding the relationship between personal behavior, individual health and the impact of food choices.
2. Provide nutrition education that is developmentally appropriate, culturally relevant and includes participatory activities.
3. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte [snack] lines, vending machines, fundraising events, concession stands, and student stores.
4. Teachers will be encouraged to incorporate nutritional information into subject lessons when appropriate.

**IV. NUTRITION GUIDELINES**

**A. Competitive Foods and Beverages**

1. All competitive foods and beverages made available on campus (including concessions and a la carte cafeteria items) will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.

2. Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines.
3. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.
4. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
5. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
7. Food will not be used as a reward or punishment for academic performance or behavior. Per the Americans with Disabilities Act, special Consideration will be given for students with an Individual Education Plan, 504 accommodation or with special health and dietary requirements.

**B. Other Foods and Beverages Made Available to Students**

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:
  - a. Celebrations and parties. The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
  - b. Classroom snacks brought by parents. The school district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
2. Rewards and incentives. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

**C. School Food Service Program/Personnel**

1. The school district will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.

2. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of food and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.
3. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.
4. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.
5. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.
6. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
7. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.

**D. Communications with Parents**

1. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

**V. IMPLEMENTATION AND MONITORING**

- A. After approval by the school board, the wellness policy will be implemented throughout the school district.
- B. District 917 will maintain a Health and Wellness Committee to support the goals of the Wellness Policy. The committee will compile data reported from schools to assess compliance with the Wellness Policy and report to the superintendent on the progress made by the district in attaining the goals of the Wellness Policy.
- C. School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.
- D. The school district's food service program administrator will annually inform the community about district progress in attaining the goals of the Wellness Policy.
- E. The superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the school board.

**Legal References:** 42 U.S.C. § 1751 *et seq.* (Healthy and Hungry-Free Kids Act)  
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)  
42 U.S.C. § 175Bb (Local Wellness Policy)  
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)  
7 C.F.R. § 210.10 (School Lunch Program Regulations)  
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

**Local Resources:** Minnesota Department of Education, [www.education.state.mn.us](http://www.education.state.mn.us)  
Minnesota Department of Health, [www.health.state.mn.us](http://www.health.state.mn.us)  
County Health Departments  
Action for Healthy Kids Minnesota, [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

Board Approved: October 6, 2009  
Board Approved: April 7, 2014  
Board Approved: July 11, 2017

### **6.31 STUDENT DISCIPLINE POLICY FOR ELEMENTARY AND SECONDARY**

*(For the complete policy, please go to the district website at [www.isd917.k12.mn.us](http://www.isd917.k12.mn.us).)*

The school board of District 917 believes that all students have the right to a learning environment that is conducive to the learning process and safe for students and staff members. Therefore, the school board directs the Secondary program and the Special Education program to develop appropriate guidelines and review procedures for student behaviors and procedures for student discipline that are consistent with the Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, Minnesota Statutes Chapter 125A, Minnesota Rules Chapter 3525 and current school board policies.

While students may be removed from class, dismissed, suspended, expelled and excluded in accordance with applicable law, the school board of District 917 promotes the use of positive approaches to behavioral interventions.

An employee or agent of a public school district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct. Thus, teachers, administrators, and other school employees shall not strike or spank a pupil with or without an object, or use unreasonable physical force against a student such as to cause bodily harm or substantial emotional harm to reform unacceptable conduct or as punishment. School employees may use reasonable force when it is necessary under the circumstances to restrain a student from causing bodily harm or death to another.

Police will be involved wherever laws have been broken.

Written rules governing student conduct, prepared by the administration and consistent with school board policy, shall be presented to each student or to the parent or guardian as appropriate.

#### **6.316.1 CODE OF STUDENT CONDUCT**

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. Any student who engages in any of these activities shall be disciplined in accordance with this policy. The minimum consequence for each violation is a verbal warning. (See p. 29, 6.316). This policy applies to all school buildings, school grounds and school property, 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. 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. Hazing;
  5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
  6. Violent opposition to authority;
  7. Using, possessing or distributing tobacco or tobacco paraphernalia;
  8. Using, possessing, distributing or being under the influence of alcohol or other intoxicating substances or look-alike substances;
  9. Using, possessing, distributing or being under the influence of narcotics, drugs or other controlled substances, or look-alike substances, except as prescribed by a physician;
  10. Using, possessing or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
  11. Using, possessing or distributing weapons, or look-alike weapons or other dangerous objects;
  12. Violation of the school district Weapons Policy;
  13. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
  14. Possession, use or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function by explosion;
  15. 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;
  16. 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;

17. Violation of any local, state or federal law as appropriate;
18. 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;
19. Possession of nuisance devices or objects which cause distractions including, but not limited to pagers, radios and phones;
20. Violation of school, bus or transportation rules or the school bus safety policy;
21. 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;
22. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
23. Possession or distribution of slanderous, libelous or pornographic materials;
24. 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 or minority group or which connotes gang membership;
25. Criminal activity;
26. Falsification of any records, documents, notes or signatures;
27. 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;
28. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment, plagiarism or collusion;
29. Impertinent or disrespectful language toward teachers or other school district personnel;

30. Sexual and/or racial abuse and/or harassment;
31. 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;
32. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
33. 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;
34. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people;
35. Physical or verbal threats, including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
36. 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;
37. Violation of school rules, regulations, policies or procedures;
38. 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 interfere with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

Board Approved 11/21/95

## **6.316 OFFENSES AND POTENTIAL CONSEQUENCES**

Listed below are Intermediate School District 917 categories of student discipline and potential consequences for infraction of those policies. These rules do not preclude the application of Building/District rules to individual students, especially those attending in a regular education school building.

Discipline situations that arise which are not covered by these guidelines will be handled on a case-by-case basis as allowed by Minn. Stat. §§ 121A.40 to 121A.56. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations at a particular school may call for an adjustment in the discipline policies to the school or district's needs and will be handled on a case-by-case basis.

Each offense listed may result in any or several of the following consequences depending upon the circumstances, including the pupil's prior disciplinary offenses. At a minimum, a verbal warning shall be given for each infraction. The specific form of discipline or action chosen in a particular case is within the discretion of the school district acting in compliance with applicable state and federal laws.

1. Verbal warning;
2. Parent/guardian and/or student conference with school staff and/or administration;
3. Removal from class;
4. Dismissal from school for one (1) day or less;
5. Suspension under the Pupil Fair Dismissal Act;
6. Referral to in-school or outside support services;
7. Administrative transfer to another school or return to home school district so long as transfer is not a significant change in placement as defined under Minnesota law;
8. Review of placement type and location for disabled students;
9. Expulsion or exclusion under the Pupil Fair Dismissal Act;
10. Suspension from extra-curricular activities;
11. Detention or restriction of privileges;
12. In-school suspension;
13. Revised class schedule or program change;

14. Assignment to alternative program;
15. Referral to law enforcement authorities;
16. Restitution; and
17. Other disciplinary action as deemed appropriate by the school district.

**6.316(a) WEAPONS POLICY**

It is the policy of District 917 to maintain a positive, **safe**, secure learning and working environment. In striving to attain such an environment, the District takes the position of zero tolerance for weapons in our schools and programs, except as specifically stated below. Zero tolerance means the District will view safety violations as very serious matters and will take all necessary and appropriate disciplinary steps. All weapons or instruments that have the appearance of a weapon (look alike) are prohibited within all school environments and the school except for educational purposes as authorized in advance by the Director or designee. School environments include, but are not limited to, district-owned buildings; school grounds, leased or rented facilities; school-sponsored activities; field trips; school vehicles and school buses/vans rented or owned; and school bus/van stops, any entrance or departure from school premises or events and all school related functions. Anyone found to be in possession of a weapon in any area defined in this policy, before, during or after school hours is subject to administrative and legal action. Possession shall mean on one's person or in an area subject to one's control.

**1. Possession of a Firearm (or Explosive Device)**

Any person having a firearm (which includes explosive devices) on their person or in an area subject to their control in a school environment, will be subject to the same procedures and consequences listed under the consequences and procedures for possession of a weapon. In addition, firearm possession will result in an expulsion for a period of one calendar year (12 month period) consistent with Minn. Stat. § 121A.44. The school board will require expulsion if the parent waives their right to an expulsion hearing or if it is determined through an expulsion hearing that student did in fact bring or possess a firearm in a school environment. The school board may modify this expulsion requirement on a case-by-case basis pursuant to Minnesota or federal law. Unlawful possession of a firearm must be reported to the proper authorities (e.g., area police) as soon as possible.

**2. Student Reporting**

Students who see or become aware of a weapon at school must not touch it nor remain in the presence of a person or group if a weapon is present. Students must notify a staff person immediately for the safety of all concerned; students not following these steps are subject to disciplinary action which may include expulsion.

**3. Weapons**

The district takes a position of "Zero Tolerance" on use or possession of the following objects:

- All firearms, whether loaded or unloaded, etc.\*
- Other guns of all types including air guns, pellet, B-B, stun, look-alike, and non-functioning guns that could be used to threaten others.

- Knives, switchblades or automatically opening blades, daggers, swords, razors, or similar objects.
- Artificial knuckles or other objects designed to be worn over the fist or knuckles.
- Blackjacks, clubs, nunchucks, throwing stars, or similar objects.
- Explosives\*\*
- Poisons, chemicals, or substances capable of/causing bodily harm.\*\*\*
- Bow and arrows, sling-shots, or similar objects.
- Incendiary devices.
- Any other device or instrument used to intimidate, threaten or inflict harm.
- Any device or instrument meeting federal or state definitions of a weapon.

\*For purposes of this policy, a firearm is defined under federal law at 18 U.S.C. 921. The definition includes (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device (including any explosive, incendiary, poisonous gas, bomb, grenade, rocket, missile, device or any other device similar to the devices listed).

\*\*For purposes of this policy, an explosive is defined under federal law at 18 U.S.C. 844(i). This definition includes gun powders, powders used for blasting, all forms of high explosives, blasting materials, fuses (other than electrical circuit breakers), detonators, and other detonating agents, smokeless powders and any chemical compounds, mechanical mixture, or device that contains any oxidizing and combustible units, or other ingredients, in such proportions, quantities, or packing that if ignited by fire, by friction, by concussion, by percussion, or by detonation of the compound, mixture, or device or any part thereof may cause an explosion.

\*\*\*Although tear gas compounds or other disabling compounds are considered potential weapons under this policy, parents/guardians of a student may make special arrangements with the administrator if a student feels he or she needs Mace or any other disabling compound for defensive purposes outside the school setting. Such arrangements shall be made in advance for the student to check the disabling compound into the school office. Employees may make special arrangements with their administrator.

#### **4. Procedures and Consequences. Violation by Students**

The procedure and consequences for the offenses are:

- (a) Confiscation of the weapon (if it can be done safely), notification of police can request assistance if needed.
- (b) Notification of the superintendent or designees,
- (c) Holding an administrative conference with student(s), which will:
  - i. Inform the student of the policy provision that has been violated.
  - ii. Confront the student with the allegations.
  - iii. Provide an opportunity for the student to respond to the allegations, (An administrative conference is not immediately required where the student presents and immediate and substantial danger to self or to surrounding persons or property.)
- (d) Notify the parent/guardian,
- (e) Immediate suspension from school,
- (f) Recommendation to the superintendent of expulsion or exclusion. The superintendent will review the recommendations and, based upon factors including, but not limited to, the surrounding circumstances, student's discipline record, or presence or suspected presence of disability, will determine whether to forward the recommendation to the school board for expulsion or exclusion proceedings consistent with provisions of the Pupil Fair Dismissal Act and Minnesota Law.

**5. Violation by Other Youths and Adults, Including Employees**

- (a) Immediate notification of police, and
- (b) Employees will also be subject to district investigation and application relevant district personnel policies and disciplinary procedures.

**6. Exception Regarding Possession**

K-12: A student who finds a weapon on the way to school, on school property, or in a school building and takes weapon immediately and directly to the administrator's office shall not be considered in possession of a weapon.

**7. Authorized Instructional and Work-Related Equipment and Tools**

While this policy represents a "zero tolerance" position on weapons and/or look-alike weapons, it is not meant to interfere with instruction or use of appropriate equipment and tools by employees and students. Such equipment, when properly used and stored, shall not be considered a weapon for purposes of this policy. However, when authorized instructional and work equipment and tools are used in potentially dangerous or threatening manner, the guideline and consequence of this policy will take effect.

**8. Exceptions**

This policy, pursuant to Minnesota Statutes, provides for the following exceptions:

- (a) Licensed peace officers, military personnel or students participating in military training, who are performing official duties.
- (b) School district-approved safety courses or activities conducted on school property.
- (c) School district-approved possession and use of dangerous weapons by a ceremonial color guard.
- (d) School district-approved gun or knife show held on school property.
- (e) School district-approved possession and use of starter guns for athletic contests.
- (f) Possession of dangerous weapons with prior written permission of the administrator in keeping with the terms of permission.

## **6.77 DNR-DNI ORDERS**

### **I. PURPOSE**

The school district recognizes that it is serving students with complex health needs. The school district also recognizes that school district staff may be confronted with requests to withhold emergency care of a student in the event of a life-threatening situation at school or school activities or be presented with Do Not Resuscitate/Do Not Intubate (DNR-DNI) orders. The purpose of this policy is to provide guidance to school district staff in these situations.

### **II. GENERAL STATEMENT OF POLICY**

- A. The primary mission of the school district is education. DNR-DNI Orders are medical documents. School district staff will not accept or honor requests to withhold emergency care of DNR-DNI orders (including AED's). The school district will not convey such orders to emergency medical personnel.
- B. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.
- C. School district staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities.
- D. The parent/guardian will be notified of the emergency as soon as possible.
- E. Notwithstanding this school district policy, IEP and § 504 teams must do individual emergency health plans for students when indicated in keeping with state and federal law.
- F. School district staff will not provide DNR-DNI orders to emergency responders.
- G. Parents/guardians who request that emergency care be withheld for their child or who present DNR-DNI Orders, shall be advised of and shall be given a copy of this policy.

Legal References: 29 U.S.C. § 794 et seq. (§ 504 Rehabilitation Act of 1973)  
42 USCA §§ 12101-12213 (Americans with Disabilities Act)

Cross References: Policy 06.74, Special Education Health Services

Board Approved 12/4/01  
Revised January 4, 2005

**DISTRICT REPORTING PROCEDURE REGARDING INAPPROPRIATE  
STUDENT-TO-STUDENT CONTACT**

If a special education student verbally or physically threatens (i.e. abusive language or language threatening to harm and/or inappropriate touch such as spitting, hair pulling, kicking or hitting with an opened or closed hand) another student, the following procedures will be followed:

- The special education student's Individualized Education Plan (IEP) team will consider developing a behavioral intervention plan approved by the parents for dealing with such inappropriate behavior; and
  - The behavioral intervention plan will be reviewed as appropriate by the teacher and program supervisor to evaluate its effectiveness; and further,
  - If progress cannot be documented, a conference will be held to revise the plan accordingly.
- Such behavior will be charted on a daily log by school staff. Critical incidents or change in patterns will be brought to the attention of the program supervisor;
- A weekly log summarizing the daily data will be compiled by the classroom teacher and a copy placed in the school nurse's office;
- If an injury occurs as a result of physical contact, the student must be seen by school nursing staff. An "Incident Report of Student Injury" also must be completed and discussed with the District 917 program administrator;
- Parents of both parties (student offender and victim) will be informed of all such incidents (whether or not physical harm occurs) on a daily or weekly basis, depending on the frequency of such incidents, and the parental contacts will be documented on the "Parent contact Log" (CA7).



## Restrictive Procedures Plan

*In accordance with Minnesota Statute 125A.0942, Subd. 1, schools that intend to use restrictive procedures shall maintain and make publicly accessible a restrictive procedures plan for children. The plan specifically outlines restrictive procedures the school intends to use; how the school will implement a range of positive behavior strategies and provide links to mental health services; how the district will provide training on de-escalation techniques; how the school will monitor and review the use of restrictive procedures, including post use debriefings and convening an oversight committee quarterly; and a written description and documentation of the training staff have completed.*

### *Restrictive procedures used in Intermediate School District 917*

- Seclusion

Rooms intended for seclusion meet all the requirements in accordance with Minnesota Statute 125A.0942, Subd. 3. and are registered with the Commissioner of Education.

- Physical holding

Physical holding procedures are used as the least intrusive procedure necessary to protect a child or other individual from physical injury. Staff are trained annually regarding requirements and appropriate implementation as part of an evidence-based certification program, PCM – Professional Crisis Management. This evidence-based certification program not only trains in appropriate implementation of holds but also techniques to be used in de-escalation.

### *How the school will implement a range of positive behavior strategies and provide links to mental health services:*

- Positive Behavior Interventions and Supports will be implemented when appropriate by site.
- Board Certified Behavior Analysts will be assigned to sites district wide to provide support to staff and students for implementation of positive behavior strategies.
- School social workers, mental health professionals and mental health practitioners will be assigned to sites district wide to provide links to mental health services.
- Staff will coordinate with outside service providers to ensure links to mental health services.
- Some sites will participate in school-linked mental health services provided by a grant through the Department of Human Services.
- Some sites will utilize contracted services for crisis intervention with Behavioral Healthcare Providers – Diagnostic Evaluation Center.

*How the school will monitor and review the use of restrictive procedures:*

- A restrictive procedure may be used in an emergency when immediate intervention is needed to protect a child or other individual from physical injury; and less intrusive or non-physical interventions would not be effective; if a behavior intervention plan has been developed for the student and the student has failed to respond to those reinforcement techniques.
- The staff that implements or oversees the restrictive procedure shall inform the administration of any use of a restrictive procedure as soon as possible and complete the *Incident Report Form* no later than the next working day. This will be submitted to a program administrator.
- The *Post Use Debriefing Form* will be completed by an administrator or designee within two working days of receipt of the *Incident Report Form* unless special circumstances warrant a different timeline as approved by an administrator supervising the program.
- Each site will maintain an ongoing record of all reported uses of restrictive procedures.
- Quarterly, each supervisor will convene an oversight committee which will consist of the assistant director /principal, lead teacher, school social worker, school psychologist and board certified behavior analyst. This oversight committee will review the use of restrictive procedures based on patterns or problems indicated by similarities in the time of day, day of the week, duration of the use of a procedure, the individuals involved, or other factors associated with the use of restrictive procedures; the number of times a restrictive procedure is used school wide and for individual children; the number of types of injuries, if any, resulting from the use of restrictive procedures; whether restrictive procedures are used in non-emergency situations; the need for additional staff training; and proposed actions to minimize the use of restrictive procedures.
- Quarterly reports from site oversight committees will be reviewed by the district oversight committee consisting of the director of special education and the administrator for each site implementing restrictive procedures. This committee will review aggregate data, monitor site procedures and provide district training if necessary.

*Documentation and Notification*

- Individual Education Plans  
The team should include a plan for using restrictive procedures in the IEP (Individual Education Plan) and PBSP (Positive Behavior Support Plan) but may only use the procedures in situations that constitute an emergency. The IEP and PBSP must indicate how the parent wants to be notified when a restrictive procedure is used. The team is expected to debrief after every restrictive procedure and complete the *Incident Report Form*.
- Parental notification
  1. Parents should be notified the same day that a restrictive procedure is used. If this is not possible, there should be written or electronic notification within 2 days.
  2. An IEP meeting must be convened within ten calendar days when restrictive procedures are used on two separate school days within 30 calendar days or when a pattern emerges, and use of restrictive procedures in an emergency are not included in the IEP or PBSP or at the request of a parent or the district after restrictive procedures are used. Restrictive procedures must be reviewed at a child's annual individualized education program meeting when the child's individualized education plan provides for using restrictive procedures in an emergency.

3. An *Incident Report Form* must be completed every time a restrictive procedure is used.

*Training*

The following employee job classifications are authorized to use restrictive procedures:

- Licensed special education teachers
- Licensed school social workers
- Licensed school psychologists
- Board certified behavior analyst
- Other licensed educational professionals
- Mental health professionals and practitioners
- Paraprofessionals

See training grid for detailed staff training information by program.

Find the following information in the Parent/Guardian Resources under Special Education Services on the website: [www.isd917.org](http://www.isd917.org).

- Appendix A Incident Report Form
- Appendix B Post Use Debriefing Form
- Appendix C Training Grid

## **MN DEPARTMENT OF EDUCATION**

### **Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing**

**This information will help parents/guardians make informed decisions that benefit their children, schools and communities.**

#### **Why statewide testing?**

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college. The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education, Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

#### **Why does participation matter?**

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will be counted as "not proficient" for the purposes of school and district accountability, including opportunities for support and recognition.
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, non-credit course at a Minnesota State college or university in the corresponding subject area, potentially saving time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

#### **Academic Standards and Assessments**

##### **What are academic standards?**

The Minnesota K-12 Academic Standards are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

**What is the relationship between academic statewide assessments and the academic standards?** The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

<p><b>Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills MTAS)</b></p> <ul style="list-style-type: none"> <li>• Based on the Minnesota Academic Standards; given annually in grades 3-8 and high school in reading and mathematics; given annually in grades 5, 8 and high school for science.</li> <li>• Majority of students take the MCA.</li> <li>• MTAS is an option for students with the most significant cognitive disabilities.</li> </ul>	<p><b>ACCESS and Alternate ACCESS for English Learners</b></p> <ul style="list-style-type: none"> <li>• Based on the WIDA English Language Development Standards.</li> <li>• Given Annually to English learners in grades K-12 in reading, writing, listening and speaking.</li> <li>• Majority of English learners take ACCESS for ELLs.</li> <li>• Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.</li> </ul>
---	---

**Why are these assessments effective? assessments?**

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The reading and mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The science MCA Incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies standards.

**When do students take the**

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLS testing window begins at the end of January and ends in March.

**When do I receive my student's results?**

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

**Are there limits on local testing?**

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

**What if I choose not to have my student participate?**

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/ guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not

**How much time is spent on testing?**

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is less than **1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

**Why does it seem like my student is taking more tests?**

The statewide required tests are limited to those outlined in this document.

Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

**Where do I get more information?**

Students and families can find out more on our Statewide Testing page ([education.state.mn.us](http://education.state.mn.us) > Students and Families > Statewide Testing).

participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

**MN DEPARTMENT OF EDUCATION**

Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three page form on the district website and include it in district student handbooks.

**Parent/Guardian Refusal for Student Participation in Statewide Assessments**

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

*To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required each year parents/guardians wish to opt the student out of statewide assessments.*

Date: \_\_\_\_\_ (This form is only applicable for the 20\_\_ to 20\_\_ school year.)

Student's Legal First Name: \_\_\_\_\_ Student's Legal Middle Initial \_\_\_\_\_

Student's Legal Last Name: \_\_\_\_\_ Student's Date of Birth: \_\_\_\_\_

Student's District/School: \_\_\_\_\_ Grade: \_\_\_\_\_

Please initial to indicate you have received and reviewed information about statewide testing.

\_\_\_\_\_ I received information on statewide assessments and choose to opt my student out. MDE provides the Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing on the MDE website (Students and Families > Statewide Testing).

Reason for refusal:

\_\_\_\_\_

Please indicate the statewide assessment(s) you are opting the student out of this school year:

\_\_\_\_\_ MCA/MTAS Reading

\_\_\_\_\_ MCA/MTAS Science

\_\_\_\_\_ MCA/MTAS Mathematics

\_\_\_\_\_ ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

**I understand that by signing this form, my student will be counted as "not proficient" for the purpose of school and district accountability and waive the opportunity to receive a college-ready score that could save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.**

**Parent/Guardian Name (print):**

---

**Parent/Guardian Signature:**

---

To be completed by school or district staff only. Student ID or MARSS Number: \_\_\_\_\_



Minnesota Health Care Programs can give you and your family coverage for most medical services or provide help paying your Medicare premiums, deductibles and copays. How much help you can get depends on the program you qualify for.

### Medical Assistance

Medical Assistance (MA) is Minnesota's Medicaid program. There is no monthly cost to enrollees. MA pays for current and future medical bills. MA may also pay medical bills going back three months from when we get your application.

You can have other health insurance and still qualify. MA may help pay for the cost of your other health insurance.

### Medical Assistance for Employed Persons with Disabilities (MA-EPD)

MA-EPD gives employed persons with disabilities MA coverage when their income is more than the MA income limit. You must be certified disabled and earn more than \$65 a month. An asset limit of \$25,000 applies. Assets owned by your spouse do not count. You pay a monthly premium based on your income. American Indians usually do not pay a premium.

### Medicare Savings Programs

Medicare Savings Programs can help pay Medicare premiums, deductibles and copays for people enrolled or who can enroll in Medicare.

### MinnesotaCare

MinnesotaCare is a Minnesota health care program. MinnesotaCare is low-cost health care coverage for Minnesotans who do not qualify for MA or Medicare, or cannot get affordable insurance through an employer. Most people pay a monthly premium. The premium is based on your household size and income. Coverage starts the first day of the month after you pay your premium.

### What services are covered?

MA, MA-EPD and MinnesotaCare covered services include:

- Doctor's visits
- Outpatient care
- Emergency care
- Hospital care
- Maternity and newborn care
- Mental health care
- Alcohol and drug treatment
- Prescription drugs
- Rehabilitative services
- Laboratory services
- Preventive and wellness care
- Chronic disease management
- Dental care
- Vision care including eye glasses
- Chiropractic care
- Family planning
- Hearing aids
- Medical equipment and supplies

Over →

You may have to pay a copay for some medical services. Pregnant women and children under 21 do not pay copays.

The **Medicare Savings Programs** help pay Medicare related costs.

- **Qualified Medicare Beneficiary (QMB)** pays Medicare premiums, deductibles, copays and coinsurance (DHS-20833)
- **Service Limited Medicare Beneficiary (SLMB)** pays Medicare Part B premiums (DHS-20833)
- **Qualified Individual (QI)** pays Medicare Part B premiums for higher income individuals (DHS-20833)
- **Qualified Working Disabled (QWD)** pays Medicare Part A premiums if you cannot get free Medicare Part A (DHS-20833)

### How can I qualify?

You must meet program rules including income limits. How much income you can have and still qualify depends on your household size, age, pregnancy status, if you are blind or have a disability, and the health care program you qualify for. **NOTE: Income guidelines are approximations only. Use these charts for general reference.**

#### MA Monthly Income Limits effective 7-1-18 – 6-30-19

Family size	1	2	3	For each additional person, add
Infants under 2	\$2,863	\$3,881	\$4,900	\$1,018
Pregnant Women*		\$3,813	\$4,814	\$1,000
Children 2 through 18	\$2,782	\$3,772	\$4,762	\$990
Parents and caretaker relatives	\$1,345	\$1,824	\$2,303	\$478
Adults age 19-64 without children	\$1,345	\$1,824	\$2,303	\$478
Adults age 65 and older	\$1,012	\$1,372	\$1,732	\$360
People who are blind or have a disability	\$1,012	\$1,372	\$1,732	\$360

\*A pregnant woman counts as two or more.

### Can I qualify if my income is more than these limits?

If your income is more than the income limits, you may still qualify for MA by meeting a spenddown. A spenddown is like an insurance deductible. You pay part of your medical bills and MA pays the rest.

### I am pregnant. If I qualify, will my baby get health care?

If you get MA as a pregnant woman, your baby will get MA through the month of his or her first birthday. During the first year, your baby's coverage cannot stop if he or she continues to live in Minnesota.

### MA Asset Limits

Assets are items you own. Assets that may count include cash, bank accounts, stocks, bonds, certain vehicles and property where you do not live. Assets that do not count include the home where you live, household goods, personal items such as clothing and jewelry, and certain assets owned by an American Indian.

There is no asset limit if you qualify as a pregnant woman, a parent or caretaker relative of a child under age 19, a child under age 21, or an adult under age 65 without children. Parents and caretaker relatives who qualify for MA with a spenddown have an asset limit of \$20,000.

The asset limit if you qualify as a person who is blind, has a disability or is age 65 or older is \$3,000 for one and \$6,000 for a household of two or more.

#### Medicare Savings Programs Monthly Income Limits effective 7-1-18 – 6-30-19

Family size	1	2	For each additional person, add
Qualified Medicare Beneficiary (QMB)	\$1,032	\$1,392	\$360
Service Limited Medicare Beneficiary (SLMB)	\$1,234	\$1,666	\$432
Qualified Individual (QI)	\$1,386	\$1,872	\$486
Qualified Working Disabled (QWD)	\$2,044	\$2,764	\$720

The asset limit is \$10,000 for a single person and \$18,000 for a family of two or more, except for QWD. The QWD asset limit is \$4,000 for a single person and \$6,000 for a family of two or more.

**MinnesotaCare Yearly Income Limits  
effective 1-1-18 - 12-31-18**

Family Size	Income limit
1	\$24,120
2	\$32,480
3	\$40,840
<b>For each additional person, add</b>	<b>\$8,360</b>

There is no asset limit for MinnesotaCare.

**What if I do not qualify for a Minnesota Health Care Program but still need coverage?**

You may be able to get health care coverage through your work. Ask your employer if they offer health insurance to you and your family. If your employer does not offer affordable health insurance, you may qualify for a tax credit to help you buy health insurance.

**Qualified Health Plans (QHP) and MNsure**

You may be able to buy Qualified Health Plan (QHP) coverage, with or without a tax credit on MNsure. If you qualify for a tax credit, the tax credit can help pay the monthly premium.

MNsure is Minnesota's health insurance marketplace. You can find, compare, and choose, quality health care coverage that best fits your needs and budget. QHPs are commercial health insurance plans offered by insurance companies. All plans offer preventive services, mental health and substance abuse services, emergency services, prescription drugs and hospitalization. Some plans include more benefits.

Each plan is reviewed by state regulators, certified as a QHP and approved to be sold on MNsure.

You are able to enroll in a QHP during the open enrollment period of November 1, 2017, through January 15, 2018. You may qualify to enroll at other times due to certain life events such as the birth of a child, marriage or loss of health insurance coverage.

**Advance Premium Tax Credit**

The Advanced Premium Tax Credit allows you to get a federal tax credit right away to pay a part of your QHP premium. To qualify you must file taxes at the end of the year and enroll in a QHP through MNsure. The tax credit is paid to the health plan you choose. You must pay your portion of the health care premium to the health plan to start and keep coverage.

You may also qualify for cost sharing reduction. This benefit lowers the copays, coinsurance, and out-of-pocket costs you pay for health care services.

**How can I apply?**

Most people can apply for all Minnesota Health Care Programs:

- Online at [www.mnsure.org](http://www.mnsure.org)
- By filling out the paper Application for Health Coverage and Help Paying Costs (DHS-6696). Go to <http://mn.gov/dhs/general-public/publications-forms-resources/application-forms/index.jsp> or call your local county agency to get the application.

The people listed below should apply for Medical Assistance (MA) by filling out the Minnesota Health Care Programs Application for Certain Populations (DHS-3676). Use this application if you:

- Are a child in foster care.
- Are 65 years of age or older.
- Receive Supplemental Security Income (SSI).
- Only want to apply for a Medicare Savings Program.
- Are applying for Medical Assistance for Employed Persons with Disabilities (MA-EPD).

Go to <http://mn.gov/dhs/general-public/publications-forms-resources/application-forms/index.jsp> or call your local county agency to get the application.

If you want to apply for payment of long-term care services such as nursing home care or services to help you stay in your home, apply:

- By filling out the Minnesota Health Care Programs Application for Payment of Long-Term Care Services paper application (DHS-3531). Go to <http://mn.gov/dhs/general-public/publications-forms-resources/application-forms/index.jsp> or call your local county agency to get the application.

**Can I get help filling out the application?**

You can get help filling out either the online or paper application by:

- Calling 855-366-7873.
- Contacting an assister in your area. Visit [www.mnsure.org](http://www.mnsure.org) or call 855-366-7873 for an assister network list.
- Calling your local county agency.

Attention. If you need free help interpreting this document, ask your worker or call the number below for your language.

የሰነድዎን ቋንቋ ለመተርጎም ለርዳታ የሚፈልጉ ከሆነ፣ የጉዳዩን ስራ-ተኛ ይጠይቁ ወይም በስልክ ቁጥር 1-844-217-3547 ይደውሉ።

ملاحظة: إذا أردت مساعدة مجانية لترجمة هذه الوثيقة، اطلب ذلك من مشرطك أو اتصل على الرقم 1-800-358-0377

သတိ: ဤစာရွက်စာတမ်းအားအခမဲ့ဘာသာပြန်ပေးခြင်း အကူအညီလိုအပ်ပါက၊ သင့်လျော်ရာအလုပ်သမား အားခမဲ့ဖြန့်ဖြူးသည့် မလှဝပ် 1-844-217-3563 ကိုခေါ်ဆိုပါ။

ध्यान दें: यदि आपको मुफ्त में इस दस्तावेज़ का अनुवाद करने की आवश्यकता है, तो अपने काम के अधिकारी से सहायता मांगें या 1-888-468-3787 पर कॉल करें।

請注意: 如果您需要免費協助傳譯這份文件, 請告訴您的工作人員或撥打 1-844-217-3564。

Attention. Si vous avez besoin d'une aide gratuite pour interpréter le présent document, demandez à votre agent chargé du traitement de cas ou appelez le 1-844-217-3548.

Thov ua twb zoo nyceem. Yog hais tus koj xav tau kev pab txhais lus rau tsab ntaub ntawv no pub dawb, ces nug koj tus noog lis dej num los sis hu rau 1-888-486-8377.

تحتاجون مساعدة مجانية لترجمة هذا المستند، فاسألوا مسؤوليكم أو اتصلوا بالرقم 1-844-217-3549.

알려드립니다. 이 문서에 대한 이해를 돕기 위해 무료로 제공되는 도움을 받으시려면 담당자에게 문의하시거나 1-844-217-3565으로 연락하십시오.

ប្រសិនបើ អ្នកមានបញ្ហាអំពីការបកប្រែឯកសារនេះ ឬអ្នកត្រូវការការបកប្រែឯកសារនេះ ឱ្យបានស្របច្បាប់ ទូរស័ព្ទទៅលេខ 1-888-487-8251 ។

Hubachisa. Dokumentiin kun tola akka siif hirkamu gargaarsa hoo fecto, hojjettoota kee gaafadhu ykn afaan ati dubbattuuf bilbili 1-888-234-3798.

Внимание: если вам нужна бесплатная помощь в устной переводе данного документа, обратитесь к своему сопровольному работнику или позвоните по телефону 1-888-562-5877.

Dignin. Haddii aad u baahantahay caawimaad lacag-la'aan ah ee taajumaadda qoraalka, hawlwaadankaaga weydiiiso ama wac lambarka 1-888-547-8829.

Atención. Si desea recibir asistencia gratuita para interpretar este documento, comuníquese con su trabajador o llame al 1-888-428-3438.

Chú ý. Nếu quý vị cần được giúp đỡ dịch tài liệu này miễn phí, xin gọi nhân viên xã hội của quý vị hoặc gọi số 1-888-554-8759.



For accessible formats of this publication or assistance with additional equal access to human services, write to DHS.info@state.mn.us, call 800-657-3739, or use your preferred relay service.

**STUDENT/PARENT AGREEMENT**

<p><b>HANDBOOK</b> I have received a copy of the parent/guardian student handbook. I understand and agree to follow the policies and procedures identified for Intermediate School District 917 Special Education Programs.</p>	<p><b>YES</b>   <b>NO</b> <input type="checkbox"/>   <input type="checkbox"/></p>
<p><b>PERMISSION FOR PHOTOS, SLIDES, VIDEOTAPES, YEARBOOK</b> Intermediate School District 917 periodically uses slides and videotapes when presenting information to other persons interested in our special education programs. Parties who might view such media could include other special education personnel, students, parents, Board of Education members or other personnel directly associated with our programs. We are requesting your permission to take and use your child's photograph for the above purpose. Before we will proceed to use your child's photo, we need your signed permission.</p>	<p><b>YES</b>   <b>NO</b> <input type="checkbox"/>   <input type="checkbox"/></p>
<p><b>COMMUNITY-BASED PROGRAMMING</b> I give permission for my student to take part in off-campus community instruction and programming during the current school year. I understand that the activities will be supervised by the ISD 917 staff and that there will be notification prior to each specific outing.</p>	<p><b>YES</b>   <b>NO</b> <input type="checkbox"/>   <input type="checkbox"/></p>
<p><b>COMMUNITY-BASED VOLUNTEER PROGRAMMING</b> I give permission for my student to take part in on- and off-campus instruction and programming during the current school year. I understand that the activities will be supervised by ISD 917 staff and that there will be a variety of volunteer experiences.</p>	<p><b>YES</b>   <b>NO</b> <input type="checkbox"/>   <input type="checkbox"/></p>
<p><b>ACCEPTABLE USE AND INTERNET SAFETY PERMISSION FORM</b> I have read the Acceptable User and Internet Safety guidelines as published in the student handbook. I understand that the Network and Internet are provided for students for educational purposes and that I must give permission for my child to access the Network or Internet.</p> <p>The district has taken precautions to eliminate unacceptable materials or communications and has informed students of their responsibility to access appropriate material. However, I recognize that it is possible for students to access materials and communications that violate these guidelines. I understand that students violating these guidelines are subject to school disciplinary actions and possible referral to law enforcement agencies. I will not hold the District responsible for unacceptable materials acquired on Network or Internet.</p>	<p><b>YES</b>   <b>NO</b> <input type="checkbox"/>   <input type="checkbox"/></p>

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_







Intermediate School District 917

# Staff Handbook

2019-2020

1300 145th Street East • Rosemount, MN 55068  
[www.isd917.org](http://www.isd917.org)

The information in this handbook is a reference. Federal/state/local law, district policy, and negotiated labor agreements are summarized. Refer to legal documents for specifics.

This summary of district procedures supersedes any earlier district handbooks.

Revised June 2019

# Table of Contents

- Section 1: General District Information ..... 6
  - Intermediate School District 917 Information ..... 6
  - The Mission Statement Of Intermediate School District 917 ..... 8
  - The Seven (7) Core Values Of Intermediate School District 917 ..... 8
  - Communications ..... 8
  - District Directory..... 8
- Section 2: Staff Expectations and Responsibilities ..... 9
  - Professional Responsibilities..... 9
  - The Sixteen (16) Expectations for Staff ..... 9
  - Code of Ethics and Standards of Conduct for ISD 917 Employees ..... 12
  - Confidentiality ..... 13
  - Parking at the District Office (DCTC)..... 14
  - Employee Dress Code ..... 14
  - Attendance Expectations ..... 14
  - Absence Management with AESOP..... 16
  - Intermediate School District 917 Calendar for 2019-2020 ..... 18
- Section 3: Health and Safety ..... 20
  - Bloodborne Pathogens..... 20
  - Work-Related Accident Reports and Workers’ Compensation..... 20
  - SafeSchools Training ..... 23
  - Fire Drills and Emergency Evacuation of Building ..... 24
  - Indoor Air Quality ..... 24
  - Smoking Restrictions ..... 24
- Section 4: Human Resources, Payroll, and Benefits Information..... 25
  - Contracts/Master Agreements..... 25
  - Job Postings ..... 25
  - Resignations ..... 25
  - Changes to Personal Information ..... 26
  - Paychecks ..... 26
  - Employee Access Center: Pay Information System ..... 26
  - District Identification ..... 27

Employee Assistance.....	27
Section 5: Technology and Social Media.....	29
Initial Email and Website Access Instructions .....	29
Voicemail .....	30
Social Media: #WeAre917.....	30
Section 6: Reimbursement and Purchasing .....	32
Expense Reimbursement.....	32
Purchasing.....	32
Section 7: Teacher/Licensed Staff-Specific Information .....	34
Teacher Forms.....	34
Teacher License Renewal.....	34
Section 8: Public Laws and District Policies .....	35
Alcohol and Illicit Drugs - District Policy 418:.....	35
Americans with Disabilities Act – District Policy 402:.....	35
Bullying Prohibition Policy – District Policy 514: .....	35
COBRA (Consolidated Omnibus Budget Reconciliation Act):.....	36
Communicable Diseases – District Policy 420: .....	36
Conflict of Interest:.....	37
Copyright - United States Code Title 17: .....	37
Discrimination – Title IX – Policy 402: .....	37
Human Rights Officer and Alternates: .....	37
Election Day - MN Statute 204c.03: .....	38
Email and Electronic Devices - MN Statute 13.05 – Policy 490:.....	38
Emergency Closings – District Policy 466: .....	38
Eye Protective Devices - MN Statute 126.20:.....	39
Family Medical Leave Act (FMLA), Policy 410: .....	39
Gifts and Donations: .....	39
Grievance Procedures: .....	40
Internet Use – District Policy 490: .....	40
Mandated Reporting of Child Abuse, Sexual Abuse and Neglect – .....	40
MN Chapter 626 – Policy 6.361: .....	40
Notice of Privacy Practices:.....	41
Paid and Unpaid Leaves: .....	41
Patriotic Observances - MN Statute 120A.42: .....	42
Personnel Records: .....	42

Probationary Period for Teachers – MN Statute 122A.40:.....	42
Prohibition Against Corporal Punishment, Child Abuse, Sexual Abuse, and Neglect – District Policy 414: .....	43
Public Personnel Data - MN Statute 13.43 – Policy 406:.....	44
Public School Fee Law - MN Statute 120.71: .....	44
Respectful Behavior.....	45
Section 504 of the Rehabilitation Act:.....	45
Staff-Student Relationships – District Policy 423:.....	45
Subpoena of a School District Employee – District Policy 408: .....	46
Tax Sheltered Annuities and Deferred Compensation Plan –.....	46
District Policy 494: .....	46
Tobacco Free Environment – District Policy 419:.....	46
Transporting Students – District Policy 6.93:.....	46
Violence/Harassment – District Policy 413:.....	47
COBRA.....	48
INTERMEDIATE SCHOOL DISTRICT 917 POLICY AGAINST .....	52
RELIGIOUS, RACIAL, AND SEXUAL HARASSMENT AND VIOLENCE.....	52
NOTICE OF PRIVACY PRACTICES.....	54
United Heartland Workers’ Compensation .....	57

## **WELCOME!**

Welcome and congratulations on being a member of the Intermediate School District 917 community. I hope your experience as a member of the ISD 917 staff is rewarding, challenging, and enjoyable. Our mission to serve the many needs of the students from our member districts is ever changing and requires us to modify and adapt our services frequently. We meet the needs of each student as their member district requests our services, rather than offering rigidly structured programs to “choose from.” Our attitude and philosophy of flexibility and adaptation is what makes our services unique.

As a staff member of ISD 917, you will need information on many topics. This handbook is designed to be a resource to the many topics and situations you may encounter as an employee of ISD 917. The handbook is not designed to include all of the details of a topic but is intended to be a starting point that leads you to the needed information. In many instances there will be a reference to a website that will provide the in-depth details you are seeking. You are also encouraged to contact your supervisor or other appropriate staff member if the information you are seeking is not sufficiently addressed in the handbook or website.

The processes and procedures described in the handbook help us as staff in ISD 917 to be consistent and efficient in our work as a team. We are an excellent Intermediate School District because we have excellent staff who are committed to working together for the success of all learners. I thank each of you for the work that you do each day.

Mark A. Zuzek  
Superintendent

## **Section 1: General District Information**

### **Intermediate School District 917 Information**

Intermediate School District 917 is one of four intermediate school districts in Minnesota that was created by the state legislature in the late 1960s. The ISD 917 School Board was organized in March of 1970, which is comprised of one board member from each of the nine member school districts. These member districts include: Bloomington, Burnsville/Eagan/Savage, Farmington, Hastings, Inver Grove Heights, Lakeville, Randolph, South St. Paul, and West St. Paul/Mendota Heights/Eagan.

The School Board meets monthly on the first Tuesday of each month in the ISD 917 Board Room at Dakota County Technical College. Agendas and minutes can be found on the website at [www.isd917.org](http://www.isd917.org): About, School Board.

The Superintendent of Intermediate School District 917 is **Mark Zuzek**.

Other district administrators and their areas of responsibility:

- **Nicolle Roush, Business Manager**
- **Melissa Schaller, Director of Special Education**  
Leadership of District's special education programs for students birth through age 21
- **Don Budach, Assistant Director/Principal of Special Education**  
DASH, PACES, TESA, DCALS-Special Education programs
- **Jamie Dalbesio, Assistant Director/Principal of Special Education**  
SUN at Concord Education Center
- **Jennifer Hetland, Assistant Director/Principal of Special Education**  
Care and Treatment Programs for Anthony Louis, Juvenile Services Center: New Chance and Riverside, Options; TEA-ECSE at Pine Bend Elementary and Riverview Elementary; Itinerant Services for Adaptive Physical Education, Occupational Therapy, Physical Therapy, and Speech Language Pathology
- **Theresa Gulbransen, Assistant Director/Principal of Special Education**  
CASE, IDEA, SUN at Alliance Education Center
- **Brooke Peterson, Assistant Director/Principal of Special Education**  
Deaf/Hard of Hearing Resource Program, Itinerant Services for Audiology, Deaf/Hard of Hearing, Interpreters, Physical/Health Disabilities, Visual Impairment
- **Dave Stoll, Assistant Director/Principal of Special Education**  
SUN at Cedar School, TEA at Lebanon Education Center
- **Eric Van Brocklin, Secondary Education Principal**  
DCALS - Main (Rosemount), DCALS - North (West St. Paul), DCALS - South (Farmington), and Career and Technical Education programs

- **Program Key (please see website for program descriptions):**
  - CASE: Customized Alternative Solutions for Education (students ages 5 to 21)
  - CTE: Career and Technical Education (students in grades 10 to 12)
  - DCALS: Dakota County Alternative Learning School (students in grades 8 to 12)
  - DASH: Dakota Alternative for Severely Handicapped (students ages 5 to 21)
  - TEA-ECSE: Therapeutic Education Alternative-Early Childhood Special Education (students ages 4 and 5)
  - IDEA: Intra-Dakota Educational Alternative (students ages 5 to 21)
  - PACES: Program Alternative for Communication, Education, and Socialization (students ages 5 to 18)
  - SUN: Students with Unique Needs (students ages 5 to 21)
  - TEA: Therapeutic Education Alternative (students ages 5 to 18)
  - TESA: Transitional Education Service Alternative (students ages 18 to 21)
  
- **Cory Langenfeld, Technology Coordinator**
  
- **Lauren Kelly, Human Resources Coordinator**

## The Mission Statement Of Intermediate School District 917

To serve our member E-12 school districts' students and families in the areas of special education, career and technical education, and alternative education.

## The Seven (7) Core Values Of Intermediate School District 917

1. **Collaboration:** Working together to achieve more collectively than individually
2. **Passion for Service:** Solving problems considering the perspective of member districts, students, and families.
3. **Continuous Improvement:** Ongoing improvement of programs and services, including being both *innovative* (breakthrough improvement) and *adaptable* (incremental improvement).
4. **Stewardship:** Managing financial and human resources carefully and responsibly.
5. **Equity:** Fairness and impartiality to others; Giving as much advantage, consideration, and latitude to one person as to another.
6. **Open Communication:** Directly, clearly, and transparently sharing information and engaging in dialogue.
7. **Integrity:** Being honest and fair

## Communications

Shortly after each School Board Meeting, **Board Notes** will be e-mailed to staff from the Superintendent's office summarizing the actions and decisions of the School Board. This information also includes "Bits of Information." If you have information to share with ISD 917 employees (i.e. births, deaths, milestones, etc.), please send to Linda Berg in the District Office, 1300 145<sup>th</sup> Street East, Rosemount, MN, 55068, or e-mail to [linda.berg@isd917.org](mailto:linda.berg@isd917.org) or call 651-423-8214.

## District Directory

The District Directory lists the name, work location, e-mail address and work phone number for each employee. The District Directory is accessible via the District's website at [www.isd917.org](http://www.isd917.org).

## Section 2: Staff Expectations and Responsibilities

### Professional Responsibilities

Teachers and administrators are professionals. The expectations that follow are inherent to the position of a School District professional. The following is not intended to be all-inclusive but rather suggestive of a professional's responsibilities. Professionals:

- Serve as role models to students by being punctual and maintaining regular attendance
- Follow district policies and procedures
- Dress appropriately
- Communicate frequently with parents through established reporting instruments, conferences, open houses, and as necessary, through notes and personal phone calls
- Supervise students who are using the internet
- Check e-mail and voicemail on a daily basis
- Respond to e-mail and voicemail on a timely basis (generally within 24 hours of receipt or upon return to work)
- Update website at least annually
- Limit personal use of computers, phone, and e-mail during working hours
- Do not conduct day trading, attend school or conduct other employment on working hours
- Serve on building and district committees as appropriate
- Attend team meetings and IEP meetings as appropriate

### The Sixteen (16) Expectations for Staff

#### 1. Professional and Ethical Standards

- 1.1. **Be a team player.** Bring a positive attitude to work everyday. Communicate effectively and respectfully with students and the members of your team. Get to know the responsibilities of all your team members. Attempt to resolve problems closest to the source of the issue. Maintain open communication and be open to questions and discussion with other staff.
- 1.2. **Serve as a role model in your dress, speech, and actions.** Dress and act appropriately for your role and personal safety. Cell phones should not be used for personal use during student-contact time. Always use respectful language. Avoid jokes, off-color remarks or attempts at humor that could be considered rude, inappropriate, disruptive or unprofessional. Do not use offensive language or call a student a derogatory name. Do not talk about students or staff in a disrespectful or discourteous way.
- 1.3. **Teachers and their assistants are responsible for the education and supervision of students at all times.** Appropriate hands off must be communicated clearly.
- 1.4. **Be extremely careful regarding a student's personal space. Refrain from hugging students.** Handshakes or other touching may not be welcome or

appropriate. Do not restrain a student unless you have completed Professional Crisis Management (PCM) training. Do not strike a student, disrobe a student, conduct a search without appropriate training or without a second person of the same sex as the student in attendance, or conduct a strip search. When in doubt, do not act until you have spoken with your supervisor.

- 1.5. **Set high expectations for behavior. Know and enforce the requirements of the District's *Student Handbook*.** This handbook serves as a guide for student conduct and is to be signed by all students and parents or guardians.
- 1.6. **Maintain confidentiality at all times.** Employees, students and their families have a right to confidentiality and data privacy. You are accountable for what you say and for information you release. Do not speak about a student in front of another student or talk about a student to staff or others in or outside school except on a need to know basis. Do not use student names outside of the school setting. Respect other staff members' confidentiality. No identifying information about students or other staff should be posted on personal social media. Review the District's data privacy requirements by viewing the training module that is part of the Annual Mandatory Training available on the district website.
- 1.7. **You are a mandatory reporter of suspected maltreatment of minors and vulnerable adults.** The Intermediate School District 917 policy on maltreatment is available on the district website.
- 1.8. **Only have contact with your students during times in which they are enrolled in Intermediate School District 917 programs.** You are not to have dealings with them outside of the school day. Such communications could be confusing to students and reduce your effectiveness with them. It is also inappropriate. Report any student initiated personal contacts, whether by telephone or e-mail or in person, to your program facilitator as soon as possible. If you are responsible for providing respite care to any Intermediate School District 917 student, report it to your supervisor as well.
- 1.9. **Maintain your personal and professional boundaries at all times.** Personal information about your life outside of school is not appropriate and may not be appreciated by students or staff. You are part of the school program and your job is to provide education, support and guidance to students. Establishing "friendships" with students may create unrealistic expectations and interfere with sustaining appropriate boundaries.
- 1.10. **Maintain a respectful and safe workplace.** Inappropriate comments about race, color, religion, age, sex, sexual orientation, marital status, national origin, or other tasteless or improper remarks will not be tolerated. The District also has a zero tolerance **Harassment and Violence Policy** that is on the district website. An important aspect of this policy is to report to your supervisor if you receive an unwelcome comment or feel threatened in any way. To the extent possible, we want you to feel safe and secure at all times.
- 1.11. **Be dependable.** You are responsible for maintaining good attendance. You are expected to report to work on time, adhere to the time periods established by the District for any breaks, and remain at the assigned work station throughout the

scheduled work period or until properly relieved. Arriving to work on time will also allow sufficient time for planning and information sharing purposes. Report any absences or leaves timely on AESOP, our time and attendance reporting system. Remember also that leaves are not an entitlement but rather a benefit to be used as necessary. Accumulated leave can help you transcend the period between an injury and disability payments or can be converted to additional health benefits at retirement. Further information on the District's attendance expectations can be found in the Dependability Procedure available on the Intermediate School District 917 website.

## **2. General Work Rules**

- 2.1. **In emergency situations, all staff are expected to follow Emergency Procedures.** Review the plan for your location and know your role and responsibilities in each situation. First and foremost, you are responsible for your student's and your own personal safety. Therefore, you should always conduct yourself in a safety conscious manner and encourage fellow staff to do likewise.
- 2.2. **Only use Intermediate School District 917 vehicles when it becomes necessary to transport students as part of your job assignment. Staff must undergo training provided by the district to operate district vehicles.**
- 2.3. **Use Intermediate School District 917 technologies appropriately.** This includes Internet access, and District owned software and hardware. No user has any right or expectation of privacy in anything that is created, sent, received or stored by computer including e-mail, fax or voicemail. Do not use Intermediate School District 917 technologies for: illegal activities, wagering, betting, or gambling; harassment and illegal discrimination; fundraising for any purpose unless District sanctioned; commercial activities, e.g., personal for-profit business activities; access, storage or transmission of offensive, racist, sexist, obscene, or pornographic information; promoting political or religious activities; downloading software including games, weather monitoring (e.g. Weatherbug), wallpaper (e.g. Webshots), and screen savers from the Internet unless District-sanctioned, or for any other purpose prohibited by District policy. The acceptable use of technology is further defined on the District website.
- 2.4. **Smoking is not allowed on District property.** Therefore, no person may smoke or use tobacco products in any building or vehicle or on grounds owned or leased by the school district. Smoking cessation programs are available through Medica.
- 2.5. **You are responsible for reading and following all District policies and procedures.**

If you are unclear about any of these **Sixteen Expectations**, contact your administrator/supervisor as soon as possible for an explanation.

## Code of Ethics and Standards of Conduct for ISD 917 Employees

Whereas, each employee upon entering the education profession assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics and standards of conduct, which sets forth the education profession's standards of professional conduct.

Whereas, the employee acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. All assets, resources, and funds are managed on behalf of the public's interest.

Whereas, the employee assumes responsibility for providing professional service and leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary professional conduct.

And, whereas, implicit to adopting this ethical code is the belief that each employee is significant to the successful accomplishment of the school's mission and core values of: *collaboration, passion for service, continuous improvement, stewardship, equity, open communication, and integrity*. Each employee's respect for each other's role and responsibility must be maintained.

Therefore, the following code of ethics and standards of conduct shall apply to all persons employed by ISD 917:

1. Provide professional educational services in a nondiscriminatory manner and supportive of equity regardless of race, ethnicity, sexual orientation, gender identity or expression, age, religion, creed, status with regard to public assistance, language proficiency, physical or cognitive ability, age, familial status, national origin, or any category of protected class or minoritized population;
2. Take reasonable action to protect students and staff from conditions harmful to health and safety;
3. Take reasonable action to provide an atmosphere conducive to learning;
4. Use professional relationships with students, parents, caregivers, staff, or colleagues in a manner that does not provide a private advantage;
5. Disclose confidential information about individuals only when a compelling professional purpose or educational need is served in accordance with state and federal laws, and school district policies;
6. Not knowingly falsify or misrepresent records or facts relating to the employee's qualifications, or to the qualifications of other staff or personnel;
7. Not knowingly make false or malicious statements about students, students' families, staff, or colleagues;
8. Not accept gratuities, gifts, or favors that could impair professional judgment, nor offer any favor, service or item of value to obtain special advantage;
9. Only accept a contract for a position when licensed or qualified for the position or when a school district is granted a variance under Minnesota Statutes;
10. In filling positions requiring licensure, shall employ, and assign only appropriately licensed personnel, or persons for whom the school district has been granted a variance by the appropriate state board or agency, unless, after making reasonable efforts to obtain a variance, an appropriately licensed person cannot be assigned, and the position must be filled to meet a legitimate emergency educational need;
11. Not engage in conduct involving dishonesty, fraud, or misrepresentation in the

- performance of professional duties;
12. Shall delegate authority for teaching responsibilities only to licensed personnel;
  13. Shall not deliberately suppress or distort subject matter;
  14. Shall comply with all policies and procedures pertinent to one's job duties, and all state/federal laws, rules, and regulations;
  15. Cooperate fully with internal or external auditors and investigators;
  16. Report suspected code of conduct and ethics violations, significant internal control weaknesses, or other irregularities/wrongdoings through appropriate district channels as designated;
  17. Report any evidence of theft, embezzlement, or unlawful use of public funds or property, other public resources to the District's Superintendent or the District's Business Manager;
  18. Access to private data shall be restricted to district personnel with the need to know the information to perform his or her job. This data includes, but is not limited to, medical and personally identifiable financial information (such as Social Security numbers). This expectation is in alignment with data practices defined by the Minnesota Government Data Practices Act (MGDPA), the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA).

Annually each employee will confirm their understanding and agreement to follow this code of ethics. The process will be completed through our SafeSchools online learning module.

## **Confidentiality**

Confidentiality is one of the most critical and important aspects of your job in the special education department. It is your legal and ethical responsibility to observe both the rights of individuals with or without disabilities and of families in regard to data privacy. Follow these guidelines where issues of confidentiality are concerned:

- Never refer to other students by name outside of the school setting or conference or with other parents.
- Do not share specific information about an individual's program or unique needs outside of the school setting, especially while in the community or when speaking with friends and relatives.
- Take questions you have about school district policies on confidentiality to your administrator.
- Access individual records (i.e. educational, medical, due process, etc.) for the sole purpose of being more effective in your work with the student.
  
- Go through the proper channels to access confidential information. Make sure you are authorized to do so.
- If you question policies and procedures used with a student, discuss this privately with your administrator. There is often confidential information that directs specific programming of which you may not be aware.
- Speak and write responsibly when passing on information. Be aware of who might hear you or read what you have written.

## Parking at the District Office (DCTC)

The ISD 917 Administrative Offices and some educational programs are located inside of Dakota County Technical College (DCTC). The East parking lot furthest from the DCTC building is designated for Intermediate School District 917 use. This lot is used by the Secondary Career and Technical students and the Dakota County Area Learning Center students. District 917 staff, whose job site is not at DCTC, may also park in this lot also.

Staff whose job site is DCTC may park in the West lot of the DCTC building and the lot on the East side of the DCTC building that closer to the building than the designated ISD 917 lot.

During the third week in August, DCTC holds a lottery for designated stalls in the gated lot on the North side of the DCTC building at a yearly fee (\$210 per year, though subject to change). For information on the DCTC gated lot lottery or to enter your name into the lottery, please contact Amy Alexander at [Amy.Alexander@isd917.org](mailto:Amy.Alexander@isd917.org) or 651-423-8229.

If an ISD 917 staff member, whose job site is not at DCTC, is attending a meeting of short duration (two hours or less), parking in the visitor lot on the North side of the DCTC building is permitted, on a space available basis.

## Employee Dress Code

Employees in a school district act as role models for students. Employees should present a neat, clean appearance and wear closed-toe shoes for their own protection while working with students. Employees should not wear clothing with inappropriate sayings, offensive language or language that endorses the use of alcohol, tobacco or drug products. All employees should maintain a professional appearance, which typically **excludes** the following:

- Grungy sneakers
- Tank tops
- Ripped/worn jeans or cutoffs
- Clothing that exposes the lower back, upper buttocks, midriff, and/or underwear
- Spaghetti straps without shirts underneath
- Low-cut or see-through clothing that exposes cleavage or exposes legs above the knee
- Shorts
- Flip-Flops/Sandals
- Baseball caps, unless used as protective equipment

## Attendance Expectations

**Maintain Good Attendance:** All employees are encouraged to maintain good personal health and attend to personal affairs during non-working hours whenever possible. It is an expectation that employees be at work on their scheduled workdays, be on time to work, and adhere to their scheduled breaks and/or lunch periods. Regular attendance optimizes instruction for students and is essential to the operation of the District.

Employees are provided with time off for personal illness, bereavement, family illness, jury duty, personal business, FMLA, etc. per their designated employment contract. Employees ***must*** use leave only for the purpose for which it is intended. Students are expected to maintain regular attendance and employees are also expected to maintain regular attendance. Student achievement is negatively impacted by absenteeism. Administrators will meet with employees who exhibit excessive absences or an unusual pattern of absences. Employees may be asked to provide medical documentation for absences. Disciplinary action may result due to excessive absences or utilizing leave for a purpose other than for which it was intended.

If you are absent for any reason, your administrator will review the specific procedures for absences. Please refer to your employee contract for your leave eligibility.

It is Intermediate School District 917's policy that you are required to enter your absence request on the AESOP system for the following types of absences:

- Personal Leave
- PTO: Paid Time Off (Teachers/Licensed Staff)
- Sick/Illness (for the employee, the employee's child, or the employee's family member): If entering for a family member's illness, the employee must indicate the relation of that family member.
- Short-Term Parental/Child-Care Leave or Medical Leaves
- Jury Duty/Civil Leave
- Vacation
- Non-Duty Days
- Bereavement (for bereavement, the employee must indicate the relationship of the person being bereaved)
- Floating Holidays
- Conferences or Workshops
- Time Off Without Pay (for time off without pay, the employee must indicate the reason the time off is needed)
- Other special situations (Please approach your supervisor, the administrative assistant of your program, and/or human resources with questions.)

Extended leaves, such as a requested and approved medical leave, will be entered into AESOP by the District.

**Employees are encouraged to use the AESOP website to enter absences (directions on next page). To report your absences via phone, see the following pages for instructions.** For a Quick Start User Guide on using AESOP, visit: [www.aesoponline.com](http://www.aesoponline.com).

## Absence Management with AESOP



ABSENCE MANAGEMENT:

# AESOP

[WWW.FRONTLINEEDUCATION.COM/AESOP](http://WWW.FRONTLINEEDUCATION.COM/AESOP)

OR CALL: 1-800-942-3767 AND FOLLOW THE VOICE PROMPTS

(WE RECOMMEND YOU CHECK ONLINE TO MAKE SURE YOUR ABSENCE WAS RECORDED)

**ALSO AVAILABLE AT: [WWW.ISD917.ORG](http://WWW.ISD917.ORG)**

**CLICK ON: 'FOR 917 STAFF'**

- LOGIN WITH GOOGLE
- CLICK ON: 'LINKS'
- CLICK ON: 'REPORT AN EMPLOYEE ABSENCE'

**LOGIN INFORMATION IS PROVIDED BY THE PROGRAM/SITE ADMINISTRATIVE ASSISTANT.**

**USERNAME IS YOUR PHONE NUMBER.**

**PASSWORD IS THE LAST FOUR (4) DIGITS OF THAT SAME PHONE NUMBER (TYPICALLY).**

Guidelines for reporting an absence:

1. Enter your absence as soon as the need is known.
  - a. Aim to enter absences before 5:30 a.m., if not the night before.
  - b. Your contract details restrictions depending on the leave used.
2. You must use all appropriate available leave first.
3. For partial day absences (leaving early/arriving late due to a doctor appointment, for example) consult the Administrative Assistant for help.
4. It is nice to leave details for substitutes, such as: You will be going outside.
5. Certain absences require notes. **Provide detailed notes**, when information is required. This includes:
  - a. Sick – Family: indicate who is ill
  - b. Bereavement: indicate who is being bereaved
  - c. Time Off Without Pay: all leave must be used first. This reflects poorly on attendance/reliability and can lead to disciplinary action.

**For help or more information, contact the program/site Administrative Assistant.**

AESOP Phone Instructions:

**When you call Aesop**

To Review or Change your Personal Information, Press **5**

- To review or change the recording of your name and title, Press **1**
- To change your Pin number, Press **2**
- To change your phone number, Press **3**
- To return to the previous menu, Press **\***

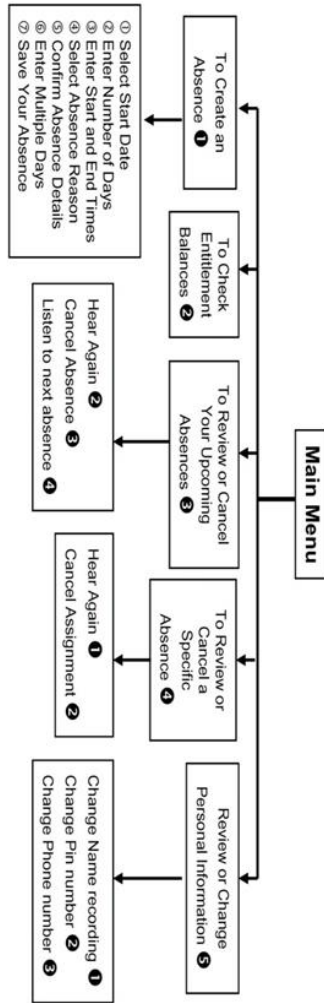
**Special Things to Note**

- If Aesop prompts you, you will need to make a voice recording. This should only be your Name and Title:
  - ① Name (First and Last Name)
  - ② Title (Grade Level and/or Subject Matter)
- You can create an absence up to one month in advance on the phone.
- In the review menu, if a substitute has accepted your absence Aesop will read off his or her name.
- If you work at multiple school locations please refer to the Employee Web guide for detailed instructions.

**i** Pressing the star key ("\*") will always take you back one menu level anywhere in the phone system.

1.800.942.3767

**Aesop Phone Menu at a Glance**



**Phone System Instructions for Employees**

1.800.942.3767

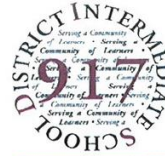
**Learn how to**

- Create absences by phone
- Review Upcoming absences
- Personalize the phone system



www.aesoponline.com

# Intermediate School District 917 Calendar for 2019-2020



## 2019-2020 CALENDAR

**Intermediate School  
District 917**  
(AEC, Anthony Louis Center, Cedar School,  
CEC, DCALS/DCALS North, LEC, Options,  
Riverside/New Chance, TESA@DCTC, and YTP)

July 2019 (0/185 - 0) 0					Aug. 2019 (5/185 - 5) 0				
M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5				1	2
8	9	10	11	12	5	6	7	8	9
15	16	17	18	19	12	13	14	15	16
22	23	24	25	26	19	20	21	22	23
29	30	31			26	27	28	29	30
Sept. 2019 (25/185 - 20) 20/20					Oct. 2019 (46/185 - 21) 20/40				
M	T	W	Th	F	M	T	W	Th	F
	2	3	4	5		1	2	3	4
9	10	11	12	13	7	8	9	10	11
16	17	18	19	20	14	15	16	17	18
23	24	25	26	27	21	22	23	24	25
30					28	29	30	31	
Nov. 2019 (65/185 - 19) 18/58					Dec. 2019 (80/185 - 15) 15/73				
M	T	W	Th	F	M	T	W	Th	F
				1	2	3	4	5	6
4	5	6	7	8	9	10	11	12	13
11	12	13	14	15	16	17	18	19	20
18	19	20	21	22	23	24	25	26	27
25	26	27	28	29	30	31			
Jan. 2020 (102/185 - 22) 20/93					Feb. 2020 (121/185 - 19) 19/112				
M	T	W	Th	F	M	T	W	Th	F
		1	2	3	3	4	5	6	7
6	7	8	9	10	10	11	12	13	14
13	14	15	16	17	17	18	19	20	21
20	21	22	23	24	24	25	26	27	28
27	28	29	30	31					
Mar. 2020 (138/185 - 17) 17/129, 16/128					April 2020 (159/185 - 21) 20/149, 21/149				
M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1	2	3
9	10	11	12	13	6	7	8	9	10
16	17	18	19	20	13	14	15	16	17
23	24	25	26	27	20	21	22	23	24
30	31				27	28	29	30	
May 2020 (179/185 - 20) 20/169					June 2020 (183.5/18 - 4) 4/173				
M	T	W	Th	F	M	T	W	Th	F
				1	1	2	3	4	5
4	5	6	7	8	8	9	10	11	12
11	12	13	14	15	15	16	17	18	19
18	19	20	21	22	22	23	24	25	26
25	26	27	28	29	29	30			

### Calendar Definition

- August 22-23 New teacher inservice days, no school for students
- August 23 Second year teacher inservice, no school for students
- August 26-30 Inservice days (Certified Staff), no school for students
- August 29 **All staff report, Welcome Back Workshop**
- September 2 Labor Day - no school for staff/students
- September 3 First student day, welcome back students!
- October 16 Teacher inservice, no school for students
- October 17-18 No school for staff/students
- November 1 Teacher inservice DCALS/ DCALS North
- November 5 Special Ed. conferences - no school (except Cedar)
- November 5 Cedar School **Only** - school closed for elections
- November 5 Cedar school conferences
- November 28-29 Thanksgiving break - no school for staff/students
- Dec. 23-Jan. 1 Winter break - no school for staff/students
- January 17 Teacher inservice day - no school for students
- January 20 Martin Luther King Day, Teacher inservice - no school for students
- February 17 Presidents' Day - no school staff/students
- March 20 DCALS/DCALS North staff inservice
- March 20 No school DCALS/DCALS North students only
- March 23-27 Spring Break - no school for staff/students
- April 9 Special Ed staff in-service/conference, no school for students receiving Special Education services
- April 10 No school for staff/students
- May 25 Memorial Day - no school for staff/students
- June 4 Last student day
- June 5 Last day teacher, ½ day of duty

### General Calendar Key:

- First and last day of school
- New Certified Staff report for orientation/workshop
- No school for staff or students
- Staff In-service/conferences - No School
- Sp. Ed Conference Day - no school special ed

### Site Specific Notations:

- DCALS/DCALS North staff inservice - no school
- DCALS/DCALS North students only
- JSC in session only
- JSC teacher last day
- Cedar School, Conferences, No Students

**Red Numbers = Teacher Contracted Days**

**Black Numbers = Student Days** Board Approved 4/2/19

**Intermediate School District 917  
Calendar 2019-2020**

1. There are 173 student days, and 185 teacher days, and 175 paraprofessional days.
2. First year teachers work 187 duty days, which includes August 22 and 23, 2019.
3. Second year teachers work 186 duty days, which includes August 23, 2019.
4. Staff assigned to District 917 special ed. programs housed in schools that have regular K-12 programs will follow the calendar of the host district.
5. TESA programing at the Bloomington Transition Center follows the ISD 271 calendar.
6. An additional .5 staff day is counted for evening Open House/Parent Night (Sept. or Oct. depending on program and site).
7. Special Education has two evening conference sessions = one teacher day (Special Ed has evening conferences on Wednesday, October 30, and Wednesday, April 8).
8. DCALS/DCALS North/CTE have Open House/Conferences on October 10.
9. DCALS/DCALS North, Conferences, March 12.
10. CTE has Spring Open House aligned with the Dakota County Technical College Open House date: TBD
11. Teacher In-service dates on October 16, November 1, January 17, and January 20 will be split 3.75 hours of workshop and 3.75 hours of work time.
12. DCALS/DCALS North/CTE on March 20 will have an inservice day
13. Special Education on April 9th have an inservice/conference day
14. Friday, June 5 is 3.75 hours of scheduled work time for staff
15. Paraprofessional training for paraprofessionals working in ISD 917 main sites, and ISD 199, ISD 200, and ISD 271 sites scheduled on October 16.
16. Paraprofessional training for paraprofessionals working in ISD 192, and ISD 194 sites scheduled on January 20.
17. Paraprofessional training for paraprofessionals working in ISD 197 sites scheduled on October 4.
18. Paraprofessional training for paraprofessionals working in ISD 191 sites scheduled on September 30.
19. Itinerant staff work calendars will be confirmed by the Director of Special Education.
20. Juvenile Services Center only: June 7 - June 17, 2019, JSC in session
21. Juvenile Services Center only: June 18, 2019, ½ day Teacher Workshop
22. Juvenile Services Center only: July 8 -August 8, 2019, JSC in session
23. Juvenile Services Center only: June 5 - 15, 2020, JSC in session
24. Juvenile Services Center only: June 16, 2020, ½ day Teacher Workshop
25. Juvenile Services Center only: July 6 - August 6, 2020, JSC in session
26. Special education extended school year will be Mon - Thurs, July 8 - August 1, 2019 (Staff prep day TBD)
27. Special education extended school year will be Mon - Thurs, July 6 - July 30, 2020 (Staff prep day TBD)

	<u>Students</u>	<u>Teachers</u>	<u>Quarters for DCALS and DCALS North</u>	
August	0	5	First	September 3 - October 31 40 days
September	20	20	Second	November 1 - January 16 44 days
October	20	21	Third	January 21 - March 19 42 days
November	18	19	Fourth	March 30 - June 4 47 days
December	15	15		
January	20	22	<u>Semesters for Special Ed sites that follow the 917 calendar</u>	
February	19	19	First	September 3 – January 16 84 days
March/April	37	38	Second	January 21 - June 4 89 days
May	20	20		
June	4	4.5		
Nights	0	1.5 (3*0.5)		
<b>Totals</b>	<b>173</b>	<b>185</b>		

Board Approved 4/2/19

## **Section 3: Health and Safety**

### **Bloodborne Pathogens**

Universal precautions will be observed in the District to prevent contact with blood or other potentially infectious materials. All blood or other potentially infectious material will be considered infectious regardless of the perceived status of the source individual.

Employees who work in situations where it is reasonably anticipated that skin, eye, mucous membrane or parenteral contact with blood or other potentially infectious materials may result from the performance of the employee's duties, must participate in an annual training session, report exposures and receive Hepatitis B immunization or sign a District waiver declining the Hepatitis B immunization. The form was included in your New Employee Packet, if this pertains to your job duties.

Any employee who has an exposure incident, which is contact of blood or other potentially infectious material with the employee's eye, mouth, mucous membrane or non-intact skin (including a human bite), must report the incident to health office staff or to their administrator. See [www.isd917.org](http://www.isd917.org): About, Health & Wellness and Safety Committee, Bloodborne Pathogens.

### **Work-Related Accident Reports and Workers' Compensation**

Any employee sustaining an injury as part of fulfilling a job responsibility should immediately report the accident or injury to their immediate administrator. The employee must call the Nurse Care Line and complete the "*First Report of Injury Report*" and the "*Information and Privacy Statement*". **The Nurse Care Line is 1-844-847-8708. The *First Report of Injury Form* and *Information and Privacy Statement* must be completed and filed with the Business Manager's Administrative Assistant in the Business Office within 24 hours.** These forms are found on the district website at [www.isd917.org](http://www.isd917.org), under For 917 Staff, District Forms, Worker's Compensation Process and Forms. Contact information for UnitedHeartland, our worker compensation insurance carrier, can be found in Appendix D.

Employees who need medical treatment should seek treatment at a facility of their choice. Take and give clinic the "Worker Compensation Address" information for billing purposes. Call 911 in an emergency. The employee must return a "workability report" filled out by the attending physician to their administrator and the business office as soon as possible.

#### **Employee Work-Related Injury Procedures:**

- Know and follow all safety policies and procedures
- Report **all** work related injuries immediately to your supervisor - within 24 hours
  - Reports may be made via e-mail, voicemail or in person
- Call the Nurse Care Line at 1-844-847-8708 for any incident.
- Return signed *Information and Privacy Statement* to your supervisor within 24 hours from the date received from your supervisor
- If medical attention is necessary, inform your treating doctor that recovery at work opportunities are available to accommodate your physical abilities
- At the time of clinic visit, have the doctor complete the required *Workability Report* and

return to your supervisor

- The district provided form can be used or the form can be a clinic form (it should include the clinic name, address and phone number)
- Provide the clinic with *Workers Compensation Insurance Provider Information* for billing purposes
- Provide the Workability Report to your Supervisor same day or within 24 hours of receipt
- If restrictions are imposed in the *Workability Report*, report to work on the next scheduled shift. Follow your doctor's orders and restrictions at home and at work.
- Visit the doctor at the conclusion of restrictions to assure release.

### **Possible Exposure to Body Fluids/Bloodborne Pathogen:**

Follow the guidelines for assessment of possible exposure and post exposure instructions found in bloodborne pathogen post exposure packet, located at either work site or on district website. In addition to the above, please follow directions closely as to what forms need to be completed and returned to 917 licensed school nurse (LSN).

### **Modified Work Assignment Guidelines and Procedures:**

It is the practice of the district to modify work assignments for a limited period to assist employees who are temporarily restricted from performing their regularly assigned duties due to an on-the-job injury.

The following are definitions of terms used in the description of procedures:

- A **modified assignment** position is a temporary position to which an employee is assigned when he/she is unable to return to his/her regular position following an on-the-job injury or illness. The modified assignment position temporarily addresses the restrictions placed on an individual by the employee's treating doctor.
- **Employment related injury** is an injury or occupational disease, which arises out of the course of employment.
- **Physician** in these procedures means a (e.g. Doctor of Medicine, osteopathic medicine, optometry, dentistry, podiatry, or chiropractic who is licensed and authorized to practice as defined in the Minnesota Workers' Compensation Regulations Labor Code).

### **Eligibility:**

To be eligible for participation in a modified assignment position, an employee must provide a written statement from his/her treating physician that he/she is:

- Temporarily unable to perform his/her essential duties, following an employment related injury or illness; **and**
- Capable of carrying out work of a modified nature from his/her regular duties and is expected to return to his/her regular duties within 90 calendar days.

### **Process:**

1. Employee must notify immediate supervisor of incident, call the Nurse Care Line and complete a First Report of Injury for Workers' Compensation.
2. The employee must be seen and evaluated by his/her physician to determine if the employee is able to return to work, and if so, with or without restrictions.
3. When the employee is able to return to work with restrictions, the employee's physician

must complete the appropriate form indicating the specific restrictions, and the duration of those restrictions. Clarification regarding temporary restrictions may be requested of the treating physician.

4. Taking into consideration the information provided by the physician, the employee's administrator, in consultation with their immediate supervisor, will determine if a temporary modified assignment can be offered. It should be understood that there may be instances in which the district will not be able to offer a modified assignment.

If the employee's program of assignment is unable to meet the employee's need for a modified assignment, the employee may be assigned to another program that can accommodate the restrictions.

In most cases, there will not be an adjustment in the compensation of the employee that is placed in a modified position.

If a modified assignment is identified for an employee, the district will provide a job offer letter that shall include:

1. The assignment offered.
2. The location and duties of the assignment offered.
3. The wages for the assignment offered.
4. The duration of the temporary work assignment.
5. A statement acknowledging that the employer is knowledgeable about and will abide by the limitations under which the treating physician has authorized the return to work.

An employee may choose to accept or refuse the assignment offered. However, an employee who refuses a modified assignment offer is subject to termination. Rejection of the assignment offer might also result in cancellation of income benefits under Workers' Compensation Insurance.

A modified assignment offer will be extended for an initial period not to exceed 90 calendar days. The duration of approved time will be based upon the information provided by the employee's physician. If the employee is unable to return to work at full duty after the initial approved time, he/she may request a continuation of a modified assignment not to exceed a total of 90 days.

An employee requesting an extension of a modified assignment, beyond the originally approved amount of time in the modified assignment offer letter, must submit documentation to the district from his/her treating physician. This document should include what limitations continue to exist and the probable duration of those limitations.

An employee who is unable to return to his/her regularly assigned duties at the end of the modified assignment agreement may request a leave of absence under his/her employment contract agreement or may elect to terminate his/her employment with the district.

If the employee believes that the condition is permanent, progressive, or chronic, the employee may pursue their options under the Long-Term Disability Insurance provisions of their contract to determine if they are a qualified individual with a disability.

**Student Injury/Accident:**

Any employee with knowledge of an injury to any student is required to notify a nurse or

administrator as soon as possible. The student injury/accident report form is to be completed; an additional form may be required if the injury was the result of student behavior. Per 917 LSN discretion, the student injury report form may need to be sent to the Business Office in order to be processed with the insurance company.

## SafeSchools Training

Annually, we are required by statute to conduct training activities for various employee groups, and in some instances, all staff. The system used is called SafeSchools and it is linked on our website.

There are numerous courses available through SafeSchools. Not all of these are statutory requirements, but all could be beneficial to staff based upon their work assignment. We have consulted with our administrators and determined which courses are most appropriate for various employee groups.

The teachers' Relicensure Committee has agreed that one clock hour of continuing education credit will be granted for each in-service completed online. After completion of training, the employee can print off a certificate for verification. Please call Lynn Morris at (651) 423-8358 if you have questions regarding these continuing ed credits.

Below are step-by-step instructions for accessing SafeSchools. You may do this from a district computer or, if you would like, you can access SafeSchools from home or any other computer. If you choose to take a SafeSchools course outside of normal work hours, it will be on your own time and will not be eligible for timesheet payment.

Every staff member is required to complete Sexual Harassment, Blood Borne Pathogens training, and Code of Ethics and Standards of Conduct training annually. These courses must be completed by **October 1**. In addition, your administrator may have assigned you additional courses that pertain to your job.

- See the district's website at <http://www.isd917.org>
- Click on For 917 Staff
- Log in with your daily computer password to get into "For 917 Staff"
- Then log in to Safeschools Online Training
- Login for SafeSchools is your e-mail address
- No password is required
- Complete all courses listed

The classes which you are required to complete are listed for you. Please choose the course you would like to start with. Start with the introduction and work your way through all sections. The Quiz is the final section and everyone will need to show proficiency at 80% correct. 90% proficiency for Defensive Driving.

There is no time limit for taking the course. You can start and stop during the courses and always come back and finish. You cannot just go to the QUIZ and take it though. You must review all the sections. The quiz is usually only about 10 questions.

When you are finished and passed, it will say “Congratulations! You’ve completed this course. Get a certificate of completion.” If your score is less than the minimum score, then you have to retake the test until you pass. You may take the test over as many times as you wish. The course will be listed as a “course in progress” until you have successfully completed it.

If you have questions, you may contact Linda Berg at 651-423-8214 or email [linda.berg@isd917.org](mailto:linda.berg@isd917.org).

Once you passed the required course, you may print your “Certificate of Completion” if you wish. If you need Continuing Education Credits, print the certificate so you have it for your file. **The District Office does not keep these certificates so if you need them for continuing education credits, this is your responsibility to print them and keep them.**

## **Fire Drills and Emergency Evacuation of Building**

Fire drills are held periodically during the school year. Each instructor will inform their students of the exit or exits that are to be used in emergency situations. It is the responsibility of the instructor to become familiar with the evacuation routes and assist their students in safe evacuation procedures. Please see your administrator for the evacuation chart and proper route to exit if there is an emergency and/or drill. Everyone must evacuate the building when the alarm sounds.

## **Indoor Air Quality**

Indoor air quality includes but is not limited to temperature, ventilation and air pollutants in school buildings. The School District has an Indoor Air Quality Management Plan. The purpose of the plan is to proactively manage indoor air and provide a healthy and safe indoor environment for students, staff, and community. The district has an Indoor Air Quality Plan coordinated by the Executive Assistant. Staff who have concerns about indoor air quality should direct them to their administrator. They can also complete an Indoor Air Quality Complaint Form which is found on the website at [www.isd917.org](http://www.isd917.org): About, Health Wellness & Safety Committee, Plans, Tools, and Forms for Health, Wellness and Safety, IAQ Complaint Form. The administrator, building custodian, IAQ Coordinator may be involved in an investigation of the concern.

## **Smoking Restrictions**

Smoking is not permitted in the Main Campus DCTC building, grounds, or any building or vehicle owned/leased by District 917. Please check with your administrator as to smoking restrictions for the building in which you work.

## **Section 4: Human Resources, Payroll, and Benefits Information**

### **Contracts/Master Agreements**

Master Agreements for all collective bargaining units can be found on the website at [www.isd917.org/employment](http://www.isd917.org/employment): Contracts/Union Groups.

### **Job Postings**

Job vacancies are posted on the District's website via the Applitrack applicant tracking system at [www.isd917.org/employment](http://www.isd917.org/employment): Job Openings.

Internal candidates for a position should submit a letter of interest and an updated application via Applitrack. Some bargaining units have specific criteria to be considered. Employees should check their collective bargaining agreement for more information. Successful candidates must provide official transcripts and proof of licensure, if in a position for which a license is required.

Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered to be finalists for a position. *Finalist* means an individual selected for an interview prior to selection. The following personnel data that is collected on current and former applicants is public: veteran's status, relevant test scores, job history, education and training, and work availability.

### **Resignations**

The more notice that a professional can provide the District about their departure plans, the better. Standard expectation for support/unlicensed positions is at least two weeks' notice, however, some contracts require more notice or have specific timelines.

As per Minnesota Statute 122A.40, subdivision 7, licensed staff working under the Teacher contract on a continuing contract with the District are required to submit their written resignation prior to April 1. If an agreement for the terms and conditions of employment for the succeeding school year has not been adopted prior to March 1, the teacher's right to resign extends to the 30<sup>th</sup> calendar day following School Board adoption of the collective bargaining agreement. If an agreement for the terms and conditions of employment for the succeeding school year has not been adopted prior to the end of the last agreement (June 30), the teacher's right to resign for the upcoming school year ends on July 15<sup>th</sup>.

Teachers who do not submit their resignations in a timely manner may not be released from their contracts.

## Changes to Personal Information

### Where do I make changes to my personal information, such as my address, phone number, or my bank account for direct deposit?

Almost all personal information can be changed by the employee through the Employee Access Center (EAC). Directions for the EAC are provided on the following pages.

There are two (2) informational items that **cannot** be changed via the EAC. These include:

1. Name changes
2. Changes to your banking/direct deposit information

Please see above for direct deposit change information. Name changes require copies of legal documentation, so they must be submitted in paper-form. The form is located at [www.isd917.org](http://www.isd917.org): For 917 Staff, District Forms, HR and Payroll Forms.

## Paychecks

Payroll checks are distributed through direct deposit to employees' bank accounts on the **15<sup>th</sup>** and the **last day** of each month, or the day prior to a weekend or holiday, which includes the normal payroll date. Additions or changes to direct deposit must be submitted via paper form with supporting account verification documentation to Audrey Weiler, Payroll Specialist, in the Business Office. Forms are available on the website at [www.isd917.org](http://www.isd917.org): For 917 Staff, District Forms, HR and Payroll Forms, Direct Deposit Form. To view and/or print your paystubs, follow the directions for the EAC on the upcoming page.

***Payroll checks will no longer be mailed to employees who have not enrolled in direct deposit. Payroll checks must be picked up in-person at the ISD 917 Business Office on pay day.***

## Employee Access Center: Pay Information System

### What is the EAC?

Intermediate School District 917 has adopted the eFinancePlus Employee Access Center (EAC) system for employees' use. With the EAC, all information regarding your pay stub, leave balances, personal information (address, phone number, etc.), tax withholdings, W-2s, and other information is available on a secure website, where you can access, change, and print information from any computer, anytime, anywhere. Specific browsers are needed.

**Direct Deposit:** In accordance with Minnesota Statute section 471.426, the district is requiring all district employees sign up for direct deposit. All documentation for direct deposit must be submitted in paper-form with account verification for security reasons. The District does not accept direct deposit changes over email or phone. Please submit the change form for direct deposit at least three (3) weeks before the intended change. It is recommended that employees do not close your previous account prior to confirming that your pay will be deposited into the new account.

The direct deposit enrollment form can be found on the District website, [www.isd917.org](http://www.isd917.org): For 917 Staff, District Forms, HR and Payroll Forms, Direct Deposit Form.

### **How will I know what to do?**

The system is very easy to use. Please refer to the EAC instructions available on the District webpage and within this Staff Handbook on the following page.

For the link to EAC, you can go to the district web page [www.isd917.org](http://www.isd917.org): For 917 Staff, Links. Click on 'Employee Access Center'. This will bring up the EAC login page. You can also access the EAC directly at: <https://isd917.efp.tiescloud.net/employeeaccess>

### **Who do I contact if I have questions?**

- Lauren Kelly, HR Coordinator at [Lauren.Kelly@isd917.org](mailto:Lauren.Kelly@isd917.org) or 651-423-8652
- Audrey Weiler, Payroll Specialist at [Audrey.Weiler@isd917.org](mailto:Audrey.Weiler@isd917.org) or 651-423-8245

## **District Identification**

All school district personnel are required to have and to wear a photo ID when working at or visiting a school site during student-contact hours. Employees who have lost or damaged their ID cards (\$10 replacement fee) or have had a name change should arrange for a replacement. District Photo Identification cards are taken at Dakota County Technical College in the District Administrative Office. Please contact Lauren Kelly, HR Coordinator, at [Lauren.Kelly@isd917.org](mailto:Lauren.Kelly@isd917.org) for assistance. If your work at Alliance Education Center or Cedar School, please get an ID at that location. Cedar staff have two badges, one for ISD 917 and one for ISD 191.

## **Employee Assistance**

All of us experience times when a personal problem or crisis affects the way we function at work and home. ISD 917 has partnered with a vendor to provide FREE, confidential assessment, short-term counseling, referral, and follow-up for you and your family.

A licensed counselor will assist you in assessing your situation, finding options, making choices, or locating further help. The program provides help in many areas including relationship issues, alcohol and other drug problems, work concerns, loss and grief, financial and legal concerns, depression, anxiety, and many other life challenges.

See [www.isd917.org](http://www.isd917.org): For 917 Staff, Employee Benefits, Employee Assistance Program (EAP) for more information.

## Intermediate School District 917



# Employee Access Center (EAC)



The **Employee Access Center (EAC)** is a single, integrated system that offers you easy and immediate access to your personal information. The EAC is a web-based product, which means that you must access the system by using the internet/intranet, via one of the following compatible browsers:



Internet Explorer



Firefox



Safari

Your **initial access** to the Employee Access Center (EAC) is as follows:

**Login URL** (updated May 31, 2019): <https://isd917.efp.tiescloud.net/employeeaccess>

**User ID:** Your ISD 917 email address (firstname.lastname@isd917.org)

**User Password:** Last 4 digits of your SSN (*please change once you become comfortable with the system*)

### Employee Login Screen

Database: [Live Database] v  
User ID: 93  
Password: \*\*\*\*  
Login  
Forgot your Password?

### Information available through the Employee Access Center (EAC)

- View and update your personal information
- View your current and past paystubs
- View salary and benefits (deduction) information
- Print W2 information for tax purposes
- Update your federal and state tax withholdings
- View your available leave and past leave information
- Calculate paycheck scenarios using the “What If” Paycheck Calculator

**Benefits enrollment must be done through PlanSource.** You will receive an email to your ISD 917 account from PlanSource with your login information. You are eligible for benefits the first day of the month, following your date of hire. Open enrollment for the next calendar year occurs in November.

**All leave requests must be made through our absence reporting system (AESOP).** You will receive your AESOP login information from the administrative assistant of your program/site. Please consult your employment contract for information regarding your available leave.

Questions about the Employee Access Center (EAC)? Please contact:



Lauren Kelly, Human Resources Specialist – [Lauren.Kelly@isd917.org](mailto:Lauren.Kelly@isd917.org) – 651-423-8652



## **Section 5: Technology and Social Media**

### **Initial Email and Website Access Instructions**

Your ISD 917 email account will be set up by Cory Langenfeld, Technology Coordinator, ***within a week of your start date***, if you have provided Human Resources with all the requested new hire employment paperwork prior to your start date, as requested.

#### **To access your ISD 917 email account:**

1. Go to google.com
2. Sign out of any other account, then sign in to your new isd917.org account:
  - Your new account is: legalfirstname.lastname@isd917.org  
Example: cory.langenfeld@isd917.org
  - Password for the initial login is: Winter-17
3. You will be asked to change your password. Change it.
4. Then click on G-mail.

#### **To setup Gmail, Google Calendar, and Google Contacts on your cell phone:**

The iOS Settings App, Mail, Calendar, and Contacts section contains built-in support for Gmail, Google Calendar, Google Contacts, and related services:

1. Launch Settings from your Home screen.
2. Tap Mail, Contacts, Calendars.
3. Tap Add Account.
4. Tap Google.
5. Enter your name, Gmail email address, password, and a descriptive name.
6. Select which services you want to leave on for sync: Mail, Calendars, and Notes.
7. Tap Save.

#### **To access staff-only content on the ISD 917 website:**

1. Go to: <http://www.isd917.org/>
2. Click on: 'For 917 Staff'
  - When you choose staff-only content, you will be prompted to login.
3. When prompted to login:
  - Our ISD 917 website tied to your ISD 917 google email account. When you click on the login button on the website you will see a button to: LOG IN WITH GOOGLE.
    - If you are logged into your browser, you will automatically be logged into the website.
    - If you are not logged in the browser, it will ask you to pick your account.
  - Log in using your Google email information.

**Questions?** For technology assistance, please visit the District website [www.isd917.org](http://www.isd917.org/): 'For 917 Staff' and submit an 'IT Help Request' form or contact Cory Langenfeld at [Cory.Langenfeld@isd917.org](mailto:Cory.Langenfeld@isd917.org) or 651-423-8290.

## Voicemail

Teachers should communicate their work extension numbers to the parents of their students. All employees are expected to check voicemail messages daily and to return calls promptly (typically within 24 hours or upon return to work). Voicemail messages are also to be deleted promptly.

Personal voicemail greetings are to be courteous, concise and professional. Voicemail users should include an indication of when messages will be picked up/returned and/or how to reach the employee personally. During summer break or other vacation periods, personal greetings should be changed to announce that voicemail is not being monitored and to direct callers to the main office.

## Social Media: #WeAre917

**What:** ISD #917 is growing our Facebook, Twitter, Instagram & YouTube channels. We have partnered with [#SocialSchool4EDU](#) – a company that specializes in helping schools celebrate their students and connect with the community.



[Facebook - @intermediate917](#)



[Twitter - @intermediate917](#)



[Instagram - @intermediate917](#)



[YouTube - ISD #917](#)

### Why:

1. Celebrate our students
2. Keep parents, students, community & alumni in the loop of what is happening at our schools
3. Promote events and share information
4. Build an ongoing conversation of the positive impact our programs are making in the lives of our students

### What do I need to do?

Submit photos and short descriptions to **your program administrator** – a goal of twice per month for each faculty/staff member.

- Smartphone pictures are great
- Focus in on 1 or 2 children, group shots don't capture the moment as much as in-the-moment action shots

- Promote pages to your classroom - encourage them to tell parents, grandparents, neighbors and friends.
- Like and follow our pages if you have social media accounts
- Use **#WeAre917** to help promote school events!

**Get in on the fun!** Submit a paragraph to **your program administrator** telling us a bit about you. Include the following:

1. Name and position
2. Career experience
3. Family, hobbies, fun facts
4. Why you love working at ISD917

Send along one or two fun personal photos. We will use these photos and paragraphs each week in a Staff Feature post on Facebook. These posts see some great engagement. Your community wants to get to know and support you!

**Go LIVE!** Facebook LIVE is a great way to share your story. [Learn more about Facebook LIVE here.](#) Reach out to your account manager if you are interested in trying this!

#### **FAQ's regarding Social Media:**

- ***What about student privacy?*** We will work with the appropriate teachers on communicating the students who can't be pictured so you can avoid having them included on social media photos. Please do not send these photos in for posting.
- ***Can the public comment on the posts made?*** Yes, we want to encourage an interactive environment where others can post their thoughts and provide valuable feedback on our school district.
- ***What if someone posts something inappropriate?*** We have the ability to delete posts and even ban users that are posting inappropriate content. We have internal and external administrators of our accounts who are responsible for reviewing content. Responding to negative feedback in a positive way can actually help our community see how proactive we are in taking steps to resolve issues.
- ***If I "like" the school's Facebook page, will other people have access to my personal account?*** No, the only information that others will see will be your profile photo and your name. If you choose to comment on a post, they will also be able to see just that post.
- ***What about including names?*** At this point the standard is to avoid using names unless necessary. If there is special recognition, then it may be appropriate to include the student's name. You do not need to worry about including names with your pictures, but you should always include a short description of what is happening in the photo.
- ***What if I, as a staff member, do not want my picture published on social media?*** It is your responsibility to communicate your desire not to be featured on social media to your team. Staff should respect the desire of their co-workers by not sending photos of staff who do not want their picture used to the program administrator.

## **Section 6: Reimbursement and Purchasing**

### **Expense Reimbursement**

If you have work expenses (i.e., mileage) which are authorized by district policy and approved by your administrator, fill out the "Employee Mileage and Expense Form" and submit it to your administrator. Forms can be found at [www.isd917.org](http://www.isd917.org), For 917 Staff, District Forms, District, Business and Employee Forms.

All employee reimbursements will be paid on the 2nd and 4th Thursday of each month. This will include expenses from Mileage Reports, Check Requests and Student Activity Check Requests. All receipts and proper documentation referencing the expense must be submitted by the Friday before the payout. The original receipts need to be submitted. If there are staff members or students included in the expense, such as expenses for field trips, a list of attendees is needed. The reason for this change is to make this process more efficient. We have to track checks that have not been cashed and in some cases void and re-issue checks. This process puts your money directly into your account. Providing the proper documentation will ensure a timely turnaround. **Timeliness for submitting reimbursement requests for expenditures is critical, any expenditures turned in after 60 days from the occurrence date are reported as taxable income as required by the IRS.**

### **Purchasing**

To protect the legal and financial interests of the District, all commitments to supplies for goods or services are made through written purchase orders and contracts issued by the Purchasing Department. All procurements are to be made in compliance with applicable federal, state and local law, directives and executive orders. Compliance with the requirements of the Uniform Municipal Contracting Law is specifically the responsibility of the Purchasing Office. District 917 is not responsible for purchases made by employees or individuals associated with the school district who do not have prior approval and fail to follow general purchasing guidelines.

- A. A purchase requisition form is a program's request that the purchasing department purchase or contract for goods or services that are within the approved budget.
  - a. Employee completes a purchase requisition form for goods or services needed and attaches all supporting documentation necessary to place the order or service required.
  - b. Employee forwards completed requisition to their administrator for approval and any additional routing, then the requisition is forwarded to the Purchasing Department.
- B. The purchase requisition is carefully reviewed by the Buyer for the following:
  - a. All necessary signatures;
  - b. Appropriate budget codes;
  - c. Dollar amount (see Guidelines below);
  - d. If the vendor has already been set up, or needs to be set up, which would include the following: Business name, address, telephone and fax number, e-mail address and completed W-9 form;

- e. Requisition data entered electronically into the E-Finance system, creating a Purchase Order;
- f. Purchase order and encumbrance summary is processed by Purchasing Department;
- g. Purchase order is placed to vendor, via fax, e-mail, internet, postal service or confirmed by phone;
- h. Orders are shipped to DCTC warehouse unless other is indicated on purchase requisition;
- i. Once order has been received, packing slips are initialed by requisitioner and sent to accounts payable.

**Purchasing Guidelines:**

- A. Under \$999.00 no quotations are needed.
  - a. \$1,000 to \$24,999 two written quotes are required to be established by the purchasing department
  - b. \$25,000 to \$50,000 three written quotes are required to be established by the purchasing department.
  - c. Any purchase exceeding \$50,000 must follow formal Sealed Bid guidelines:
    - i. Advertising for Bid (two-weeks prior to opening date) must include time, place of bid, detailed description of item, or project, where to acquire bid forms, who to contact with questions and where to send the bid envelope;
    - ii. Bid bond requirement at time of bid opening. Afterward, payment and performance bonds, certificate of insurance and signed contract are required. Bids must be kept on file along with the bid tabulation and proof of school board approval.

## **Section 7: Teacher/Licensed Staff-Specific Information**

### **Teacher Forms**

Forms such as Lane Changes, Clock Hour Approvals, etc, can be found at [www.isd917.org](http://www.isd917.org): For 917 Staff, District Forms, Teacher Forms.

### **Teacher License Renewal**

The Continuing Education Committee follows Professional Educator Licensure and Standards Board (PELSB) rules to evaluate continuing education activities and recommend renewal of five-year licenses and the teaching verification needed for initial continuing licensure. Each teacher who is renewing a five-year license is required to complete 125 clock hours with specific training in the areas of: positive behavioral interventions; modification, accommodation, or adaptation of curriculum, instruction, or materials for students with special needs; reading preparation; mental illnesses; suicide prevention; cultural competency; and district approved training in meeting the needs of English Language Learners. A handbook on licensure and re-certification is available from the relicensure committee. Teachers may submit license renewal applications any time after January 1 of the year in which the license expires. Teachers may not teach without a current license or approved PELSB permission/variance. It is the responsibility of every teacher to maintain a current license at all times. Failure to do so may result in discipline.

## **Section 8: Public Laws and District Policies**

(in alphabetical order)

This summary is ***not*** exhaustive of all public laws and policies pertaining to education and the District work environment. This section is provided for general informational reference only. Full policies can be found at [www.isd917.org](http://www.isd917.org): About, School Board, Policies.

### **Alcohol and Illicit Drugs - District Policy 418:**

No employee shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor or unlawfully manufacture, distribute, dispense, possess or use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance while on school property or at a school-sponsored event.

Any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the District. Any employee who fails to satisfactorily participate in and complete such a program is subject to non-renewal, suspension or termination as deemed appropriate by the School Board.

### **Americans with Disabilities Act – District Policy 402:**

Title I of the Americans with Disabilities Act of 1990 (ADA) protects qualified individuals with disabilities from discrimination in employment. Employment decisions must be based on the person's ability to perform the job, not on the person's disability. When necessary, reasonable accommodation to perform essential functions of the job can be requested and will be provided unless it imposes an undue hardship on the District.

A qualified individual with a disability is a person who has the required skills, experience, and education needed for the position and can perform the essential functions of the position, with or without reasonable accommodation. Essential job functions are those that are fundamental and necessary to the position. In other words, the position exists to perform these particular duties. For example, a teacher must be able to teach, but whether or not the teacher can walk may not be essential to the position. Reasonable accommodation is any change the District would make that would help a qualified person with a disability to perform the essential job functions. In the preceding example, if the teacher uses a wheelchair, it could mean elevating a desk and/or raising or lowering other furniture.

### **Bullying Prohibition Policy – District Policy 514:**

ISD 917 is committed to fostering and maintaining a safe and civil educational environment in which all members are treated with dignity and respect. The district strictly prohibits bullying which means any written or verbal expression, physical act or gesture, or pattern thereof, that is intended to hurt, threaten, upset, distress, or frighten. Bullying includes, but is not limited to; conduct against a person that a reasonable person under the circumstances knows or should know has the effect of: harming a student, damaging a student's property, placing a student in fear of harm

to person or property, creating a hostile work environment, etc.

This policy applies to students, staff, volunteers and all others on school district property. Individuals who bully are subject to discipline. Any individual who believes he or she is a victim of bullying should report it to a trusted adult; the building administrator or the Superintendent. Reprisal of any kind against any person who makes a good faith report about bullying is strictly prohibited.

## **COBRA (Consolidated Omnibus Budget Reconciliation Act):**

The Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) is the federal health care continuation law which requires that if an employee or other qualified beneficiary loses employer provided health coverage due to termination of employment or another specified triggering event, the group health plan offers continued healthcare coverage to the qualified beneficiary.

COBRA coverage has limited duration. In most cases, the maximum COBRA period is 18 or 36 months from the date of the qualifying event. The District offers continuation coverage for each group health plan under which health benefits are provided, i.e., health insurance, dental insurance and life insurance.

The following specific events can be considered triggering events if they result in a loss of coverage:

- Death of the covered employee;
- Voluntary or involuntary termination of the covered employee's employment other than by reason of gross misconduct;
- Retirement;
- Reduction of hours of the covered employee's employment;
- Divorce or legal separation of the covered employee from the employee's spouse;
- Covered employee becomes entitled to benefits under Medicare;
- Dependent child ceases to be a dependent child under the generally applicable requirements of the plan.

An employee or his/her spouse or dependents must notify Janet Bear-Rivard, Benefit Administrator at PlanSource, Inc. 612-256-0842, of triggering events that allow for continued health care coverage. See [www.isd917.org](http://www.isd917.org): Employee Benefits, Flex Benefits Information and Forms for a link to the PlanSource website.

More COBRA information is also provided in Appendix A within the Staff Handbook.

## **Communicable Diseases – District Policy 420:**

It is the policy of the School Board that students with chronic infectious diseases not be excluded from attending school in their regular classrooms so long as their attendance does not create a substantial risk of the transmission of illness to children or employees of the School District.

Employees with chronic infectious diseases are not to be excluded from attending to their customary employment so long as they are physically able to perform tasks assigned to them and

so long as their employment does not create a substantial risk of the transmission of illness to children or employees of the District.

Public concern regarding communicable diseases is neither an excuse nor defense for the violation of data privacy rights of students or employees who have or are rumored to have such illnesses.

### **Conflict of Interest:**

No employee of District 917, including any member of the Board of education, nor any person connected with the public school system in any capacity, shall be interested directly or indirectly in the sale, proceeds, or profits of any book, apparatus, furniture, or product used, or to be used, in any school with which one is connected in any official capacity.

This section shall not apply to a person who may have an interest in the sale of a book as its author provided the employee does not participate in the selection process.

### **Copyright - United States Code Title 17:**

Employees are personally responsible for compliance with, and knowledge of existing copyright statutes and laws. Generally speaking, a copyright is created automatically when an original work is fixed in any tangible medium of expression that can be perceived, reproduced or communicated. A copyright gives the owner exclusive rights to reproduction, adaptation, publication, performance and display. There are limited fair use exceptions that would permit an educator to use copyrighted material for scholarly work or teaching. A fair use exception gives the non-owner the privilege of using copyrighted material without consent of the owner. In general, a teacher can make a single copy of a page, chapter or article for personal use.

### **Discrimination – Title IX – Policy 402:**

No person shall, on the basis of sex, race or religious preference be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity in the School District.

Administration shall comply with Title IX Regulations promulgated by the U.S. Department of Education, Minnesota Statutes, and the Minnesota Department of Education guidelines implementing this policy.

#### **Human Rights Officer and Alternates:**

Human Rights Officer	Don Budach 651-423-8426	Assistant Director/Principal DCTC Main Campus
Alternate	Lauren Kelly 651-423-8652	Human Resources Coordinator DCTC Main Campus
Alternate	Eric Van Brocklin 651-423-8259	Secondary Lead Principal DCTC Main Campus

Alternate

Nicolle Roush  
651-423-8227

Business Manager  
DCTC Main Campus

It is the responsibility of the instructional administration to incorporate processes into all regular review and selection of curriculum – materials and experiences – through which it may be determined whether there is evidence of racism, sexism, or religious discrimination.

### **Election Day - MN Statute 204c.03:**

Except for regularly scheduled classes, a public elementary or secondary school may not hold a school-sponsored event between 6:00 PM and 8:00 PM on the day that a major political party precinct caucus or a regularly scheduled election is held in any political subdivision in which that school is located.

### **Email and Electronic Devices - MN Statute 13.05 – Policy 490:**

Email is intended for educational and organizational communication. The use of email for private purposes is strongly discouraged. Employees are responsible for the content of emails they send. They are also responsible for the appropriate handling of email they receive. If an employee receives email that is inappropriate, the employee should place the email in the junk mail trash. Data maintained by a government body in electronic form falls under the purview of the Minnesota Government Data Practices Act. Accordingly, all of the classifications of data that are created within the Act must be respected within an electronic storage system. **All mail created on publicly owned computers is public information.** The employee does not have a guarantee of privacy. Even if email has been deleted by the user, there likely is still a record of it in the computer. Email users should **NOT** send candid and informal messages that they would never put in a memo or a letter. Email indiscretions may fall under the Minnesota Government Data Practices Act.

### **Emergency Closings – District Policy 466:**

When the start of a school day is delayed due to an emergency, and unless directed otherwise, staff members are expected to report to work at their usual time or as soon as practicable thereafter. Employees are not excused from any portion of their normal workday as the result of a late start for students unless expressly dismissed by the Superintendent or their designee. For early dismissal, the type of emergency and student departure schedule will determine how long personnel are to remain in the building and the duties they will perform.

Upon notice that school will be closed due to an emergency, unless expressly dismissed with pay by the Superintendent, compensation for the day is governed by the respective employment agreement. Makeup days, if any, will be scheduled by the Board of Education. Do not come to work if told not to report. If non-exempt (hourly) employees report on a day that they are told not to, they will not be paid for the day.

Delayed starts, early dismissals and school closings will be communicated on the Infinite Campus

Instant messaging system and broadcast on WCCO – TV Channel 4.

### **Eye Protective Devices - MN Statute 126.20:**

Every person shall wear industrial quality eye protective devices when performing any function in connection with activities taking place in eye protection areas. Protective eyewear is provided to protect the employee. For more information on Personal Protection Equipment, written plans can be found on the website at [www.isd917.org](http://www.isd917.org), under About, Health, Wellness, & Safety Committee.

### **Family Medical Leave Act (FMLA), Policy 410:**

The District will provide up to twelve workweeks of unpaid leave in a twelve-month period for any of the following reasons:

- The birth of a child;
- The placement of a child for adoption or foster care;
- The care of a child, spouse, or parent with a serious health condition;
- An employee's own serious health condition; or
- Qualifying exigency related to an immediate family member in the military on "covered active duty"

Regular full-time and part-time employees who have been employed for at least one year and who have worked at least 1,250 hours during the 12 months prior to the leave start date are eligible. Time off for illness, personal, vacation, or unpaid time off do not count toward the hour minimum. Spouses who are both employed by the District are limited to a combined total of 12 workweeks of family leave for the birth or placement of a child or to care for a parent (but not a parent-in-law) who has a serious health condition. Employees are required to use all of their accrued paid leave before moving to unpaid leave. Contact the Benefits Specialist at 651-423-8493 for more information or to request forms, which are also available on the District website at [www.isd917.org](http://www.isd917.org): For 917 Staff, Employee Benefits, Leave of Absence. For the complete policy go to the District website [www.isd917.org](http://www.isd917.org): About, School Board, Policies.

### **Gifts and Donations:**

Gifts to the School District must be acknowledged by a resolution by the School Board of Education at each monthly board meeting. Employees are responsible for notifying their direct supervisor of any gifts/donations. Acceptance of the gift is recommended by the administrator. The recommendation is then forwarded to the Superintendent for Board action. The purpose of this policy is to assure that the contribution is properly recognized, and the gift is of use and value to the District.

## **Grievance Procedures:**

A grievance is a claim by an employee that there has been a violation, misinterpretation, or misapplication of a District policy or regulation adopted by the Board or a written administrative procedure. Grievances may also be made by employees with a negotiated master agreement disputing the interpretation of terms and conditions of employment contained in the master agreement. Contract grievance timelines are described in individual master agreements. See [www.isd917.org](http://www.isd917.org), For 917 Staff, Employee Contracts and Classifications.

Generally, if an employee believes there is a basis for a grievance, the employee needs to discuss it within a short time (10 days for non-contract items) with his or her administrator. The administrator shall make a written response, again within a short time (7 days for non-contract items). In the event the employee is not satisfied with the disposition of the alleged grievance by the administrator, the employee needs to submit a copy of the original grievance and a copy of the first written response to the Superintendent (again with 10 days), who may appoint a designee to hear the grievance at Level II (again within 7 days).

## **Internet Use – District Policy 490:**

Staff is expressly prohibited from using District Internet resources to access, upload, download or distribute any material that violates ISD 917's violence/harassment or respectful behavior policies; violates any local, state, or federal statute; access another person's materials, information or files without the implied or direct permission of that person; violates copyright laws; or use for unauthorized commercial purposes and financial gain. The use of the internet for private, non-educational purposes is strongly discouraged. A form was included with your new employee packet to fill out, sign and return to Personnel.

## **Mandated Reporting of Child Abuse, Sexual Abuse and Neglect – MN Chapter 626 – Policy 6.361:**

“Subd 3. Persons mandated to report: A person who 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, shall immediately report the information to the local welfare agency, policy department, or the county sheriff if the person is “a professional or professional's delegate who is engaged in the practice of the healing arts, social services, hospital administration, psychological or psychiatric treatment, child care, education, or law enforcement.” Effective August 1, 2002, a mandated reporter who knows or has reason to believe that two or more children not related to the perpetrator have been physically or sexually abused by the same perpetrator within the preceding ten years must also report to the appropriate agency.

A school employee must report to the appropriate agency. It is not sufficient to report only to your immediate administrator. It is not the employee's responsibility to determine the validity of a given report. It is the duty of every mandated reporter to report.

Any person mandated to report who fails to do so shall be guilty of a misdemeanor. Any mandated reporter who fails to report abuse of the nature specified as of August 1, 2002, is guilty of a gross misdemeanor.

School personnel suspecting child abuse, sexual abuse, or neglect by individuals who are not employees of the district shall report the situation to either the appropriate law enforcement agency or the appropriate county welfare agency and notify his/her immediate administrator of such action.

Effective July 1, 1999, the Minnesota Department of Education or the local police department are agencies responsible for assessing and investigating child maltreatment allegations that occur in the school setting by employees of the District. A person who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically abused within the preceding three years by school staff in the school setting, shall immediately report the information to the police or the Minnesota Department of Education.

An oral report must be made within 24 hours of receiving the information. A written report must be filed within 72 hours of the oral report.

Anyone making a report of abuse or neglect is provided immunity and cannot be prosecuted for reports made in good faith and his/her name is confidential, accessible only by court order.

When carrying out reporting procedures as required by state legislation, education employees who report to a welfare or law enforcement agency, District officials or the Minnesota Department of Education that a child is being physically or sexually abused will be protected and supported by the School District. This support and protection also applies when an educator must self-report or report a colleague.

The District prohibits retaliation against a person for reporting in good faith. A verbal report of the alleged abuse must be made immediately to the respective county where the student resides (within 24 hours maximum) to **Dakota County Children & Family Intake 952-891-7459; Hennepin County Child Protection Services 612-348-3552; Ramsey County Child Protection 651-266-4500; Scott County Child Protection 952-496-8959.**

### **Notice of Privacy Practices:**

See [www.isd917.org](http://www.isd917.org): For 917 Staff, District Forms; District, Business and Employee Forms; Notice of Privacy Practices.

### **Paid and Unpaid Leaves:**

Leave provisions for staff vary depending on their union agreement or their board approved terms and conditions. It is recommended that you familiarize yourself with your agreement before you have a need to be absent from your assignment. More information can be found on the district website at [www.isd917.org](http://www.isd917.org): For 917 Staff, Employee Benefits, and Leave of Absence.

## **Patriotic Observances - MN Statute 120A.42:**

The governing body of any district may contract with any of the teachers of the district for the conduct of schools, and may conduct schools, on either, or any, of the following holidays, provided that a clause to this effect is inserted in the teacher's contract: Martin Luther King's birthday, Lincoln and Washington's birthdays, Columbus Day, and Veterans' Day.

On Martin Luther King's birthday, Washington's birthday, Lincoln's birthday, and Veterans' Day at least one hour of the school program must be devoted to a patriotic observance of the day.

Teachers should check with their administrator regarding the school's practice for meeting this requirement.

## **Personnel Records:**

All evaluations and files generated within a school district relating to each individual employee shall be available during regular school business hours to each individual employee upon a written request. The employee shall have the right to reproduce any of the contents of the files at the employee's expense and to submit for inclusion a response to any material contained therein; provided, however, a school district may destroy such files as provided by law.

All file material to be included in an employee's personnel file must be forwarded to Personnel by June 30 of the year of occurrence.

## **Probationary Period for Teachers – MN Statute 122A.40:**

The first, second, and third consecutive years of experience for employees defined by MN Statute 122A.40, is deemed to be probationary for those Minnesota public school employees. Thereafter, the probationary period in each school district is one year. Teachers who work more than 120 days must be evaluated at least three (3) times. Teachers who work at least 60 days but less than 120 days must be evaluated at least two (2) times, and teachers who work fewer than 60 days must be evaluated at least one (1) time during the school year.

During the probationary period, any annual contract with any certified employee may or may not be renewed as the Board shall see fit, provided that written notice be given before July 1.

Generally speaking, teachers have a three-year probationary period. Employees should consult their respective master agreements for specific wording. See Master Agreements at [www.isd917.org](http://www.isd917.org): For 917 Staff, Employee Contracts and Classifications.

## **Prohibition Against Corporal Punishment, Child Abuse, Sexual Abuse, and Neglect – District Policy 414:**

ISD 917's Board of Education recognizes child abuse and inappropriate discipline as critical problems for learners, the educational system, and society. This School District will be actively involved because children and youth are at risk in the learning process when they are abused or inappropriately disciplined.

The Board is committed to promoting healthy human relationships and positive role models regarding appropriate use of power. Students are a priority, and no physical or emotional harm is to come to them during the teaching-learning process.

District employees or agents of the District are required by law to refrain from causing or inflicting upon a pupil the use of corporal punishment. Punishment means, "conduct involving physical force and infliction of bodily pain. It also means conduct involving cruelty or unreasonable force that causes substantial emotional harm." District employees are required by law to refrain from emotional maltreatment.

Child abuse includes: sexual abuse; neglect; violent behavior or domestic assault by a parent or caregiver within the sight or sound of the child; chronic and severe use of alcohol or a controlled substance by a parent or guardian that adversely affects the child's basic needs and safety; emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child and physical abuse.

Physical abuse includes, but is not limited to, the following acts when done in anger or without regard to the child's safety:

- Throwing, kicking, burning, biting, or cutting a child
- Striking a child with a closed fist
- Shaking a child under age 3
- Striking or other actions which result in any non-accidental injury to a child under 18 months
- Interference with a child's breathing
- Threatening a child with a weapon striking a child under age one on the face or head
- Purposely giving a child poison, alcohol, dangerous, harmful or controlled substances which 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 results in sickness or internal injury, or subjects the child to medical procedures that would be unnecessary if the child were not exposed to the substance.
- Unreasonable physical confinement including but not limited to tying, caging or chaining.

District employees are encouraged to use the following in teaching, counseling, coaching, caretaking, and administrative roles:

- Manage the learning climate so as to create a balance of power among educators and learners
- Inform parent or guardian regarding behavior problems in the classroom
- Meet with parents or guardians regarding behavior problems
- Identify behaviors of concern and refer students to someone who may be able to diagnose and/or address problems

- Recommend counseling or other appropriate professional services
- Physically restrain a student who is hurting others or self
- If necessary, *reasonable force* may be used.

“Reasonable physical force may be used to quell a disturbance, to obtain possession of weapons or dangerous objects on the pupil or within the immediate control of the pupil, to defend oneself or others, or to prevent harm to another person or school property.” (Minnesota 1989 session laws, Chapter 114)

Reasonable force may be used by a teacher “in the exercise of lawful authority to restrain or correct such child or pupil” or . . . “when necessary to restrain the child from self injury or injury.”

The School District will take such disciplinary action it deems necessary and appropriate, including warning, suspension, or immediate discharge to end child maltreatment and inappropriate discipline by educators and prevent its recurrence. Employees may be referred for treatment of violent behavior tendencies, or referred for learning positive behavior management for classroom and school.

The District also recognizes that it has an obligation to support and protect employees from unjust accusations. The District recognizes and supports the legal due process concept that all are presumed innocent until proven guilty. The District will specifically support the employee through use of the District’s Employee Assistance Program and/or other counseling if needed. The District will ensure enforcement of the student discipline policies and procedures and cooperate with law enforcement officials in prosecution of students for juvenile or adult criminal offenses.

### **Public Personnel Data - MN Statute 13.43 – Policy 406:**

The following personnel data on current and former employees, volunteers, and independent contractors of a statewide system is public: name, actual gross salary, salary range, contract fees, actual gross pension, the value and nature of employer paid fringe benefits, the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary, job title, job description, education and training background, previous work experience, date of first and last employment, the existence and status of any complaints or charges against the employee, whether or not the complaint or charge resulted in a disciplinary action, the final disposition of any disciplinary action together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district, work location, work telephone number, badge number, honors and awards received, payroll time sheets except to the extent that release of time sheet data would reveal the employee’s reasons for the use of sick or other medical leave.

### **Public School Fee Law - MN Statute 120.71:**

Public school education shall be free, and no pupil shall be denied an education because of economic inability to furnish educational books and supplies necessary to complete educational requirements necessary for graduation. . . . School boards do have the right . . . to make certain charges and to establish fees in areas considered extracurricular, non-curricular or supplementary to the requirements for the successful completion of a class or educational program.

## **Respectful Behavior**

Staff, parents, students and community members should be treated in a manner which enhances self-esteem and supports the dignity of the individual. Creating a positive climate is critical to the achievement of the district's mission. To create this positive climate, every individual must act with respect, defined as "to value one's self and to act out of consideration for others." Staff consequences for disrespectful behavior may result in discipline.

### **Section 504 of the Rehabilitation Act:**

It is the responsibility of the District to identify and evaluate learners whom, within the intent of Section 504, need special services, accommodations, or programs in order to receive the required free appropriate public education. A learner who is protected under Section 504 is one who has a physical or mental impairment that substantially limits one or more major life activities, including learning, has a record of such impairment, or is regarded as having such impairment.

#### **See Also:**

Additional state laws are cited in the following District policies and procedures:

- Removal of Students from Class, Policy 6.312 and 6.315b, MN Statute 127.41
- Reporting chemical abuse, Policy 418, MN State 126.037
- Reporting child abuse, Policy 6.36 and 6.361, MN Statute 626.556
- Sexual, religious, racial harassment, Policy 413, MN Statute 127.46
- Teacher Probation, Policy 458, MN Statute 125.12

### **Staff-Student Relationships – District Policy 423:**

This policy applies to all school district employees at all times, whether on or off duty, and on or off school district locations. At all times employees must be mindful of their inherent positions of authority and the need to maintain a standard of professionalism. Employees must exercise good judgment in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or employee-student basis. Actions that violate this policy include, but are not limited to: dating students, having any interaction/activity of a sexual nature with a student, committing or attempting to induce a student or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district, supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring. Excessive informal and social involvement with individual students is unprofessional and is not compatible with employee-student relationships. School district employees shall, whenever possible, ensure safeguards against improper relationships. Safeguards may include such measures as keeping doors open when meeting with a student one on one, making sure that such meetings with a student take place in rooms with windows and/or others nearby, talking with the parent when calling the student's home, etc.

## **Subpoena of a School District Employee – District Policy 408:**

This policy protects the privacy rights of students and employees when requested to testify or provide educational or personnel records for a judicial or administrative hearing. It provides guidance to employees and members of the school board who may be subpoenaed. Private data may not be released, except pursuant to informed consent by the subject of the data or pursuant to a valid court order. A subpoena is NOT a court order. Any employee who receives a subpoena shall immediately inform his/her building administrator. The building administrator shall immediately inform the Superintendent. Direction will be provided, and legal counsel will be sought as necessary.

## **Tax Sheltered Annuities and Deferred Compensation Plan – District Policy 494:**

Any employee may participate in qualified tax deferred annuity and tax deferred compensation plans via a salary reduction agreement. Employees may use a district approved 403b/457 Plan Provider (list of approved vendors can be obtained on [www.isd917.org](http://www.isd917.org)). Employees may change their contributions at any time by submitting a new salary reduction form. This change will take place approximately 30 days after submission of the form. Employees must comply with the IRS rules regarding the amount that may be deferred to a tax-sheltered annuity or tax-deferred compensation plans.

Employees may be eligible under their contract for a matching contribution to a tax-deferred annuity or deferred compensation plan. Individuals should consult applicable Master Agreements.

See [www.isd917.org](http://www.isd917.org): For 917 Staff, Employee Benefits, Tax Sheltered Annuities for additional information.

## **Tobacco Free Environment – District Policy 419:**

Smoking and the use of tobacco products by students, staff, visitors and tenants, is prohibited on School District property. This shall include school buildings, grounds, and school-owned vehicles.

## **Transporting Students – District Policy 6.93:**

Transporting students as a regular part of your position requires that standards are met that authorize individuals to operate type III vehicles.

Requirements include:

- Valid, Class D License submitted to administrator so that a copy of the driver's motor vehicle report can be obtained. \*More than three (3) moving violations in three years will cause you to be ineligible to drive;
- Reports to district of any moving violations within ten (10) days;

- Agreement to submit to random drug and alcohol testing;
- Passing MnDOT physical exam (only if your sole responsibility is to transport students).

### **Violence/Harassment – District Policy 413:**

The School District prohibits any form of violence or harassment. Violence is a “physical or verbal act of aggression towards individuals or property.” Harassment is “participating in or conspiring for others to engage in intentional conduct in a manner that would cause a reasonable person under the circumstances to feel oppressed, persecuted, or intimidated” through words or actions that negatively impact a person as defined by race, color, sex, disability, religion, creed, national origin or culture, age, marital status, familial status, sexual orientation, gender identity or expression, status with regard to public assistance, veteran’s status, or physical or mental attributes.

Any employee who has knowledge of violence or harassment occurring on District grounds or at district-sponsored activities or events must report the alleged acts immediately to a principal, administrator, or to the Personnel Department.

## COBRA

### IMPORTANT INFORMATION ABOUT YOU COBRA CONTINUATION COVERAGE RIGHTS

Federal law requires that most group health plans (including this Plan) give employees and their families the opportunity to continue their health Care coverage when there is a "qualifying event" that would result in a loss of coverage under an employer's plan. Depending on the type of qualifying event, "qualified beneficiaries" can include the employee (or retired employee) covered under the group health plan, the covered employee's spouse, and the dependent children of the covered employee.

Continuation coverage is the same coverage that the Plan gives to other participants or beneficiaries under the Plan who is not receiving, continuation coverage. Each qualified beneficiary who elects continuation coverage will have the same rights under the Plan as other participants or beneficiaries covered under the Plan including open enrollment and special enrollment rights.

#### ***How long will continuation coverage last?***

In the case of a loss of coverage due to end of employment or reduction in hours of employment, coverage generally may be continued only for up to a total of 18 months. In the case of loss of coverage due to an employee's death, divorce or legal separation, the employee's becoming entitled to Medicare benefits or a dependent child ceasing to be a dependent under the terms of the plan, coverage may be continued for up to a total of 36 months. When the qualifying event is the end of employment or reduction of the employee's hours of employment, and the employee became entitled to Medicare benefits less than 18 months before the qualifying event, COBRA continuation coverage for qualified beneficiaries other than the employee lasts until 36 months after the date of Medicare entitlement. This notice shows the maximum period of continuation coverage available to the qualified beneficiaries.

*Continuation coverage will be terminated before the end of the maximum period if:* any required premium is not paid in full on time, or a qualified beneficiary becomes covered, after electing continuation coverage, under another group health plan that does not impose any pre-existing condition exclusion for a pre-existing condition of the qualified beneficiary, or a covered employee becomes entitled to Medicare benefits (under Part A, Part B, or both) after electing continuation coverage, or the employer ceases to provide any group health plan for its employees.

Continuation Coverage may also be terminated for any reason the Plan would terminate coverage of a participant or beneficiary not receiving continuation coverage (such as fraud).

#### ***How can you extend the length of COBRA continuation coverage?***

If you elect continuation coverage, an extension of the maximum period of coverage may be available if a qualified beneficiary is disabled or a second qualifying event occurs. You must notify Joanne Lynch, PlanSource, of a disability or a second qualifying event in order to extend the period of continuation coverage. Failure to provide notice of a disability, or second qualifying event may affect the right to extend the period of continuation coverage.

#### *Disability*

An 11-month extension of coverage may be available if any of the qualified beneficiaries is determined by the Social Security Administration (SSA) to be disabled. The disability has to have started at some time before the 60th day of COBRA continuation coverage and must last at least

until the end of the 18 month period of continuation coverage. Each qualified beneficiary who has elected continuation coverage; will be entitled to the 11-month disability extension if one of them qualifies. If the qualified beneficiary is determined by SSA to no longer be disabled, you must notify the Plan of that fact within 30 days after SSA's determination.

### Second Qualifying Event

An 18-month extension of coverage will be available to spouses and dependent children who elect continuation coverage if a second qualifying event occurs during the first 18 months of continuation coverage. The maximum amount of continuation coverage available when a second qualifying event occurs is 36 months. Such second qualifying events may include the death of a covered employee, divorce or separation from the covered employee, the covered employee's becoming entitled to Medicare benefits (under Part A, Part B, or both), or a dependent child's ceasing to be eligible for coverage as a dependent under the Plan. These events can be a second qualifying event only if they would have caused the qualified beneficiary to lose coverage under the Plan if the first qualifying event had not occurred. **You must notify Joanne Lynch Benefits Administrator Manager at PlanSource**, within 60 days after a second qualifying event occurs if you want to extend your continuation coverage.

### ***How can you elect COBRA continuation coverage?***

To elect continuation coverage, you must complete the Election Form and furnish it according to the directions on the form. Each qualified beneficiary has a separate right to elect continuation coverage. For example, the employee's spouse may elect continuation coverage even if the employee does not. Continuation coverage may be elected for only one, several, or for all dependent children who are qualified beneficiaries. A parent may elect to continue coverage on behalf of any dependent children. The employee or the employee's spouse can elect continuation coverage on behalf of all of the qualified beneficiaries.

In considering whether to elect continuation coverage, you should take into account that a failure to continue your group health coverage will affect your future rights under federal law. First, you can lose the right to avoid having pre-existing condition exclusions applied to you by other group health plans if you have more than a 63-day gap in health coverage, and election of continuation coverage may help you not have such a gap. Second, you will lose the guaranteed right to purchase individual health insurance policies that do not impose such pre-existing condition exclusions if you do not get continuation coverage for the maximum time available to you. Finally, you should take into account that you have special enrollment rights under federal law. You have the right to request special enrollment in another group health plan for which you are otherwise eligible (such as a plan sponsored by your spouse's employer) within 30 days after your group health coverage ends because of the qualifying event listed above. You will also have the same special enrollment right at the end of continuation coverage if you get continuation coverage for the maximum time available to you.

### ***How much does COBRA continuation coverage cost?***

Generally, each qualified beneficiary may be required to pay the entire cost of continuation coverage. The amount a qualified beneficiary may be required to pay may not exceed 102 percent (or, in the case of an extension of continuation coverage due to a disability, 150 percent) of the cost to the group health plan (including both employer and employee contributions) for coverage of a similarly situated plan participant or beneficiary who is not receiving continuation coverage. The required payment for each continuation coverage period for each option is described in this notice.

### ***When and how must payment for COBRA continuation coverage be made?***

First payment for continuation coverage: If you elect continuation coverage, you do not have to send any payment with the Election Form. However, you must make your first payment for continuation coverage not later than 45 days after the date of your election. (This is the date the Election Notice is postmarked, if mailed.) If you do not make your first payment for continuation coverage in full no later than 45 days after the date of your election, you will lose all continuation coverage rights under the Plan. You are responsible for making sure that the amount of your first payment is correct. You may contact **Joanne Lynch, PlanSource, 612-256-0844**, to confirm the correct amount of your first payment.

Periodic payments for continuation coverage: After you make your first payment for continuation coverage, you will be required to make payments for each subsequent coverage period. The amount due for each coverage period for each qualified beneficiary is shown in this notice. The periodic payments can be made on a monthly basis. Under the Plan, each of these periodic payments for continuation coverage is due on the twenty-fifth of the preceding month for that coverage period. If you make a periodic payment on or before the first day of the coverage period to which it applies, your coverage under the Plan will continue for that coverage period without any break. Intermediate School District #917 will not send notice of payments due for these coverage periods.

Grace periods for periodic payments: Although periodic payments are due on the dates shown above, you will be given a grace period of 30 days after the first day of the coverage period 30 days to make each periodic payment. Your continuation coverage will be provided for each coverage period as long as payment for that coverage period is made before the end of the grace period for that payment. However, if you pay a periodic payment later than the first day of the coverage period to which it applies, but before the end of the grace period for the coverage period, your coverage under the Plan will be suspended as of the first day of the coverage period and then retroactively reinstated (going back to the first day of the coverage period) when the periodic payment is received. This means that any claim you submit for benefits while your coverage is suspended may be denied and may have to be re-submitted once your coverage is reinstated.)

If you fail to make a periodic payment before the end of the grace period for that coverage period, you will lose all rights to continuation coverage under the Plan.

Your first payment and all periodic payments for continuation coverage should be sent to: **PlanSource, ACH Processing Department, PO Box 3850, Omaha, NE 68108-3850**

**For more information:**

This notice does not fully describe continuation coverage or other rights under the Plan. More information about continuation coverage and your rights under the Plan is available in your summary plan description or from the Business Office.

If you have any questions concerning the information in this notice your rights to coverage, or if you want a copy of your summary plan description, you should contact:

Joanne Lynch, Benefits Administrator Manager COBRA & Retirees  
701 Xenia Avenue South, Suite 150  
Golden Valley, MN 55416  
612-256-0844

For more information about your rights under ERISA, including COBRA, the Health Insurance Portability and Accountability Act (HIPAA), and other laws affecting group health plans, contact

the U.S. Department of Labor's Employee Benefits Security Administration (EBSA) in your area or visit the EBSA website at [www.dol.gov/ebsa](http://www.dol.gov/ebsa) for addresses and phone numbers of Regional and District EBSA Office.

In order to protect your and your family's rights, you should keep Human Resources at Intermediate School District #917 and PlanSource informed of any changes in your address and the addresses of family members.

**INTERMEDIATE SCHOOL DISTRICT 917 POLICY AGAINST  
RELIGIOUS, RACIAL, AND SEXUAL HARASSMENT AND VIOLENCE**

1. Everyone at District 917 has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial or sexual harassment and violence of any kind.
2. A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender:
  - a. Name calling, jokes or rumors;
  - b. pulling on clothing;
  - c. graffiti;
  - d. notes or cartoons;
  - e. unwelcome touching of a person or clothing;
  - f. offensive or graphic posters or book covers; or
  - g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.
3. If any words or actions make you feel uncomfortable or fearful, you need to tell a teacher, counselor, program administrator, the district Human Rights Officer or an alternate.
4. You may also make a written report. It should be given to a teacher, counselor, program administrator, the District Human Rights Officer or an alternate.
5. Your right to privacy will be respected as much as possible.
6. We take seriously all reports of religious, racial or sexual harassment or violence and will take all appropriate actions based on your report.
7. Intermediate District 917 will also take action if anyone tries to intimidate you or take action to harm you because of your report.
8. This is a summary of Intermediate District 917 policy against religious, racial and sexual harassment and violence. Complete policies are available on the website at [www.isd917.org](http://www.isd917.org), and are part of the student/staff handbooks. (Policy 413 Harassment and Violence.)

**RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE ARE AGAINST THE  
LAW. DISCRIMINATION IS AGAINST THE LAW.**

**Intermediate School District 917 Human Rights Officer and Alternates:**

Don Budach  
Human Rights Officer, Special Education Asst. Director/Principal, DCTC Main Campus  
651-423-8426

Lauren Kelly  
Alternate, Human Resources Coordinator, DCTC Main Campus  
651-423-8652

Eric Van Brocklin  
Alternate, Secondary Principal, DCTC Main Campus  
651-423-8259

Nicolle Roush  
Alternate, Business Manager, DCTC Main Campus  
651-423-8227

**NOTICE OF PRIVACY PRACTICES**  
**Issued by Intermediate School District #917**

We are required to inform you about the federal law that went into effect on April 14, 2003. It has new rights for anyone receiving health care. The law is called the Health Insurance Portability and Accountability Act of 1996.

The enclosed notice tells you about:

- Privacy of your health care information
- How medical information about you can be used.
- How you can access the information

Please read it carefully and keep it for you records.

**INTERMEDIATE SCHOOL DISTRICT 917**  
**Notice of Privacy Practices**

**This notice describes how medical information and other private information about you may be used and disclosed and how you can get access to this information. Please review it carefully.**

You have privacy rights under the Minnesota Government Data Practices Act and the federal Health Insurance Portability and Accountability Act (HIPAA). These laws protect your privacy but also let us give information about you to others if the law requires it. We may tell you before we give the information. These laws require us to keep your health information private and to give you notice of our legal duties and practices to protect private information. We must follow the terms that we have agreed to in this notice. However, we can choose to change the terms of this notice. If we change the terms of this notice, those changes will be applied to all present and future information that we collect about you. We will tell you if we change the terms of this notice.

**Why do we ask you for this information?**

- To help you get health insurance coverage
- To collect money from other agencies, like insurance companies, if they should pay for your care

**Do you have to answer the questions we ask?**

Generally, the law does not say you have to give us this information.

**What will happen if you do not answer the questions we ask?**

We need the information about you to access and coordinate insurance benefits for you. Without the information, we may not be able to help you.

**With whom may we share information about you?**

We may give information about you to the following agencies if they need it for investigations or to help you or help us help you. We don't always share information about you with these people. If you have questions about when we give these people information, contact the Business Office at District 917.

- Mental health centers
- Health care providers
- State hospitals or long-term care facilities
- Insurance companies to check benefits you or your children may get
- Hospitals, if you, a friend or relative has an emergency and we need to contact someone
- Internal Revenue Service
- Social Security Administration
- Minnesota Department of Economic Security
- Minnesota Department of Revenue
- Minnesota Department of Veteran Affairs
- Guardian, conservator or person who has power of attorney for you
- Anyone else the law says we can give the information to

#### **You have the right to information we have about you.**

- You may ask if we have any information about you and get copies. You may have to pay for the copies.
- You may give other people permission to see and have copies of private information about you.
- If we have collected health information about you, we may use it only for the purposes that we have listed in this notice.
- You may question the accuracy of any information we have about you.
- You have the right to ask us to share health information with you in a certain way or in a certain place. For example, you may ask us to send health information to your work address instead of your home address. You must make this request in writing. You do not have to explain the basis for your request. If we find that your request is reasonable, we will grant it.
- You can ask us to restrict uses or disclosure of your health information. Your request must be in writing. You must explain what information you want to restrict from being disclosed and to whom you want these restrictions to apply. You can request to end these restrictions at any time by calling us or by writing to us. We are not required to agree to your restrictions.
- You have the right to receive a record of the people or organizations that we have shared your health information with. We must keep a record of each time we share your health information for six years from the date it was shared. This record started on April 14, 2003. It will NOT include those times we have shared your information in order to pay or bill for your health care services, or to run our programs. If you want a copy of this record, you must send a request in writing to our Privacy Official.
- If you do not understand this information, you may ask to have it explained to you.

#### **What if you believe the information we have about you is wrong?**

Send your concerns in writing, telling us why the information is not accurate or complete. You may send your own explanation of the facts you disagree with. Your explanation will be attached any time that information is shared with another agency.

#### **Filing Complaints About Your Health Information Privacy Rights**

If you believe that your health information privacy rights have been violated, you may file a complaint. Write to the Business Office, or to the U.S. Department of Health and Human Services, at the address below. **We cannot deny you services or treat you badly because you have filed a complaint against us.**

Intermediate School District #917  
1300 145<sup>th</sup> Street E.  
Rosemount, Minnesota 55068

Office of Civil Rights  
Medical Privacy, Complaint Division  
U.S. Department of Health and Human Services  
200 Independence Avenue, SW, HHH Building, Room 509H  
Washington, D.C. 20201  
Phone: 866-627-7748  
TY: 866-788-4989

**United Heartland Workers' Compensation  
Contact and Other Information**

Please Report all Workers Compensation Claims as soon as possible through one of the below listed methods.

For catastrophic or fatal claim reporting please contact United Heartland immediately at (800) 258-2667.

**For Claim Reporting:**

1. Online option: Log-in to [www.UnitedHeartland.com](http://www.UnitedHeartland.com) using your provided ID and password information (preferred method)
2. Email Option: via an email sent to [uadmins@unitedheartland.com](mailto:uadmins@unitedheartland.com)
3. Fax Option: via faxing (262) 787-7701

**For Medical Bill Inquiries:**

**Mail to:**

United Heartland  
PO Box 3026  
Milwaukee, WI 53201-3026

**Fax to:**

262-787-7701

**Call:**

866-206-5851

**For Information Technology Assistance:**

**Call:**

866-206-5851

For further information, loss runs, or training materials please refer to reference guide at: [www.UnitedHeartland.com](http://www.UnitedHeartland.com)

# **Indoor Air Quality Management Plan**

## **Intermediate School District 917**

**Dakota County Technical College  
1300 145<sup>th</sup> Street East  
Rosemount, Minnesota 55068**

**July, 2019**

## TABLE OF CONTENTS

<b>I. Indoor Air Quality Management Plan</b>	<b>4</b>
A. Purpose/Scope	4
B. Description	4
C. Acceptable Indoor Air Quality Goals	6
D. Process Utilized	6
E. District Policy	7
F. IAQ Plan Review	7
<b>II. Indoor Air Quality Team</b>	<b>7</b>
A. District IAQ Coordinator	7
B. District-Wide IAQ Team Members	7
<b>III. Building Surveys</b>	<b>8</b>
A. Walk-Through	8
B. Ventilation Surveys	9
<b>IV. Maintaining and Operating Buildings for Optimum Indoor Air Quality</b>	<b>9</b>
A. HVAC Preventative Maintenance Program	9
B. Temperature	12
C. Water Intrusion	12
D. Painting, Roofing and Flooring	12
<b>V. Indoor Air Quality Checklists</b>	<b>12</b>
<b>VI. Integrated Pest Management (IMP)/Chemicals</b>	<b>12</b>
A. IPM	12
B. Chemicals	13
<b>VII. Indoor Air Quality Cleaning Standards</b>	<b>13</b>
A. Entrances	14
B. Hallways	14
C. Food and Beverage Areas	14
D. Kitchens	15
E. Restrooms and Locker Rooms	15
F. Classrooms	15
G. Offices	15
H. Carpet	15

<b>VIII. Area IAQ Guidelines</b>	<b>15</b>
A. Animals in the Classrooms	15
B. Food Service	16
C. Art and Craft Classrooms	17
<b>IX. Indoor Air Quality Complaint Resolution System</b>	<b>17</b>
A. Purpose/Scope	17
B. The Process	17
<b>X. Communication/Information</b>	<b>17</b>
A. Availability of Information	17
B. Annual Notification	18
<b>XI. Training, Education, and Information</b>	<b>18</b>
<b>XII. Renovation, Remodeling, and Redecorating Activities</b>	<b>19</b>
<b>XIII. Budgeting</b>	<b>19</b>
<b>XIV. Appendices:</b>	
A – Indoor Air Quality Complaint Form	
B – Indoor Air Quality Questionnaire	
C – Action Items List	
D – Health & Safety Coordinator’s Indoor Air Quality Investigation Form	
E – Teacher’s Indoor Air Quality Checklist	
F – Indoor Air Quality Flooring Checklist	
G – Indoor Air Quality Painting Checklist	
H – Indoor Air Quality Roofing Checklist	
I – Building and Grounds Maintenance Checklist	
J – HVAC Maintenance Schedule	
K – Ventilation Checklist and Log	

## I. ISD 917 Indoor Air Quality Management Plan

### A. Purpose and Scope

The purpose of this document is to provide minimum building operational standards to ensure acceptable indoor air quality within all Intermediate School District 917 facilities. This plan will impact all building occupants by proactively managing indoor air quality and provide a healthier and safer environment for students and staff members. This document is reviewed and revised annually, or more often if significant changes are made to building operations, cleaning, or maintenance.

### B. Description

Indoor Air Quality (IAQ) files and all records relating to IAQ are located in the Superintendent's office at Dakota County Technical College, 1300 145<sup>th</sup> Street East, Rosemount, MN, 55068.

The following building locations (categorized) will be occupied by Intermediate School District 917 programs during the 2019-2020 school year:

#### DISTRICT OWNED SPACE

**Alliance Education Center**  
14300 Biscayne Avenue  
Rosemount, MN 55068  
651-423-8100

#### DISTRICT LEASED SPACE

**Concord Education Center**  
9015 Broderick Blvd.  
Inver Grove Heights, MN 55076

**Dakota County Area Learning School North (DCALS-North)**  
150 E. Marie  
West St. Paul, MN 55118  
651-332-5570

**Dakota County Area Learning School South (DCALS-South)**  
421 Walnut Street  
Farmington, MN 55024

**Lebanon Education Center (TEA, IDEA)**  
5800 149<sup>th</sup> Street  
Apple Valley, MN 55124  
952-431-4062

#### SPACE OCCUPIED WITHIN ANOTHER PUBLIC SCHOOL DISTRICT

**Boeckman Middle School (PACES)**  
800 Denmark Avenue  
Farmington, MN 55024  
651-460-1401

**Commented [1]:** We will have one more space in Lakeville for PACES but we don't know where it will be yet.

**Cedar School (IDEA, SUN)**

2140 Diffley Road  
Eagan, MN 55122  
952-707-4050

**Century Middle School (D/HH)**

18610 Ipava Avenue  
Lakeville, MN 55044  
952-232-2300

**Christa McAuliffe Elementary (DASH)**

1601 West 12<sup>th</sup> Street  
Hastings, MN 55033  
651-480-7406

**Dakota County Technical College (TESA, Dakota County Area Learning School (DCALS),  
Administrative Offices)**

1300 East 145<sup>th</sup> Street  
Rosemount, MN 55068  
651-423-8214

**Diamondhead Education Center (D/HH)**

202 W. Burnsville Parkway  
Burnsville, MN 55337  
952-895-6610

**Farmington High School (PACES)**

50655 Flagstaff Avenue  
Farmington, MN 55024  
651-252-2628

**Gideon Pond Elementary (D/HH)**

613 East 130<sup>th</sup> Street  
Burnsville, MN 55337  
952-707-3090

**Hastings Senior High School (DASH)**

200 General Sieben Drive  
Hastings, MN 55033  
651-480-7521

**Hastings Middle School (DASH)**

1000 West 11<sup>th</sup>  
Hastings, MN 55033  
651-480-7092

**Henry Sibley High School (DASH)**

1897 Delaware Avenue  
Mendota Heights, MN 55118  
651-403-7345

**Lakeville North Senior High School (TESA and DASH)**

19600 Ipava Avenue West  
Lakeville, MN 55044

952-232-3600

**Meadowview Elementary School (PACES)**  
6100 195<sup>th</sup> Street West  
Farmington, MN 55024  
651-460-3100

**McGuire Middle School (PACES)**  
21220 Holyoke Ave. Wes  
Lakeville, MN 55044  
952-232-2289

**Pine Bend Elementary (TEA)**  
9875 Inver Grove Trail  
Inver Grove Heights, MN 55076

**Riverview Elementary (TEA)**  
4100 208<sup>th</sup> Street West  
Farmington, MN 55024

**SPACE OCCUPIED WITHIN OTHER FACILITIES (Public or Private)**

**Anthony Louis Center**  
1517 Highway 13 E  
Burnsville, MN 55337  
952-890-8879

**Juvenile Services Center (JSC)**  
1600 West Highway 55  
Hastings, MN 55033  
651-438-4980

**Options**  
151 W. Burnsville Parkway, #100  
Burnsville, MN 55337  
952-564-3000

**C. Acceptable Indoor Air Quality Goals**

Intermediate School District 917 has identified the following goals to assure acceptable indoor air quality within its facilities. Each goal is measurable to provide a quantitative assessment of what constitutes good indoor air quality:

**Goals and Objectives**

1. Provide a minimum of 15 cubic feet per minute (cfm) of outside air per person during regular school hours.
2. Reduce the number of complaints and reactive investigations by improving indoor air quality throughout the district and solving any problems/handling concerns proactively.
3. Implement a thorough preventative maintenance program involving heating, ventilation, and air conditioning systems and building envelope.
4. Improve the effectiveness of cleaning buildings with better procedures, supplies, and equipment.
5. Reduce chemical usage during times when buildings are occupied.
6. Improve the overall health and well being of building staff members and students.

7. Ensure well-maintained building envelop (walls, windows, roofs) to limit moisture infiltration into buildings.

#### **D. Process Utilized**

Intermediate School District 917 has followed a logical process as described in the “Tools for Schools” documents to develop this plan. The specific process included:

- Interviews with building custodians and program supervisors (Directors/Assistant Directors) to develop a database of the occupants’ present satisfaction with the quality of indoor air.
- A baseline assessment of the indoor air quality within each facility that included appropriate indoor air quality testing
- Problems identified and isolated were appropriately remedied or a plan was developed for remediation.

#### **E. District Policy**

District 917 understands the importance of providing acceptable indoor air quality to our customer base. The district is committed to ensuring that acceptable indoor air quality is provided and maintained in all buildings. This Management Plan provides the tools to help provide acceptable indoor air quality.

#### **F. IAQ Plan Review**

The Intermediate School District 917 Indoor Air Quality (IAQ) team will review this plan annually.

### **II. Indoor Air Quality Team**

The following is a list of the District’s Indoor Air Quality Team members and their roles and responsibilities:

#### **A. District IAQ Coordinator**

**Name:** Linda Berg, ISD 917 Health and Safety Coordinator, Certificate #I1559

**Telephone:** 651-423-8214

**Role and functions:** The primary role of the IAQ Coordinator is team management, coordination, and record keeping.

- To manage the IAQ team and encourage a sense of shared responsibility and cooperative effort, and ensure the implementation of the Management Plan.
- To prepare for emergency response and consult with the superintendent to determine if and when outside consultation is needed.
- To maintain Minnesota Department of Education IAQ certification.
- To assure that baseline investigations are conducted and make recommendations to remediate identified IAQ problems.
- To disseminate IAQ information, register IAQ complaints, direct the response and communicate IAQ issues and status to school administration, staff, students, parents and media.

#### **B. District IAQ Team Members**

**Name:** Mark Zuzek, ISD 917 Superintendent, Chair

**Telephone:** 651-423-8226

**Role and functions:** Supervision and administration of the IAQ plan.

- To convene regular meetings of District 917 Health, Safety & Wellness Committee.
- To ensure that agendas include IAQ and health/safety issues, concerns, and action plans.
- To oversee building and facility operations.
- To provide assistance in remediating IAQ concerns as they are identified.
- To direct IAQ remediation activities as needed.
- To communicate IAQ issues and status to school administration, staff, students, parents and the media.

**Name:** Joan Asmus, Licensed School Nurse

**Telephone:** 651-423-8152

**Role and functions:**

- To provide overall assistance related to health concerns attributable to IAQ.
- To provide support in monitoring and recognizing trends in reported illnesses that may give warning signs of IAQ or other more serious health problems.

**Name:** Scott Zehnder, Alliance Education Center, Maintenance Engineer

**Telephone:** 651-423-8127

**Role and functions:**

- To ensure facility maintenance is appropriately planned and implemented.
- To provide assistance in remediating IAQ concerns as they are identified.

**Name:** Contracted Health & Safety Specialist

**Role and functions:**

- To arrange and/or conduct environmental testing, if warranted.
- To serve as the technical IAQ resource for ISD 917.

**Name:** ISD 917 Directors/Assistant Directors/DCALS Principal

**Role and functions:**

- To assist with reporting of IAQ issues and supporting IAQ training and implementation.

### III. Building Surveys

#### A. Walk-Through

A walk-through of all District 917 buildings that house students and/or employees will be conducted annually. The walk-through is done by building custodians, directors/assistant directors, classroom teachers, and nurses, and will evaluate the following:

- Obvious water intrusion problems (interior and exterior)
- Obvious ventilation failures and/or problems
- Obvious building/structural failures and/or problems
- Overall cleanliness of buildings and classrooms
- Assess the need for program improvements and upgrades (e.g. ventilation, carpet, building compounds).

Teachers will evaluate classrooms annually using the checklist in Appendix E. Classrooms located in school buildings covered by another district IAQ plan will also be inspected and the district notified regarding any areas of concern.

Maintenance engineers will evaluate ventilation systems annually using the checklist in Appendix K.

Maintenance engineers will evaluate all building maintenance issues using the checklist in Appendix I at least annually.

#### B. Ventilation Surveys

Ventilation surveys of all buildings will be conducted annually, and as needed when condition changes occur and time elapses. Reports will available in the Health and Safety Coordinator's Office.

### IV. Maintaining and Operating Buildings for Optimum Indoor Air Quality

#### A. Heating, Ventilation, & Air Conditioning (HVAC) Preventative Maintenance Program

A proactive HVAC management program is key to providing good air quality in schools. To assure good quality of indoor air the following procedures will be implemented through the district's preventative maintenance program:

**1. Outdoor Air Intake**

- Inspect intake for blockage quarterly.
- Verify if intake damper works and is within design specifications quarterly.
- Verify damper does not close completely under occupied conditions quarterly.
- Check the calibration of all HVAC controls as needed.

Ideally, the minimum fresh air intake setting, while a building is occupied is 15 to 20 percent (15 to 20 percent of supply air to an occupied space is outdoor air) of the total mixed airstream (return air plus outdoor air). During building occupancy the fresh air intake will not be completely closed.

**2. Exhaust Air Outlet – Maintenance Includes:**

Annually, the belt tension on all fan motors will be checked for proper deflection (see manufacturer's service manual).

**3. HVAC Ventilation Ductwork – Ductwork will be inspected on an as needed basis. Ductwork inspection should occur when the cleaning of the cooling coils occurs. Ductwork needs to have easy-to-open observation and clean-out doors installed at a minimum in the following locations:**

- a. Clean-out door(s) (as large as possible) upstream and downstream of cooling coils to allow maintenance workers good access to clean the ductwork within five feet of the cooling coils, the cooling coils and drainage pans from the cooling coils.
- b. Inspections door(s) (minimum 10 inch size) 10 to 20 feet downstream of the cooling coils. If there are several supply air ductwork branches in this area, an inspection door needs to be installed in each branch.
- c. Clean-out door(s) (as large as possible) at the filtration system for the air handling unit to inspect the duct work surfaces five feet on each side of the filtration system.
- d. Inspection doors (minimum 10 inch x 10 inch size) 10 to 20 feet upstream of the filtration systems. If there are several return and/or mixed air ductwork branches in this area, an inspection door needs to be installed in each branch.

These observation doors (clean-out doors) are needed to allow inspection of the condition of the ductwork in these buildings. Things to look for are dust, mold (microbial) and water accumulations in the ductwork, which indicate potential problems with the air-handling unit.

Standard galvanized ductwork should be cleaned every 20 to 30 years. Cleaning ductwork lined with fibrous glass on the inside is very difficult and should always be approached with caution. Before any cleaning is conducted, an appropriate inspection should be conducted to determine the need for cleaning.

**4. Air Handling Unit (AHU) – The components of the air-handling unit at Alliance Education Center are inspected on a regular basis by the maintenance engineer. This regular maintenance can vary greatly among the different types of air handling units. Service manuals for each air-handling unit are consulted for maintenance schedules. The discussion below outlines regular maintenance to components conducted to prevent indoor air quality concerns.**

- a. *Air filtration system* – filters are primarily used to remove particles from the air.

Low efficiency filters (ASHRAE Dust Spot ratings of 10-20 percent or less) are often used to keep lint and dust from clogging the heating and cooling coils of a system. In order to maintain clean air in occupied spaces, filters must also remove bacteria, pollens, insects, soot, dust and dirt with efficiency suited to the use of the building. Using high quality filters is one of the best insurance policies for the good health and energy efficiency of an air handling system.

All dirt cannot be eliminated from the HVAC system; however, the amount of dirt present inside the HVAC system can be controlled by proper air filtration.

- b. *Heating Coils* – Heating coils are inspected annually for accumulation of debris on the upstream side of the coils. These coils normally are thoroughly cleaned as needed.
- c. *Cooling Coils* – These coils are thoroughly cleaned as needed.
- d. *Supply Fan or Air Blower* – Supply Fans or Air Blowers should be cleaned as a part of the duct cleaning process. Supply Fans should be thoroughly inspected as least annually for surface debris and general operation.

A copy of the following checklist is kept on file in the Health and Safety Office:

HVAC COMPONENT	MONTHLY	QUARTERLY	SEMI-ANNUALLY	ANNUALLY	AS REQUIRED
<b>A. Outdoor air intake inspection (unit ventilators)</b>				X	
<b>B. Check belt tension</b>				X	
<b>C. HVAC duct work inspection</b>					X
<b>D. HVAC controls calibration</b>					X
<b>E. Filter changes</b>				X	
<b>F. Heating coils/cooling coils inspection</b>				X	
<b>G. Heating coils/cooling coils cleaning</b>					X (unit ventilators)
<b>H. Supply fan inspection</b>				X	
<b>I. Supply fan cleaning</b>					X

The ASHRAE 62-1989 requirements are 20 cfm of outside air per expected occupant in office area, conference rooms, and 15 cfm per expected occupant in reception areas and classrooms. Buildings

complying with these regulations should maintain the carbon dioxide concentrations in occupied spaces (where the source of the carbon dioxide is people's exhaled breaths) under most operating conditions below 1000 ppm.

Minnesota Occupational Safety and Health Regulation (MOSHA) which were adopted from the Minnesota Industrial Commission in 1972, regulate the amount of fresh air that must be provided and distributed in all workrooms. This is covered under Minnesota Rules 5205.01109 "Workroom Ventilation and Temperature". This regulation state's the following:

Subpart 1. Air. Air shall be provided and distributed in all workrooms as required in this code, unless prohibited by process requirements. Outside air shall be provided, to all workrooms, at the rate of 15 cubic feet per minute per person.

Buildings complying with the MOSHA regulation should maintain the carbon dioxide concentration in occupied spaces (where the source of the carbon dioxide is people's exhaled breath) below an average of 1000 ppm.

The legal ventilation standard, which applies to most buildings, is the MOSHA standard Minnesota Rules 5205.0110. The goal on ventilation for buildings should be the ASHRAE standard 62-1989.

Intermediate School District 917 uses the guidelines established by the Environmental Protection Agency in its "Tools For Schools" packet to calculate the amount of outside air being supplied to each individual. The following provides the formulas used to calculate the amount of outside air per person and a layout of a typical HVAC system.

*A Note About Carbon Dioxide As A Measurement of Ventilation:*

In a fully occupied classroom, with doors and windows shut, and measured several hours of occupancy, above 1300 PPM will indicate the need for remediation.

In building areas, where there are sources of carbon dioxide besides peoples exhaled breaths; the above guidelines cannot be used. Other sources can include exhaust gas from kilns, internal combustion engines, and dry ice. Under these conditions, the OSHA standard on carbon dioxide needs to be used to determine whether adequate fresh air is being provided. The OSHA standard on carbon dioxide is an 8-hour time weighted average of 10,000 ppm with a short-term 15-minute average limit of 30,000 ppm.

RECORD KEEPING: Building custodians will develop a record keeping schedule for preventive maintenance of HVAC systems. This schedule will be based on the manufacturer's recommendations, and information contained in the IAQ Management Plan. See Appendix J.

## **B. Temperature**

In Minnesota it is recommended that occupied space temperatures in the summer should be 72-78 degrees with a relative humidity of 20-50 percent. The fall, winter, and spring occupied space temperatures should be 70-74 degrees with a relative humidity of 20-50 percent.

## **C. Water Intrusion**

Below is a protocol for dealing with building materials where there has been water intrusion:

1. Visually review all flooded areas to determine which building materials have gotten wet.
2. For **ceiling tile**, remove and dispose of all wet ceiling tiles within 24 hours of water contact.
3. For **sheet rock**, remove all drywall and insulation that had become wet up to 12 inches above the water line. This is because wicking can cause water to move up above the water line.

4. For **furniture** that is made of wood, particleboard, or laminates air dry. For upholstered furniture that is wet by drinking quality water, air dry and monitor. For upholstered furniture, wet by contaminated water, discard.
5. For **carpet**, extract excess water from carpet, disinfect, dry as rapidly as possible, and then monitor. Carpet that has been wet for over 24 hours will be evaluated on a case by case basis. A wet/dry vacuum, extractor, and floor fans will be available for use.
6. For **papers, books, and files**, dry essential items within 24 hours. If that is not possible, then freeze them until there is time to dry them. Unessential items should be discarded. Essential items could also be photocopied.

The drying time can be decreased with the use of fans, dehumidifiers, and air conditioning.

#### **D. Painting, Roofing and Flooring**

Other work that can impact IAQ in a building includes flooring, painting, and roofing. Refer to Appendices F, G, and H for proper procedures.

### **V. Indoor Air Quality Checklists**

Indoor Air Quality information (IAQ complaint form, questionnaire, action items list and the investigative form) is available in the Superintendent's office for review by interested District 917 staff members. In the event that a building custodian, teacher, or health & safety personnel would like to review a particular area with regard to IAQ, a comprehensive checklist is available for use in Appendices A, B, C, & D.

### **VI. Integrated Pest Management (IPM)/Chemicals**

#### **A. IPM**

Pending state regulations, Integrated Pest Management (IPM) is a coordinated approach to pest control intended to prevent unacceptable levels of pests, while causing the least possible hazard to people, property, and the environment and using the most cost-effective means. IPM uses a combination of methods, which include:

- Improved sanitation removing food from desks, cleaning.
- Inspection and monitoring of pest population sites.
- Managing waste (keeping refuse in tight containers and locating waste containers away from buildings, if possible).
- Maintaining structures (fixing leaking pipes promptly, sealing cracks).
- Adding physical barriers to pest entry and movement (screens for chimneys, doors, and windows; air curtains).
- Modifying habitats (removing clutter, relocating outside light fixtures away from doors).
- Using traps (light traps, snap traps, and glue boards).
- Using pesticides judiciously.

An efficient IPM program will integrate pest management planning with preventive maintenance, housekeeping practices, landscaping, occupant education, and staff training.

Pest control activities that depend upon the use of pesticides involve the storage, handling, and application of materials that can have serious health effects. The district will only use pesticides after providing appropriate notice to staff, students and parents. Caulking or plastering cracks, crevices, and/or holes to prevent harborage behind walls will be used as the preferred strategy for dealing with pests.

Intermediate School District 917 will use an outside contractor for pest control when needed. Terms of the contract will be renewed annually and include the principles discussed below:

#### **1. Pest Control Schedule**

Whenever possible, pesticide applications are scheduled during unoccupied periods so that affected areas can be flushed with ventilation air before occupants return. Pesticides are applied in targeted locations, with minimum treatment of exposed surfaces. They are used in strict conformance with manufacturers' instructions and EPA labels. General periodic spraying may not be necessary. If occupants are present they will be notified prior to the pesticide application.

## 2. **Materials Selection, Handling and Storage**

Pesticides are selected that are species-specific and attempt to minimize toxicity for humans and non-target species. Contractors or vendors are asked to provide EPA labels and material safety data sheets. Pesticides are stored and handled properly consistent with their EPA labels. Pesticides and other chemicals used will be recorded on a "Chemical Inventory" form.

If only limited areas of the building are being treated, the heating ventilation and air conditioning (HVAC) system will be adjusted so that it does not distribute contaminated air throughout the rest of the building. Temporary exhaust systems may be used to remove contaminants during the work day. HVAC system operation will be modified when necessary during and after pest control activities (e.g., running air handling units on 100 percent outdoor air for some period of time or running the system for several complete air exchanges before occupants re-enter the treated space).

Information on pesticide selection, use, and storage is available from several local and national sources. These include Minnesota Department of Agriculture at <http://www.mda.state.mn.us> and the Federal EPA at <http://www.epa.gov>, and 800/858-7378 or email [npic@ace.orst.edu](mailto:npic@ace.orst.edu).

Notification of parents and employees, as required in MN Statute, Section 121A.30, is addressed in the Student/Parent Handbooks distributed to all students in September of each year and to new students as they enroll in the district. Notice of unscheduled applications is available to parents and employees. Relevant documentation is available in the Superintendent's office.

## **B. Chemicals**

District employees who purchase chemicals will insure that the least hazardous chemical available is selected for every application. The District 917 Buyer requests all available health and safety information for product review and distribution.

## **VII. Indoor Air Quality Cleaning Standards**

After establishing guidelines that focus on prevention and containment, the final procedure for the effective reduction of contaminants that affect air quality is the implementation of Indoor Air Quality Cleaning Standards.

Keep in mind that whether an item is clean or not, does not necessarily affect IAQ, (e.g. a drinking fountain or wash basin). It may affect sanitation, but not IAQ. "Clean air," however, cannot be foul smelling. Items that have a potential of becoming foul smelling must also have IAQ Cleaning Standards (e.g., a urinal or a wastebasket).

IAQ Cleaning Standards deal with *Items* (anything, object, or surface) to be cleaned, the *Tasks* required, *Task Frequencies*, and *When*. Since contaminated dirt by and large gets tracked into buildings onto floors, much emphasis is placed on clean floors. Since contaminated dirt gets into buildings through lower entrance levels, those levels are impacted far greater by contaminated dirt than upper levels. Task frequencies for floor maintenance tasks should therefore be lowered accordingly for upper levels. Recommended IAQ Cleaning Standards are for high impact areas on first and lower floors: Entrances, Hallways, Food and Beverage Areas, Kitchens, Restrooms and Locker rooms, Classrooms, and Offices.

**A. Entrances**

The purpose of entry mats is to stop and trap dirt and moisture. It's necessary, therefore, to have two types of mats in place: a dirt mat and a moisture mat.

**Dirt Mat:** A dirt mat should have a coarse surface that affects removing contaminated dirt more easily from shoes. It should be porous to allow dirt to fall through to the backing of the mat, or into a dirt well into which the mat is placed. It should be thick enough to trap and hold at least 1/8 of an inch of dirt before emptying; and, it should be big enough for a person to step on it at least four times. Of course, the more traffic, the more mat.

**Moisture Mats:** A moisture mat should be capable of absorbing at least 4 ounces of water per square foot. It should have a backing to prevent moisture from passing through to the floor on which it is placed. And it should be big enough for a person to step on it at least four times. At this time Thompson Heights School is not utilizing moisture mats due to entrance size restrictions. This is an option that will continue to be explored in the future.

**Waste Receptacles (plastic lined):** Fifteen-inch, double lined waste receptacles are located at each entrance of Alliance Education Center to easily accommodate a day's trash. The location of these waste receptacles encourages use and greatly reduces the amount of contaminants that would otherwise be brought into building.

**B. Hallways**

It is a goal of District 917 to keep the hallways clean at Alliance Education Center (dusted, damp mopped, or cleaned with the automatic equipment regularly and stripped and refinished annually).

**C. Food and Beverage Areas**

Food and Beverages (F&B areas) should be designated and should be provided with appropriate facilities:

<b><u>Facilities:</u></b>	<b><u>Examples:</u></b>
Food and beverages storage	Refrigerator
Clean-up	Wash basin, hand soap, hand towels
Eating	Tables and chairs
Food and beverage purchases	Vending machines
Food disposal	Lined wastebaskets or refuse containers
Recyclable Disposal	Aluminum cans containers

At Alliance Education Center food and beverage areas are thoroughly cleaned by staff daily.

**D. Kitchens**

The kitchen staff is responsible for cleaning and sanitizing the surfaces, tools, and utensils they use for food preparation, but the custodial staff is responsible for the remainder of the cleaning. Cleaning is completed at the end of the cooking staff shift.

When sweeping and wet mopping the floor, special precautions are taken to reach under stoves and tables to remove all residues. Kitchen floors are swept or mopped daily.

**E. Restrooms and Locker Rooms.**

Fixtures, floors, and spots on the walls are cleaned daily. Entry surfaces are cleaned annually.

Weekly damp dusting horizontal surfaces and vent covers are a priority IAQ Cleaning Standard.

**F. Classrooms**

Clean floors, chalkboards, and chalk trays are priorities in classrooms. Clean floors because the tracked in contaminated dirt is a major carrier and source of contaminants. Also, clean chalkboards and chalk trays because of the chalk dust, an air contaminant and irritant.

**G. Offices**

Office parallel classrooms, the emphasis being on floor care and dusting.

**H. Carpet**

**Weekly routine Carpet Maintenance:**

***Vacuuming Carpet:*** A top-fill upright vacuum with brush agitation or a canister vacuum with a power head incorporating brush agitation is to be used with frequency. Equally important, soil that is loosened and vacuumed from carpet must be collected in the vacuum recovery system and not allowed to re-enter the air within the structure to contribute to indoor air pollution. For this reason a high efficiency filtering system and vacuum cleaner bags with a minimum rating of 90 percent efficient for 1 micron size particles need to be used in any vacuum equipment employed. Three of the five vacuum cleaners used at Thompson Heights School currently use installed micron bags. A goal is to purchase and install micron bags for all five of the vacuum cleaners.

***Immediate Spotting:*** Immediate attention is given to any spotting at Alliance Education Center as soon as the need is reported by a student or staff member.

**Carpet Dry Chemical/Foam/Shampoo/Steam (Hot Water) Cleaning:**

***Cleaning Frequency:*** Specialized maintenance and cleaning programs (e.g. weekly, monthly, quarterly, and semi-annually) will be implemented based on individual needs.

Frequent cleaning of exterior entrances and high traffic areas reduces the contaminants and soil particles from outside the structure that accumulate in these areas.

**Carpet Treatment for Fungi/Bacteria:**

Carpets which have tested higher than normal will be cleaned or removed depending on the location, age of carpet and microbiological levels.

## **VIII. Area Indoor Air Quality Guidelines**

**A. Animals in Classrooms**

Certain individuals, in particular those with asthma, may be sensitive to animal fur, dander, body fluids, or feces, and may experience reactions to these allergens. Furthermore, individuals can become sensitized (made allergic) by repeated exposure to allergens. District 917 has developed the following guidelines to address this area:

1. Use alternatives to animals, if possible.
2. If the teacher's intent is to have animals, then it is the site administrators responsibility to:
  - a. Prior to having animals consult the school nurse/health aide about student allergies or sensitivities (data privacy laws will need to be adhered to).
  - b. Ask parents about potential allergies, or seek to obtain information through a note that students take home or during parent-teacher conference. Remember to check for allergies when new students enter the class.
  - c. Locate sensitive students away from animals and habitats.
  - d. Have the teacher clean cages regularly (daily if possible).
  - e. Have the teacher locate animals away from ventilation system vents to avoid circulating allergens.

- f. Use gloves to handle feces and dispose of in double bags and immediately place in the outside dumpster, not in building trash containers.
- g. Keep animals caged. An exception is made for instructional activities in the Animal Science program.
- h. Bottom of cage should have an impermeable liner on the bottom to prevent liquid or solid leakage from the cage.
- i. Ensure trash bag is removed from classroom after cage cleaning.
- j. Animals will be kept in the classroom as needed for curriculum activities and not for extended time periods.

For any health issues related to these guidelines please contact Intermediate School District 917 licensed school nurses: Joan Asmus (LSN) 651-423-8493.

#### **B. Food Service**

Cooking activities generate odors, heat, moisture, food waste, and other trash which, if not managed carefully, can lead to indoor air quality problems. Intermediate School District 917 has delineated the following responsibilities involved in the preparation and/or serving of food to ensure IAQ management:

##### **Cooking Areas:**

1. Make sure that the exhaust fans are working properly. If problems are noted, contact the building custodian.
2. Exhaust fans should be operational whenever cooking, dishwashing, and cleaning.
3. Any leaks or odors of combustion gas should be reported immediately to the building engineer.
4. Clean kitchen after each use as required by district and Department of Health policy.
5. Report any signs of mold, mildew, or algae to building custodian.
6. Report any plumbing water leaks to building custodian.
7. Report any pest problems to building custodian.

##### **Food Handling and Storage:**

1. Regularly check food service areas for signs of insects or vermin.
2. Follow food handling and storage practices as recommended by district and Department of Health.
3. Maintain general cleanliness.

##### **Waste Management:**

1. Follow district guidelines concerning the recycling of waste.
2. Store waste in appropriate sealed containers.
3. Make sure dumpsters are located away from air intake vents, operable windows, etc.

The District 917 Secondary Technical Center offers several courses to high school students involving food preparation careers (Food Industry Careers, Dietary Aide, and Fundamental Chef). Instructors attend training updates as needed to maintain safety and health within these departments.

#### **C. Art and Crafts Classrooms**

Classrooms used for arts and crafts activities shall comply with items detailed in the Teacher's Checklist in Appendix E. Materials emitting toxic fumes are not used in classroom spaces when students and staff members are present.

## **IX. Indoor Air Quality Complaint Resolution System**

#### **A. Purpose/Scope**

The purpose of the IAQ Complaint Resolution system is to investigate and attempt to resolve IAQ issues within Intermediate School District 917 buildings in a prompt, responsive manner.

**B. Process**

The following describes the process to be implemented if a building occupant is concerned about IAQ:

1. The person(s) concerned about indoor air quality should contact the Health and Safety Coordinator using an IAQ complaint form (Appendix A)
2. The Health and Safety Coordinator and/or building custodians will conduct an investigation, using Appendix B, to try to resolve the problem internally.
3. The Health and Safety Coordinator will review the IAQ complaint form and may request relevant medical documents from occupants with symptoms.
4. The Health and Safety Coordinator will investigate the problem using Appendix D. The Health and Safety Coordinator will provide a written report to the Superintendent, the Director/Assistant Director of the program involved, and the building custodian. The Superintendent and Health and Safety Coordinator contact an outside vendor if additional testing is required.
5. District employees will perform remediation when feasible and appropriate. If an outside contractor is necessary the Superintendent will define the scope of services and assist in procuring those services in accordance with district policies.
6. If a problem is not solved after appropriate testing, investigation and remediation, the person may need to be moved to a different space based on availability.

**X. Communication/Information**

**A. Availability of Information**

Intermediate School District 917 is committed to open communication regarding IAQ and will make available any and all information regarding IAQ in district facilities. Parents and employees can obtain information about IAQ by contacting the Superintendent’s office, or checking the District 917 website: <http://www.isd917.k12.mn.us>. Information available includes:

- Checklists or self-help information so they can properly evaluate their child's home or other out of school situations.
- Information about school facility construction, maintenance, and housekeeping practices, chemicals used, mold and HVAC related information, chemical producing academic subjects, pesticides and herbicides and the like to determine the extent to which school activities contribute to a child's symptoms.
- Information on what a parent can do (how they can effect change) upon discovering questionable activities occurring within schools.

**B. Annual Notification**

Annual notification of parents will occur each September (or when a new student is enrolled in District 917) through the Parent/Guardian and Student Handbook. Notification of employees will be included in employee orientation materials, policy handbooks, and the annual IAQ Walk-through Inspection process.

**XI. Training, Education, and Information**

*Employee Annual Training Plan:*

<b>EMPLOYEE</b>	<b>TRAINING 1</b>	<b>TRAINING 2</b>	<b>TRAINING 3</b>
Superintendent	<b>X</b>	<b>X</b>	

Directors/Assistant Directors	<b>X</b>		<b>(As Needed)</b>
IAQ / Health and Safety Committee Members	<b>(IAQ Coordinator)</b>	<b>X</b>	
Maintenance/Custodial Staff		<b>X</b>	<b>X</b>
School Nurses/Health Assistants		<b>X</b>	<b>(As Needed)</b>
Teachers			<b>(As Needed)</b>

**Training 1 – Executive IAQ Briefing**

This briefing opportunity, provided annually at a meeting of the District 917 Administrative Team, will provide a broad overview of IAQ and its impact on occupant’s health. The presentation will also review/discuss Intermediate School District 917 plan to manage IAQ in the proactive manner.

**Training 2– IAQ Plan Implementation**

This training will take place at a meeting of the Health, Safety, and Wellness Committee, and will specifically review the IAQ management plan, the impact of the plan on building occupants, and the process and individual responsibilities for its implementation.

**Training 3– IAQ in Classrooms**

This training for District 917 custodians will address the operation of ventilation equipment, carpet care, animals, food, and the district IAQ plan.

**XII. Renovation, Remodeling, and Redecorating Activities**

Renovation, remodeling, and redecorating activities have the potential for causing indoor air quality problems. Proper planning is important to minimize potential problems. Building occupants will be informed of the nature of these activities.

District remodeling specifications require cleanliness, dust control, protection of building and building materials from water and clean HVAC parts:

- All mechanical ventilation improvements will result in demonstrated current performance criteria as found in state law, statute or rule, to include proper amount of ventilation rate over a specified outside temperature range, proper filtration, and ability to measure ventilation rate.
- Proper commissioning of all mechanical ventilation improvements will be done and validated by a designated professional who has adequate errors and omissions insurance.
- Mechanical ventilation improvement work will remain under warranty by the outside party until a full range of seasons has occurred, allowing any deficiencies to surface and be corrected.

A common concern which can occur during these activities is the release of volatile organic compounds from paint, stain, adhesives, sealants, new carpeting, and furniture. When feasible these types of activities will be scheduled to occur when the building is not occupied. Many times, for a variety of reasons, these activities need to occur while the building is occupied. During these activities the maintenance engineer will increase the fresh intake air as feasible. This increased ventilation will occur during these activities and for a short time after the work has been completed. A representative from the Indoor Air Quality Management team will advise on the selection and purchase of paint products.

If only limited areas of the building are being remodeled, the HVAC system will be adjusted and/or containment systems utilized as applicable so that it does not distribute contaminated air throughout the rest of the building. Temporary exhaust systems to remove contaminants during the work day will be considered. It may be necessary to modify HVAC system operation during and after these activities (e.g., running air handling units on 100 percent outdoor air for a period of time or running the system for several complete air exchanges before occupants return to the building).

When feasible, activities where solvents will be released will be scheduled to occur late in the day or on Friday so the building can air out overnight or during the weekend. Whenever possible, carpeting will be installed on a Friday so the solvents in the carpet and its adhesive have the weekend to air out before the tenants return to work.

Prior to modifications to the building system that could impact asbestos-containing materials, the AHERA inspection manual will be reviewed. If asbestos-containing materials will be affected by work, asbestos abatement contractors will generally remove asbestos-containing materials and document the removal work.

The documents in Appendices F and G will be provided by the purchasing department to contractors who do painting and roofing repairs.

### **XIII. Budgeting**

The district health and safety budget is available for use in remedying IAQ problems. This budget is submitted annually for approval. Annual needs, project upgrades, etc., are prioritized and included in the health and safety budget. Routine maintenance items are planned and budgeted for in order to prevent water intrusion, maintain airflow, and improve cleanliness in district buildings as a part of annual budgeting.

APPENDIX A-IAQ Complaint Form  
Intermediate School District 917  
**Indoor Air Quality Complaint Form**  
(This form is to be filled out by the building occupant or a staff member)

Date: \_\_\_\_\_ Building Name: \_\_\_\_\_ Room Number: \_\_\_\_\_

Occupant's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Please describe the problem in detail. Include specific symptoms you have experienced, time of day, weather conditions, number of occupants and any additional observations you would like to make.

Someone may need to contact you to discuss the complaint. What is the best time to reach you? \_\_\_\_\_

So that we can respond promptly, please return this form to Linda Berg, Health and Safety Coordinator, District Office, 1300 145<sup>th</sup> Street East, Rosemount, MN 55068 or fax to 651-423-8781.

APPENDIX B-Questionnaire

## Indoor Air Quality Questionnaire

The purpose of this form is to gather the information required for solving the indoor air quality concerns.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Program/Site: \_\_\_\_\_

### Background Information

Question	Response
1. How long have you been in the building?	
2. How long have you been your present location in the building?	
3. Have you experienced any physical discomfort or symptoms related to indoor air quality?	
4. What type of symptoms are you experiencing?	
5. When did the symptoms start?	
6. How long do the symptoms last?	
7. Are symptoms experienced apart from the work area? If yes, when and where?	
8. Is an odor coinciding with our symptoms? If yes, describe the odor.	
9. Have these symptoms ever been experienced at another work area? If yes, please describe.	

Additional comments:



APPENDIX D-IAQ Investigation Form  
**Intermediate School District 917**  
*Health & Safety Coordinator Indoor Air Quality Investigation Form*

**1. INVESTIGATOR INFORMATION**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Room #/Area \_\_\_\_\_ # of Occupants in Room or Area \_\_\_\_\_

**2. COMPLAINT DATA**

Name: \_\_\_\_\_ Date of complaint \_\_\_\_\_ Time: \_\_\_\_\_  
 Room #/Area \_\_\_\_\_ Building Name: \_\_\_\_\_  
**Health Symptoms Associated With Complaint:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
**Other Concerns, i.e. odor, moisture, airflow, cleaning, etc.:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3. INVESTIGATION CHECKLIST**

Air Handling Unit	Comments/Action Taken
Air Handling Unit On: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Air flowing from Vents: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Exhaust Operations: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Thermostat Properly Set: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Other Problems Noted: _____ _____	
<b>Moisture</b>	
Any Present Signs of Moisture: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Any Previous Moisture Concerns: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Any signs of Biological Growth: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Any Odors: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____

*Other Sources*

Any Recent Renovation in Area:	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Is it Overly Dusty/Unclean:	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Are Chemicals Stored in Room:	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Any Pesticides Recently Applied:	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Any Tunnel System:	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Any Unused Drains:	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

**4. TEST DATA**

AHU # _____	VAV/Zone # _____
Room Temp. (°F) _____	
Room Relative Humidity (%) _____	
T'stat Setting (°F) _____	
Room CO (ppm) _____	Room CO <sub>2</sub> (ppm) _____
Particulates _____	
Outside Air Temp (°F) _____	
Outside CO (ppm) _____	Outside CO <sub>2</sub> (ppm) _____

**5. WATER INTRUSION**

_____
_____
_____

**6. OTHER DATA**

_____
_____
_____

**7. IMMEDIATE CORRECTIVE ACTIONS TAKEN**

_____
_____
_____

**8. ADDITIONAL CORRECTIVE ACTION REQUIRED**

_____
_____
_____

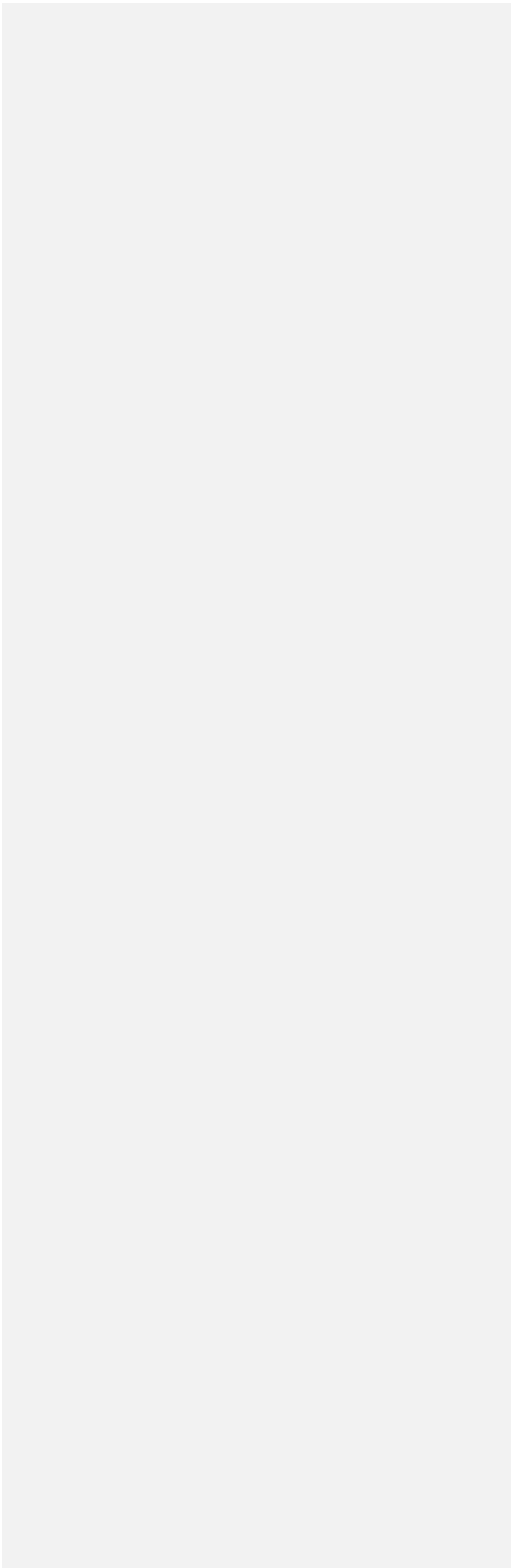
**9. ADDITIONAL COMMENTS**

_____
_____
_____

APPENDIX F-Renovation/Repairs Checklist

<b>RENOVATION AND REPAIRS CHECKLIST- FLOORING</b>	
<b>Pre-Installation</b>	
<input type="checkbox"/>	Determine whether resilient tile flooring scheduled for removal contains asbestos fibers.
<input type="radio"/>	<b>Renovation may/will disturb asbestos- containing flooring.</b>
<input type="checkbox"/>	Select low-emitting adhesive when installing glue-down flooring.
<input type="checkbox"/>	Obtain information about product constituents and emissions that may adversely impact IAQ from manufacturers.
<input type="checkbox"/>	Select low-emitting adhesive.
<input type="checkbox"/>	Select low-emitting flooring materials.
<input type="radio"/>	<b>Need additional information for selecting low-emitting adhesive and flooring materials.</b>
<input type="checkbox"/>	Do not install carpet near water sources.
<input type="checkbox"/>	When possible, schedule installation for time when school is unoccupied.
<b>During Installation</b>	
<input type="checkbox"/>	Use low-emitting adhesives.
<input type="checkbox"/>	Use low-emitting flooring materials.
<input type="checkbox"/>	Air new products before installation.
<input type="radio"/>	<b>Need help arranging the airing out of flooring products.</b>
<input type="checkbox"/>	Follow manufacturers' recommendations for ventilating the work area during and after flooring installation.
<input type="checkbox"/>	Install carpet, vinyl, and related flooring materials only when the school building is not in use or maintain the room under negative pressure relative to the surrounding rooms and hallways.
<input type="checkbox"/>	Avoid re-circulating air from the installation area, through the heating, ventilation, and air conditioning system, and into occupied areas. Seal return air grilles, open door ways, stairways, and use exhaust fans to remove airborne contaminants.
<input type="radio"/>	<b>Need help arranging the airing out of space during and after installation.</b>
<input type="checkbox"/>	Vacuum old carpet that is to be removed and subfloor surfaces (once carpet is removed).
<input type="checkbox"/>	Seal joints of hard surfaces and/or entire surface of porous flooring installed near water sources.
<b>Post-Installation</b>	
<input type="checkbox"/>	Vacuum new flooring after installation to remove loose matter and particles generated by the installation process and general construction in the area.
<input type="checkbox"/>	Follow manufacturers' recommendations for ventilating the work area space during and after flooring installation. (Typical recommendation is maximum outdoor air for 72 hours after installation.)
<input type="checkbox"/> <b>No Problems to Report.</b>	

	I have completed the activities on the Renovation and Repairs Checklist, and I do not need help in any areas.
Name: School: Room or Area: Date Completed: Signature:	



APPENDIX G-Painting Checklist  
**Intermediate School District 917**  
**Painting Checklist**

Name	Room	School
Date Completed	Signature	

**Instructions:**

- 1. Check off each box as you complete the activity.**
- 2. Check the triangle as appropriate or check the circle if you need additional help with this activity.**
- 3. File this checklist for future reference.**

There are many factors to consider before beginning a painting project. Special care should be taken when sanding a surface to prepare for painting, due to the dust released into the air. This dust may contain lead particles. Exposure to excessive levels of lead could affect a child's mental growth, and interfere with nervous system development, which could cause learning disabilities and impaired hearing. In adults, lead can increase the blood pressure.

The type of paint is an important decision. For instance, both solvent-based and water-based paints give off volatile organic compounds (VOCs) that could lead to IAQ problems. Water-based paints produce less VOCs than solvent-based paints, but produce them over a longer period of time.

Durability is important – a relatively low-emitting paint might create more IAQ problems in the long run than a higher emitting paint, if the lower-emitting paint requires repainting more often. In addition, many water-based (even interior paints) have, until recently, used mercury as a fungicide. Any paint that contains mercury should not be used indoors.

**Confirm that the painted surface is lead-free before preparing a surface for painting**

- Check painting records or old paint cans to determine whether the paint contains lead
- Do an initial screen using a trained lead paint inspector
- If there is lead paint in the existing paint, contact a trained lead-based paint contractor
- No lead in existing paint
- Paint contains lead or testing is needed to determine if lead is in existing paint

**Select a low-VOC emitting paint that is free of lead and mercury**

- Evaluate existing stock of paint (properly dispose of paints containing lead or mercury or having higher VOC emissions than new paints)
- Evaluate new paint before you purchase it. Express your indoor air quality concerns to paint suppliers and use their technical personnel as a resource. Not all paint suppliers have information on pollutant emissions; consult other sources (e.g., manufacturers) if your paint supplier cannot provide adequate information
- Have selected an appropriate paint
- Need to discuss which paint to use with an IAQ specialist

**During exterior painting, minimize occupant exposure to odors and pollutants**

- Schedule exterior painting to occur when the building is unoccupied (for example, on weekends or during vacation periods), and allow time for paint odors to dissipate before occupants return to the area. If the area being

Painted areas with a heating, cooling, and ventilation system which is shared with other areas, those areas should also be unoccupied

- Use supply and exhaust fans to sweep paint fumes out of the building. Operate supply fans continuously (24-7) at the highest possible outdoor air supply setting, from the beginning of the painting work until several days after the painting has been completed
- Block return openings to prevent circulating air from the work area to occupied areas
- △ Occupant exposure is minimized
- Need help to minimize occupant exposure

**Use appropriate storage and disposal practices for paints, solvents, clean-up materials, and asbestos containing materials**

- Seal containers carefully after use
- Keep paint containers in designated storage areas equipped with exhaust ventilation, but not in heating, ventilation, and air conditioning equipment
- Use an appropriate waste disposal method to dispose of any paints containing lead or mercury  
Follow EPA National Emission Standards for Hazardous Air Pollutant rules for disposal of asbestos-containing materials
- △ No problem with storage and disposal
- Need help with storage and disposal

APPENDIX H-Roofing Checklist  
**Intermediate School District 917**  
Roofing Checklist

---

Name \_\_\_\_\_ Date Completed \_\_\_\_\_

---

School Building \_\_\_\_\_ Signature \_\_\_\_\_

**Instructions:**

1. Check off each box as you complete the activity.
2. Check the triangle as appropriate or check the circle if you need additional help with this activity.
3. File this checklist for future reference.

Roofing work often involves the use of tar or other pollutant-producing chemicals that may cause indoor air problems if fumes enter the building. School officials and roofers can cooperate to prevent these problems and complaints from occupants.

Schedule pollutant-producing activities for unoccupied periods (e.g., weekends or vacation periods):

- Check to ensure that pollutant-producing activities occur during unoccupied periods
- Work is scheduled for an unoccupied period
- Work is scheduled for an occupied period; need help to minimize occupant exposure
- Locate "hot-spots" of tar and other pollutant-producing materials away from outdoor air intakes:
- Consider wind patterns at the work site, and arrange equipment so that prevailing winds carry odors away from the building
- Pollutant-producing materials are away from and downwind from outdoor air intakes
- No good location for pollutant-producing materials

Modify ventilation to avoid introducing odors and contaminants:

- Advise staff and students to keep doors and windows closed until the roofing work is finished
- It may be advisable to temporarily close the outdoor air intakes of air handlers; particularly rooftop units in the vicinity of (and downwind from) the work area. (NOTE: To avoid creating IAQ problems from underventilation, provide a temporary means (fans and/or ducts) to supply unaffected outdoor air.)
- Ventilation is arranged to avoid entry of pollutants
- Need help to modify ventilation

Appendix I – Maintenance Checklist

**Building and Grounds – Maintenance Checklist**

Name: _____	
School: _____	
Room or Area: _____	Date Completed: _____
Signature: _____	

**Instructions**

1. Read the *IAQ Background* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for future reference.
3. Complete the Checklist.
  - Check the “yes,” “no,” or “not applicable” box beside each item. (A “no” response requires further attention.)
  - Make comments in the “Notes” section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

- |   |   |   |   |
|---|---|---|---|
| 1c. Ensured that air from chemical and trash storage areas vents to the outdoors.....   | ☐ | ☐ | ☐ |
| 1d. Stored chemical products and supplies in sealed, clearly labeled containers .....   | ☐ | ☐ | ☐ |
| 1e. Researched and selected the safest products available .....   | ☐ | ☐ | ☐ |
| 1f. Ensured that supplies are being used according to manufacturers’ instructions.....  | ☐ | ☐ | ☐ |
| 1g. Ensured that chemicals, chemical-containing wastes, and containers are disposed of according to manufacturers’ instructions ..... | ☐ | ☐ | ☐ |
| 1h. Substituted less- or non-hazardous materials (where possible).....  | ☐ | ☐ | ☐ |
| 1i. Scheduled work involving odorous or hazardous chemicals for periods when the school is unoccupied .....                           | ☐ | ☐ | ☐ |
| 1j. Ventilated affected areas during and after the use of odorous or hazardous chemicals .....  | ☐ | ☐ | ☐ |

**2. GROUNDS MAINTENANCE SUPPLIES**

- |   |   |   |   |
|---|---|---|---|
| 2a. Stored grounds maintenance supplies in appropriate area(s).....   | ☐ | ☐ | ☐ |
| 2b. Ensured that supplies are used and stored according to manufacturers’ instructions.....   | ☐ | ☐ | ☐ |
| 2c. Established and followed procedures to minimize exposure to fumes from supplies.....  | ☐ | ☐ | ☐ |
| 2d. Reviewed and followed manufacturers’ guidelines for maintenance .....   | ☐ | ☐ | ☐ |
| 2e. Replaced portable gas cans with low-emission cans .....   | ☐ | ☐ | ☐ |
| 2f. Stored chemical products and supplies in sealed, clearly-labeled containers .....   | ☐ | ☐ | ☐ |
| 2g. Ensured that chemicals, chemical-containing wastes, and containers are disposed of according to manufacturers’ instructions ..... | ☐ | ☐ | ☐ |

**3. DUST CONTROL**

- |   |   |   |   |
|---|---|---|---|
| 3a. Installed and maintained barrier mats for entrances ..... | ☐ | ☐ | ☐ |
| 3b. Used high efficiency vacuum bags .....                    | ☐ | ☐ | ☐ |
| 3c. Used proper dusting techniques.....                       | ☐ | ☐ | ☐ |
| 3d. Wrapped feather dusters with a dust cloth.....            | ☐ | ☐ | ☐ |
| 3e. Cleaned air return grilles and air supply vents .....     | ☐ | ☐ | ☐ |

**1. BUILDING MAINTENANCE SUPPLIES**

Yes No N/A

- |   |   |   |   |
|---|---|---|---|
| 1a. Developed appropriate procedures and stocked supplies for spill control | ☐ | ☐ | ☐ |
| 1b. Reviewed supply labels.....   | ☐ | ☐ | ☐ |

**4. FLOOR CLEANING**

- 4a. Established and followed schedule for vacuuming and mopping floors.....
- 4b. Cleaned spills on floors promptly (as necessary).....
- 4c. Performed restorative maintenance (as necessary) .....

**5. DRAIN TRAPS**

- 5a. Poured water down floor drains once per week (about 1 quart of water) .....
- 5b. Ran water in sinks at least once per week (about 2 cups of water).....
- 5c. Flushed toilets once each week (if not used regularly) .....

**6. MOISTURE, LEAKS, AND SPILLS**

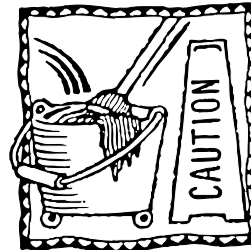
- 6a. Checked for moldy odors .....
- 6b. Inspected ceiling tiles, floors, and walls for leaks or discoloration (may indicate periodic leaks).....
- 6c. Checked areas where moisture is commonly generated (e.g., kitchens, locker rooms, and bathrooms).....
- 6d. Checked that windows, windowsills, and window frames are free of condensate .....
- 6e. Checked that indoor surfaces of exterior walls and cold water pipes are free of condensate.....
- 6f. Ensured the following areas are free from signs of leaks and water damage:
  - Indoor areas near known roof or wall leaks .....
  - Walls around leaky or broken windows.....
  - Floors and ceilings under plumbing .....
  - Duct interiors near humidifiers, cooling coils, and outdoor air intakes .....

**7. COMBUSTION APPLIANCES**

- 7a. Checked for odors from combustion appliances.....
- 7b. Checked appliances for backdrafting (using chemical smoke) .....
- 7c. Inspected exhaust components for leaks, disconnections, or deterioration.....
- 7d. Inspected flue components for corrosion and soot.....

**8. PEST CONTROL**

- 8a. Completed the *Integrated Pest Management Checklist* .....



**NOTES**

Appendix J-HVAC Maintenance Schedule

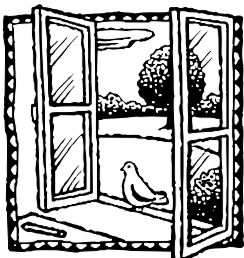
*HVAC Maintenance Schedule*

HVAC COMPONENT	MONTHLY	QUARTERLY	SEMI-ANNUALLY	ANNUALLY	AS REQUIRED
<b>A. Outdoor air intake inspection (unit ventilators)</b>				X	
<b>B. Check belt tension</b>				X	
<b>C. HVAC duct work inspection</b>					X
<b>D. HVAC controls calibration</b>					X
<b>E. Filter changes</b>				X	
<b>F. Heating coils/cooling coils inspection</b>				X	
<b>G. Heating coils/cooling coils cleaning</b>					X (unit ventilators)
<b>H. Supply fan inspection</b>				X	
<b>I. Supply fan cleaning</b>					X

TO: Scott Zehnder, Maintenance Engineer \_\_\_\_\_  
 Signature Date

When this page is filled with "DATES" please sign, date and return to Linda Berg, Health and Safety Coordinator, DCTC, District Administration, for the Health, Wellness and Safety files.

Appendix K-Ventilation Checklist  
**Ventilation Checklist**



Name: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Unit Ventilator/AHU No: \_\_\_\_\_  
 Room or Area: \_\_\_\_\_ Date Completed: \_\_\_\_\_  
 Signature: \_\_\_\_\_

**Instructions**

1. Read the *IAQ Background* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for **each** ventilation unit in your school, as well as a copy for future reference.
3. Complete the Checklist.
  - Check the “yes,” “no,” or “not applicable” box beside each item. (A “no” response requires further attention.)
  - Make comments in the “Notes” section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

**1. OUTDOOR AIR INTAKES**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1a. Marked locations of all outdoor air intakes on a small floor plan (for example, a fire escape floor plan)..... | Yes                      | No                       | N/A                      |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1b. Ensured that the ventilation system was on and operating in “occupied” mode.....                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ACTIVITY 1: OBSTRUCTIONS**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1c. Ensured that outdoor air intakes are clear of obstructions, debris, clogs, or covers.....                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d. Installed corrective devices as necessary (e.g., if snowdrifts or leaves frequently block an intake) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ACTIVITY 2: POLLUTANT SOURCES**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1e. Checked ground-level intakes for pollutant sources (dumpsters, loading docks, and bus-idling areas).....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1f. Checked rooftop intakes for pollutant sources (plumbing vents; kitchen, toilet, or laboratory exhaust fans; puddles; and mist from air-conditioning cooling towers)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1g. Resolved any problems with pollutant sources located near outdoor air intakes (e.g., relocated dumpster or extended exhaust pipe) .....                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ACTIVITY 3: AIRFLOW**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1h. Obtained chemical smoke (or a small piece of tissue paper or light plastic)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1i. Confirmed that outdoor air is entering the intake appropriately.....             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**2. SYSTEM CLEANLINESS**

**ACTIVITY 4: AIR FILTERS**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 2a. Replaced filters per maintenance schedule .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b. Shut off ventilation system fans while replacing filters (prevents dirt from blowing downstream) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c. Vacuumed filter areas before installing new filters .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d. Confirmed proper fit of filters to prevent air from bypassing (flowing around) the air filter .....    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2e. Confirmed proper installation of filters (correct direction for airflow) .....                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**2..... SYSTEM CLEANLINESS (continued)**

**ACTIVITY 5: DRAIN PANS**

- |   | Yes                      | No                       | N/A                      |
|---|--------------------------|--------------------------|--------------------------|
| 2f. Ensured that drain pans slant toward the drain (to prevent water from accumulating) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2g. Cleaned drain pans .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2h. Checked drain pans for mold and mildew.....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ACTIVITY 6: COILS**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 2i. Ensured that heating and cooling coils are clean ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

**ACTIVITY 7: AIR-HANDLING UNITS, UNIT VENTILATORS**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 2j. Ensured that the interior of air-handling unit(s) or unit ventilator (air-mixing chamber and fan blades) is clean ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2k. Ensured that ducts are clean .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ACTIVITY 8: MECHANICAL ROOMS**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 2l. Checked mechanical room for unsanitary conditions, leaks, and spills.....                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2m. Ensured that mechanical rooms and air-mixing chambers are free of trash, chemical products, and supplies..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**3. CONTROLS FOR OUTDOOR AIR SUPPLY**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3a. Ensured that air dampers are at least partially open (minimum position).....    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3b. Ensured that minimum position provides adequate outdoor air for occupants ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ACTIVITY 9: CONTROLS INFORMATION**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3c. Obtained and reviewed all design inside/outside temperature and humidity requirements, controls specifications, as-built mechanical drawings, and controls operations manuals (often uniquely designed) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

**ACTIVITY 10: CLOCKS, TIMERS, SWITCHES**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 3d. Turned summer-winter switches to the correct position .....                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3e. Set time clocks appropriately .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3f. Ensured that settings fit the actual schedule of building use (including night/weekend use)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ACTIVITY 11: CONTROL COMPONENTS**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3g. Ensured appropriate system pressure by testing line pressure at both the occupied (day) setting and the unoccupied (night) setting.....                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3h. Checked that the line dryer prevents moisture buildup.....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3i. Replaced control system filters at the compressor inlet based on the compressor manufacturer's recommendation (for example, when you blow down the tank)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3j. Set the line pressure at each thermostat and damper actuator at the proper level (no leakage or obstructions) .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ACTIVITY 12: OUTDOOR AIR DAMPERS**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 3k. Ensured that the outdoor air damper is visible for inspection.....                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3l. Ensured that the recirculating relief and/or exhaust dampers are visible for inspection..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3m. Ensured that air temperature in the indoor area(s) served by each                            |                          |                          |                          |



### 3. CONTROLS FOR OUTDOOR AIR SUPPLY (continued)

- |  | Yes                      | No                       | N/A                      |
|--|--------------------------|--------------------------|--------------------------|
| 3n. Checked that the outdoor air damper fully closes within a few minutes of shutting off appropriate air handler .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3o. Checked that the outdoor air damper opens (at least partially with no delay) when the air handler is turned on .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3p. If in heating mode, checked that the outdoor air damper goes to its minimum position (without completely closing) when the room thermostat is set to 85°F.....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3q. If in cooling mode, checked that the outdoor air damper goes to its minimum position (without completely closing) when the room thermostat is set to 60°F and mixed air thermostat is set to 45°F..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3r. If the outdoor air damper does not move, confirmed the following items:  |                          |                          |                          |
| • The damper actuator links to the damper shaft, and any linkage set screws or bolts are tight.....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Moving parts are free of impediments (e.g., rust, corrosion).....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Electrical wire or pneumatic tubing connects to the damper actuator .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The outside air thermostat(s) is functioning properly (e.g., in the right location, calibrated correctly).....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Proceed to Activities 13–16 if the damper seems to be operating properly.

#### ACTIVITY 13: FREEZE STATS

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3s. Disconnected power to controls (for automatic reset only) to test continuity across terminals.....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| OR  |                          |                          |                          |
| 3t. Confirmed (if applicable) that depressing the manual reset button (usually red) trips the freeze stat (clicking sound indicates freeze stat was tripped)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3u. Assessed the feasibility of replacing all manual reset freeze-stats with automatic reset freeze-stats .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*NOTE: HVAC systems with water coils need protection from the cold. The freeze-stat may close the outdoor air damper and disconnect the supply air when tripped. The typical trip range is 35°F to 42°F.*

#### ACTIVITY 14: MIXED AIR THERMOSTATS

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 3v. Ensured that the mixed air stat for heating mode is set no higher than 65°F.....                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3w. Ensured that the mixed air stat for cooling mode is set no lower than the room thermostat setting..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### ACTIVITY 15: ECONOMIZERS

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3x. Confirmed proper economizer settings based on design specifications or local practices..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

*NOTE: The dry-bulb is typically set at 65°F or lower.*

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 3y. Checked that sensor on the economizer is shielded from direct sunlight .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3z. Ensured that dampers operate properly (for outside air, return air, exhaust/relief air, and recirculated air), per the design specifications ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*NOTE: Economizers use varying amounts of cool outdoor air to assist with the cooling load of the room or rooms. There are two types of economizers, dry-bulb and enthalpy. Dry-bulb economizers vary the amount of outdoor air based on outdoor temperature, and enthalpy economizers vary the amount of outdoor air based on outdoor temperature and humidity level.*

### 3. CONTROLS FOR OUTDOOR AIR SUPPLY (continued)

#### ACTIVITY 16: FANS

- 3aa. Ensured that all fans (supply fans and associated return or relief fans) that move outside air indoors continuously operate during occupied hours (even when room thermostat is satisfied) .....  Yes  No  N/A

*NOTE: If fan shuts off when the thermostat is satisfied, adjust control cycle as necessary to ensure sufficient outdoor air supply.*

### 4. AIR DISTRIBUTION

#### ACTIVITY 17: AIR DISTRIBUTION

- 4a. Ensured that supply and return air pathways in the existing ventilation system perform as required .....
- 4b. Ensured that passive gravity relief ventilation systems and transfer grilles between rooms and corridors are functioning .....

*NOTE: If ventilation system is closed or blocked to meet current fire codes, consult with a professional engineer for remedies.*

- 4c. Made sure every occupied space has supply of outdoor air (mechanical system or operable windows) .....
- 4d. Ensured that supply and return vents are open and unblocked .....

*NOTE: If outlets have been blocked intentionally to correct drafts or discomfort, investigate and correct the cause of the discomfort and reopen the vents.*

- 4e. Modified the HVAC system to supply outside air to areas without an outdoor air supply .....
- 4f. Modified existing HVAC systems to incorporate any room or zone layout and population changes .....
- 4g. Moved all barriers (for example, room dividers, large free-standing blackboards or displays, bookshelves) that could block movement of air in the room, especially those blocking air vents .....
- 4h. Ensured that unit ventilators are quiet enough to accommodate classroom activities .....
- 4i. Ensured that classrooms are free of uncomfortable drafts produced by air from supply terminals .....

#### ACTIVITY 18: PRESSURIZATION IN BUILDINGS

*NOTE: To prevent infiltration of outdoor pollutants, the ventilation system is designed to maintain positive pressurization in the building. Therefore, ensure that the system, including any exhaust fans, is operating on the "occupied" cycle when doing this activity.*

- 4j. Ensured that air flows out of the building (using chemical smoke) through windows, doors, or other cracks and holes in exterior wall (for example, floor joints, pipe openings) .....

### 5. EXHAUST SYSTEMS

#### ACTIVITY 19: EXHAUST FAN OPERATION

- 5a. Checked (using chemical smoke) that air flows into exhaust fan grille(s) .....

*If fans are running but air is not flowing toward the exhaust intake, check for the following:*

- Inoperable dampers
- Obstructed, leaky, or disconnected ductwork
- Undersized or improperly installed fan
- Broken fan belt



## 5. EXHAUST SYSTEMS (continued)

### ACTIVITY 20: EXHAUST AIRFLOW



door contaminants from areas such as bathrooms, kitchens, and labs by keeping them under negative (including spaces).

(smoke) that air is drawn into the room **Yes No N/A**

the door slightly open while checking airflow high and low in the door opening (see "How to Measure

toward the exhaust intake .....

#### DUCTWORK

5d. Checked that the exhaust ductwork downstream of the exhaust fan (which is under positive pressure) is sealed and in good condition .....

## 6. QUANTITY OF OUTDOOR AIR

### ACTIVITY 22: OUTDOOR AIR MEASUREMENTS AND CALCULATIONS

NOTE: Refer to "How to Measure Airflow" for techniques.

- 6a. Measured the quantity of outdoor air supplied (22a) to each ventilation unit .....
- 6b. Calculated the number of occupants served (22b) by the ventilation unit under consideration .....
- 6c. Divided outdoor air supply (22a) by the number of occupants (22b) to determine the existing quantity of outdoor air supply per person (22c) .....

### ACTIVITY 23: ACCEPTABLE LEVELS OF OUTDOOR AIR QUANTITIES

- 6d. Compared the existing outdoor air per person (22c) to the recommended levels in Table 1 .....
- 6e. Corrected problems with ventilation units that supplied inadequate quantities of outdoor air to ensure that outdoor air quantities (22c) meet the recommended levels in Table 1 .....

NOTES:

# **PERSONAL PROTECTIVE EQUIPMENT**

## **WRITTEN PLAN**

### **Intermediate School District 917**

**July 2019**

This written plan documents steps Intermediate School District 917 (ISD 917) has taken to minimize injury, resulting from various occupational hazards present at our sites, by protecting workers through the use of personal protective equipment (PPE) when the hazards cannot be eliminated.

Linda Berg is the program coordinator, acting as the representative of the School Board, who has overall responsibility for the program. Annual training on employee's use of PPE will be conducted by a consultant, one-on-one, or viewing a video or computer-based training module. Procurement of PPE is done by contacting Linda Berg who will select the equipment and place the orders. This written plan is kept in the district office and will be reviewed annually.

ISD 917 believes its obligation is to provide a hazard-free environment to its employees. Any employee encountering hazardous conditions must be protected against the potential hazards. The purpose of protective clothing and equipment (PPE) is to shield or isolate individuals from chemical, physical, biological, or other hazards that may be present in the workplace. (See also separate written plans for the respiratory protection and hearing conservation programs.)

Establishing an overall written PPE program detailing how employees use PPE makes it easier to ensure that they use PPE properly in the workplace, and documents our PPE efforts in the event of an OSHA inspection. Our PPE program covers:

- Purpose
- Hazard assessment
- PPE selection
- Employee training
- Cleaning and maintenance of PPE
- PPE specific information

If after reading this program you find that improvements can be made, please contact Linda Berg at 651-423-8214. We encourage all suggestions as we are committed to the success of our Personal Protective Equipment Program. We strive for clear understanding, safe behavior, and involvement in the program from every level of the school district.

## **Purpose of Program**

The basic element of any PPE program is an in depth evaluation of the equipment needed to protect against the hazards at the workplace; this is the initial hazard assessment for which written documentation is required. Two basic objectives of any PPE program should be to protect the wearer from incorrect use and/or malfunction of PPE. The purpose of this Personal Protective Equipment (PPE) Program is to document the hazard assessment, protective measures in place, and PPE in use at this workplace. PPE devices are not to be relied on as the only means to provide protection against hazards, but are used in conjunction with guards, engineering controls, and sound work practices. If possible, hazards will be abated first through engineering controls, with PPE to provide protection against hazards, which cannot reasonably be abated otherwise.

## **Hazard Assessment**

In order to assess the need for PPE the following steps are taken:

1. The Health and Safety Coordinator and the Assistant Directors and/or Directors will have identified the job classifications where exposures occur or could occur. The business office examines the First Reports of Injury.
2. The Health and Safety Coordinator and the Assistant Directors and/or Directors conduct on going walk through surveys of workplace areas where hazards exist or may exist to identify sources of hazards to employees. Employees are also asked to inform the Health and Safety Coordinator of any hazards in their work. The basic hazard categories are:
  - Impact
  - Heat
  - Penetration
  - Harmful dust
  - Compression (roll over)
  - Light (optical) radiation
  - Chemical
  - Noise
  - Body Fluids

During the walk-through surveys the Health and Safety Coordinator and the Assistant Directors and/or Directors observe and record the following hazards. Employees also provide information during training sessions.

- Sources of motion; i.e., machinery or processes where any movement of tools, machine elements, or particles could exist or movement of personnel that could result in collision

with stationary objects: Heavy Duty Truck Technology Careers-vehicles; Graphic Communications; Food Industry Careers-Food, mixers and slicers; Fundamental Chef Training-Food, mixers and slicers; Vehicle Services – moving vehicles and lifts; Custodial/Maintenance – HVAC units; Grounds – lawn mowers and snow blowers.

- Sources of high temperatures that could result in burns, eye injury or ignition: Heavy Duty Truck Technology Careers; Total Auto Care - welders, torches, plasma cutter; Food Industry Careers and Fundamental Chef Training– ranges; Custodial – boilers.
- Chemical exposures could occur in: Heavy Duty Truck Technology Careers and Total Auto Care – paint, parts washer, auto chemicals; Science; Food – dish room; Custodial – cleaning chemicals, boiler chemicals.
- Exposures to harmful dusts are covered in the Respiratory Protection Program.
- Exposures to sources of light radiation, i.e., welding, brazing, cutting, high intensity lights, ultra-violet light etc. occur in: Heavy Duty Truck Technology Careers– welding; Total Auto Care – welding and torching.
- Sources of falling objects or potential for dropping objects occur in: Total Auto Care-vehicles on lifts; Construction; where hard hats are worn.
- Sources of sharp objects which might pierce the feet or cut the hands have been observed in: Graphic Communication; Food Industry Careers and Fundamental Chef Training; Total Auto Care-sheet metal; Science.
- Sources of rolling or pinching objects, which could crush the feet, have been observed in: Total Auto Care – vehicles moving.
- Sources of excess noise are covered in the Hearing Conservation Program written plan.
- Exposures to potentially infectious body fluids occur in all shop type programs where first aid could be needed.
- Electrical hazards can occur in: Graphic Communications; Total Auto Care; Heavy Duty Truck; Food Industry Careers and Fundamental Chef Training; Custodial; Construction.

An estimate of the potential for injuries has been made. Each of the basic hazards has been reviewed and a determination made as to the frequency, type, level of risk, and seriousness of potential injury from each of the hazards found. The existence of any situations where multiple exposures occur or could occur has been considered.

### **Selection Guidelines/Purchasing**

Once any hazards have been identified and evaluated through hazard assessment, the general procedure for selecting protective equipment is to:

1. Become familiar with the potential hazards and the type of PPE that is available, and what they can do.

2. Compare types of equipment to the hazards associated with the environment.
3. Select the PPE, which ensures a level of protection greater than the minimum required to protect employees from the hazards.
4. Fit the user with proper, comfortable, well fitting protection and instruct employees on care and use of the PPE. It is very important that the users are aware of all warning labels for and limitations of their PPE.

Linda Berg will do selection of PPE with the assistance of the Assistant Director and/or Director. The Laboratory Safety catalogue will be available for ordering in the District Office.

Never will PPE be denied, limited or said to be not available due to departmental budgets.

It is the responsibility of Linda Berg (with the aid of a consultant) to reassess the workplace hazard situation as necessary, to identify and evaluate new equipment and processes, to review accident records, and reevaluate the suitability of previously selected PPE. This reassessment will be ongoing.

Elements, which should be considered in the reassessment, include:

- Adequacy of PPE program
- Accidents and illness experience
- Levels of exposure (this implies appropriate exposure monitoring if needed)
- Adequacy of equipment selection
- Number of person hours that workers wear various protective ensembles
- Adequacy of training/fitting of PPE
- Program costs
- Recommendation for program improvement and modification
- Coordination with overall safety and health program

### **Employee Training**

Annual training is required to use personal protective equipment. Training will be accomplished using SafeSchools Online Learning. Training includes:

- When PPE is necessary
- What PPE is necessary
- How to wear assigned PPE
- Limitations of PPE

- The proper care, maintenance, useful life, and disposal of assigned PPE

Employees must demonstrate an understanding of the training and the ability to use the PPE properly before they are allowed to perform work requiring the use of the equipment.

Employees are prohibited from performing work without donning appropriate PPE to protect them from the hazards they will encounter in the course of that work. Supervisors are responsible to see that employees wear their PPE.

If the Assistant Director and/or Director has reason to believe an employee does not have the understanding or skill required, the employee must be retrained. Circumstances where retraining may be required include changes in the workplace, changes in the types of PPE to be used that would render previous training obsolete, and inadequacies in an affected employee's knowledge or use of the assigned PPE that indicates the employee has not retained the necessary understanding or skills.

The trainer certifies in writing that the employee has received and understands the PPE training. Annual training records will be kept on file in the Health and Safety Office, located in the District Office.

Because failure to comply with district guidelines concerning PPE can result in OSHA citations and fines as well as employee injury, an employee who does not comply with this program will be disciplined for insubordination according to their contract.

### **Cleaning and Maintenance**

It is important that all PPE be kept clean and properly maintained by the employee to whom it is assigned. Cleaning is particularly important for eye and face protection where dirty or fogged lenses could impair vision. PPE is to be inspected, cleaned, and maintained by employees at regular intervals as part of their normal job duties so that the PPE provides the requisite protection. Instructors and the lead Custodian are responsible for ensuring compliance with cleaning responsibilities by employees. If a piece of PPE is in need of repair or replacement, it is the responsibility of the employee to bring it to the immediate attention of their supervisor. It is against work rules to use PPE that is in disrepair or not able to perform its intended function. Contaminated PPE, which cannot be decontaminated, is disposed of in a manner that protects employees from exposure to hazards.

### **PPE Specific Information**

#### *Body Protection - Aprons, Lab Coats, Chaps, Jackets, Smocks*

It is the policy of the district as a condition of employment, all regular, full time, part time, and temporary employees working in a designated work area and/or job assignment are required to wear aprons, lab coats, chaps or jackets to help prevent injury to the body resulting from chemicals, light radiation, flying particles, for example. See the following list:

Heavy Duty Truck Technology Careers, Food Industry Careers, Fundamental Chef Training, Total Auto Care, - Shop coats and welding

Fundamental Chef Training and Food Industry Careers, Science, Career Exploration -  
Lab coats, aprons

Eye Protection -Goggles, Face Shields and Safety Eyewear

All regular full time, part time, and temporary employees working in designated work area and/or job assignments are required to wear ANSI approved goggles/face shields to help prevent eye and face injuries, including those resulting from flying particles, molten metal, liquid chemicals, acids or caustic liquids, chemical gases or vapors, or light radiation. See the following list:

Goggles, Face Shields or Safety Eyewear -- Total Auto Care, Heavy Duty Truck Technology Careers, Career Exploration, Food, Graphic Communications, Computer Repair, Networking and Video Game Design; Construction Trades

Safety Eyewear -- Computer Repair, Networking, and Video Game Design, Construction Trades

Goggles - Science

Foot Protection-Safety Shoes

All regular full time, part time, and temporary employees working in designated work areas and/or job assignments are required to wear safety shoes to help prevent foot injuries, ankle injuries, slips, and falls. Employees in the following designated work areas are required to wear OSHA approved safety shoes:

Construction, Heavy Duty Truck, Total Auto Care, Maintenance- Safety Shoes

Hand Protection – Gloves

All regular full time, part time, and temporary employees working in designated work areas and/or job assignments are required to wear gloves to help prevent hand injuries, including cuts, burns, and chemical exposure. Employees in the following designated work areas are required to wear protective gloves:

Hot gloves, chemical gloves, cut resistant gloves, lifting gloves – Food Classes

Leather gloves, hot gloves, and chemical gloves – Total Auto Care; Heavy Duty Truck

Chemical gloves, leather gloves – Maintenance

Head protection -- Hard hats

All regular full time, part time, and temporary employees working in designated work areas and/or job assignments are required to wear ANSI approved hard hats to help prevent head injuries, including those resulting from falling objects, bumping the head against a fixed object, or electrical shock.

Employees in the following designated work areas are required to wear hard hats:

None

**In Addition**

Employees from temporary work agencies and contractors are required to wear PPE if assigned to work in the designated work areas.

All assistant supervisors are responsible for ensuring employees under their charge are in compliance with this written plan.

All employees who work in designated work areas and/or job assignments are responsible for wearing district provided PPE to comply with this written plan. Failure to comply will result in disciplinary action.

All employees required to wear PPE must routinely inspect and properly care for their PPE.

# **SECONDARY TECHNOLOGY CENTER SAFETY MANAGEMENT**

## **WRITTEN PLAN**

**Intermediate School District 917**

**July 2019**

### **INTRODUCTION**

The health and safety standards included in the following sections are provided for guidance to Intermediate School District 917 Secondary Technology Center instructors. Compliance with these standards will substantially aid in providing a safe and healthy work and teaching environment. Procedures outlined should be considered the minimum standards that apply for classrooms. The standards are derived from existing state or federal occupational health and safety regulations and other organizations such as: the National Fire Protection Association and the American National Standards Institute. If there are discrepancies between this plan and the standards, the standards are to take precedence.

The Intermediate School District 917 technology programs include: Construction; Total Auto Care; Heavy Duty Truck Technology; Graphic Communications; Computer Repair, Networking, and Video Game Design; Fundamental Chef; and Food Industry Careers. It is imperative that instructors become familiar with and implement the sections in this plan that pertain to the operation(s) under their control.

Each technology program is responsible for providing safety equipment and supplies as specified in this plan. If there is equipment that does not meet the standard, it is not to be used. If there is equipment that is not used and is not likely to be used in the future, it should be decommissioned. Equipment shall be maintained in good repair. If equipment is not operable or does not meet the standards, it should be red tagged as not operable until a time when it is repaired or upgraded. Instructors are not to perform repairs or upgrades to equipment.

### **Section 1: The Technology Shop Safety Management Plan**

The Secondary Technology Center Safety Management Plan covers: general safety and housekeeping, clothing and safe dress, personal protective equipment, machine safety, hand and power tool safety, electrical safety, compressed air safety, compressed gas cylinders, employee right to know, chemical storage requirements, safety equipment, emergency procedures, employee training and recordkeeping. This plan will be reviewed annually, evaluated for effectiveness and updated as necessary. This plan will be maintained in the District Office and

on-site by each shop instructor. It shall be made available to employees, employee representatives, and safety inspectors upon request.

Each Technology Shop curriculum shall develop and implement their safety plan specific to the activities being performed. Safety guidelines for students are to be developed by instructors that are specific to the task to be performed. Student guidelines should include items identified in this plan and student behavior do's and don'ts. **Health and safety must be made an integral part of all Technology Shop curriculums and the instructor must document student competency on safety procedures by maintaining a file for each student containing safety worksheets and actual safety test passed at the 100% level.**

On a regular schedule, but not less than monthly, instructors are responsible for inspecting the shop areas under their control.

## **Section 2: General Safety/Housekeeping**

The following precautions pertain to the minimum general safety/housekeeping procedures to be implemented in the Technology Shop classrooms:

1. Report all injuries. Injuries to instructors must be documented through the **Business and Nurses's** Office on the Injury Report Form. The Student Injury Log is to be used to document injuries to students.
2. Students are to be supervised by a licensed Technology Shop instructor when using shop equipment or chemicals.
3. No food is allowed in a Technology Shop area. Do not eat, drink, chew gum, or apply cosmetics in a shop area.
4. Minimize exposures by using appropriate personal protective apparel and equipment. (i.e. eye protection, machine guards, etc.)
5. Only tools, equipment, and machinery that are properly maintained and adjusted may be used.
6. Tools, equipment, and machinery may not be altered for use other than that for which it was designed and specified by the manufacturer.
7. Know the locations of and maintain accessibility of all safety equipment including: fire extinguishers, eyewashes, drench showers, etc.
8. Floor areas and aisles must be kept free of debris or any item that may constitute a tripping or slipping hazard.
9. Dust collections systems must be used when performing woodworking activities.
10. Cleanliness around woodworking activities is to be maintained. Particular attention should be made in regards to preventing fire hazards from wood dust inside electrical switch enclosures, bearings and motors.
11. Use shop vacuum equipment to keep work areas clean. Compressed air must not be used to clean dirt and dust from equipment, clothing or skin.
12. Clean up liquid spills immediately.
13. Maintain storage areas in a safe and orderly manner.
14. Store flammables in an approved flammable cabinet if in excess of 10 gallons.
15. Maintain aisles and egresses open and clear.

16. A minimum of 18 inches of clearance must be maintained between storage materials and fire sprinkler heads.
17. Storage of materials must not create a hazard. Overhead storage must be stable and secure. Large objects should not be stored overhead. Attention to the weight limit of a shelving or rack unit should be monitored.
18. A minimum of 36 inches of open area must be maintained for access to all electrical boxes and utility controls.

### **Section 3: Clothing and Safe Dress**

The following precautions pertain to the minimum clothing and safe dress procedures to be implemented in Technology Shop classrooms:

1. The type of clothing is to be appropriate for the planned shop activities.
2. Instructors are responsible for ensuring that students are informed as to the requirements for wearing apparel that is suitable for the type of shop activities to be performed and the hazards involved.
3. For those working with machinery or in other hazardous operations, clothing should be well fitted with no loose or flowing articles. Shirts must be tucked in and short sleeve types are the best.
4. Shoes should be well fitted with good soles and heels and of a style that completely covers the foot. Open-toe shoes “sandals” or lightweight shoes must not be worn during shop activities.
5. Instructors and students with long hair who work around moving machinery must wear adequate hair covering to preclude the possibility of entanglement.
6. Jewelry such as rings, pendants, necklaces, earrings, and watches shall not be worn when working around moving machinery, electricity or electronics equipment.

### **Section 4: Personal Protective Equipment**

This section addresses eye, face, hand and hearing protection. Activities are not to be performed which would require the use of respirator protection, however voluntary use of respirators is allowed. Personal protective equipment (PPE) is to be used by instructors and students whenever doing so will reduce the likelihood of injury. PPE is not a substitute for engineering controls, administrative controls, or good work practices, but must be used in conjunction with these controls.

#### **Responsibility**

Instructors have the primary responsibility for implementation of the PPE program in their shop area. This includes: conducting a hazard assessment in their area, determining what type of PPE is required, purchasing the necessary equipment and signage, ensuring students are trained on the proper use, care and cleaning of PPE, ensuring students are wearing PPE and replacing defective or damaged equipment immediately. Based on the hazard assessment, locations or activities that require PPE are to be clearly demarcated identifying the type of PPE required. Visitors or others passing through the area should be able to easily identify the hazards and PPE required.

## **Eye and Face Protection**

Instructors and students must use appropriate eye and face protection when working in eye protection areas or exposed to hazards from flying particles or chemicals. Eye protection areas include but are not limited to, technology shops in which activities are taking place and materials are being used involving: hot molten materials, milling, sawing, turning, shaping, cutting, grinding or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding, repair or servicing of any vehicle or mechanical equipment. Eyewear must comply with ANSI Z87.1 as indicated by labels on the PPE. When there is a hazard from flying objects, side protectors must be used.

## **Hand Protection**

Instructors and students must use appropriate hand protection when exposed to hazards from skin absorption of harmful substances, severe cuts or lacerations, abrasions, punctures, chemical burns or temperature extremes. An evaluation of the hazard must be made and the appropriate glove type selected. Glove selection will be based on performance characteristics of the gloves, conditions, duration of use, and hazard present. One type of gloves will not work in all situations.

## **Hearing Protection**

Instructors and students exposed to noise levels at or above the OSHA permissible exposure limit of 85 dBA as measured on an eight-hour time weighted average (TWA) must wear hearing protection. It is recommended that hearing protection be used whenever operating equipment which generates decibel level above 80 dBA. The type of hearing protection device used must, at a minimum, attenuate the noise level to an 8-hour TWA of 85 dBA or less. Instructors should also limit their daily noise exposure by reducing the time period devoted to excessively noisy activities. Personnel and equipment noise level monitoring can be performed by Health and Safety upon request.

Refer to the District Respiratory Protection, Personal Protective Equipment and Hearing Conservation Written Plans for more information on these topics.

## **Section 5: Machine Safety**

Machinery is the most immediate and apparent safety hazard in the shop area. **It is imperative that instructors supervise students at all times when using any shop machines.** Prior to student usage, the instructor must approve the intended operation by the student making sure that guards are in place and that student has passed the safety test for the equipment he/she will be operating. Instructors must ensure that the equipment is functioning properly and all safety equipment is in place and being used. Equipment lighting is to be maintained operational and must be protected from breakage. All safety guards must be maintained in proper position while the machine is in operation. The instructor is responsible for performing regular scheduled

inspections and manufacturer specified preventative maintenance of machinery. The instructor is not to perform maintenance that will require the implementation of lockout/tagout procedures. If machine equipment is determined not to be functioning properly or it is missing safety or guarding equipment, it is not to be used. The instructor must label the equipment with a red tag as not operational until such a time when repairs or upgrades can be made. Students shall have completed a safety worksheet for each piece of equipment and passed a safety test at the 100% level in order to be deemed fit to operate that machine. The instructor will keep a file for each student containing the worksheet and student safety test. The instructor will record on a visible, posted sheet the student's name and the machines he is qualified to operate. Students not demonstrating competency with machine operation and safety procedures must not be allowed to operate machinery.

## **Guarding**

Machine guarding procedures are as required by OSHA 29 CFR 1910.212. One or more methods of machine guarding shall be provided to protect the operator and other people in the machine area from hazards such as those created by point of operation, in-going nip points, rotating parts, flying chips and sparks. Examples of guarding methods are barrier guards, two-hand tripping devices, electronic safety devices, etc. Safeguards must meet the following minimum requirements:

1. **Prevent Contact:** The safeguard must prevent hands, arms, and any other body part of the user's body from making contact with dangerous moving parts. All belts, pulleys, gears, shafts and moving parts must be guarded. Chip shield guards and filler plates need to be maintained at a maximum clearance of 1/4 inch on the top plate and 1/8 inch on bottom.
2. **Secure:** Users should not be able to easily remove or tamper with the safeguard. Guards and safety devices should be made of durable material that will withstand the conditions of normal use. Safeguards must be firmly attached to the machine.
3. **Protect from Falling Objects:** The safeguard should ensure that no objects could fall into moving parts.
4. **Create No New Hazards:** A safeguard defeats its own purpose if it creates a hazard of its own such as a shear point, a jagged edge, or an unfinished surface which can cause a laceration. The edges of guards should be rolled or bolted in such a way that they eliminate sharp edges.
5. **Create No Interference:** Any safeguard, which impedes a user from performing the job quickly and comfortably, may soon be overridden or disregarded. The guard should be evaluated by Health and Safety personnel for possible improvement but **not** removed.
6. **Allow Safe Lubrication:** If possible, machines should be able to be lubricated without removing the safeguards.

## **Section 6: Hand and Power Tool Safety**

The instructor must monitor activities involving the use of hand and power tools. Tools must be maintained in a safe and operable condition. Any hand or power tool found not in proper working order must be removed from service. Tools must be inspected at regular intervals and

preventative maintenance performed in accordance with the manufacturer's specifications. All tools must be used with the correct PPE, shield, guard or attachment recommended by the manufacturer. Tools are only to be used for the designed or intended usage. Following usage, hand and power tools are to be properly stored and secured. Tools should never be left unattended where they may be available to unauthorized persons.

### **Guarding of Portable Power Tools**

Portable power tool guarding procedures must meet the following minimum procedures:

1. All portable, power-driven circular saws having a blade diameter greater than two inches must be equipped with guards above and below the base plate or shoe. The upper guard must cover the saw to the depth of the teeth except for the minimum arc required to permit the base to be tilted for bevel cuts. The lower guard must cover the saw to the depth of the teeth except for the minimum arc required to allow proper retraction and contact with the work. When the tool is withdrawn from the work, the lower guard must automatically and instantly return to covering position.
2. All hand-held power circular saws having a blade diameter greater than two inches must be equipped with a constant pressure switch or control that will shut off the power when the pressure is released.
3. All hand-held power drills, fastener drivers, grinders or disc with wheels greater than two inches, belt sanders, reciprocating saws, saber, scroll and jig saws with blade shanks greater than a one-fourth inch, and other similarly operating powered tools will be equipped with a constant pressure switch or control, and may have a lock-on control provided that turnoff can be accomplished by a single motion of the same finger that turned it on.
4. The operating control on hand-held power tools must be located as to minimize the possibility of its accidental operation.
5. All portable electric power tools must be grounded.

### **Section 7: Electrical Safety**

Safe work practices must be employed to prevent electric shock or other injuries resulting from electrical contact. Activities performed near or on equipment or circuits that are or may be energized must incorporate safety-related work practices consistent with the nature and extent of the associated electrical hazard. The minimum electrical safety procedures are as follows:

1. All electrical equipment and cords must be inspected monthly by the instructor to insure proper use and safe condition.
2. Damaged electrical equipment must be reported for repairs.
3. The power source to damaged electrical equipment must be disconnected (red tagged) until repairs can be made.
4. Damaged extension cords should be discarded.
5. All electrical equipment and cords must be properly grounded with three-prong type plugs. Power tools not equipped with three-prong type plugs must be double insulated or connected to a ground-faulted outlet or adapter.

6. All occasional use electrical equipment must be disconnected when not in use.
7. Extension cords must not be used on a **permanent basis** to supplement existing outlets to provide electricity for appliances and equipment in regular use.
8. The use of octopus plugs, strip adapters and three-prong adapters are prohibited. The use of ground faulted power strips is acceptable.
9. Circuit breaker panels and wiring are not to be modified by instructors or students.
10. All circuit breakers must be identified by label according to service area. Breakers are to be labeled to facilitate power shut-off in the case of an emergency.
11. A minimum of a 36-inch clearance around electrical service panels and emergency shut-off equipment must be maintained.
12. Electrical service panels are to be secured (locked) at all times to prevent student access. If the service panel is the only location for equipment emergency shut-off, it is to be maintained unlocked and accessible.

### **Electrical Controls and Equipment**

1. Mechanical or electrical power controls must be provided for each machine to make it possible for the operator to cut off the power. Clearly marked power controls must be located within easy reach of the operator. Emergency stops should be identified in red.
2. Students should be given instruction on the purpose of the over-current devices and disconnects should be properly labeled.
3. Electrically driven equipment must be controlled with a magnetic or similar device to prevent automatic restarting of the machine after a power failure.
4. Power controls and operating controls should be located within easy reach of the operator without requiring them to reach over operating parts.
5. Instructors are not to perform repairs on electrical equipment. Adjustments that are considered to be routine, repetitive, and integral to the use of the equipment can be performed by the instructor.
6. Prior to making adjustments to electrical machinery, procedures must be followed to render controls and devices inoperative (lockout/tagout).

### **Section 8: Compressed Air Safety**

The following precautions pertain to the use of compressed air in shop areas:

1. Students are to be supervised by the instructor at all times during compressed air activities.
2. The instructor, prior to each use, must inspect all components of the compressed air system.
3. Compressed air equipment is not to be modified by instructors or students.
4. Compressed air equipment must be labeled to identify its use and maximum allowable working pressures.
5. Air supply shutoff valves must be located as near as possible to the point of operation.
6. Air hoses must be kept free of grease and oil to reduce the possibility of deterioration.
7. Hoses must not be strung across floors or aisles where they are likely to cause occupants to trip and fall.

8. Hose storage must be in a location that provides efficient access and protects the hose and nozzle from damage.
9. Hose ends must be secured to prevent whipping if an accidental cut or break occurs.
10. Before a pneumatic tool is disconnected, the air supply must be turned off at the control valve and the tool bled.
11. Eye and face protection must be worn at all times by instructors and students during compressed air activities.
12. Compressed air nozzles must be equipped with a separate regulator to reduce pressure to less than 30 psi when used for blowing.
13. Compressed air must not be used to clean dirt and dust from clothing or off a person's skin.
14. Compressed air is not to be used for cleaning machinery or blowing dust around the shop area. Shop vacuums and brooms are to be used for cleaning.

### **Section 9: Compressed Gas Cylinders**

Procedures for the use and storage of compressed gas cylinders must meet the following minimum procedures:

1. Instructors must inspect compressed gas cylinders on a weekly basis when in storage and prior to each use.
2. Compressed gases must be handled as a high-energy source and as a potential explosive.
3. All compressed gas cylinders must be clearly labeled with the chemical or trade name of the gas.
4. Always protect cylinder valve stems with valve protectors when not in use or connected for use.
5. Avoid exposing cylinders to heat sources and direct sunlight.
6. Never lubricate, modify, force or tamper with cylinder valves.
7. Gas cylinders must be secured in place and reactive gas cylinders must be separated from oxidizing cylinders by a firewall or a minimum of a 20-foot distance. Mobile cylinders must be securely chained to a wall or cart.
8. Proper personal protective equipment must be used when necessary. (i.e., welding/cutting)

### **Section 10: Right-to-Know**

Right to Know is designed to protect employees, occupants and students from the effects of any hazardous chemical used or stored in industrial arts areas. The purpose of the program is to ensure that all hazardous chemicals in the workplace are identified and to increase employee education and awareness of hazardous chemicals. The District-wide written Employee Right to Know Written Plan is maintained in the District Office.

Procedures to be implemented by instructors are as follows:

1. **Chemical Inventory:** A complete and current inventory of all hazardous chemicals must be maintained for each technology program. The inventory should be maintained as part of this plan using the Chemical Inventory Form. All items in inventory must show the chemical name, manufacturer information, storage location, quantity, product usage and hazard analysis. Examples of hazardous chemicals include, but are not limited to, cleaning chemicals, gasoline and other petroleum products, compressed gases, paints and solvents, inks, and processing chemicals. Products exempted from this requirement include consumer products packaged for distribution to the general public, if used by employees in the workplace in the same form, concentration, frequency and manner, as would the general public.
2. **Safety Data Sheets:** Every item in the chemical inventory must have a corresponding Safety Data Sheet (SDS). It is the responsibility of each school technology shop department to maintain SDS's as part of this plan. SDS's must be organized and made easily available to employees and students. ISD 917 uses MSDSONline for their chemical inventory. Every teacher computer has it on their desktop for easy access.

SDS's are available from the product suppliers and should provide the following minimum information: chemical name, hazardous components, physical characteristics (density, flashpoint, etc.) physical hazards (fire, explosion, reactivity) health hazards and symptoms, primary routes of entry, permissible exposure limits or threshold limit value, any applicable precautions (gloves, goggles, fume hood, etc.) first aid and emergency procedures, date prepared and name and address of the manufacturer. Any item in inventory that does not have a SDS is to be disposed of. Hazardous products are to be disposed of in accordance with the Regulated Waste Management Plan.

3. **Chemical Labeling:** All chemical containers must be labeled to clearly identify contents. At a minimum, chemical container labeling is to list: chemical name, concentration and how the chemical can hurt you. It is best if the label on the container matches the name on the corresponding SDS.

## Section 11: Chemical Storage Requirements

All chemicals represent potential hazards and storage systems must recognize these hazards and be designed to minimize them. The quantity of stored chemicals should be minimized to include only those needed for scheduled shop activities. In the event that a shop area has excess or old chemical products, the District Office should be contacted to provide for proper disposal. Storage and disposal requirements for specific chemicals are identified in the Regulated Waste Management Plan.

Chemical storage requirements to be implemented by instructors are as follows:

1. Chemicals should be stored in secured, storerooms or cabinets. Unsecured areas are not to be used for chemical storage.
2. Instructors must inspect chemical storage rooms and cabinets weekly.
3. No unlabeled products should be stored anywhere.

4. Store only the minimum amount of chemicals needed.
5. Storage areas and cabinets must be labeled to identify the hazardous nature of the products stored within.
6. Shelving above work areas must be kept free of chemical storage.
7. All storage containers must have lids or covers. The instructor must clean up spills immediately.
8. Chemicals stored on the floor must be in approved shipping containers.
9. Only authorized personnel are allowed in chemical storage areas or cabinets. **Students are never allowed in these areas.**
10. Exposure to heat or direct sunlight in chemical storage areas must be avoided.
11. Quantities of flammable and combustible liquids in excess of ten gallons (total) must be stored in approved flammable liquid storage cabinets. Doors to the cabinets should be closed after the chemical has been obtained for use. Quantities less than ten gallons may be stored in approved safety cans or original containers.
12. The maximum quantity of flammable and combustible liquids in storage and use must not exceed 120 gallons or 240 gallons in sprinkled areas.
13. When transferring flammable liquids between metal containers, the containers must be properly bonded.
14. Flammable liquids must be stored away from all sources of ignition.

## Section 12: Safety Equipment

Safety equipment must be in good operating condition and must be functional at all times. The minimum safety equipment and procedures are as follows:

1. Eye wash fountains and deluge showers, if present or required, must provide tempered water at 55 to 90 degrees Fahrenheit. Eye wash fountains must be flushed weekly. Flushing records are to be maintained at the flushing station.
2. At least one 2A-20BC or larger fire extinguisher must be available for each 3000 feet of shop area. Travel distance to reach the extinguisher must not exceed 50 feet from anywhere in the shop area. A minimum of 36 inches of open area must be maintained for access to all fire extinguishers and fire pull stations.
3. Fire blankets must be easily accessible in shop areas.
4. Neutralizing materials (floor dry) and spill clean-up kits must be available for flammable liquids.
5. A minimum of 18 inches of clearance must be maintained between storage materials and fire sprinkler heads.
6. Safety guards and devices are to be maintained in place and operable at all times. Removal or non-use of safety equipment is **not** allowed.
7. Floor areas around machines should have a non-slip surface.
8. A minimum of 36 inches of open area must be maintained for access to all electrical boxes, utility controls and shut off devices.
9. Hazard lines demark safety zones around machines.

### **Section 13: Emergency Procedures**

It is the responsibility of the instructor to establish emergency procedures specific to the shop areas and activities under their control. The minimum emergency procedure guidelines are as follows:

1. Post emergency phone numbers in each shop area.
2. Post first aid procedures in each laboratory area.
3. Never block access to emergency exits, equipment, or utility controls.
4. Keep all aisles clear.
5. Know emergency evacuation and fire emergency procedures.
6. Know where and how to use master utility controls to shut off gas, electrical and water supplies.
7. Clean-up spills immediately and thoroughly. Technology Shop instructors following standard clean-up procedures should only clean-up spills.

### **Section 14: Employee Training**

Safety training will be held once a year and are to include all Technology Shop instructors and assistants. Efforts will be made to hold this training during summer in-service or on a professional development release day. Training will include, but is not limited to, the following:

1. Contents and location of the Technology Shop Safety Management Plan.
2. Technology Shop instructor responsibilities under the safety plan.
3. Employee Right-to-Know information including chemical inventory, material safety data sheets, chemical labeling and storage.
4. Potential hazards involved in using chemicals.
5. Signs and symptoms associated with exposure to hazardous chemicals.
6. The proper use and location of safety equipment.
7. Emergency procedures.
8. Information on the storage and disposal of hazardous materials.

### **Section 15: Recordkeeping**

The District Office and individual instructors share recordkeeping responsibilities for the Technology Shop Safety Management Plan. Records will be retained for a minimum of three years and will include: noise level monitoring results, inspection records, hazardous waste disposal records and employee training records. Recordkeeping by individual instructors should be maintained in the shop area as part of this management plan. **The minimum recordkeeping responsibilities to be performed by instructors include all completed Technology Shop Safety Checklists, safety tests and worksheets contained in files for each student, and keeping their chemical inventory up to date on MSDSONline.** Instructors shall keep a log of employee and student accidents and injuries so that shop improvements can be determined. Corrective action as needed based on accident reports and near misses shall be taken. In the

event of instructor turn-over, all records for that shop area should be provided to the new instructor.

### **Section 16: Future Equipment**

The Department of Education bid specification criteria shall be used for procurement of all future equipment. Instructors should not assume that the equipment they are ordering meets the criteria.

# **EMPLOYEE RIGHT TO KNOW**

## **WRITTEN PLAN**

### **Intermediate School District 917**

**July 2019**

Intermediate School District 917 is complying with the requirements of OSHA's Employee Right to Know Standard 5205.0100 to 5202.1200 by ensuring that employees are aware of the dangers associated with hazardous substances, harmful physical agents or infectious agents they may be exposed to in their workplaces.

#### **Written Plan**

This plan applies to all work activities in our district where employees may be exposed to hazardous substances or harmful physical agents under normal working conditions or during an emergency situation.

Linda Berg is responsible for this plan. Linda Berg will review and update the plan annually. Copies of the written plan may be obtained from Linda Berg in District Administration.

All employees can obtain further information on this written plan, the Employee Right to Know standard, applicable SDS, and chemical information lists from Linda Berg in the District Administration Office. Under this plan, our employees will be informed of the contents of the Employee Right to Know Standard, the hazardous properties of chemicals with which they work, safe handling procedures, and measures to take to protect themselves from these chemicals. They will also be informed about any exposure to harmful physical hazards: heat, noise or radiation.

If after reading this plan you find that improvements can be made, please contact Linda Berg at 651-423-8214. We encourage all suggestions because we are committed to the success of our written Employee Right to Know plan. We strive for clear understanding, safe behavior, and involvement in the program from every level of the district.

#### **Hazard Evaluation Procedures**

Our chemical inventory is a list of hazardous chemicals known to be present in our work place. Anyone who comes into contact with the hazardous chemicals on the list needs to know what those chemicals are and how to protect themselves. That is why it is so important that hazardous chemicals are identified, whether they are found in a container or generated in work operations (for example, welding fumes, dusts, and exhaust fumes). The hazardous chemicals on the list can cover a variety of physical forms including liquids, solids, gases, vapors, fumes, and mists.

Barb Schmitz, Buyer, will request an SDS sheet be sent with every chemical order. Barb will then give the SDS sheet to Linda and the person ordering the chemical. Linda Berg will maintain an inventory of hazardous chemicals and SDS sheets. **All staff who order or purchase chemicals or use a blanket purchase order are responsible to request an SDS sheet and furnish a copy to Linda Berg, Health and Safety Coordinator or forward chemical information so Linda Berg can input into MSDSOnline. This MSDS icon is on every staff computer for easy chemical access.**

No chemicals may be brought in from home.

Harmful physical agents and where they are present in this work place include:

- Excess Noise – See the Hearing Conservation Plan
- Excess Heat – Heavy duty truck, TESA kitchen, TESA shop, construction, fundamental chef and food industry careers
- Radiation – no known radiation source.
- Infectious Agents – Nurses’ office. See policy 407.

### **Safety Data Sheet (SDS)**

The SDS is a fact sheet for chemicals that pose a physical or health hazard in the workplace. SDS provides our employees with specific information on the chemicals they use.

ISD 917 uses MSDSonline for their chemical inventory. All employee computers have this available on their computers desktop for quick lookups. No hard copies are available.

Here is the website to look up chemicals: <https://msdsmanagement.msdsonline.com/6144367c-5b59-4df8-b787-4fa89f0d907a/ebinder/?nas=True>

Contractors working on-site will provide SDS for products being used to the building custodial department before work begins. This will be required of all contractors by the contract or purchase order.

### **Labels and Other Forms of Warning**

All chemicals in the district must be labeled. If chemicals are purchased through normal channels, the chemicals will come with a label. If a chemical is not labeled by the manufacturer or vendor, then the user will put a label on the product. If chemicals are taken out of the shipping container and placed in other containers (such as wood glue being put into small plastic bottles) then the secondary use containers must be labeled.

**Labels list at least the chemical identity and the appropriate hazard warnings.** The chemical identity is found on the label, the SDS, and the chemical inventory. The chemical identity used by the supplier may be a common or trade name, or a chemical name. The hazard warning is a brief statement of the hazardous effects of the chemical (i.e., "flammable," or

"causes lung damage"). Labels frequently contain other information, such as precautionary measures (i.e., "do not use near open flame"), but this information is provided voluntarily by the district and is not required by the law. Our labels are legible and prominently displayed, though their sizes and colors can vary.

The user of the chemical is responsible for ensuring that all hazardous chemicals are properly labeled.

If employees transfer chemicals from a labeled container to a portable container that is intended only for their IMMEDIATE use, no labels are required on the portable container.

A poster is displayed to inform employees about the hazard communication standard. It is located on the bulletin board near shops, labs and classrooms where hazards may exist.

Warning labels will be posted where harmful physical agents are at a level which may be expected to exceed the action level.

## **Training**

Everyone who works with or is potentially "exposed" to hazardous chemicals will receive initial training and annual retraining on the Employee Right to Know Standard, the safe use of hazardous chemicals, and the hazards of physical agents. This training will be completed annually through the online Hazardous Communications course in SafeSchools Online Learning. "Exposure" means that "an employee is subjected to a hazardous chemical in the course of employment through any route of entry (inhalation, ingestion, skin contact or absorption, etc.) and includes potential (e.g., accidental or possible) exposure."

Information and training is a critical part of the Employee Right to Know program. We train our employees to read and understand the information on labels and SDS, understand the risks of exposure to the chemicals and physical hazards in their work areas and the ways to protect themselves. The employees who receive training include those from the following programs: Alliance Education Center, Food Industry Careers; Fundamental Chef Training; Construction Trades; Heavy Duty Truck Technology; Total Automotive Care; Graphic Communications; and Health and Safety.

The Personnel Department provides initial employee right to know training for all employees hired. This training is done through SafeSchools, an online course, and is shown to all employees before they begin to work. Records of this training are kept in the Health and Safety files in the District Administration Office.

The Assistant Directors, designated instructors or outside consultants will provide annual training. Records of annual training are kept on file in the District's Health and Safety files in the District Administration Office.

Our goal is to ensure employee comprehension and understanding, including their being aware that they are exposed to hazardous chemicals and physical agents, knowing how to read and use labels and SDS, and appropriately following the protective measures we have established. We

instruct our employees to ask their supervisors any questions regarding hazardous material or any other safety issue. As part of the assessment of the training program, we seek input from employees regarding the training they have received, and their suggestions for improving it.

## **Training Content**

Training content is organized according to the hazards to which the employees are exposed. The format of the training program used is either group training, hands-on training or one-on-one training.

The training plan emphasizes these elements:

- Summary of the standard and this written program, including what hazardous chemicals are present, the labeling system used, and access to SDS information and what it means.
- Chemical and physical properties of hazardous materials (e.g., flash point, reactivity) and methods that can be used to detect the presence of chemicals.
- Physical hazards of chemicals (e.g., potential for fire, explosion, etc.).
- Health hazards, including signs and symptoms of exposure, associated with exposure to chemicals and any medical condition known to be aggravated by exposure to the chemical.
- Harmful physical agents, the level of exposure, effects, symptoms and emergency treatment.
- Procedures to protect against hazards (e.g., engineering controls; work practices or methods to assure proper use and handling of chemicals; personal protective equipment required, and its proper use, and maintenance; and procedures for reporting chemical emergencies).

## **Contractors**

When contractors or any other employers' workers (i.e., painters, electricians, or plumbers) will be working at this work place, the contractor will:

- Provide the custodial department with SDS for any of the chemicals brought onto our site
- Relay verbally to the Assistant Director any information relating to possible emergencies that may arise or possible exposures to district employees

At Alliance Education Center, contractors must contact Scott Zehnder and also Theresa Gulbransen, Assistant Director (651-423-8100).

At Dakota County Technical College, contractors must contact Paul DeMuth, Director of Operations (651-423-8370).

**Additional Information**

All employees, or their designated representatives, can obtain further information on this written program, the Right to Know Law, applicable SDS, harmful physical agents and chemical information lists by contacting Linda Berg at 651-423-8214.

# **LOCKOUT/TAG-OUT ENERGY CONTROL**

## **WRITTEN PLAN**

### **Intermediate School District 917**

**July 2019**

#### **Purpose**

This procedure establishes the minimum requirements for controlling hazardous energy whenever maintenance or repair is done on machinery at our sites. It is used to ensure that the machine or equipment is stopped, isolated from all potentially hazardous energy sources and locked out before employees perform any servicing or maintenance where the unexpected energization or start-up of the machine or equipment or release of stored energy could cause injury.

#### **Authorized and Affected Employees**

Authorized employees subject to the requirements of this program and to be trained on their duties within it include all staff from the following programs: Alliance Education Center, Food Industry Careers, Fundamental Chef Training, Construction Trades, Heavy Duty Truck Technology, Total Auto Care – Vehicle Service and Auto Body, Graphic Communications, Special Education Employment Training Laboratory, Health and Safety.

#### **Machinery and Equipment**

The machinery and equipment in this facility that falls under the Control of Hazardous Energy Standard includes the following: Any equipment which is hard wired (not cord/plug operated) including: univents, exhaust and circulating fans at Alliance Education Center, garbage disposals, refrigerators, all lights at Alliance Education Center, and automatic garage doors.

Lockout is the preferred method of isolating machines or equipment from energy sources. Tag-out is to be performed instead of lockout only when there is no way to lockout a machine.

#### **Lockout/Tag-out Procedures**

Affected employees are notified verbally when their machine is to be locked out by the authorized employee who will be performing the lockout.

The machinery and equipment listed above follows these shutdown, isolation, blocking and securing procedures for lockout/tag-out:

- 1) The authorized employee shall determine the type and magnitude of the energy that the machine or equipment utilizes, shall understand the hazards of the energy and shall know the methods to control the energy.
- 2) If the machine or equipment is operating, shut it down by the normal stopping procedure (depress the stop button, open switch, close valve, etc.)
- 3) Deactivate the energy isolating device(s) so that the machine or equipment is isolated from the energy source(s).
- 4) Lock out the energy isolating device(s) with assigned individual lock(s.)
- 5) Stored or residual energy (such as that in capacitor, springs, elevated machine members, rotating flywheels, hydraulic systems, and air, gas, steam, or water pressure, etc.) must be dissipated or restrained by methods such as grounding, repositioning, blocking, bleeding down, etc.
- 6) Ensure that equipment is disconnected from the energy source(s) by first checking that no personnel are exposed, then verify the isolation of the equipment by operating the push button or other normal operating control(s) or by testing to make certain the equipment will not operate. Then return the operating control(s) to neutral or "off" position after verifying the isolation of the equipment.

The machinery and equipment listed above follows these lockout removal and restart procedures:

Check the machine or equipment and the immediate area around the machine to ensure that non-essential items have been removed and that the machine or equipment components are operationally intact.

- 1) Check the work area to ensure that all employees have been safely positioned or removed from the area.
- 2) Verify the controls are neutral.
- 3) Remove the lockout devices and re-energize the machine or equipment.
- 4) Notify affected employees that the servicing or maintenance is completed and the machine or equipment is ready for use.

Written procedures for equipment with multiple energy sources, such as soil or gas space heaters, will be kept in the area where the equipment is located.

Lockout/Tag-out equipment will be the responsibility of Scott Zehnder, Lead Custodian, and individual instructors. Lockout/Tag-out equipment will be kept in a box in the Custodial office at Alliance Education Center and in the DCALS Office such that the equipment is accessible. Equipment including: tags, locks, chain and breaker locks will be ordered from the Health and

Safety Coordinator in the District Administration Office.

### **Periodic Inspection**

A periodic inspection is done, looking at the energy control procedures performed to ensure that the procedure and requirements of the standard are being followed. This inspection is performed by a consultant.

### **Administrative Duties**

Linda Berg has overall responsibility for coordinating safety and health programs in this district. She is the person having overall responsibility for the Lockout/Tag-out Program. Linda Berg will review and update the program, as necessary. Copies of the written program may be obtained from Linda Berg in the District Administration Office located in Dakota County Technical College.

### **Discipline**

Employees who do not use Lockout/Tag-out to control energy will be considered insubordinate and disciplined according to their contract.

### **Training and Certification**

Annual training will be provided by SafeSchools Online Training to authorized employees. Annual review to certify that building employees are able to perform lockout/tag-out will be done by Scott Zehnder and Eric VanBrocklin.

### **Outside Contractors**

Outside contractors who work on equipment or machinery in the buildings will be shown this plan, prior to doing any work where lockout/tag-out is required. Outside contractors shall use lockout/tag-out whenever the unexpected energization, start up, or release of stored energy could injure. The outside contractor will be responsible for informing affected employees when they plan to use lockout/tag-out. Outside contractors shall provide their own lockout/tag-out equipment.

# **CONFINED SPACE ENTRY**

## **WRITTEN PLAN**

### **Intermediate School District 917**

**July 2019**

#### **General District Policy**

The purpose of this program is to inform interested persons, including employees, that I.S.D. 917 is complying with the OSHA Confined Space Standard, Title 29 Code of Federal Regulations 1910.146. We have determined that this workplace needs written procedures for the evaluation of confined spaces, and where permit-required spaces are identified, we have developed and implemented a permit-required confined space entry program. This program applies to all work operations at I.S.D. 917 where employees must enter a confined space as part of their job duties.

Superintendent Mark Zuzek has overall responsibility for coordinating safety and health programs in this district and is the person having overall responsibility for the Confined Space Entry Program. This program will be reviewed and updated as necessary.

Copies of the written program may be obtained from Linda Berg, Health and Safety Coordinator, District Office, at 651-423-8214.

Under this program, we identify non-permit and permit- required spaces in I.S.D. 917, and provide training for our employees according to their responsibilities in these spaces. These employees receive instructions for safe entry into our specific type of confined spaces, including testing and monitoring, appropriate personal protective equipment, rescue procedures, and attendant responsibilities.

This program is designed to ensure that safe work practices are utilized during all activities regarding the confined spaces to prevent personal injuries and illnesses that could occur.

If, after reading this program, you find that improvements can be made, please contact Linda Berg at 651-423-8214. We encourage all suggestions because we are committed to creating a safe workplace for all our employees and a safe and effective confined space entry program is an important component of our overall safety plan. We strive for clear understanding, safe work practices, and involvement in the program from every level of the district.

## **Hazard Evaluation for Permit Spaces**

To determine if there are permit-required confined spaces in I.S.D. 917 a review of the spaces was conducted. Information was provided by District 917 employees regarding the location of and hazards of the confined spaces. This evaluation has provided ISD 917 employees with the information necessary for the classification of the confined spaces throughout the district. This written hazard evaluation is kept in the Health and Safety files located in the district office. The confined spaces in our district have been classified.

**Class 1 Spaces** – No permit required. No known toxic gas, no engulfment potential and are naturally ventilated upon opening dampers, doors, etc.

**Class 1 spaces include:** (Alliance Education Center, Cedar, Lebanon, Concord Education Center)

---

HVAC Duct Work  
Plumbing Access Areas  
Air Conditioning Units

### **Pre-Entry procedures for Class 1 spaces:**

- 1) Assure that a sign, which indicates that this space is a confined space, is posted at all the entrances to the space.
- 2) Only persons who have been trained on confined spaces can enter.
- 3) These spaces will be opened to allow for natural ventilation before and during the entry.
- 4) Lockout/tagout shall be applied before entry occurs.
- 5) Air monitoring is not required.
- 6) No written permit is required however the use of the attached checklist is recommended.
- 7) Notify another employee regarding entry, however no attendant is required.

### **Entry procedures for Class 1 spaces:**

- 1) Ensure space is ventilated during the entry.

**Class 2 Spaces** – No permit required. No known toxic gas, no engulfment potential and the primary concern is adequate ventilation. These spaces have defined walls and can be effectively ventilated with a mechanically powered ventilator.

**Class 2 Spaces include:** (Alliance Education Center)

---

(Boiler Room Sumps)

**Pre-Entry procedures for Class 2 spaces:**

- 1) Assure that a sign, which indicates that this space is a confined space, is posted at all the entrances to the space.
- 2) Only persons who have been trained on confined spaces can enter.
- 3) Before beginning work isolate the space using barricades, cones, ribbon, etc. to prevent unauthorized persons from entering the area around the space or the space.
- 4) These spaces will be ventilated with a powered blower initially for the time period necessary to replace the volume of the confined space a minimum of five times prior to entry.
- 5) Lockout/tagout shall be applied before entry occurs.
- 6) Air monitoring is not required.
- 7) No permit is required however the use of the attached checklist is recommended.
- 8) Notify another employee regarding the entry, however no attendant is required.

**Entry Procedures for Class 2 spaces:**

- 1) Continue this ventilation at a minimum rate of 200 cfm per worker inside the space.

**Class 3 Spaces** –No permit required. These confined spaces are the pipe chase tunnels. These spaces are all below grade and are naturally ventilated. Some have dirt or rock floors, some have concrete floors, they open to the boiler room, have pipes running throughout, and have access hatches or openings in various locations. On occasion a tunnel has steam leaking into the tunnels necessitating repairs. These confined spaces have the potential for oxygen deficiency. They can not be manually ventilated due to their size and shape.

**Class 3 Spaces include:** (none)

**Class 4 spaces include:**

---

(Any confined space with sewage or the odor of sewage--dock storm drains)

**There are no Class 4 spaces at Alliance Education Center, Cedar, Lebanon, or Concord Education Center.**

**Work Tasks Performed in a Confined Space**

The work activities authorized employees are expected to perform in district confined spaces include:

- 1) Cleaning
- 2) Maintenance
- 3) Surveillance

District employees may not weld or use hazardous materials in a confined space.

### **Preventing Unauthorized Entry**

To provide a safe work environment and to prevent exposed employees from accidentally entering a permit space, we have implemented the following procedures to inform all employees of the existence, location, and danger posed by confined spaces in I.S.D. 917. To inform employees of the existence of a permit space, we post every entrance to a confined space. This signage indicates that unauthorized employees are not to enter. Employees who work in areas where confined spaces are accessible are trained on the existence of confined spaces.

### **Pre-Entry Non-Permit Confined Space Evaluation**

To ensure the safety and health of our employees a Pre-Entry Checklist is available for use with Class 1, 2 and 3 spaces before entry. Use of this checklist is optional.

### **Equipment**

To ensure the safety and health of our employees, I.S.D. 917 will provide a torpedo mechanical fan for entry into Class 2 spaces. We maintain all equipment in excellent working condition, train the entrants in the correct usage of this equipment, and ensure that all equipment, including that used for personal protection, is used properly.

### **Duties: Authorized Entrants**

Only persons who have completed confined space entry training are authorized to enter our spaces. The elements covered in the training program for authorized entrants include:

- 1) Recognition of confined spaces
- 2) Understanding that only trained employees may enter
- 3) Proper procedures for entry into Class 1 and spaces
- 4) Use of equipment
- 5) Knowledge of Pre-Entry Checklist

These are the employees who have current authorization to work in our Class 1 confined spaces:

- 1) Lead Custodian

These are the employees who have current authorization to work in our Class 2 confined spaces:

- 1) Lead Custodian

### **Duties: Attendants**

Those persons who have completed the training and have been designated as confined space attendants are assigned specific duties and responsibilities, which they must perform in confined space, job duties.

Lead Custodian duties and responsibilities include:

- 1) Maintain voice communications with employee in the confined space
- 2) Be able to access an emergency response team

### **Duties: Entry Supervisors**

Only Scott Zehnder, who has completed the training, is designated as confined space entry custodian and is assigned specific duties and responsibilities which must be performed in confined space job duties. Those duties and responsibilities include:

- 1) Posting the entrances of all confined spaces
- 2) Ensuring that Pre-entry and Entry procedures are followed by I.S.D. 917 Employees
- 3) Providing a copy of the Confined Space Entry Program to vendors prior to their entering any confined space.

### **Training Program**

Every employee at I.S.D. 917 who faces the risk of confined space entry is provided with training so that each designated employee acquires the understanding, knowledge and skills necessary for the safe performance of the duties assigned to them. This can be done using the SafeSchools Online Training. All training related materials and documents are kept in the Alliance Education Center office and in the Health and Safety files located in the District office.

When we conduct the training, we use a variety of materials and methods. New employees are always trained before their initial assignment of duties. When changes occur in permit-required confined space areas of our district, we notify custodians in the building. If we have reason to believe that an employee has deviated from a previously trained upon procedure or that their knowledge seems inadequate, discipline procedures for insubordination as outlined in the contract may be used.

### **Rescue and Emergency Services**

I.S.D. 917 utilizes local public emergency personnel to perform rescue and emergency services in the event of a permit space incident. To familiarize this service with our facility and emergency needs, we provide access to all permit spaces from which rescue may be necessary so the rescue team can develop appropriate rescue plans and practice rescue operations. We also send a copy of this plan to the Rosemount fire department.

## **Multiple Employer Entry Procedures**

When vendors/outside employers/contractors enter our facility to perform work in confined spaces, we coordinate entry and work operations following these procedures:

- 1) The Lead Custodian provides contractors with a copy of the Confined Space Entry Written Program.
- 2) The Lead Custodian informs the contractor that they are to follow appropriate safety procedures.
- 3) The Lead Custodian informs outside personnel of any expected hazards.
- 4) The Lead Custodian retains a copy of any Pre-Entry Checklists or Permits completed by the contractor.
- 5) The Lead Custodian will debrief the people entering to ascertain if there was any change in conditions confronted in the space and report these changes to the Health and Safety Coordinator.

## **Post-operations Procedures**

Upon completion of work in a confined space, we follow these procedures to close-off the space.

- 1) Barricades are removed.
- 2) Any hatches or doors are closed.
- 3) The Pre-Entry checklist is filed.

## **Review-Procedures**

To ensure that all employees participating in entry operations are protected from confined space hazards; I.S.D. 917 reviews the Confined Space Entry Program on a regular basis. I.S.D. 917 performs a single annual review covering all entries performed during a 12-month period. If no entry is performed during a 12-month period, no review will be performed.

## **Enforcement**

Constant awareness of and respect for confined space entry hazards, and compliance with all safety rules is considered conditions of employment. Supervisors reserve the right to issue disciplinary warnings to employees and to act as detailed in the contract.

## **Appendix**

Appendix A: Optional Pre-Entry Checklist for Use with Class 1 and 2.

# **HEARING CONSERVATION**

## **WRITTEN PLAN**

### **Intermediate School District 917**

**July 2019**

#### **Administration**

It is the policy of this District to institute an occupational hearing conservation program for our workers to prevent any temporary or permanent noise-induced hearing loss to employees, and to comply with the federal OSHA standard found at 29 CFR 1926.52.

This written hearing conservation plan serves as a record of the details of the hearing conservation program in place in the District. We have this program in place to protect the hearing of all workers in the district. Elements of the hearing conservation program include:

- Monitoring,
- Audiometric testing program,
- Hearing Protection,
- Training and Information, and
- Record keeping.

Linda Berg, Health and Safety Coordinator has overall responsibility for coordinating safety and health programs in this district. She is the person having overall responsibility for the Hearing Conservation Program. She will review and update the program, as necessary.

Copies of the written program may be obtained from Linda Berg in the District Office.

#### **Monitoring**

The monitoring program is in place to provide an ongoing means of determining employee exposure to noise and protect employees based on excessive exposure.

When information indicates that any employee's exposure may equal or exceed an 8-hour time-weighted average of 85 decibels, the district may develop and implement an appropriate monitoring program to identify employees for inclusion in the hearing conservation program and to select proper hearing protection.

The District notifies employees who were monitored and are exposed at or above an 8-hour time-weighted average of 85 decibels of the results of the monitoring by sending a copy of the monitoring data.

The District provides an opportunity for affected employees or their representatives to observe any noise measurements conducted.

Determination of over exposure to noise has been done by observation of the work sites by a person knowledgeable regarding noise.

### **Employees Currently Tested to Determine if a Program is Required**

Currently employees included in the Hearing Conservation Program include:

- Heavy Duty Truck Teacher
- Diesel Truck Assistant

### **Audiometric Testing Program**

The audiometric testing program is in place and available at no cost to all affected employees to ensure that noise exposures are kept at proper levels.

The program ensures that a valid baseline audiogram is established for exposed employees within one year of hire.

Audiometric testing is repeated annually.

Employees whose worksite is tested: Heavy Duty Truck Teacher and Assistant, and Total Automotive Care Teacher and Assistant.

The District determines if standard threshold shift has occurred by reviewing data received by the District from the vendor providing the audiometric testing. Employees that experience a threshold shift in hearing are sent a letter by the District, which offers them a repeat test, a review of current hearing protection and other items as deemed appropriate.

### **Hearing Protection**

The district makes hearing protectors available to any employees exposed to an 8-hour time-weighted average of 85 decibels or greater at no cost to the employees. Previous testing indicates that no employees are being exposed to standard threshold exceeding 85 decibels. Employees will contact the Safety Coordinator to order the proper hearing protection if the employee wants to wear protection even though not required.

Supervisors ensure use of available hearing protection.

The District ensures that employees have a variety of suitable protectors that attenuate (lower) employee exposure at least to an 8-hour time-weighted average of 85 decibels or lower available to them.

The District can obtain a variety of suitable hearing protection for employees found in the Lab

Safety catalogue. The District ensures evaluation for adequacy of the hearing protection attenuation for the specific noise environments in which the protector will be used, according to specifications given in an appendix to the standard. This evaluation will be conducted by the vendor who provides the annual audiometric testing at the same time as the annual audiometric testing.

Customized hearing protection will be investigated if a standard threshold shift in hearing occurs.

### **Training and Information**

The District has a hearing protection-training program in the event that future testing indicates that employees are being exposed to noise at or above an 8-hour time-weighted average of 85 decibels.

The District will ensure employee participation in the hearing protection-training program, if required, by providing the training at the same time as the audiometric testing.

The District makes copies of the standard available to affected employees whenever these are requested from the Safety Coordinator.

The District will repeat the training program annually, if required. The district assures that the training material is updated to be consistent with changes in the protective equipment and work processes.

The District ensures that each affected employee is informed of at least the following information:

- Effects of noise on hearing;
- Purpose of hearing protectors, the advantages, disadvantages, and attenuation of various types, and instructions on selection, fitting, use, and care; and
- Purpose of audiometric testing, and an explanation of test procedures.

The District makes informational materials, pertaining to the Occupational Noise Exposure standard that are supplied to it by OSHA, available to affected employees upon request.

### **Enforcement**

Employees who do not wear their hearing protection in situations requiring such protection when directed to do so will be disciplined for insubordination as per contract language.

### **Recordkeeping**

Recordkeeping is an essential element of the hearing conservation program, since it is the means by which hearing levels are tracked and assessed over a period of years. The District has in place a series of measures to maintain comprehensive and up-to-date records.

The District maintains accurate records of all employee exposure measurements required by the monitoring program of this regulation.

The District maintains accurate records of all employee audiometric test records obtained pursuant to paragraph (g) of 1910.95.

The District retains noise exposure measurement records for two years and audiometric test records for the duration of the affected employee's employment plus 30 years.

The District provides access to records to employees, former employees, and representatives designated by the individual employee, and OSHA, upon request.

**In May of 2004, Lee Carlson, Health and Safety Inspector for Inver Grove Heights/South St. Paul Public Schools, checked noise levels with a disometer in the following classrooms:**

**Vehicle Services – Sound was measured at 68-71 decibels.**

**Welding - Background noise level was 77 decibels with the blowers on**

**Heavy Duty Truck – Sound was measured at 66-79 decibels**

**The employee's exposure must equal or exceed an eight-hour time-weighted average of 85 decibels in order to have a hearing conservation program in place.**

**AS A RESULT OF THESE SOUND LEVELS, THE HEARING CONSERVATION PROGRAM DOES NOT NEED TO BE IN OPERATION AT THIS TIME. THIS PROGRAM WILL BE KEPT ON FILE FOR FUTURE REFERENCE IF NEEDED.**

**JOINT POWERS AGREEMENT  
BETWEEN THE COUNTY OF DAKOTA AND ISD 917  
FOR THE PROVISION OF SCHOOL RESOURCE OFFICER SERVICES**

This Agreement is between Intermediate School District 917, 1300 145th Street East, Rosemount, MN 55068-2932 ("School District"), and the County of Dakota through its Sheriff's Office. ("County"). The Agreement uses the word "parties" for both County and School District.

**WHEREAS**, the County and School District are governmental units as that term is defined in Minn. Stat. § 471.54; and

**WHEREAS**, Minn. Stat. § 471.59 authorizes local governmental units to jointly and cooperatively exercise any power common to the contracting parties; and

**WHEREAS**, the School District offers services to local school districts for students with disabilities through the IDEA (Individuals with Disabilities Education Act) program and the SUN program (Students with Unique Needs); and

**WHEREAS**, the School District desires school resource officer services; and

**WHEREAS**, the County desires and is qualified to provide these services; and

**WHEREAS**, the County and School District understand and agree that:

1. The County and the school resource officer, are not agents, servants, or employees of the School District and shall not make any such representations nor hold themselves out as such; and
2. The County and the school resource officer shall have no authority to bind the School District for the performance of any services or to otherwise obligate the School District, authority being specifically limited to the duties assigned under this Agreement; and
3. The County and the school resource officer shall not accrue any continuing contract rights for the services performed pursuant to this Agreement, including but not limited to those afforded by Minn. Stat. § 122A.40, and the County and the school resource officer specifically waive any and all rights thereto; and

**WHEREAS**, the County Board of Commissioners by Resolution No. 19-520 authorized the County to enter into an agreement with the School District for the provision of school resource officer services to the School District.

**NOW, THEREFORE**, in consideration of the mutual covenants and promises contained herein and other good and valuable consideration, it is agreed as follows:

**Article 1**  
**PURPOSE**

The purpose of this Agreement is for the County, through the Dakota County Sheriff's Office, to provide school resource services to the School District by providing a law enforcement officer to work at the Lebanon Education Center in Apple Valley and at other school locations throughout the School District.

The County agrees to provide to the School District one (1) full-time equivalent (FTE) law enforcement officer to develop and implement programs for delinquency and crime prevention and improve safety for staff and students in the School District; to provide a positive role model for students and to prevent undesirable behavior patterns from developing; and to build and maintain rapport between youth, school, and police by day-to-day contact as a law enforcement resource person. The law enforcement officer shall not act as an educational service provider, nor attend IEP meetings, or be involved, in any way, in school discipline.

The recitals set forth in the Whereas clauses above are incorporated by reference as if fully set forth herein.

**Article 2**  
**COMPENSATION**

**Section 1. Hard Costs.**

The School District shall pay to the County for school year 2019-2020 seventy one thousand forty five dollars (\$71,045) for school resource officer services as provided in Article 1.

**Section 2. Soft Costs.**

The School District shall provide work space for the school resource officer including office furniture, telephone, utilities, computer access and clerical support and supplies. The County shall provide training for the school resource officer including minimum training required for peace officer licensing, uniforms, and the other supplies and services customarily provided for deputies in the Dakota County Sheriff's Office.

**Section 3. Invoices.**

For the school year 2019-2020 the County shall, within twenty (20) working days following the last day of each calendar quarter throughout the Term of this Agreement (for a total of 4 quarters), submit an invoice and request for payment on an invoice form acceptable to the School District for seventeen thousand seven hundred sixty-one dollars and twenty-five cents (\$17,761.25).

**Article 3**  
**TERM**

This Agreement shall begin September 1, 2019, and shall continue through August 31, 2020, or as soon thereafter as final payment is made unless earlier terminated by law or according to the provisions herein. This Agreement may be terminated with or without cause, by either party upon thirty (30) days written notice. This Agreement may be terminated for cause if the funds necessary for compensation are not appropriated by either party.

**Article 4**  
**MUTUAL INDEMNIFICATION**

Each party shall be liable for its own acts to the extent provided by law and hereby agrees, to the extent permitted by law, to indemnify, hold harmless, and defend the other, its officers and employees against any and all liability, loss, costs, damages, expenses, claims or actions, including attorney's fees which the other, its officers and employees may hereafter sustain, incur, or be required to pay, arising out of or by reason of any

act or omission of the party, its agents, or employees, in the execution, performance, or failure to adequately perform its obligations pursuant to this Agreement.

It is understood and agreed that the County's liability shall be limited by the provisions of the Municipal Tort Claims Act, Minn. Ch. 466 or other applicable law.

**Article 5**  
**INDEPENDENT CONTRACTOR**

The County through the school resource officer is to be and shall remain an independent contractor with respect to any and all work performed under this Agreement. The County shall at all times be free to exercise initiative, judgment and discretion as to how to best perform or provide services identified herein.

The County and school resource officer acknowledge and agree that the County and school resource officer are not entitled to receive any of the benefits received by School District employees and are not eligible for workers' or unemployment compensation benefits under the School District. The County also acknowledges and agrees that no withholding or deduction for state or federal income taxes, FICA, FUTA, or otherwise, will be made from the payments due to the County and that it is the County's sole obligation to comply with the applicable provisions of all federal and state tax laws. The person(s) designated as school resource officer(s) shall be and remain an employee of the County for any and all purposes.

**Article 6**  
**GENERAL**

**Section 1. Notices.**

The School District or County may, by giving written notice to the other party, designate any address or addresses to which notices or other communications to them shall be sent when required by or related to this Agreement. Until otherwise provided by the respective parties, all notices or communications shall be addressed as follows:

To the School District:

Melissa Schaller  
Special Education Director  
1300 145th Street East  
Rosemount, MN 55068

To the County:

Chief Deputy Joe Leko  
Dakota County Sheriff's Office  
1580 Highway 55  
Hastings, MN 55033

**Section 2. Amendments.**

Any amendments to this Agreement are only valid when reduced to writing, specifically identified as an amendment, and signed by both parties' authorized representative.

**Section 3. Severability.**

The provisions of this Agreement are severable. If any provision of this Agreement is void, invalid, or unenforceable, it will not affect the validity and enforceability of the remainder of this Agreement unless the void, invalid, or unenforceable provision substantially impairs the value of the entire Agreement with respect to either party.

#### **Section 4. Compliance with laws/standards.**

4.1. General. Both parties shall abide by all Federal, State or local laws, statutes, ordinances, rules, and regulations now in effect or hereafter adopted pertaining to this Agreement or to the facilities, programs, and staff for which the parties are responsible.

4.2. Minnesota Law to Govern. The laws of Minnesota govern all matters related to this Agreement, without giving effect to the principles of conflict of law. Venue and jurisdiction for any litigation related to this Agreement must be in those courts located within Dakota County, State of Minnesota or U.S. District Court, District of Minnesota.

4.3. Licenses. At its own expense, both parties shall procure and maintain all licenses, certifications, registrations, permits, or other rights required to perform the services under this Agreement.

#### **Section 5. Confidentiality.**

5.1 "Protected Data" has the same meaning as Not Public Data as defined in Minn. Stat. § 13.02, subd. 8a.

5.2 For purposes of this Agreement, all data created, collected, received, stored, used, maintained, or disseminated by the parties in the performance of this Agreement is subject to the requirements of the Minnesota Government Data Practices Act ("MGDPA"), Minn. Stat. Chapter 13 and its implementing rules, as well as any other applicable State or Federal laws on data privacy or security.

5.3 Each party shall provide the other party with prompt Notice of a breach of the security of data as defined in Minn. Stat. § 13.055, subd. 1(a) or suspected breach of the security of data and shall assist in remedying such breach. Providing or accepting assistance does not constitute a waiver of any claim or cause of action for breach of contract.

5.4 Each party shall cooperate with the other party in responding to all requests for data. The parties shall promptly notify each other when any third party requests Protected Data related to this Agreement or the services. The parties shall ensure that all subcontracts contain the same or similar data practices compliance requirements. All provisions of this Section apply to any subcontract or subcontractor.

5.5 This section survives expiration or termination of this Agreement.

#### **Section 6. Non-Appropriation.**

Notwithstanding any provision of this Agreement to the contrary, this Agreement may be terminated by either party in the event sufficient funds from the County, State, Federal or other sources are not appropriated, obtained and continued at least at the level relied on for the performance of this Agreement and the non-appropriation of funds did not result from any act of bad faith on the part of the terminating party.

**Section 7. Records, Disclosure/Retention, Audits.** Pursuant to Minnesota Statutes Section 16C. 05, subdivision 5, any books, records, documents, and accounting procedures and practices of the County and the School District relevant to this Agreement are subject to examination by the County or the School District and either the Legislative Auditor or the State Auditor as appropriate. The County and the School District agree to maintain these records for a period of six years from the date of performance of all services covered under this Agreement.

#### **Section 8. Final Agreement.**

This Agreement is the final expression of the agreement of the parties. This Agreement is the complete and exclusive statement of the provisions agreed to by the parties. This Agreement supersedes all prior

negotiations, understandings, or agreements. There are no representations, warranties, or provisions, either oral or written, not contained herein.

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement on the date(s) indicated below.

Approved as to form:

/s/Amelia Jadoo                      6/12/19  
Assistant County Attorney/Date

Approved by Dakota County  
Board Resolution No. 19-520  
County Attorney File #: KS-19-165

COUNTY OF DAKOTA

By \_\_\_\_\_  
Tim Leslie  
Sheriff  
Date of Signature \_\_\_\_\_

INTERMEDIATE SCHOOL DISTRICT 917  
*(I represent and warrant that I am authorized  
by law to execute this contract and legally  
bind the Contractor).*

By \_\_\_\_\_  
Title \_\_\_\_\_  
Date of Signature \_\_\_\_\_



To: ISD 917 School Board Members  
Mark Zuzek, Superintendent

From: Nicolle Roush, Business Manager

Date: July 9, 2019

Re: FY20 ISD 917 board approved meal prices

**Information:**

- Intermediate School District 917 has renewed our participation in the National School Lunch Program for FY20. Our Lunch Program operates at four of our locations: Alliance Education Center, Dakota County Technical College, Lebanon Education Center and Concord Education Center.
- Lancer Dining Services will again be contracting with us to provide our breakfast and lunch meals. The contract price per meal will increase by \$.04 to **\$1.87** per breakfast and by \$0.07 to **\$3.13** per lunch. ISD 917 FY19 breakfast prices were \$1.50 for students, \$2.50 for adults; lunch prices were \$2.90 for students and \$4.75 for adults with an additional milk charge of \$0.45.
- ISD #917 is typically required by the USDA under the Healthy, Hunger-Free Kids Act of 2010 to use a Paid Lunch Equity (PLE) price adjustment calculation. This calculation would require us to increase our lunch prices by \$.10 for FY20. ISD 917 does meet one of the three acceptable reasons for us to elect not to use the USDA PLE tool; if SFA has a SY 2019-20 average paid lunch price that will be \$3.00 or greater.
- Below are the comparison prices set by our member districts and ISD 196.  
\*Indicates pricing not yet updated for FY20

Member District	Student Breakfast Prices (Gr 9-12)	Student Lunch Prices (Gr 9-12)	Adult Breakfast	Adult Lunches	Additional milk
6	\$ 0.00	\$ 2.20	\$ 1.80	\$ 3.80	\$ 0.40
*191	\$ 1.50	\$ 2.80	\$ 2.10	\$ 4.00	\$ 0.50
192	\$ 1.45	\$ 2.95	\$ 1.85	\$ 3.75	\$ 0.40
*194	\$ 1.65	\$ 2.65	\$ 2.15	\$ 3.85	\$ 0.50
*195	\$ 1.80	\$ 2.90	\$ 2.10	\$ 3.75	\$ 0.50
*196	\$ 1.60	\$ 2.65	\$ 2.05	\$ 3.70	\$ 0.40
*197	\$ 1.75	\$ 3.10	\$ 2.25	\$ 4.00	\$ 0.50
199	\$ 1.10	\$ 2.20	\$ 1.80	\$ 3.80	\$ 0.40
200	\$ 1.30	\$ 3.00	\$ 1.80	\$ 3.80	\$ 0.50
271	\$ 1.55	\$ 3.05	\$ 2.25	\$ 3.85	\$ 0.50
<b>Average</b>	<b>\$ 1.37</b>	<b>\$ 2.75</b>	<b>\$ 2.02</b>	<b>\$ 3.83</b>	<b>\$ 0.46</b>

**Recommendation:** Taking into consideration the Dakota County averages, PLE calculation and contract prices ISD 917 pays to our food vendor, I am recommending the board approve the following FY20 pricing:

Student Breakfast **\$1.50**, Student Lunch **\$2.95 (.05 increase)**, Milk **\$0.45**  
Adult Breakfast **\$2.50**, Adult Lunch **\$4.75**

## MEMORANDUM

TO: School Board  
FROM: Mark A. Zuzek  
DATE: June 26, 2019  
REGARDING: Policy Review Update for the board meeting

**I. Final Review: The following policies are for final review on the July 9 School Board meeting. They were initially reviewed at the June 11<sup>th</sup> School Board Meeting.**

**Policy 401.10, Code of Ethics and Standard of Conduct:**

Recommend elimination of Policy 401.10. The information in the current policy lacks the necessary specificity in language. We recommend that this process be managed at a procedural level instead of a policy level. This allows for more nimble and responsive management of the process.

Replace with unified code of conduct that is in the Employee Handbook. We have a procedure to sign off on it annually. A recommendation from the auditor provided a format of model language and the necessity to annually document the review of the expectations regarding financial and procedural safeguards. In addition, we currently have three different codes of conduct in the Employee Handbook. We recommend a unified code of conduct for all employees.

**Policy 406, Public and Private Personnel Data:**

- In III. E. superintendent recommends adding the language **“The identity of the employee making the suggestion will not be considered personnel data and will be private data.”**
- In III. E. and III. H. The other added language is new model language from MSBA
- In IV. A. number “5. Terms and Conditions of employment relationship.”
- Recommend the non-inclusion of the language in IV. D.
- Other additions non-substantive additions and deletions at IV. A. 18., IV. B., and IV. E and F. are recommended in alignment with MSBA model Policy.
- At IV. D. superintendent recommends changing “home address” to “district, community, company, or agency.” For the school board’s consideration, we have retained the model language in italics from the MSBA. The superintendent does not recommend including this language. The rationale is that this is an onerous expectation, and does not inform the public of the reason a person would be selected to sit on an advisory board.
- At V. E., K., L., N., O., P., R., S., and T.; and VI is new language added to align with MSBA model language.
- At VIII. name of responsible authority has been changed.

**Form 406, Consent to Release Data – Request from an individual**

This form is sufficient but not essential to the process. Post with policy 406.

**Policy 407, Employee Right to Know:**

Section II - added blood borne pathogen;

Section III.C.1 - cross-out overly specific reference not in the MSBA not policy;

Section IV - added annual training, agent, or blood borne pathogen.

**Policy 408, Subpoena of a School District Employee**

Section III.A – added “or a parent if the subject of the data is a minor” which is the language from the MSBA model policy

As per school board request, in two locations the language has been modified to reflect the more inclusive language of (parent/guardian).

**II. Annual Review (recently reviewed): the following policies were reviewed in October, November and December of 2018. There are no substantive changes in these policies since the last review. I recommend approving each of these Policies as part of the annual review process.**

**Policy 413, Harassment and Violence:**

**Policy 414, Mandated Reporting of Child Neglect or Physical or Sexual Abuse:**

**Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults:**

**Policy 506, Student Discipline:**

**Policy 514, Bullying:**

**Policy 522, Student Sex Non-discrimination:**

**Policy 524, Acceptable Use and Safety Policy:**

**III. Annual Review (New, or not recently reviewed policies):** Each of the following policies are large and have significant procedural implications for the district. It is my intention to submit a first draft of these three policies to the school board for their initial review in August.

**Policy 410, Family Medical Leave Act:** As you know, Lauren has done a lot of work with this policy and the related leave procedures.

**Policy 616, School District System Accountability:** ISD 917 has many of the required accountability pieces in place, however because of the broad variety of programs, there are challenges to developing a policy that is sufficiently ambiguous.

**Policy 806, Crisis Management Policy:** ISD 917 has recently reviewed and updated the Crisis Response Procedures, but the actual Policy has not been updated for more than a decade.

**IV. Updated Policies:** Each of these policies are referenced in the former Student Discipline Policy (former Policy 6.3). The new Student Discipline Policy (506) does not include the following sections. Each of these are mandatory policies.

**Policy 419, Tobacco-Free Environment (first reading):** Updates to include “activated electronic delivery devices. This policy does not require annual review.

**Policy 526, Hazing Prohibition (first reading):** This policy was a portion of the former discipline policy Subsection 6.35. It is a mandatory policy that does not require annual policy review.

**Policy 501, School Weapons Policy (first reading):** This policy was a portion of the former discipline policy Subsection 6.316(a). It is a mandatory policy that does not require annual policy review. A careful review of the ISD 917 former Weapons Policy 6.316 (a) reveals that the MSBA model policy does a far better job of providing definitions and detailed examples. This draft is taken directly from the MSBA model policy.

*ISD 917 Code of Ethics and Standard of Conduct Policy 401.10*  
*Board Approved June 15, 1993*  
*Board Revised May 1, 2007*  
*Board reviewed, first reading, June 11, 2019*

**400 PERSONNEL**

**401 EQUAL EMPLOYMENT OPPORTUNITY**

**401.10 CODE OF ETHICS AND STANDARD OF CONDUCT**

The Intermediate School District 917 School Board recognizes that each employee is responsible for both the integrity and the consequences of his or her own actions. The highest standards of honesty, integrity and fairness must be followed by each and every employee when engaging in any activity concerning the School District, particularly in relationships with students, parents, customers, competitors, suppliers, the public and other employees.

Furthermore, the School Board expects that no employee will knowingly undertake any activity while on District premises or rented or leased facilities, or while engaging in District business, that is (or gives the appearance of being) improper, illegal, or immoral, or that could in any way harm or embarrass the District or its employees.

## Code of Ethics and Standards of Conduct for ISD 917 Employees

Whereas, each employee upon entering the education profession assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics and standards of conduct, which sets forth the education profession's standards of professional conduct.

Whereas, the employee acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. All assets, resources, and funds are managed on behalf of the public's interest.

Whereas, the employee assumes responsibility for providing professional service and leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary professional conduct.

And, whereas, implicit to adopting this ethical code is the belief that each employee is significant to the successful accomplishment of the school's mission and core values of: *collaboration, passion for service, continuous improvement, stewardship, equity, open communication, and integrity*. Each employee's respect for each other's role and responsibility must be maintained.

Therefore, the following code of ethics and standards of conduct shall apply to all persons employed by ISD 917:

1. Provide professional educational services in a nondiscriminatory manner and supportive of equity regardless of race, ethnicity, sexual orientation, gender identity or expression, age, religion, creed, status with regard to public assistance, language proficiency, physical or cognitive ability, age, familial status, national origin, or any category of protected class or minoritized population;
2. Take reasonable action to protect students and staff from conditions harmful to health and safety;
3. Take reasonable action to provide an atmosphere conducive to learning;
4. Use professional relationships with students, parents, caregivers, staff, or colleagues in a manner that does not provide a private advantage;
5. Disclose confidential information about individuals only when a compelling professional purpose or educational need is served in accordance with state and federal laws, and school district policies;
6. Not knowingly falsify or misrepresent records or facts relating to the employee's qualifications, or to the qualifications of other staff or personnel;
7. Not knowingly make false or malicious statements about students, students' families, staff, or colleagues;
8. Not accept gratuities, gifts, or favors that could impair professional judgment, nor offer any favor, service or item of value to obtain special advantage;
9. Only accept a contract for a position when licensed or qualified for the position or when a school district is granted a variance under Minnesota Statutes;
10. In filling positions requiring licensure, shall employ, and assign only appropriately licensed personnel, or persons for whom the school district has been granted a variance by the appropriate state board or agency, unless, after making reasonable efforts to obtain a variance, an appropriately licensed person cannot be assigned, and the position must be filled to meet a

- legitimate emergency educational need;
11. Not engage in conduct involving dishonesty, fraud, or misrepresentation in the performance of professional duties;
  12. Shall delegate authority for teaching responsibilities only to licensed personnel;
  13. Shall not deliberately suppress or distort subject matter;
  14. Shall comply with all policies and procedures pertinent to one's job duties, and all state/federal laws, rules, and regulations;
  15. Cooperate fully with internal or external auditors and investigators;
  16. Report suspected code of conduct and ethics violations, significant internal control weaknesses, or other irregularities/wrongdoings through appropriate district channels as designated;
  17. Report any evidence of theft, embezzlement, or unlawful use of public funds or property, other public resources to the District's Superintendent or the District's Business Manager;
  18. Access to private data shall be restricted to district personnel with the need to know the information to perform his or her job. This data includes and, but is not limited to, medical and personally identifiable financial information (such as Social Security numbers). This expectation is in alignment with data practices defined by the Minnesota Government Data Practices Act (MGDPA), the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA).

References:

Code of Ethics for School Administrators (<https://www.revisor.mn.gov/rules/3512.0100/>)  
Code of Ethics for Minnesota Teachers (<https://www.revisor.mn.gov/rules/8710.2100/>)  
ISD 917 Mission and Core Values  
ISD 917 School District Mission Statement Policy 104  
Family Educational Rights and Privacy Act (FERPA)  
Health Insurance Portability and Accountability Act (HIPAA)  
Minnesota Government Data Practices Act (MGDPA)  
ISD 917 Policy 406, Public and Private Personnel Data

## **POLCY 406, PUBLIC AND PRIVATE PERSONNEL DATA**

### **I. PURPOSE**

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its personnel.

### **II. GENERAL STATEMENT OF POLICY**

- A. All data on individuals collected, created, received, maintained or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.
- B. All other data on individuals is private or confidential.

### **III. DEFINITIONS**

- A. “Public” means that the data is available to anyone who requests it.
- B. “Private” means the data is available to the subject of the data and to school district staff who need it to conduct the business of the school district.
- C. “Confidential” means the data is not available to the subject.
- D. “Parking space leasing data” means the following government data on an application for, or lease of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment location of parking space, and work telephone number.
- E. “Personnel data” means data on individuals collected because they are or were employees of the school district, applicants for employment, volunteers for the school district, **or independent contractors for the school district**, or members of or applicants for an advisory board or commission. **Personnel data include data submitted to the school district by an employee as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations. The identity of the employee making the suggestion will not be considered personnel data and will be private data.**
- F. “Finalist” means an individual who is selected to be interviewed by the school

board for a position.

- G. “Protected health information” means individually identifiable health information transmitted in electronic form by a school district acting as a health care provider. “Protected health information” excludes health information in education records covered by FERPA (**the federal Family Educational Rights and Privacy Act**) and employment records held by a school district in its role as employer.
- H. **“Public officials” means business managers; human resource directors; athletic directors whose duties include at least 50 percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendents and principals.**

#### IV. PUBLIC PERSONNEL DATA

- A. The following information on employees, including volunteers and independent contractors, is public:
1. Name;
  2. Employee identification number, which may not be the employee’s social security number;
  3. Actual gross salary;
  4. Salary range;
  5. **Terms and conditions of employment relationship;**
  6. 5. Contract fees;
  7. 6. Actual gross pension;
  8. 7. The value and nature of employer-paid fringe benefits;
  9. 8. The basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
  10. 9. Job title;
  11. 10. Bargaining unit;
  12. 11. Job description;
  13. 12. Education and training background;
  14. 13. Previous work experience;
  15. 14. Date of first and last employment;
  16. 15. The existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
  17. 16. The final disposition of any disciplinary action, as defined in Minn. Stat. § 13.43, subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
  18. 17. the **complete** terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; **and such**

**agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;**

- ~~19. 18.~~ Work location;
- ~~20. 19.~~ Work telephone number;
- ~~21. 20.~~ Badge number;
- ~~22. 21.~~ Honors and awards received;
- ~~23. 22.~~ payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data. ~~;~~ ~~and~~

B. The following information on applicants for employment ~~or to an advisory board/commission~~ is public:

1. Veteran status;
2. Relevant test scores;
3. Rank on eligible list;
4. Job history;
5. Education and training; and
6. Work availability.

C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when they become finalists for an employment position.

D. **Names and district, community, company, or agency** ~~and home addresses~~ of applicants for appointment to and members of an advisory board/commission are public.

D. *Applicants for appointment to a public body.*

1. *Data about applicants for appointment to a public body are private data on individuals except that the following are public:*
  - a. *name;*
  - b. *city of residence, except when the appointment has a residency requirement that requires the entire address to be public;*
  - c. *education and training;*
  - d. *employment history;*
  - e. *volunteer work;*
  - f. *awards and honors;*
  - g. *prior government service;*
  - h. *any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minn. Stat. § 15.0597; and*
  - i. *veteran status.*

2. *Once an individual is appointed to a public body, the following additional items of data are public:*
  - a. *residential address;*
  - b. *either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;*
  - c. *first and last dates of service on the public body;*
  - d. *the existence and status of any complaints or charges against an appointee; and*
  - e. *upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.*
3. *Notwithstanding paragraph 2, any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.*

**E. Regardless of whether there has been a final disposition as defined in Minn. Stat. § 13.43, Subd. 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minn. Stat. § 13.43, Subd. 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.**

**F. Data relating to a complaint or charge against a public official is public only if: (1) the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or (2) potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement. Data that is classified as private under another law is not made public by this provision.**

## **V. PRIVATE PERSONNEL DATA**

- A. All other personnel data are private and will only be shared with school district staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.
- B. Data pertaining to an employee's dependents are private data on individuals.

- C. Data created, collected or maintained by the school district to administer employee assistance programs are private.
- D. Parking space leasing data are private.
- E. **An individual's checking account number is private when submitted to a government entity.**
- F. ~~E.~~ Personnel data may be disseminated to labor organizations to the extent the school district determines it is necessary for the labor organization to conduct its business or when ordered or authorized by the Commissioner of the Bureau of Mediation Services.
- G. ~~F.~~ The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.
- H. G. The school district may, if the responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
  1. The person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
  2. A pre-petition screening team conducting an investigation of the employee under Minn. Stat. § 253B.07, subd. 1; or
  3. A court, law enforcement agency or prosecuting authority.
- I. ~~H.~~ Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purposes of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime.
- J. ~~I.~~ A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
- K. ~~J.~~ When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that data would:
  1. threaten the personal safety of the complainant or a witness; or
  2. subject the complainant or witness to harassment.

**If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.**

- L. K.** The school district shall make any report to the ~~board of teaching or the Board of School Administrators~~ **Minnesota Professional Educator Licensing and standards Board or the state board of education** as required by Minn. Stat. § 122A.20, subd. 2, and shall, upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minn. Stat. § 122A.20, subd. 2.
- M. L.** Private personnel data shall be disclosed to the department of economic security for the purpose of administration of the unemployment insurance program under Minn. Stat. Ch. 268.
- N. M.** When a report of alleged maltreatment of a student in a school is made to the Commissioner of Education, data that are relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report. **Additionally, personnel data may be released for purposes of informing a parent, legal guardian, or custodian of a 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.**
- O.** The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minn. Stat. Ch. 13. Data that are released under this paragraph must not include data on the student.

- P. The identity of an employee making a suggestion as part of an organized self-evaluation effort by the school district to cut costs, make the school district more efficient, or to improve school district operations is private.**
- Q. ~~N.~~ Health information on employees is private unless otherwise provided by law. To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.**
- R. Personal home contact information for employees may be used by the school district and shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.**
- S. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.**
- T. When a teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual abuse or when the Commissioner of the Minnesota Department of Education (MDE) makes a final determination of child maltreatment involving a teacher, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minn. Stat. § 13.41, Subd. 5, and must provide the Minnesota Professional Educator Licensing and Standards Board and the licensing division at MDE with the necessary and relevant information to enable the Minnesota Professional Educator Licensing and Standards Board and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license. In addition to the background check required under Minn. Stat. § 123B.03, a school board or other school hiring authority must contact the Minnesota Professional Educator Licensing and Standards Board and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.**

## **VI. MULTIPLE CLASSIFICATIONS**

**If data on individuals are classified as both private and confidential by Minn. Stat. Ch. 13, or any other state or federal law, the data are private.**

## **VII. VI. CHANGE IN CLASSIFICATIONS**

The school district shall change the classification of data in its possession if it is required to do so to comply with other judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

## **VIII. VII. RESPONSIBLE AUTHORITY**

The school district has designated Superintendent ~~John Christiansen~~ **Mark Zuzek** as the authority responsible for personnel data. If you have any questions, contact ~~Dr. Christiansen~~ **Mark Zuzek** at (651) 423-8226.

## **IX. VIII. EMPLOYEE AUTHORIZATION/RELEASE FORM**

An employee authorization form is included as an addendum to this policy.

### **Legal References:**

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

Minn. Stat. § 13.02 (Definitions)

Minn. Stat. § 13.37 (General Nonpublic Data)

Minn. Stat. § 13.39 (Civil Investigation Data)

Minn. Stat. § 13.43 (Personnel Data)

Minn. Stat. § 122A.20, subd. 2 (Mandatory Reporting)

P.L. 104-191 (HIPAA)

45.C.F.R. Parts 160 and 164 (HIPAA Regulations)

### **Cross References:**

Policy 6.4 (Protection and Privacy of Pupil Records)

MSBA Service Manual, Chapter 13, School Law Bulletin "T" (School Records-Privacy-Access to Data)

## **POLICY 407, EMPLOYEE RIGHT TO KNOW – EXPOSURE TO HAZARDOUS SUBSTANCES**

### **I. PURPOSE**

The purpose of this policy is to provide school district employees a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm. (Minn. Stat. § 182.653, subd. 2)

### **II. GENERAL STATEMENT OF POLICY**

It is the policy of this school district to provide information and training to employees who may be routinely exposed to a hazardous substance, harmful physical agent or infectious agent, **or blood borne pathogen.**

### **III. DEFINITIONS**

- A. “Commissioner” means the Commissioner of Labor and Industry.
- B. “Routinely exposed” means that there is a reasonable potential for exposure during the normal course of assigned work or when an employee is assigned to work in an area where a hazardous substance has been spilled.
- C. “Hazardous substance” means a chemical or substance, or mixture of chemicals and substances, which:
  - 1. is regulated by the Federal Occupational Safety and Health Administration under the Code of Federal Regulations, ~~title 29, part 1910, subpart Z;~~ or
  - 2. is either toxic or highly toxic; an irritant; corrosive; a strong oxidizer; a strong sensitizer; combustible; either flammable or extremely flammable; dangerously reactive; pyrophoric; pressure-generating; compressed gas; carcinogen; teratogen; mutagen; reproductive toxic agent; or that otherwise, according to generally accepted documented medical or scientific evidence, may cause substantial acute or chronic personal injury or illness during or as a direct result of any customary or reasonably foreseeable accidental or intentional exposure to the chemical or substance; or
  - 3. is determined by the commissioner as a part of the standard for the chemical or substance or mixture of chemicals and substances to present a significant risk to worker health and safety or imminent danger of death or serious

physical harm to an employee as a result of foreseeable use, handling, accidental spill, exposure, or contamination.

- D. “Harmful physical agent” means a physical agent determined by the commissioner as a part of the standard for that agent to present a significant risk to worker health or safety or imminent danger of death or serious physical harm to an employee. This definition includes but is not limited to radiation, whether ionizing or nonionizing.
- E. “Infectious agent” means a communicable bacterium, rickettsia, parasites, virus, or fungus determined by the commissioner by rule, with approval of the commissioner of health, which according to documented medical or scientific evidence causes substantial acute or chronic illness or permanent disability as a foreseeable and direct result of any routine exposure to the infectious agent. Infectious agent does not include an agent in or on the body of a patient before diagnosis.
- F. “Blood borne pathogens” means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

#### IV. TARGET JOB CATEGORIES

**Annual t**Training will be provided to all full and part-time employees who are routinely exposed to a hazardous substance, harmful physical agent or infectious **agent, or blood borne pathogen** ~~substance~~ as set forth above.

#### V. TRAINING SCHEDULE

Training will be provided to employees before beginning a job assignment as follows:

- A. Any newly-hired employee assigned to a work area where he or she is determined to be “routinely exposed” under the guidelines above.
- B. Any employee reassigned to a work area where he or she is determined to be routinely exposed under the above guidelines. (Minn. Stat. § 182.673)

**Legal References:** Minn. Stat. Ch. 182 (Occupational Safety and Health)  
Minn. Rules Ch. 5205 (Safety and Health Standards)  
Minn. Rules Ch. 5206 (Employee Right to Know Standards)

**Cross References:** MSBA/MASA Model Policy 420 (Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions)

## **POLICY 408, SUBPOENA OF A SCHOOL DISTRICT EMPLOYEE**

### **I. PURPOSE**

The purpose of this policy is to protect the privacy rights of school district employees and students under both state and federal law when requested to testify or provide educational records for a judicial or administrative proceeding.

### **II. GENERAL STATEMENT OF POLICY**

This policy is to provide guidance and direction for school district employees who may be subpoenaed to testify and/or provide educational records for a judicial or administrative proceeding.

### **III. DATA CLASSIFICATION**

- A. The Minnesota Government Data Practices Act (MGDPA), Minn. Stat. Ch. 13, classifies all educational data, except for directory information as designated by the school district, as private data on individuals. The state statute provides that private data on individuals may not be released, except pursuant to informed consent by the subject of the data or a parent/guardian of the subject of the data is a minor, or pursuant to a valid court order. A subpoena is not a court order under the MGDPA.
- B. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, provides that educational data may not be released, except pursuant to informed consent by the individual subject of the data or any lawfully issued subpoena. Regulations promulgated under the federal law require that the school district must first make a reasonable effort to notify the **parent/guardian** of the student, or the student if the student is 18 years of age or older, of the subpoena in advance of releasing the information pursuant to the subpoena.

### **IV. APPLICATION AND PROCEDURES**

- A. Any employee who receives a subpoena for any purpose related to employment is to inform the building administrator or designated supervisor when the employee receives the subpoena. The building administrator or designated supervisor shall immediately inform the superintendent that the employee has received a subpoena.
- B. No employee may release educational data, personnel data, or any other data of any kind without consultation in advance with the school district official who is designated as the authority responsible for the collection, use and dissemination of

data.

- C. Payment for attendance at judicial or administrative proceedings and the retention of witness and mileage fees is to be determined in accordance with the applicable school board policies and collective bargaining agreements.
- D. The administration shall not release any information except in strict compliance with state and federal law and this policy. Recognizing that an unauthorized release may expose the school district or its employees to civil or criminal penalties or loss of employment, the administration shall confer with school district legal counsel prior to release of such data.

***Legal References:*** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Rules 1205.0100, Subd. 5 (Minnesota Rules Regarding Data Practices)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

***Cross References:*** MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)

**526 HAZING PROHIBITION**

*[Note to School Board from M. Zuzek: This Policy was a small part of ISD 917 former Policy 6.3, Student Discipline. A Hazing Policy is mandatory. This is draft is significantly taken from the MSBA model policy.]*

**I. PURPOSE**

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

**II. GENERAL STATEMENT OF POLICY**

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. **Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.**
- E. **False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.**
- ~~E. F.~~ A person who engages in an act that violates School Policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act. **of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.**

**Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.**

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

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

- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.**
- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.**
- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.**

### III. DEFINITIONS

- A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other **school-related** purpose. The term hazing includes, but is not limited to:
  - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
  - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
  - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

- B. **“Immediately” means as soon as possible but in no event longer than 24 hours.**
- C. **“On school premises or school district property, or at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, 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 grounds, 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 hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.**
- D. **“Remedial response” means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.**
- E. **“Student” means a student enrolled in a public school or a charter school.**
- F. **“Student organization” means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.**

#### **IV. REPORTING PROCEDURES**

- A. Any person who believes he or she has been the **target or** victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately the school district human rights officer or alternates to a school district administrator. **A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.**
- B. **The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.**

**The program administrator or their designee, or the district human rights officer or an alternate is a person responsible for receiving reports of hazing. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform a program administrator immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves a program administrator, the complaint shall be made or filed directly with the**

superintendent or the school district human rights officer by the reporting party or complainant.

The program administrator or human rights officer shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who **witnesses, observes**, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall inform the school district human rights officer or an administrator immediately. **School district personnel who fail to inform the human rights officer or administrator of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.**
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments, **or educational or work environment.**
- E. **Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.**
- F. **The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.**

## V. SCHOOL DISTRICT ACTION

- A. ~~Upon receipt~~ **Within three (3) days** of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. ~~The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.~~

**The report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.**

- C. **The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.**
- D. ~~Upon completion of an investigation, the school district will take appropriate action.~~ **that determines hazing has occurred, the school district will take appropriate action.** Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations. ~~Penalties under the rules of the Minnesota state High School League will also apply.~~
- E. **The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.**
- F. **In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.**

## **VI. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who **commits an act of reprisal or who** retaliates against any person **who asserts, alleges, or** makes a good faith report of alleged hazing, ~~or against any person who testifies, assists or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing.~~ **who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing.** Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, **or intentional disparate treatment.** **Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.**

## VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students and employees.**

***Legal References:*** Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)  
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)

***Cross References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

**501 SCHOOL WEAPONS POLICY**

*[Note to School Board from M. Zuzek: This policy was a small part of ISD 917 former Policy 6.3, Student Discipline. A Weapons Policy is mandatory. A careful review of the ISD 917 former Weapons Policy 6.316 (a) reveals and that the MSBA model policy does a far better job of providing definitions and detailed examples. This draft is taken directly from the MSBA model policy.]*

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. DEFINITIONS**

A. “Weapon”

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

- B. “School Location” includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.
- C. “Possession” means having a weapon on one’s person or in an area subject to one’s control in a school location.

#### **IV. EXCEPTIONS**

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal’s office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal’s office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon’s location.
- B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:
  - 1. active licensed peace officers;
  - 2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
  - 3. persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
  - 4. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045;
    - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for “antique firearms which are carried or possessed as curiosities or for their historical significance or value.”
    - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and

in the closed trunk; or (3) a handgun carried in compliance with §§ 624.714 and 624.715.

5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
7. a gun or knife show held on school property;
8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

***[Note: Nothing prevents a school district from being more stringent in its weapons policy with respect to students and school district employees than the criminal law, except that the school district may not prohibit the lawful carry or possession of firearms in a parking facility or parking area. Although some school districts may choose to incorporate all of the exceptions to the criminal law, other school districts may choose either not to incorporate some or all of the exceptions or to further limit them. For example, a school district may choose to require written permission from the superintendent, not just a principal, for someone to possess a dangerous weapon in a school location. This would impose a more stringent requirement than exception (7) to Section 609.66, Subdivision 1d. However, a school district may not regulate firearms, ammunition, or their respective components, when possessed or carried by nonstudents or nonemployees, in a manner that is inconsistent with Section 609.66, Subdivision 1d.]***

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use, or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful”

carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minn. Stat. § 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder's vehicle shall constitute a violation of this policy.

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

A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using, or distributing weapons shall include:

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

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

C. Administrative Discretion

While the school district does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

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

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or

discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

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

**B. Other Nonstudents**

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

***Legal References:*** Minn. Stat. § 97B.045 (Transportation of Firearms)  
Minn. Stat. § 121A.05 (Referral to Police)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)  
Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)  
Minn. Stat. § 609.605 (Trespass)  
Minn. Stat. § 609.66 (Dangerous Weapons)  
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)  
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)  
18 U.S.C. § 921 (Definition of Firearm)  
*In re C.R.M.* 611 N.W.2d 802 (Minn. 2000)

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

**419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES**

*[Note: School districts are not required by statute to have a policy addressing these issues. However, Minn. Stat. § 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate.]*

*[Note to School Board from M. Zuzek: The language in this policy has been updated to accommodate the recent increase in the use of vaping equipment by students.]*

**I. PURPOSE**

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

**II. GENERAL STATEMENT OF POLICY**

A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased by Intermediate School District 917. This prohibition extends to all vehicles that the District owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation. This prohibition includes all school district property, parking lots or facilities owned or leased for use by Intermediate School District 917 and all off-campus events sponsored by the school district.

**B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.**

~~B.~~ C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or

person who is found to have violated this policy.

- D. **The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.**

### **III. TOBACCO AND TOBACCO-RELATED DEVICES DEFINED**

- A. **“Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of vapor from the product. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device does not include any product that has been approved or certified by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is marketed and sold for such an approved purpose.**
- B. **“Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco.**
- C. **“Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.**
- D. **“Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.**

### **IV. EXCEPTIONS**

- A. ~~It shall not be a violation of this policy for an American Indian adult to light tobacco on school district property as a part of a traditional American Indian~~

~~spiritual or cultural ceremony.~~ **A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.**

- B. **A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.**

## V. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act **and/or the Freedom to Breathe Act of 2007** and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. **No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.**

## VI. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students

and employees.

***Legal References:*** Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)  
Minn. Stat. § 609.685 (Sale of Tobacco to Children)  
**2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)**

***Cross References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior

**413 HARASSMENT AND VIOLENCE**

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

disability, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who is found to have violated this policy.

### **III. DEFINITIONS**

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

domiciled with:

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

- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

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

G. Sexual Violence; Definition

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

- c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

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

**IV. REPORTING PROCEDURES**

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the

building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. The school board hereby designates Don Budach as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.<sup>+</sup>
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

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

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

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

## **V. INVESTIGATION**

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged

incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

## **VI. SCHOOL DISTRICT ACTION**

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

## **VII. RETALIATION OR REPRISAL**

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

#### **VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

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

#### **IX. HARASSMENT OR VIOLENCE AS ABUSE**

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

#### **X. DISSEMINATION OF POLICY AND TRAINING**

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

peacemaking, resourcefulness, and/or sexual abuse prevention.

- F. This policy shall be reviewed at least annually for compliance with state and federal law.

**Legal References:** Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)  
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
Minn. Stat. § 609.341 (Definitions)  
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)  
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)  
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)  
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)  
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

**Cross References:** MSBA/MASA Model Policy 102 (Equal Educational Opportunity)  
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)  
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

**414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE**

**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 Minn. Stat. § 626.556 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 which:
  - 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 Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 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 neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. “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, medical, or other care required for 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;
  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;
  3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her 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 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, or 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 Minn. Stat. § 260C.007, Subd. 4, Clause (5);
  7. chronic and severe use of alcohol or a controlled substance by a parent or 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 which 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 include spiritual means or prayer for treatment or care of disease where the person responsible for the child’s care in good faith has selected and depended on those means for treatment or care of disease, except where the lack

of medical care may cause serious danger to the child's health.

- F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. 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 Minn. Rules Ch. 9503.
- G. "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care 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 Minn. Stat. § 125A.0942 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which 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 Minn. Stat. § 121A.582.

Actions which 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 which 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 Minn. Stat. § 609.02, Subd. 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 which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or 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 Minn. Stat. § 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 Minn. Stat. § 121A.58.

- H. "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 neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.

- I. “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.
- J. “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 Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which 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 which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- K. “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.
- L. “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 employees or agents, 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.
- 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 subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

#### **IV. REPORTING PROCEDURES**

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years, to the local welfare agency, police department, county sheriff, tribal social services, or tribal police department. The reporter will include his or her name and address in the report.
- B. If the immediate report has been made orally, 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 assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect 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 and 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 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. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- 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, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

## V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the 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 a 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 will 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 perpetrator 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 perpetrator 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, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 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. 4, Clause (5) (Child in Need of Protection)  
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)

Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)  
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)  
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)  
Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)  
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)

**415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS**

**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 with Minn. Stat. § 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. “Mandated Reporters” means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.
- B. “Maltreatment” means the neglect, abuse, or financial exploitation of a vulnerable adult.
- C. “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. Neglect also includes 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. § 626.5572, Subd. 17.

- D. “Abuse” means: (a) 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 sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in 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. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, 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 section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) 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 Minn. Stat. § 626.5572, Subd. 2.
- E. “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.
- F. “Vulnerable Adult” 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. 245A, except as excluded under Minn. Stat. § 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 type of service received possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual’s ability to

adequately provide the person'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.

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

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

**Legal References:** Minn. Stat. § 13.02 (Collection, Security, and Dissemination of Records; Definitions)  
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)  
Minn. Stat. §§ 609.221-609.224 (Assault)  
Minn. Stat. § 609.234 (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)

## **506 STUDENT DISCIPLINE**

### **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, Minn. Stat. §§ 121A.40-121A.56.

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

students of the school district.

### III. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents or guardians 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 or guardians. 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. Administrator. The school administrator is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The administrator shall give direction and support to all school personnel performing their duties within the framework of this policy. The administrator shall consult with parents or guardians of students conducting themselves in a manner contrary to the policy. The administrator 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 or guardians. An administrator, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- F. Parents or Legal Guardians. Parents or guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the

behavior of their children.

- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

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

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

#### **V. STUDENT RESPONSIBILITIES**

All students have the responsibility:

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

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

## **VI. CODE OF STUDENT CONDUCT**

- A. The following are examples of potential 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 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. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, radios, phones, including picture phones; wearable technology, or smart watches.
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy, and the Student Transportation Safety Policy of their home district;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district' Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Sexual and/or racial abuse and/or harassment;
38. 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;
39. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
40. 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;
41. 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;
42. 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.

## **VII. 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 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, administrator, 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 or guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent or Guardian contact;
- D. Parent or Guardian 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. Expulsion under the Pupil Fair Dismissal Act;
- S. Exclusion under the Pupil Fair Dismissal Act; and/or
- T. Other disciplinary action as deemed appropriate by the school district.

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

- A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents or guardians. 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, administrator, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

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

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

Such removal shall be for at least one (1) activity period or class period of

instruction for a given course of study and shall not exceed five (5) such periods.

B. Procedures for Removal of a Student from a Class

Teachers have the responsibility to attempt to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement or proactive strategies, offering options from the student's Positive Behavior Support Plan (PBSP), assigning consequences, or contacting the student's parents or guardian. The IEP and/or PBSP shall drive decisions regarding the removal of special education students from a class or activity. 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. "Removal from class" and "removal" mean any actions taken by a teacher, administrator, or other school district employee to prohibit a student from continuing to participate in a class or activity with the student's peers. Students who are asked to leave a class by a teacher shall be sent or escorted to the office or other designated area.

C. Responsibility for and Custody of a Student Removed From Class

A teacher removing a student receiving special education services from class is required to have the student escorted to the school office or other designated area by either the teacher, a paraprofessional, or other staff and verify his or her arrival as soon as practicable. For a student receiving special education services, the student's PBSP or agreed-upon conditional procedures plan will be followed and the case manager will be notified. General education students shall be sent to the office or other designated area. If a student who is removed from class fails to report to the designated area, the teacher will report this to the building administrator.

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

Students who are removed from class may return to class the same day, or the next school day, unless the administration (or in the case of student receiving special education services, the IEP team and the administrator) deems additional action or requirements for return are necessary. A general education student may return to class after a conference with the appropriate administrator or teacher, and/or the parent or guardian. At the time of this conference a definite plan of action shall be established, including a review of any existing special education services. A student may return to the class or the activity after becoming calm, demonstrating regulated behavior and meeting with staff as needed to reenter. At this time a plan of action appropriate to the incident and reentry to class shall be

developed with the special education student. Staff and the case manager shall meet afterwards, if necessary, to review the student's PBSP.

E. Procedures for Notification

In typical circumstances, parents or guardians shall receive notification of the student's removal from class for students under 18 years of age, or for students receiving special education services 18 or older, or as provided in the IEP. At a minimum, a parent or guardian will be notified if a student is removed from class more than ten (10) times. Students and parents or guardian are informed by the program administrator or designee of the resulting disciplinary action and readmission plan, if any, consistent with state and federal law. Students and their parents or guardian shall be notified of the need to hold a meeting to modify the IEP or PBSP, as appropriate. Seclusionary time out notification shall be made as required by the IEP or PBSP. If emergency restrictive procedures have been implemented, the parent or guardian shall be notified by the student's teacher, a school social worker, school psychologist, behavior specialist, or program administrator according to the district's restrictive procedures plan.

F. Students With Disabilities; Special Provisions

If a student receiving special education services is removed from class, at the time of reentering the class or activity the student's case manager and other staff shall determine whether there is a need for a team review of the adequacy of the student's IEP and PBSP, if any, and the need for any additional assessment. If the student does not have a PBSP a Functional Behavioral Assessment may be considered. When necessary a manifestation determination hearing shall be held to assess the impact, if any, of the student's disability upon the student's conduct.

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

School Board Policy 6.12 (Students and Chemical Dependency) addresses chemical abuse problems of students while on school premises. The school social worker is the program contact person who would refer the student or parent or guardian to assessment resources.

## **IX. DISMISSAL**

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

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

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

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

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

C. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive general or special education instruction during that dismissal period.
2. If a student’s total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student’s parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian’s expense. The purpose of this meeting is to attempt to determine the 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.
3. 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.

4. 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 (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the student to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
6. The program administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate

administrative conference is required for each period of suspension.

7. After program 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 administrator or the administrator's designee; and
  - c. petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.
8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
9. The program administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. 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.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school

board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the

student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.

19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district 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.

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

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents or guardians to provide a sympathomimetic medication for their child as a condition of readmission.

#### **XI. NOTIFICATION OF POLICY VIOLATIONS**

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

#### **XII. 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, Minn. Stat. Ch. 13.

#### **XIII. 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 or guardian 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.

#### **XIV. DISTRIBUTION OF POLICY**

The school district will notify students and parents or guardians 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 or guardians at the commencement of each school year and to all new students and parents or guardians upon enrollment by publication in the parent/student handbook. This policy shall also be available upon request in each administrator's office.

#### **XV. REVIEW OF POLICY**

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

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.26 (School Pre-assessment Teams)  
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)  
Minn. Stat. § 121A.582 (Reasonable Force)

Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)  
Minn. Stat. § 122A.42 (General Control of Schools)  
Minn. Stat. § 123A.05 (Area Learning Center Organization)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)  
Minn. Stat. Ch.125A (Students With Disabilities)  
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)  
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Court Act)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

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

## **514 BULLYING PROHIBITION POLICY**

### **I. PURPOSE**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

### **II. GENERAL STATEMENT OF POLICY**

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (**Currently 6.31**) Policy 506. The school district may take into account the following factors:
  - 1. The developmental ages and maturity levels of the parties involved;
  - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
  - 3. Past incidences or past or continuing patterns of behavior;
  - 4. The relationship between the parties involved; and
  - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

### **III. DEFINITIONS**

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is

objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
  2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
  3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, 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 grounds, 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 bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student enrolled in a public school or a charter school.

#### **IV. REPORTING PROCEDURE**

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

## **V. SCHOOL DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary

consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

## **VII. TRAINING AND EDUCATION**

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school

personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
  - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  - 4. The incidence and nature of cyberbullying; and
  - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce

discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
  2. Partner with parents and other community members to develop and implement prevention and intervention programs;
  3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
  4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
  5. Teach students to advocate for themselves and others;
  6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
  7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records ~~policy~~ (See ~~MSBA/MASA Model Policy 515~~ **Currently 6.4**) in the student handbook.

## VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the

school district.

- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (~~See MSBA/MASA Model Policy 506 (Currently 6.3)~~) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

## **IX. POLICY REVIEW**

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. Ch. 124E (Charter School)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 423 (Employee-Student Relationships)  
MSBA/MASA Model Policy 501 (School Weapons Policy)

MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil  
Records)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety  
Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior  
by Students)  
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)

## **522 STUDENT SEX NONDISCRIMINATION**

### **I. PURPOSE**

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district provides equal educational opportunity for all students and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. Every school district employee shall be responsible for complying with this policy.
- C. The school board hereby designates Don Budach, 1300 145<sup>th</sup> Street East, Rosemount, MN 55068, 651-423-8426, [don.budach@isd917.org](mailto:don.budach@isd917.org) as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

### **III. REPORTING GRIEVANCE PROCEDURES**

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the program administrator of each program or available from the school district office, but oral reports shall be considered

complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.

- B. The program administrator is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the program level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the program administrator immediately.
- C. Upon receipt of a report or grievance, the program administrator must notify the school district human rights officer immediately, without screening or investigating the report. The program administrator may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the program administrator to the human rights officer. If the report was given verbally, the program administrator shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the program administrator. If the complaint involves the program administrator, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The school board hereby designates Don Budach, 1300 145<sup>th</sup> Street East, Rosemont, MN 55068, 651-423-8426, [don.budach@isd917.org](mailto:don.budach@isd917.org) as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the names of the Title IX coordinator and human rights officer(s), including office addresses and telephone numbers and work e-mail addresses.
- F. Submission of a good faith complaint, grievance, or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades, or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

#### **IV. INVESTIGATION**

- A. By authority of the school district, the human rights officer, upon receipt of a

report, complaint, or grievance alleging unlawful sex discrimination toward a student, shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators, or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

## **V. SCHOOL DISTRICT ACTION**

- A. Upon conclusion of the investigation and receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

## **VI. REPRISAL**

The school district will discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who retaliates against any person who reports

alleged unlawful sex discrimination toward a student or any person who testifies, assists, or participates in an investigation, or who testifies, assists, or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

## **VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

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

## **VIII. DISSEMINATION OF POLICY AND EVALUATION**

- A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions, and organizations.
- B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

***Legal References:*** Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

***Cross References:*** MSBA/MASA Model Policy 102 (Equal Educational Opportunity)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

*ISD 917 Internet Acceptable Use and Safety Policy 524*  
*Board Approved May 18, 1999*  
*Board reviewed December 4, 2001*  
*Board reviewed May 6, 2003*  
*Board reviewed May 1, 2007*  
*Board reviewed April 3, 2012*  
*Board Approved 11/6/2018*

## **524 INTERNET ACCEPTABLE USE AND SAFETY POLICY**

### **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. 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.
  - 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 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, Protection and Privacy of Student Records.
    - (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 Protection and Privacy of Student Records.
  - 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.
7. 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.
  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 514. 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. 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 include, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. 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**

- 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 cyber bullying awareness and response.

## **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 have the right at any time to investigate or review the contents of their child's files and e-mail files. 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 Minn. Stat. Ch. 13 (the 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.

## **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 servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries 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 Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.
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. 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:** 15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)  
17 U.S.C. § 101 *et seq.* (Copyrights)  
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))  
47 C.F.R. § 54.520 (FCC rules implementing CIPA)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 125B.15 (Internet Access for Students)  
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)  
*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)  
*United States v. Amer. Library Assoc.*, 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)  
*Doninger v. Niehoff*, 527 F.3d 41 (2<sup>nd</sup> Cir. 2008)  
*R.S. v. Minnewaska Area Sch. Dist. No. 2149*, No. 12-588, 2012 WL 3870868 (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 (8<sup>th</sup> Cir. 2012)  
*Kowalski v. Berkeley County Sch.*, 652 F.3d 656 (4<sup>th</sup> Cir. 2011)  
*Layshock v. Hermitage Sch. Dist.*, 650 F.3d 205 (3<sup>rd</sup> Cir. 2011)  
*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)  
*J.S. v. Bethlehem Area Sch. Dist.*, 807 A.2d 847 (Pa. 2002)

**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 (Student Sex Nondiscrimination)  
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)