

Regular School Board Meeting
Tuesday, July 20, 2021 4:30 PM

917 Board Room
130 145th Street East
Rosemount, MN 55068

Agenda

- I. **Call to Order - Chair**
- II. **Visitors Opportunity to be Heard - Chair**
- III. **Updates from Student Services and DCALS - Dr. Melissa Schaller/Eric VanBrocklin**
- IV. **Consent Items**
 - A. Review and Approve June 15, 2021, Regular School Board Minutes
 - B. Personnel Considerations
- V. **Donations**
- VI. **Executive Director of Business Services Report - Nicolle Roush**
 - A. Review and approve payment of bills.
 - B. Review and Approve Wire Transfers
- VII. **Reports**
 - A. Review and Approve Temporary Work Agreements - Nicolle Roush
 - B. Approve renewal in memberships for Metro ECSU, AMSD, and MSBA - Supt. Dr. Michael Favor
- VIII. Set annual substitute pay rate - Supt. Dr. Michael Favor
- IX. **New Business**
 - A. Review and Approve Special Education Draft Handbook for 2021-2022 - Dr. Melissa Schaller
 - B. Review and Approve DCALS, DCALS North and DCALS South 2021-2022 Draft Student Handbooks - Eric Vanbrocklin
 - C. Review and Approve 2021-2022 Draft Staff Handbook - Supt. Dr. Michael Favor
 - D. Review and Approve Health and Safety Plans and Indoor Air Quality Management Plan for 2021-2022 - Supt. Dr. Michael Favor
 - E. Review and Approve Agreement between ISD #199 and Intermediate School District 917 for Purchase of Early Childhood Special Education Teacher for early childhood mental health programs - Melissa Schaller
- X. **Consider Future Agenda Items**
- XI. **Adjourn**

Executive Director of Student Services
Board Update
July 2021

- **ESY:** Our Extended School Year attendance is nearing pre-pandemic attendance levels. This year we have 225 students participating in ESY. The details are below.
 - Alliance Education Center-CASE/IDEA/SUN: 29 students
 - Concord Education Center-SUN (including Cedar School): 66 students
 - DASH: 16 students at 2 sites (HSHS, LNHS)
 - DHH: 18 students (Lincoln Center and distance learning)
 - PACES: 26 students at 4 sites (CVE, RVE, BMS, LNHS)
 - TEA: 26 students (Lebanon Education Center and in the community for ECSE students)
 - TESA: 41 students at 2 sites (BTC and DCTC)
 - Vision-Expanded Core Curriculum (August): 3 students at CEC

- **Staffing:** We continue to work on staffing for the 2021-2022 school year. Lauren Kelly, HR Coordinator and Jessica Huss, Talent Acquisition Specialist, are coordinating a recruitment event on Saturday, July 31. It will take place at Alliance Education Center and Concord Education Center from 9am-11am. Many of our administrators will be there to interview candidates as we work to fill our paraprofessional openings. We began the summer with 139 paraprofessional vacancies and at the writing of this report have a little more than 100 openings remaining.

We continue to have licensed staff openings. We had 63 openings for licensed staff in special education. Many of these were rehiring staff due to licensure issues. We have approximately 13 licensed staff positions remaining.

- **Special education administrative team:** We're excited about a few changes to our special education leadership team. Dr. Brooke Peterson will be dedicating herself to the Director of Teaching and Learning position full time. With that, Taylor Thomas is now the Assistant Director for our DHH Resource Program and Itinerant Services. We're also excited to welcome Kate Hulse as the new Dean of Students at Concord Education Center. The special education administrative team will meet again on August 2 and August 3 for professional development. Our focus at this meeting will be future planning, specifically working on our departmental continuous improvement planning process. We will be moving our plans from annual to 3 to 5 year plans.
- **Meeting with member districts:** As you are likely aware, On July 21 from 10:30am until 3pm we will be meeting with member district representatives at the Steeple Center in Rosemount for our annual meeting. This year we collected

feedback in advance of the meeting from special education administrators through a Google Form. We will do reflection and planning from 10:30am until noon, have lunch together from noon to 1pm, then Laura Booth and some of her colleagues from Ratwik, Rosak, and Maloney will be joining us at 1pm for a legal year in review.

Board update-July 2021

- Erin Mahnke-Dean and I Took part in ACTE Region 3 conference June 16-18 in Prior Lake
- Heard a variety of topics from licensure for CTE staff, Dr. Annette Parker-S. Central College(partnerships, Mechatronics, dual credit options, Industry 4.0)
- Tour of Cambria in LeSuer-advanced manufacturing
- How other states have created Standards for CTE programs/classes
- We also took part in CTE Summit offered by UW Stout.
- International view: Australia, Singapore: belief in working knowledge and practice vs. theory
- New term: tacit knowledge is the knowing of things without knowing how you know-Dr. Ted Lewis-University of MN



- Currently have had 6 graduates so far this summer and 41 already expected for next year

INTERMEDIATE SCHOOL DISTRICT 917

A School Board Meeting of the Intermediate School District 917 School Board was held on Tuesday, June 15, 2021, at 1300 145th Street East, Rosemount. The meeting was recorded and will be available by emailing linda.berg@isd917.org.

Members Present: Tom Bennett, DeeDee Currier, Kathy Lewis, Wendy Felton, Cindy Nordstrom, Dave Pemble, Byron Schwab, and ex-officio Assistant Superintendent Mark Zuzek and Acting Superintendent Dr. John Christiansen.

Members Absent: Melissa Sauser and Vanda Pressnall

Also Present: Nicolle Roush, Eric VanBrocklin, Melissa Schaller, Brooke Peterson, and Linda Berg.

School Board Chair Dr. DeeDee Currier called the meeting to order at 4:30 PM.

Roll Call vote was taken.

In the absence of the Board Clerk, Vanda Pressnall, Dave Pemble was appointed clerk for this meeting.

The Pledge of Allegiance was conducted by DeeDee Currier.

1. Motion by Byron Schwab, seconded by Kathy Lewis, to amend the agenda to include the Resolution combining Clerk and Treasurer. Voting aye: Tom Bennett, DeeDee Currier, Wendy Felton, Kathy Lewis, Cindy Nordstrom, Dave Pemble, Byron Schwab. Voting naye: none. Motion passed.
2. Motion by Dave Pemble, seconded by Cindy Nordstrom, to approve the amended agenda as presented. Voting aye: Tom Bennett, DeeDee Currier, Wendy Felton, Kathy Lewis, Cindy Nordstrom, Dave Pemble, Byron Schwab. Voting naye: none. Motion passed.

There were no visitors to be heard.

Dr. Melissa Schaller reported on updates from Student Services.

Eric VanBrocklin reported on updates from DCALS.

3. Motion by Byron Schwab, seconded by Wendy Felton, to approve the consent items, as presented. Voting aye: Tom Bennett, DeeDee Currier, Wendy Felton, Kathy Lewis, Cindy Nordstrom, Dave Pemble, Byron Schwab. Voting naye: None. Motion passed.
 - **Minutes:** May 4, 2021 - Regular School Board Meeting
 - **Personnel:** *New Hires:* Kim Austin, Audiologist, effective August 24, 2021. Jennifer Bergstedt, Special Education Teacher, effective August 24, 2021. Carl Bourdon, Program Assistant, effective May 10, 2021. Melanie Delgado, Sign Language Interpreter, effective September 2, 2021. Chad Dougherty, DAPE Teacher, effective August 24, 2021. Brock Frolik, Classroom Assistant, effective May 3, 2021. Kent Harrison, Special Education Teacher, effective August 24, 2021. Cathy Henry, Mental Health Professional, effective August 24, 2021. Kate Hulse, Dean of Special Education, effective July 1, 2021. Joshua Kenow, Classroom Assistant, effective May 17, 2021. *Rehires:* Damian Calamese, Program Assistant, effective May 3, 2021. *Change in status:* Lisa Cecchini, Student Assistant to Classroom Assistant, effective September 2, 2021. Denise Horvath, Administrative Assistant I to Information Management I, effective July 1, 2021. *Leave of absence:* Daniel Crawford, Classroom

Assistant, effective June 1 - June 11, 2021. Dorothy Vitullo, Classroom Assistant, effective June 1, 2021- June 10, 2021. *Resignations and terminations:* Donn Anderson, Program Assistant, effective June 10, 2021 Gwen Buckingham, School Nurse, effective June 11, 2021. Ashley Collins, Teacher, effective June 7, 2021. Carla Ekwall, Program Assistant, effective June 10, 2021. Bruce English, Special Education Teacher, effective June 11, 2021. Elizabeth Flannery, Classroom Assistant, effective June 10, 2021. Casey Gloe, Classroom Assistant, effective June 10, 2021. Amy Hurla, Mental Health Professional, effective June 11, 2021. Kelly Jones, Program Assistant, effective May 14, 2021. Kathryn Kettler, Mental Health Professional, effective June 11, 2021. Melissa McNiell, Classroom Assistant, effective May 10, 2021. Michaela Menigo, Deaf and Hard of Hearing Teacher, effective June 11, 2021. Angela Moeller, Program Assistant, effective June 10, 2021. Savannah Nelson, Classroom Assistant, effective June 10, 2021. Kannon O'Brien, Classroom Assistant, effective June 10, 2021. Michelle Parker, Special Education Teacher, effective June 11, 2021. Norelle Pearson, Classroom Assistant, effective June 11, 2021. Molly Peterson, Physical Therapist, effective June 11, 2021. Laurie Robertson, Information Management Assistant I, effective May 27, 2021. Kayla Roush, Interpreter, effective June 10, 2021. Catherine Rutter, Classroom Assistant, effective June 10, 2021. Courtney Smith, Speech Language Pathologist, effective June 11, 2021. Mary Stadelamn, Classroom Assistant, effective June 10, 2021. Amber Swanson, Classroom Assistant, effective June 2, 2021. Thomas Szewczyk, Dean, effective June 30, 2021. Antje Veit, School Social Worker, effective June 11, 2021. Claire Williams, Classroom Assistant, effective June 10, 2021. *Retirements:* Dian Erickson, Program Assistant, effective June 28, 2021

- **Policies:** *Final reading:* Policy 6.76 renumbered to MSBA Policy 530. Policy 6.77 DNR-DNI renumbered to MSBA Policy 518. Policy 420 Students with Sexually Transmitted Diseases, etc, and Procedure 420. (Addendum A.)

4. Board Member Dave Pemble, introduced the following resolution accepting Donations in the amount of \$1410. Motion was seconded by Tom Bennett. (Addendum B.) Voting aye: Tom Bennett, DeeDee Currier, Wendy Felton, Kathy Lewis, Cindy Nordstrom, Dave Pemble, Byron Schwab. Voting naye: None. Motion passed.
5. Motion by Byron Schwab, seconded by Cindy Nordstrom, to approve the bills, wire transfers, and investment report as presented. Voting aye: Tom Bennett, DeeDee Currier, Wendy Felton, Kathy Lewis, Cindy Nordstrom, Dave Pemble, Byron Schwab. Voting naye: None. Motion passed.
6. Nicolle Roush reviewed the annual Wellness Goals Policy and update. (Addendum C.)
7. Motion by Tom Bennett, seconded by Dave Pemble, to approve school lunch prices for 2021-2022, as presented. (Addendum D.) Voting aye: Tom Bennett, DeeDee Currier, Wendy Felton, Kathy Lewis, Cindy Nordstrom, Dave Pemble, Byron Schwab. Voting naye: None. Motion passed.
8. Board member Byron Schwab, introduced the following Resolution Terminating Support Staff Employees. Motion was seconded by Wendy Felton. (Addendum E.) Voting aye: Tom Bennett, DeeDee Currier, Wendy Felton, Kathy Lewis, Cindy Nordstrom, Dave Pemble, Byron Schwab. Voting naye: None. Motion passed.
9. Board member Kathy Lewis, introduced the following Resolution Pertaining to Identified Official with Authority for MDE External User Access Recertification System. The motion was seconded by Dave Pemble. (Addendum F.) Voting aye: Tom Bennett, DeeDee Currier, Wendy Felton, Kathy Lewis, Cindy Nordstrom, Dave Pemble, Byron Schwab. Voting naye: None. Resolution passed.

10. Motion by Byron Schwab, seconded by Kathy Lewis, to approve 917's Budget for 2021-2022, as presented. (Addendum G.) Voting aye: Tom Bennett, DeeDee Currier, Wendy Felton, Kathy Lewis, Cindy Nordstrom, Dave Pemble, Byron Schwab. Voting naye: None. Motion passed.
11. Board Member Dave Pemble, introduced the following resolution; Resolution to Combine Clerk and Treasurer on a temporary basis. DeeDee Currier read the resolution. The motion for the adoption of the foregoing resolution was duly seconded by Wendy Felton, and upon vote being taken thereon, the following voted in favor thereof: Voting aye: Tom Bennett, DeeDee Currier, Wendy Felton, Kathy Lewis, Cindy Nordstrom, Dave Pemble, Byron Schwab. Voting naye: None. Motion passed. Whereupon said resolution was duly passed and adopted. (Addendum H.)
12. Motion by Kathy Lewis, seconded by Cindy Nordstrom, to review and approve as a first and final reading Policy 808 Face Mask coverings due to Executive Order. (Addendum I.) Voting aye: Tom Bennett, DeeDee Currier, Wendy Felton, Kathy Lewis, Cindy Nordstrom, Dave Pemble, Byron Schwab.

Kathy Lewis left at 5:55 PM.

13. Motion by Byron Schwab, seconded by Dave Pemble, to adjourn the meeting. All present voted aye. There being no further business the meeting adjourned at 5:55 PM.

The next regular School Board Meeting will be Tuesday, July 20, 2021, at 4:00 PM.

Clerk

**SUMMARY OF PERSONNEL ITEMS RECOMMENDED
FOR ACTION AT BOARD MEETING OF July 20, 2021**

NEW HIRES:

Lindsey Anderson, Special Education Teacher, effective August 24, 2021.
Samantha Beck, Speech Language Pathologist, effective August 24, 2021.
Daniel Boston, School Social Worker, effective August 24, 2021.
Jody Grote, Special Education Teacher, effective August 24, 2021.
Cherise Haakana, Administrative Assistant I, effective July 6, 2021.
Lily Hull, Classroom Assistant, effective September 2, 2021.
Natallia Kastsechka, Administrative Assistant I, effective July 12, 2021.
Morgan Kennealy, Special Education Teacher, effective August 24, 2021.
Rachel NaSal, Classroom Assistant, effective September 2, 2021.
Melissa Olsen, Special Education Teacher, effective August 24, 2021.
Britt Pennington, Mental Health Professional, effective August 24, 2021.
Daniel Ross, School Psychologist, effective August 24, 2021.
Megan Sowada, Sign Language Interpreter, effective September 2, 2021.
Mandi Thill, Special Education Teacher, effective August 24, 2021.
Julie Tong, Classroom Assistant, effective September 2, 2021.
Micah Vance, School Psychologist, effective August 24, 2021.
Brytani Witt, Classroom Assistant, effective September 2, 2021.

RE-HIRES:

Rebecca Albers, Special Education Teacher, effective August 30, 2021.
Lauren Dame, Special Education Teacher, effective August 25, 2021.
Latricia Domally, Special Education Teacher, effective August 30, 2021.
Emily Goodson, Special Education Teacher, effective August 30, 2021.
Lisa Kent, Deaf/Hard of Hearing Teacher, effective August 30, 2021.
Jennifer Kerkhoff, Special Education Teacher, effective August 30, 2021.
Rylee Knips, Special Education Teacher, effective August 30, 2021.

Sarah Ludewig, Deaf/Hard of Hearing Teacher, effective August 30, 2021.

Kianna Martinson, Special Education Teacher, effective August 24, 2021.

Caroline Peterson, Deaf/Hard of Hearing Teacher, effective August 25, 2021.

Amber Scherer, Special Education Teacher, effective August 25, 2021.

Brittany Swanson, Special Education Teacher, effective August 30, 2021.

John Volkert, Special Education Teacher, effective August 30, 2021.

Lori Wilson, Special Education Teacher, effective August 30, 2021.

Heather Winblad, Special Education Teacher, effective August 30, 2021.

CHANGE IN STATUS:

Holly Abel, Classroom Assistant to Deaf Hard of Hearing Teacher, effective August 24, 2021.

Ryo Zayn Bowen, Student Assistant to Classroom Assistant, effective September 2, 2021.

Lexi Canedy, Classroom Assistant to Special Education Teacher, effective August 24, 2021.

Elizabeth Cook, from 200 to 210 days/year and 6.5 hrs/day to 7.0 hrs/day, effective July 1, 2021.

Dillon Eddy, Program Assistant to Special Education Teacher, effective August 24, 2021.

Mark Hennager, Program Assistant to Special Education Teacher, effective August 24, 2021.

Jessica Hereford, Program Assistant to Special Education Teacher, effective August 24, 2021.

Monica Joubert, Program Assistant to Special Education Teacher, effective August 23, 2021.

Becky Mcnamara-Rachuy, Tech Tutor to Secondary Teacher, effective August 24, 2021.

Emma Richard, Program Assistant to Special Education Teacher, effective August 24, 2021.

LEAVES OF ABSENCE:

RESIGNATION & TERMINATIONS:

Darnisha Adams, Special Education Teacher, effective June 11, 2021.

Sarah Fairbanks, Program Assistant, effective June 10, 2021

Christine Herzog, Mental Health Professional, effective August 17, 2021.

Emily Kendall, Program Assistant, effective July 29, 2021.

Kimberlie Nelson, Classroom Assistant, effective May 14, 2021.

Marta Nelson, Special Education Teacher, effective June 11, 2021.

Jason Norring, Special Education Teacher, effective June 11, 2021.

Lynn Quam, Occupational Therapist, effective July 31, 2021.

RETIREMENTS:

Donna Brittain, Occupational Therapist, effective November 15, 2021.

Nancy Olson, Program Assistant, effective August 31, 2021

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 donations, as indicated below, in the amount of \$280.

1. \$280 from Don Budach, Jennifer Hetland, Jamie Dalbesio, Jennifer Olson, Shannon Brennan, Dr. Melissa Schaller, Dr. Brooke Peterson to be used for the District-wide Employee Referral Program, with the intent that we show appreciation for the staff who refer excellent candidates to the District.

The motion for the adoption of the foregoing resolution was duly seconded by _____ nett and upon vote being taken thereon, the following voted in favor:

_____, and the following voted against the same:
_____.

Whereupon said resolution was duly passed and adopted.

Date Board Approved: _____

DATE: 07/14/2021
TIME: 09:18:01

INTERMEDIATE SCHOOL DISTRICT 917
CHECK REGISTER INCLUDING SYSTEM VOIDS

PAGE NUMBER: 1
ACCTPA21
ACCOUNTING PERIOD: 1/22

SELECTION CRITERIA: chkstat.rundate between '20210610 00:00:00.000' and '20210714 00:00:00.000'

DISTRIBUTION FUND: 01

CHECK NUMBER	ISSUE DATE	VENDOR	STATUS	TOTAL	DESCRIPTION
1904352	06/17/2021	CADAN ASSISTIVE TECHNOLOGIES	V	-450.35	VOID MANUAL CHECK
* 1904527	06/10/2021	ALL IN ONE TRANSLATION AGENCY, LLC	R	225.00	ACCOUNTS PAYABLE CHECK
1904528	06/10/2021	ANNE HOFF, SAFE HARBOR COUNSELING	R	3200.00	ACCOUNTS PAYABLE CHECK
1904529	06/10/2021	ARVIG ENTERPRISES, INC	R	2525.71	ACCOUNTS PAYABLE CHECK
1904530	06/10/2021	CDWG	R	33.21	ACCOUNTS PAYABLE CHECK
1904531	06/10/2021	CUB FOODS - INVER GROVE HTS	R	168.55	ACCOUNTS PAYABLE CHECK
1904532	06/10/2021	CUB FOODS - ROSEMOUNT	R	422.92	ACCOUNTS PAYABLE CHECK
1904533	06/10/2021	DISTRICT 191 FOOD SERVICE	R	250.20	ACCOUNTS PAYABLE CHECK
1904534	06/10/2021	FRONTIER COMMUNICATIONS	R	93.26	ACCOUNTS PAYABLE CHECK
1904535	06/10/2021	GRAINGER W W INC.	R	58.55	ACCOUNTS PAYABLE CHECK
1904536	06/10/2021	KATHERINE THUNE	R	220.00	ACCOUNTS PAYABLE CHECK
1904537	06/10/2021	MARTIN LAW FIRM PLLC	R	3080.00	ACCOUNTS PAYABLE CHECK
1904538	06/10/2021	MEDICA	R	930.27	ACCOUNTS PAYABLE CHECK
1904539	06/10/2021	MN ENERGY RESOURCES CORPORATION	R	223.04	ACCOUNTS PAYABLE CHECK
1904540	06/10/2021	O'REILLY AUTO PARTS	R	397.45	ACCOUNTS PAYABLE CHECK
1904541	06/10/2021	PROCARE THERAPY	R	2803.00	ACCOUNTS PAYABLE CHECK
1904542	06/10/2021	SONOVA USA INC.	R	454.74	ACCOUNTS PAYABLE CHECK
1904543	06/10/2021	ST PAUL PIONEER PRESS	R	20.25	ACCOUNTS PAYABLE CHECK
1904544	06/10/2021	SUNBELT STAFFING, LLC	R	3080.00	ACCOUNTS PAYABLE CHECK
1904545	06/10/2021	TEACHERS ON CALL	V	0.00	VOID: MULTI STUB CHECK
1904546	06/10/2021	TEACHERS ON CALL	R	12859.36	ACCOUNTS PAYABLE CHECK
1904547	06/10/2021	TRUSTED EMPLOYEES	R	2.00	ACCOUNTS PAYABLE CHECK
1904548	06/10/2021	WESTONE	R	530.24	ACCOUNTS PAYABLE CHECK
1904549	06/16/2021	CALIFORNIA STATE DISBURSEMENT UNIT	R	132.50	ACCOUNTS PAYABLE CHECK
1904550	06/16/2021	WISCONSIN SCTF	R	845.39	ACCOUNTS PAYABLE CHECK
1904551	06/16/2021	NCPERS GROUP LIFE INS	R	32.00	ACCOUNTS PAYABLE CHECK
1904552	06/16/2021	O.P.E.I.U., LOCAL 12	R	549.14	ACCOUNTS PAYABLE CHECK
1904553	06/16/2021	S.E.P., LOCAL 4242	R	3258.46	ACCOUNTS PAYABLE CHECK
1904554	06/16/2021	IVY FUNDS	R	762.49	ACCOUNTS PAYABLE CHECK
1904555	06/17/2021	BAMBOO PROFESSIONALS, LLC	R	3906.25	ACCOUNTS PAYABLE CHECK
1904556	06/17/2021	BARB CLARK	R	112.50	ACCOUNTS PAYABLE CHECK
1904557	06/17/2021	BLUE BELL ENTERPRISES INC	V	0.00	VOID: MULTI STUB CHECK
1904558	06/17/2021	BLUE BELL ENTERPRISES INC	R	11780.44	ACCOUNTS PAYABLE CHECK
1904559	06/17/2021	BLUE SKY ONLINE CHARTER SCHOOL - IS	R	7770.00	ACCOUNTS PAYABLE CHECK
1904560	06/17/2021	CADAN ASSISTIVE TECHNOLOGIES	R	450.35	ACCOUNTS PAYABLE CHECK
1904561	06/17/2021	CARLA EKWALL	R	100.00	ACCOUNTS PAYABLE CHECK
1904562	06/17/2021	CARQUEST AUTO PARTS STORES	R	278.33	ACCOUNTS PAYABLE CHECK
1904563	06/17/2021	EDUCATORS BENEFIT CONSULTANTS, LLC	R	239.72	ACCOUNTS PAYABLE CHECK
1904564	06/17/2021	EQUITY ALLIANCE MN	R	12874.76	ACCOUNTS PAYABLE CHECK
1904565	06/17/2021	FRONTIER COMMUNICATIONS	R	1976.57	ACCOUNTS PAYABLE CHECK
1904566	06/17/2021	IND SCH DIST 192	R	16929.35	ACCOUNTS PAYABLE CHECK
1904567	06/17/2021	IND SCH DIST 195	R	5967.21	ACCOUNTS PAYABLE CHECK
1904568	06/17/2021	IND SCH DIST 197	R	20136.98	ACCOUNTS PAYABLE CHECK
1904569	06/17/2021	IND SCH DIST 199	R	4984.28	ACCOUNTS PAYABLE CHECK
1904570	06/17/2021	IND SCH DIST 200	R	5208.63	ACCOUNTS PAYABLE CHECK
1904571	06/17/2021	IND SCH DIST 659	R	6123.55	ACCOUNTS PAYABLE CHECK
1904572	06/17/2021	MARCO INC	R	97.52	ACCOUNTS PAYABLE CHECK
1904573	06/17/2021	MARCO TECHNOLOGIES LLC.	V	0.00	VOID: MULTI STUB CHECK
1904574	06/17/2021	MARCO TECHNOLOGIES LLC.	R	6697.07	ACCOUNTS PAYABLE CHECK
1904575	06/17/2021	OFFICE OF MN.IT SERVICES	R	396.21	ACCOUNTS PAYABLE CHECK
1904576	06/17/2021	PROCARE THERAPY	R	3290.00	ACCOUNTS PAYABLE CHECK
1904577	06/17/2021	RATWICK, ROSZAK & MALONEY, P.A.	R	12867.82	ACCOUNTS PAYABLE CHECK
1904578	06/17/2021	RUPP ANDERSON SQUIRES & WALDSPURGER	R	45.00	ACCOUNTS PAYABLE CHECK

DATE: 07/14/2021
TIME: 09:18:01

INTERMEDIATE SCHOOL DISTRICT 917
CHECK REGISTER INCLUDING SYSTEM VOIDS

PAGE NUMBER: 2
ACCTPA21
ACCOUNTING PERIOD: 1/22

SELECTION CRITERIA: chkstat.rundate between '20210610 00:00:00.000' and '20210714 00:00:00.000'

1904579	06/17/2021	SO. ST. PAUL SPECIAL SCHOOL DIST 6	R	2877.99	ACCOUNTS PAYABLE CHECK
1904580	06/17/2021	SUNBELT STAFFING, LLC	R	2464.00	ACCOUNTS PAYABLE CHECK
1904581	06/17/2021	UNIQUE SOFTWARE CORP	R	179.00	ACCOUNTS PAYABLE CHECK
1904582	06/18/2021	AMAZON.COM, LLC	R	1252.83	ACCOUNTS PAYABLE CHECK
1904583	06/24/2021	ACCELERATED TECHNOLOGIES	R	552.50	ACCOUNTS PAYABLE CHECK
1904584	06/24/2021	ACT	R	357.00	ACCOUNTS PAYABLE CHECK
1904585	06/24/2021	ALL IN ONE TRANSLATION AGENCY, LLC	R	630.00	ACCOUNTS PAYABLE CHECK
1904586	06/24/2021	ANCHOR VINYL LLC	R	70.00	ACCOUNTS PAYABLE CHECK
1904587	06/24/2021	BLUECROSS BLUESHIELD OF MINNESOTA	R	856.50	ACCOUNTS PAYABLE CHECK
1904588	06/24/2021	CANON USA	R	208.51	ACCOUNTS PAYABLE CHECK
1904589	06/24/2021	CDWG	R	325.35	ACCOUNTS PAYABLE CHECK
1904590	06/24/2021	CITY OF ROSEMOUNT	R	1096.14	ACCOUNTS PAYABLE CHECK
1904591	06/24/2021	CUB FOODS - EAGAN	R	42.82	ACCOUNTS PAYABLE CHECK
1904592	06/24/2021	DAKOTA COUNTY SHERIFF	R	50327.42	ACCOUNTS PAYABLE CHECK
1904593	06/24/2021	DAKOTA TRUCK UNDERWRITERS	R	103376.00	ACCOUNTS PAYABLE CHECK
1904594	06/24/2021	MEDICAREBLUE RX	R	66.40	ACCOUNTS PAYABLE CHECK
1904595	06/24/2021	SAVVAS LEARNING COMPANY LLC	R	45.46	ACCOUNTS PAYABLE CHECK
1904596	06/24/2021	PROCARE THERAPY	R	1820.00	ACCOUNTS PAYABLE CHECK
1904597	06/24/2021	SONOVA USA INC.	R	179.59	ACCOUNTS PAYABLE CHECK
1904598	06/24/2021	SUNBELT STAFFING, LLC	R	3080.00	ACCOUNTS PAYABLE CHECK
1904599	06/24/2021	TEACHERS ON CALL	R	5421.13	ACCOUNTS PAYABLE CHECK
1904600	06/24/2021	VORT CORPORATION	R	43.50	ACCOUNTS PAYABLE CHECK
1904601	06/30/2021	CALIFORNIA STATE DISBURSEMENT UNIT	R	132.50	ACCOUNTS PAYABLE CHECK
1904602	06/30/2021	WISCONSIN SCTF	R	845.39	ACCOUNTS PAYABLE CHECK
1904603	06/30/2021	MESSERLI & KRAMER P.A.	R	44.32	ACCOUNTS PAYABLE CHECK
1904604	06/30/2021	IVY FUNDS	R	762.49	ACCOUNTS PAYABLE CHECK
1904605	06/30/2021	BAYCOM, INC.	R	805.00	ACCOUNTS PAYABLE CHECK
1904606	06/30/2021	CENTURYLINK	R	1114.73	ACCOUNTS PAYABLE CHECK
1904607	06/30/2021	CENTURYLINK COMMUNICATONS, LLC	R	317.18	ACCOUNTS PAYABLE CHECK
1904608	06/30/2021	DAKOTA COUNT FINANCIAL SERVICES	R	12000.00	ACCOUNTS PAYABLE CHECK
1904609	06/30/2021	INNOVATIVE OFFICE SOLUTIONS	R	1220.39	ACCOUNTS PAYABLE CHECK
1904610	06/30/2021	LOFFLER BUSINESS SYSTEMS	R	2404.28	ACCOUNTS PAYABLE CHECK
1904611	06/30/2021	MENARDS	R	449.92	ACCOUNTS PAYABLE CHECK
1904612	06/30/2021	MIDWEST PLAYGROUND CONTRACTORS, INC	R	920.00	ACCOUNTS PAYABLE CHECK
1904613	06/30/2021	MIDWEST PLAYSCAPES, INC	R	6530.00	ACCOUNTS PAYABLE CHECK
1904614	06/30/2021	NORTHEAST METRO 916	R	150.00	ACCOUNTS PAYABLE CHECK
1904615	06/30/2021	OFFICE DEPOT	R	2001.55	ACCOUNTS PAYABLE CHECK
1904616	06/30/2021	OUTDOOR IMAGES, INC	R	920.00	ACCOUNTS PAYABLE CHECK
1904617	06/30/2021	PLANSOURCE BENEFITS ADMINISTRATION,	R	3750.42	ACCOUNTS PAYABLE CHECK
1904618	06/30/2021	REPUBLIC SERVICES #923	R	87.94	ACCOUNTS PAYABLE CHECK
1904619	06/30/2021	SAM'S CLUB/SYNCHRONY BANK	R	61.82	ACCOUNTS PAYABLE CHECK
1904620	06/30/2021	SOURCEWELL TECHNOLOGIES	R	225.00	ACCOUNTS PAYABLE CHECK
1904621	06/30/2021	STEINBRECHER PAINTING, INC	R	14000.00	ACCOUNTS PAYABLE CHECK
1904622	06/30/2021	XCEL ENERGY	R	13173.56	ACCOUNTS PAYABLE CHECK
1904623	06/30/2021	KRAUS ANDERSON CONSTRUCTION CO	R	10300.00	ACCOUNTS PAYABLE CHECK
1904624	07/06/2021	COUNCIL FOR EXCEP CHILDREN	R	300.00	ACCOUNTS PAYABLE CHECK
1904625	07/06/2021	INFINITE CAMPUS, INC	R	12965.00	ACCOUNTS PAYABLE CHECK
1904626	07/06/2021	MARCO INC	R	1467.42	ACCOUNTS PAYABLE CHECK
1904627	07/06/2021	MASA	R	1328.00	ACCOUNTS PAYABLE CHECK
1904628	07/06/2021	NEWS-2-YOU INC	R	23326.92	ACCOUNTS PAYABLE CHECK
1904629	07/06/2021	SAND CREEK EAP LLC.	R	3000.00	ACCOUNTS PAYABLE CHECK
1904630	07/06/2021	SHOUTPOINT, INC	R	1380.00	ACCOUNTS PAYABLE CHECK
1904631	07/06/2021	U.S. BANK CHARLOTTE	R	107850.00	ACCOUNTS PAYABLE CHECK
1904632	07/08/2021	AMERIPRESS	R	248.60	ACCOUNTS PAYABLE CHECK
1904633	07/08/2021	ARVIG ENTERPRISES, INC	R	2525.71	ACCOUNTS PAYABLE CHECK
1904634	07/08/2021	GRAINGER W W INC.	R	781.56	ACCOUNTS PAYABLE CHECK
1904635	07/08/2021	MARTIN LAW FIRM PLLC	R	1672.00	ACCOUNTS PAYABLE CHECK

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1904636	07/08/2021	MN CLN SERVICES, INC	R	1717.00	ACCOUNTS PAYABLE CHECK
1904637	07/08/2021	REINHART FOODSERVICE, LLC	R	27.66	ACCOUNTS PAYABLE CHECK
1904638	07/08/2021	TEACHERS ON CALL	R	148.66	ACCOUNTS PAYABLE CHECK
1904639	07/08/2021	TRUSTED EMPLOYEES	R	4.00	ACCOUNTS PAYABLE CHECK
1904640	07/08/2021	VERIZON WIRELESS	R	485.48	ACCOUNTS PAYABLE CHECK
1904641	07/08/2021	DON JOHNSTON INCORPORATED	R	11817.36	ACCOUNTS PAYABLE CHECK
1904642	07/08/2021	FRONTIER COMMUNICATIONS	R	523.36	ACCOUNTS PAYABLE CHECK
1904643	07/08/2021	MN SCHOOL BOARDS ASSN	R	8766.00	ACCOUNTS PAYABLE CHECK
1904644	07/08/2021	SAVVAS LEARNING COMPANY LLC	R	4140.00	ACCOUNTS PAYABLE CHECK
1904645	07/08/2021	WA GROUP	R	1154.00	ACCOUNTS PAYABLE CHECK
1904646	07/14/2021	ACCELERATIONS EDUCATIONAL SOFTWARE	R	731.50	ACCOUNTS PAYABLE CHECK
1904647	07/14/2021	APPLE COMPUTER, INC	R	5432.00	ACCOUNTS PAYABLE CHECK
1904648	07/14/2021	BRAINPOP LLC	R	3250.00	ACCOUNTS PAYABLE CHECK
1904649	07/14/2021	EDGENUITY INC.	R	22000.00	ACCOUNTS PAYABLE CHECK
1904650	07/14/2021	FOLLETT SCHOOL SOLUTIONS, INC	R	796.47	ACCOUNTS PAYABLE CHECK
1904651	07/14/2021	FRONTIER COMMUNICATIONS	R	92.83	ACCOUNTS PAYABLE CHECK
1904652	07/14/2021	THE HANOVER INSURANCE GROUP	R	66134.54	ACCOUNTS PAYABLE CHECK
1904653	07/14/2021	HOSANNA CHURCH	R	2500.00	ACCOUNTS PAYABLE CHECK
1904654	07/14/2021	IND SCH DIST 191	R	27486.86	ACCOUNTS PAYABLE CHECK
1904655	07/14/2021	MN ENERGY RESOURCES CORPORATION	R	96.93	ACCOUNTS PAYABLE CHECK
1904656	07/14/2021	NETOP	R	900.00	ACCOUNTS PAYABLE CHECK
1904657	07/14/2021	OUTDOOR IMAGES, INC	R	1058.00	ACCOUNTS PAYABLE CHECK
1904658	07/14/2021	PLAY THERAPY SUPPLY	R	152.03	ACCOUNTS PAYABLE CHECK
1904659	07/14/2021	SONOVA USA INC.	R	59807.96	ACCOUNTS PAYABLE CHECK
1904660	07/14/2021	ANNE HOFF, SAFE HARBOR COUNSELING	R	2200.00	ACCOUNTS PAYABLE CHECK
1904661	07/14/2021	BAYCOM, INC.	R	300.00	ACCOUNTS PAYABLE CHECK
1904662	07/14/2021	CARQUEST AUTO PARTS STORES	R	130.31	ACCOUNTS PAYABLE CHECK
1904663	07/14/2021	IND SCH DIST 192	R	68038.85	ACCOUNTS PAYABLE CHECK
1904664	07/14/2021	INVER HILLS COMMUNITY COLLEGE	R	805.11	ACCOUNTS PAYABLE CHECK
1904665	07/14/2021	OUTDOOR IMAGES, INC	R	1524.35	ACCOUNTS PAYABLE CHECK
1904666	07/14/2021	ST PAUL PIONEER PRESS	R	22.95	ACCOUNTS PAYABLE CHECK
1904667	07/14/2021	TWIN CITY HARDWARE COMPANY INC	R	220.00	ACCOUNTS PAYABLE CHECK
1904668	07/14/2021	WESTONE	R	405.55	ACCOUNTS PAYABLE CHECK
*V4000997	06/11/2021	ALL POSTERS.COM	R	56.92	ACCOUNTS PAYABLE VOUCHER
*V4000998	06/11/2021	ANIMOTO	R	282.81	ACCOUNTS PAYABLE VOUCHER
*V4000999	06/11/2021	BRIQHT MEDIA	R	600.00	ACCOUNTS PAYABLE VOUCHER
*V4001000	06/11/2021	CALENDLY LLC	R	10.00	ACCOUNTS PAYABLE VOUCHER
*V4001001	06/14/2021	WELLS FARGO	V	-5575.17	VOID MANUAL CHECK
*V4001001	06/11/2021	WELLS FARGO	R	5575.17	ACCOUNTS PAYABLE VOUCHER
*V4001002	06/11/2021	CENTERING ON CHILDREN, INC	R	964.77	ACCOUNTS PAYABLE VOUCHER
*V4001003	06/11/2021	CITY OF INVER GROVE HTS	R	202.26	ACCOUNTS PAYABLE VOUCHER
*V4001004	06/11/2021	DAKOTA AWARDS & ENGRAVING	R	1695.00	ACCOUNTS PAYABLE VOUCHER
*V4001005	06/11/2021	DISCOUNT SCHOOL SUPPLY	R	6171.14	ACCOUNTS PAYABLE VOUCHER
*V4001006	06/11/2021	EVENTBRITE	R	1300.00	ACCOUNTS PAYABLE VOUCHER
*V4001007	06/11/2021	HEALTHIEST YOU	R	3910.00	ACCOUNTS PAYABLE VOUCHER
*V4001008	06/11/2021	INNOVATIVE OFFICE SOLUTIONS	V	0.00	VOID: MULTI STUB VOUCHER
*V4001009	06/11/2021	INNOVATIVE OFFICE SOLUTIONS	V	0.00	VOID: MULTI STUB VOUCHER
*V4001010	06/11/2021	INNOVATIVE OFFICE SOLUTIONS	R	12719.41	ACCOUNTS PAYABLE VOUCHER
*V4001011	06/11/2021	LAKESHORE LEARNING MATERIALS	R	2350.37	ACCOUNTS PAYABLE VOUCHER
*V4001012	06/11/2021	METRO ECSU-REGION 11 ISD #920	R	100.00	ACCOUNTS PAYABLE VOUCHER
*V4001013	06/11/2021	MULTI-HEALTH SYSTEMS INC.	R	314.37	ACCOUNTS PAYABLE VOUCHER
*V4001014	06/11/2021	PESI	R	228.93	ACCOUNTS PAYABLE VOUCHER
*V4001015	06/11/2021	409-PRAXAIR DISTRIBUTION INC	R	186.26	ACCOUNTS PAYABLE VOUCHER
*V4001016	06/11/2021	PRO-ED, INC	R	690.80	ACCOUNTS PAYABLE VOUCHER
*V4001017	06/11/2021	RIFTON EQ/COMMUNITY PRODUCTS LLC	R	3843.75	ACCOUNTS PAYABLE VOUCHER
*V4001018	06/11/2021	ROSEMOUNT PARKS & RECREATION	R	1215.00	ACCOUNTS PAYABLE VOUCHER
*V4001019	06/11/2021	SAM'S CLUB/SYNCHRONY BANK	R	278.70	ACCOUNTS PAYABLE VOUCHER

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*V4001020	06/11/2021	SCHOOL NURSE SUPPLY	R	716.73	ACCOUNTS PAYABLE VOUCHER
*V4001021	06/11/2021	SCHOOL OUTFITTERS	R	438.99	ACCOUNTS PAYABLE VOUCHER
*V4001022	06/11/2021	SCHOOL SPECIALTY, LLC	R	286.34	ACCOUNTS PAYABLE VOUCHER
*V4001023	06/11/2021	THE HOME DEPOT PRO	R	84.96	ACCOUNTS PAYABLE VOUCHER
*V4001024	06/11/2021	THERAPY NOTES, LLC	R	360.00	ACCOUNTS PAYABLE VOUCHER
*V4001025	06/11/2021	UNIVERSAL CLEANING SERVICES	R	9474.18	ACCOUNTS PAYABLE VOUCHER
*V4001026	06/11/2021	USI	R	854.04	ACCOUNTS PAYABLE VOUCHER
*V4001027	06/11/2021	VIRCO MFG CORP	R	715.41	ACCOUNTS PAYABLE VOUCHER
*V4001028	06/14/2021	WELLS FARGO	R	5519.47	ACCOUNTS PAYABLE VOUCHER
*V4001029	07/08/2021	BARNES & NOBLE	R	104.19	ACCOUNTS PAYABLE VOUCHER
*V4001030	07/08/2021	WELLS FARGO	R	6407.29	ACCOUNTS PAYABLE VOUCHER
*V4001031	07/08/2021	CITY OF APPLE VALLEY	R	660.90	ACCOUNTS PAYABLE VOUCHER
*V4001032	07/08/2021	CITY OF INVER GROVE HTS	R	224.78	ACCOUNTS PAYABLE VOUCHER
*V4001033	07/08/2021	ERIK'S BIKE SHOP	R	29.98	ACCOUNTS PAYABLE VOUCHER
*V4001034	07/08/2021	HEALTHIEST YOU	R	3910.00	ACCOUNTS PAYABLE VOUCHER
*V4001035	07/08/2021	INNOVATIVE OFFICE SOLUTIONS	R	1826.21	ACCOUNTS PAYABLE VOUCHER
*V4001036	07/08/2021	KRISS PRODUCTS	R	157.00	ACCOUNTS PAYABLE VOUCHER
*V4001037	07/08/2021	MCKESSON MEDICAL	R	1162.17	ACCOUNTS PAYABLE VOUCHER
*V4001038	07/08/2021	OFFICE DEPOT	R	813.38	ACCOUNTS PAYABLE VOUCHER
*V4001039	07/08/2021	PITNEY BOWES	R	54.00	ACCOUNTS PAYABLE VOUCHER
*V4001040	07/08/2021	409-PRAXAIR DISTRIBUTION INC	R	143.35	ACCOUNTS PAYABLE VOUCHER
*V4001041	07/08/2021	SCHOOL NURSE SUPPLY	R	81.57	ACCOUNTS PAYABLE VOUCHER
*V4001042	07/08/2021	SCHOOL SPECIALTY, LLC	R	499.07	ACCOUNTS PAYABLE VOUCHER
*V4001043	07/08/2021	THE HOME DEPOT PRO	R	4058.27	ACCOUNTS PAYABLE VOUCHER
*V4001044	07/08/2021	THERAPY NOTES, LLC	R	360.00	ACCOUNTS PAYABLE VOUCHER
*V4001045	07/08/2021	UNIVERSAL CLEANING SERVICES	R	9474.18	ACCOUNTS PAYABLE VOUCHER
*V6603359	06/23/2021	JOAN MARIE ABDULKADIR	R	4.48	ACCOUNTS PAYABLE VOUCHER
*V6603360	06/23/2021	MARY MICHELLE ADOLPHSON	R	158.77	ACCOUNTS PAYABLE VOUCHER
*V6603361	06/23/2021	GINA MARIE ASHLEY	R	11.20	ACCOUNTS PAYABLE VOUCHER
*V6603362	06/23/2021	THOMAS RICHARD BENNETT	R	19.04	ACCOUNTS PAYABLE VOUCHER
*V6603363	06/23/2021	TARA JO BLACKERT	R	45.00	ACCOUNTS PAYABLE VOUCHER
*V6603364	06/23/2021	LOREEN M. BOHNERT	R	72.44	ACCOUNTS PAYABLE VOUCHER
*V6603365	06/23/2021	DONNA MAE BRITTAIN	R	44.24	ACCOUNTS PAYABLE VOUCHER
*V6603366	06/23/2021	MATTHEW KYLE BRUNS	R	45.00	ACCOUNTS PAYABLE VOUCHER
*V6603367	06/23/2021	DON JAMES BUDACH	R	90.00	ACCOUNTS PAYABLE VOUCHER
*V6603368	06/23/2021	ANNE LOUISE BYER	R	45.00	ACCOUNTS PAYABLE VOUCHER
*V6603369	06/23/2021	MICHAEL HOMER CARNEVALE	R	22.40	ACCOUNTS PAYABLE VOUCHER
*V6603370	06/23/2021	LISA ANN CECCHINI	R	29.12	ACCOUNTS PAYABLE VOUCHER
*V6603371	06/23/2021	JESSICA DAWN CHAMBLIN	R	483.84	ACCOUNTS PAYABLE VOUCHER
*V6603372	06/23/2021	EMILY MARGARET CLARK	R	162.40	ACCOUNTS PAYABLE VOUCHER
*V6603373	06/23/2021	DEEDEE CHRISTINE CURRIER	R	91.84	ACCOUNTS PAYABLE VOUCHER
*V6603374	06/23/2021	JAMIE AUTUMN DALBESIO	R	90.00	ACCOUNTS PAYABLE VOUCHER
*V6603375	06/23/2021	MEGHAN LOUISE DOBSON	R	90.00	ACCOUNTS PAYABLE VOUCHER
*V6603376	06/23/2021	VALERIE RAE ENFIEJIAN	R	43.68	ACCOUNTS PAYABLE VOUCHER
*V6603377	06/23/2021	BRUCE DANIEL ENGLISH	R	48.34	ACCOUNTS PAYABLE VOUCHER
*V6603378	06/23/2021	SHERILYN FAYE FRIISQUE	R	189.84	ACCOUNTS PAYABLE VOUCHER
*V6603379	06/23/2021	ELIZABETH KAY GARLOUGH	R	79.52	ACCOUNTS PAYABLE VOUCHER
*V6603380	06/23/2021	PAMELA VICK GARRETSON	R	250.72	ACCOUNTS PAYABLE VOUCHER
*V6603381	06/23/2021	RICHELLE E. GERNES	R	62.72	ACCOUNTS PAYABLE VOUCHER
*V6603382	06/23/2021	ADDIE SUZANNE GESKE	R	59.36	ACCOUNTS PAYABLE VOUCHER
*V6603383	06/23/2021	MEGAN MARIE HALEY	R	146.72	ACCOUNTS PAYABLE VOUCHER
*V6603384	06/23/2021	CASEY JUSTIN GLOE	R	5.60	ACCOUNTS PAYABLE VOUCHER
*V6603385	06/23/2021	DONNA GAYLE GREENFIELD	R	138.32	ACCOUNTS PAYABLE VOUCHER
*V6603386	06/23/2021	PAMELA ANN GREENGO	R	62.16	ACCOUNTS PAYABLE VOUCHER
*V6603387	06/23/2021	JANA LEE HEIDEMANN	R	42.56	ACCOUNTS PAYABLE VOUCHER
*V6603388	06/23/2021	PETER ALLYN HENDRICKS	R	40.88	ACCOUNTS PAYABLE VOUCHER
*V6603389	06/23/2021	JENNIFER AMY HETLAND	R	90.00	ACCOUNTS PAYABLE VOUCHER

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*V6603390	06/23/2021	MELISSA ROCHELL HO	R	75.80	ACCOUNTS PAYABLE VOUCHER
*V6603391	06/23/2021	JUSTIN DAVID HOELSCHER	R	45.00	ACCOUNTS PAYABLE VOUCHER
*V6603392	06/23/2021	COURTNEY ELIZABETH INMAN	R	22.40	ACCOUNTS PAYABLE VOUCHER
*V6603393	06/23/2021	CINDY LOU JACOBS	R	51.52	ACCOUNTS PAYABLE VOUCHER
*V6603394	06/23/2021	EVA MARIE JOHNSON	R	43.33	ACCOUNTS PAYABLE VOUCHER
*V6603395	06/23/2021	SARAH LYNN JOHNSON	R	740.32	ACCOUNTS PAYABLE VOUCHER
*V6603396	06/23/2021	ROSELAINIE JOZAMAR-INOUSSA	R	102.82	ACCOUNTS PAYABLE VOUCHER
*V6603397	06/23/2021	AMY TAMARAH WOLF KAUFMAN	R	177.52	ACCOUNTS PAYABLE VOUCHER
*V6603398	06/23/2021	JENNIFER M. KLAUSTERMEIER	R	282.50	ACCOUNTS PAYABLE VOUCHER
*V6603399	06/23/2021	LORI ANN KLEIN	R	45.00	ACCOUNTS PAYABLE VOUCHER
*V6603400	06/23/2021	SHANNA MARIE KNUTSON	R	90.00	ACCOUNTS PAYABLE VOUCHER
*V6603401	06/23/2021	JOAN MARGARET KRAFT	R	67.20	ACCOUNTS PAYABLE VOUCHER
*V6603402	06/23/2021	LAURA MARIE KVAMME	R	90.00	ACCOUNTS PAYABLE VOUCHER
*V6603403	06/23/2021	CORY LEE LANGENFELD	R	90.00	ACCOUNTS PAYABLE VOUCHER
*V6603404	06/23/2021	BETSY SUE LARSEN	R	28.56	ACCOUNTS PAYABLE VOUCHER
*V6603405	06/23/2021	JENNIFER ANN LENTZ	R	112.00	ACCOUNTS PAYABLE VOUCHER
*V6603406	06/23/2021	KATHRYN ANN LEWIS	R	63.84	ACCOUNTS PAYABLE VOUCHER
*V6603407	06/23/2021	MONIQUE NICOLE MARPLE	R	15.12	ACCOUNTS PAYABLE VOUCHER
*V6603408	06/23/2021	CATHLEEN CAROL MATTICE	R	45.00	ACCOUNTS PAYABLE VOUCHER
*V6603409	06/23/2021	EMMA IRENE KAE MAYES	R	105.28	ACCOUNTS PAYABLE VOUCHER
*V6603410	06/23/2021	ALISON KENNIS-LYNN MCCUSKER	R	33.04	ACCOUNTS PAYABLE VOUCHER
*V6603411	06/23/2021	SHANNON BRENNAN BRENNAN	R	90.00	ACCOUNTS PAYABLE VOUCHER
*V6603412	06/23/2021	JAMES ANTHONY MYRMAN	R	64.40	ACCOUNTS PAYABLE VOUCHER
*V6603413	06/23/2021	MARTA LILLIAN NELSON	R	85.36	ACCOUNTS PAYABLE VOUCHER
*V6603414	06/23/2021	CINDY L NORDSTROM	R	36.96	ACCOUNTS PAYABLE VOUCHER
*V6603415	06/23/2021	RACHEL ERIN NOVY	R	45.00	ACCOUNTS PAYABLE VOUCHER
*V6603416	06/23/2021	JENNIFER LEE OLSON	R	90.00	ACCOUNTS PAYABLE VOUCHER
*V6603417	06/23/2021	DAVID R PEMBLE	R	12.32	ACCOUNTS PAYABLE VOUCHER
*V6603418	06/23/2021	HOLLY MARIE PEMBLE	R	213.36	ACCOUNTS PAYABLE VOUCHER
*V6603419	06/23/2021	AMANDA LYNN PETERS	R	45.00	ACCOUNTS PAYABLE VOUCHER
*V6603420	06/23/2021	JENNIFER MAE PETERSEN	R	52.64	ACCOUNTS PAYABLE VOUCHER
*V6603421	06/23/2021	BROOKE ALLYSON PETERSON	R	90.00	ACCOUNTS PAYABLE VOUCHER
*V6603422	06/23/2021	CAROLINE ROSE PETERSON	R	12.88	ACCOUNTS PAYABLE VOUCHER
*V6603423	06/23/2021	EMILY ANN PFISTERER	R	125.44	ACCOUNTS PAYABLE VOUCHER
*V6603424	06/23/2021	WENDI MARLAINA RENKEN	R	45.00	ACCOUNTS PAYABLE VOUCHER
*V6603425	06/23/2021	KATHRYN KELLY REUDER	R	26.88	ACCOUNTS PAYABLE VOUCHER
*V6603426	06/23/2021	KATHLEEN RUBBO RICK	R	48.16	ACCOUNTS PAYABLE VOUCHER
*V6603427	06/23/2021	MELANIE ANN RIX	R	45.00	ACCOUNTS PAYABLE VOUCHER
*V6603428	06/23/2021	JANE MARIE ROBINSON	R	41.50	ACCOUNTS PAYABLE VOUCHER
*V6603429	06/23/2021	NICOLLE KATHERINE ROUSH	R	90.00	ACCOUNTS PAYABLE VOUCHER
*V6603430	06/23/2021	MELISSA RAE SCHALLER	R	90.00	ACCOUNTS PAYABLE VOUCHER
*V6603431	06/23/2021	AMBER GRACE SCHMITZ	R	84.56	ACCOUNTS PAYABLE VOUCHER
*V6603432	06/23/2021	BYRON LEITH SCHWAB	R	16.80	ACCOUNTS PAYABLE VOUCHER
*V6603433	06/23/2021	ROLAND ARTHUR SESSIONS	R	53.76	ACCOUNTS PAYABLE VOUCHER
*V6603434	06/23/2021	CORTNEY ELIZABETH SMITH	R	19.04	ACCOUNTS PAYABLE VOUCHER
*V6603435	06/23/2021	PATTY L. STANLEY	R	23.52	ACCOUNTS PAYABLE VOUCHER
*V6603436	06/23/2021	AMY LYNN SWANEY	R	90.00	ACCOUNTS PAYABLE VOUCHER
*V6603437	06/23/2021	BRENDA JEAN SZOKA	R	19.60	ACCOUNTS PAYABLE VOUCHER
*V6603438	06/23/2021	SONIA LYNN TENDRICH	R	61.04	ACCOUNTS PAYABLE VOUCHER
*V6603439	06/23/2021	TAYLOR MAY THOMAS	R	90.00	ACCOUNTS PAYABLE VOUCHER
*V6603440	06/23/2021	GRETCHEN ANN TOAY	R	6.72	ACCOUNTS PAYABLE VOUCHER
*V6603441	06/23/2021	ANITA LOUISE TRAYNOR	R	51.52	ACCOUNTS PAYABLE VOUCHER
*V6603442	06/23/2021	SHANYN NICOLE TUFTEE	R	202.92	ACCOUNTS PAYABLE VOUCHER
*V6603443	06/23/2021	ERIC JOSEPH VAN BROCKLIN	R	90.00	ACCOUNTS PAYABLE VOUCHER
*V6603444	06/23/2021	MICHELLE LYNN VOLLBRECHT	R	3004.44	ACCOUNTS PAYABLE VOUCHER
*V6603445	06/23/2021	JERYN LEE WALDERA	R	33.60	ACCOUNTS PAYABLE VOUCHER
*V6603446	06/23/2021	BRIAN MATTHEW WATERS	R	14.56	ACCOUNTS PAYABLE VOUCHER

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*V6603447	06/23/2021	KIMBERLY WIKLUND	R	45.92	ACCOUNTS PAYABLE VOUCHER
*V6603448	06/23/2021	LORI JAYNE WILSON	R	73.02	ACCOUNTS PAYABLE VOUCHER
*V6603449	06/23/2021	FRAN LOUISE WOOD	R	392.00	ACCOUNTS PAYABLE VOUCHER
*V6603450	06/23/2021	SCOTT MICHAEL ZEHNDER	R	20.00	ACCOUNTS PAYABLE VOUCHER
*V6603451	06/23/2021	MARK A. ZUZEK	R	90.00	ACCOUNTS PAYABLE VOUCHER
*V6603452	07/07/2021	LOREEN M. BOHNERT	R	16.80	ACCOUNTS PAYABLE VOUCHER
*V6603453	07/07/2021	TARA LYNN BRENNER	R	11.20	ACCOUNTS PAYABLE VOUCHER
*V6603454	07/07/2021	JAMIE AUTUMN DALBESIO	R	75.04	ACCOUNTS PAYABLE VOUCHER
*V6603455	07/07/2021	PAMELA VICK GARRETSON	R	114.80	ACCOUNTS PAYABLE VOUCHER
*V7701555	06/11/2021	MEDICA	R	66620.87	ACCOUNTS PAYABLE VOUCHER
*V7701556	06/16/2021	MEDICA	R	31352.40	ACCOUNTS PAYABLE VOUCHER
*V7701557	06/16/2021	PLANSOURCE FLEX BEN.	R	2021.89	ACCOUNTS PAYABLE VOUCHER
*V7701558	06/16/2021	MN CHILD SUPPORT PAYMENT CENTER	R	238.90	ACCOUNTS PAYABLE VOUCHER
*V7701559	06/16/2021	AMERIPRISE FINANCIAL ADVISORS	R	3662.66	ACCOUNTS PAYABLE VOUCHER
*V7701560	06/16/2021	AXA EQUITABLE LIFE INS CO	R	1574.25	ACCOUNTS PAYABLE VOUCHER
*V7701561	06/16/2021	FIDELITY INVSTMT TAX-EX SVC CO	R	3548.75	ACCOUNTS PAYABLE VOUCHER
*V7701562	06/16/2021	HEALTHEQUITY, INC.	R	29716.22	ACCOUNTS PAYABLE VOUCHER
*V7701563	06/16/2021	HORACE MANN LIFE INS	R	808.33	ACCOUNTS PAYABLE VOUCHER
*V7701564	06/16/2021	INTERNAL REVENUE SERVICE	R	281094.36	ACCOUNTS PAYABLE VOUCHER
*V7701565	06/16/2021	EDUCATION MN ESI BILLING TRUST	R	37179.52	ACCOUNTS PAYABLE VOUCHER
*V7701566	06/16/2021	MN DEPT OF REVENUE	R	48313.17	ACCOUNTS PAYABLE VOUCHER
*V7701567	06/16/2021	MN STATE RETIREMENT SYSTEM	R	53570.83	ACCOUNTS PAYABLE VOUCHER
*V7701568	06/16/2021	EXECUTIVE DIRECTOR	R	51166.83	ACCOUNTS PAYABLE VOUCHER
*V7701569	06/16/2021	STATE TREASURER, TRA	R	127214.82	ACCOUNTS PAYABLE VOUCHER
*V7701570	06/16/2021	VARIABLE ANNUITY LIFE INS CO	R	3405.90	ACCOUNTS PAYABLE VOUCHER
*V7701571	06/16/2021	VOYA	R	846.65	ACCOUNTS PAYABLE VOUCHER
*V7701572	06/18/2021	DELTA DENTAL OF MINNESOTA	R	29612.57	ACCOUNTS PAYABLE VOUCHER
*V7701573	06/25/2021	MEDICA	R	51365.28	ACCOUNTS PAYABLE VOUCHER
*V7701574	06/30/2021	INTERNAL REVENUE SERVICE	R	1400.77	ACCOUNTS PAYABLE VOUCHER
*V7701575	06/30/2021	MN DEPT OF REVENUE	R	248.22	ACCOUNTS PAYABLE VOUCHER
*V7701576	06/30/2021	MN CHILD SUPPORT PAYMENT CENTER	R	32.40	ACCOUNTS PAYABLE VOUCHER
*V7701577	06/30/2021	AFLAC	R	2552.36	ACCOUNTS PAYABLE VOUCHER
*V7701578	06/30/2021	AMERIPRISE FINANCIAL ADVISORS	R	3454.33	ACCOUNTS PAYABLE VOUCHER
*V7701579	06/30/2021	AXA EQUITABLE LIFE INS CO	R	1574.25	ACCOUNTS PAYABLE VOUCHER
*V7701580	06/30/2021	FIDELITY INVSTMT TAX-EX SVC CO	R	3398.75	ACCOUNTS PAYABLE VOUCHER
*V7701581	06/30/2021	HEALTHEQUITY, INC.	R	30096.85	ACCOUNTS PAYABLE VOUCHER
*V7701582	06/30/2021	HORACE MANN LIFE INS	R	658.33	ACCOUNTS PAYABLE VOUCHER
*V7701583	06/30/2021	INTERNAL REVENUE SERVICE	R	338201.07	ACCOUNTS PAYABLE VOUCHER
*V7701584	06/30/2021	EDUCATION MN ESI BILLING TRUST	R	28883.20	ACCOUNTS PAYABLE VOUCHER
*V7701585	06/30/2021	MN DEPT OF REVENUE	R	59362.87	ACCOUNTS PAYABLE VOUCHER
*V7701586	06/30/2021	MN STATE RETIREMENT SYSTEM	R	29370.83	ACCOUNTS PAYABLE VOUCHER
*V7701587	06/30/2021	EXECUTIVE DIRECTOR	R	59950.43	ACCOUNTS PAYABLE VOUCHER
*V7701588	06/30/2021	STATE TREASURER, TRA	R	142257.19	ACCOUNTS PAYABLE VOUCHER
*V7701589	06/30/2021	VARIABLE ANNUITY LIFE INS CO	R	3405.90	ACCOUNTS PAYABLE VOUCHER
*V7701590	06/30/2021	VOYA	R	513.32	ACCOUNTS PAYABLE VOUCHER
*V7701591	06/30/2021	MEDICA	R	97986.36	ACCOUNTS PAYABLE VOUCHER
*V7701592	06/30/2021	PLANSOURCE FLEX BEN.	R	1103.95	ACCOUNTS PAYABLE VOUCHER
*V7701593	06/30/2021	PLANSOURCE FLEX BEN.	R	130.30	ACCOUNTS PAYABLE VOUCHER
*V7701594	07/07/2021	MEDICA	R	34922.96	ACCOUNTS PAYABLE VOUCHER
*V7701595	07/09/2021	NATIONAL INSURANCE SERVICES OF WI,	R	9675.65	ACCOUNTS PAYABLE VOUCHER
*V7701596	07/12/2021	MEDICA	R	66999.41	ACCOUNTS PAYABLE VOUCHER
*V7701597	07/12/2021	APPLE VALLEY ISD LLC	R	41961.98	ACCOUNTS PAYABLE VOUCHER
*V7701598	07/12/2021	SE ISD, DST	R	77888.99	ACCOUNTS PAYABLE VOUCHER
TOTAL FUND				2812167.54	
TOTAL REPORT				2812167.54	

AUDREY WEILER, PAYROLL SPECIALIST

PLEASE APPROVE NET PAYROLL FOR

06/15/2021 DIRECT DEPOSITS REGULAR PAY (023)	\$	-
06/16/2021 MANUALCHECK 3038044	\$	3,097.70

NET PAYROLL \$ **3,097.70**


Authorized Signature  Date 6-30-21

AUDREY WEILER, PAYROLL SPECIALIST

PLEASE APPROVE NET PAYROLL FOR

06/15/2021 DIRECT DEPOSITS REGULAR PAY (023)	\$	775,235.84
06/15/2021 CHECKS	\$	-

NET PAYROLL \$ **775,235.84**

Authorized Signature  Date 6/14/21

AUDREY WEILER, PAYROLL SPECIALIST

PLEASE APPROVE NET PAYROLL FOR

06/30/2021 DIRECT DEPOSITS REGULAR PAY (024)	\$	895,558.31
06/30/2021 CHECKS	\$	-

NET PAYROLL **\$ 895,558.31**

Authorized Signature  Date 6/28/21

Intermediate School District 917
1300 E 145th St
Rosemount, MN 55068

Re: Sales Tax Wire Transfer

Date: 7/8/21

This memo serves as authorization for the wire transfer of funds for payment of sales tax in the amount of \$ 121.00, from Wells Fargo Bank Account No. 3805702167.

A handwritten signature in cursive script, appearing to read "Nicolle Roush", is written over a horizontal line.


Nicolle Roush, Business Manager

AUDREY WEILER, PAYROLL SPECIALIST

PLEASE APPROVE NET PAYROLL FOR

07/15/2021 DIRECT DEPOSITS REGULAR PAY (101)	\$	147,143.98
07/15/2021 DIRECT DEPOSITS SUMMER PAY (0S1)	\$	459,308.87
7/15/2021 DIRECT DEPOSITS EXTRA PAY (025)	\$	27,075.61

NET PAYROLL **\$ 633,528.46**

Authorized Signature  Date 7/19/2021

Last Name	First Name	Position/Title	Assignment	Details of Assignment	Assignment Start Date	End Date	# of Work Days	Hours Per Day	Total # of Hours	Hourly Rate	Est. Total Amount
ABBOTT	SHELBY	Psychologist	Extra Duty	Create a predictability system for bldg; create an onboarding presentation for new paras & finalize PLCs for school year.	7/1/2020	8/28/2020	4	5	20	36.34	726.8
ABBOTT	SHELBY	Psychologist	Extra Duty	Update WJ-IV presentation.	7/1/2020	9/2/2020	9	6	54	36.34	1962.36
ABBOTT	SHELBY	Psychologist	Extra Duty	Leadership teaming & visioning for 2020-2021 school year & some general PD prep for workshop week.	7/1/2020	8/28/2020	4	5	20	36.34	726.8
Adolphson	Mary	Program Assistant	PA	ESY Hours	7/1/2020	7/30/2020	16	3	56	18.81	1053.36
Allen	Martha	SLP - Speech Language Path	Teacher	Intakes after school is out for TESA	7/1/2020	7/31/2020	2	3	6	53.6	321.6
ALLEN	MARTHA	SLP - Speech Language Path	Extra Duty	Create a predictability system for bldg; create an onboarding presentation for new paras & finalize PLCs for school year.	7/1/2020	8/28/2020	4	5	20	53.6	1072
ANDERSON	NICOLE	Program Assistant	Extra Duty	Create a predictability system for bldg; create an onboarding presentation for new paras & finalize PLCs for school year.	7/1/2020	8/28/2020	4	5	20	18.41	368.2
ANDERSON	TRACIE	BCBA	Extra Duty	Create a predictability system for bldg; create an onboarding presentation for new paras & finalize PLCs for school year.	7/1/2020	8/28/2020	4	5	20	37.15	743
ANDERSON	TRACIE	BCBA	Extra Duty	Leadership teaming & visioning for 2020-2021 school year & some general PD prep for workshop week.	7/1/2020	8/28/2020	4	5	20	37.15	743
Arana	Marco	Program Assistant	PA	ESY hours	7/1/2020	7/30/2020	16	3	56	18.81	1053.36
ARMSTRONG	LAURA	Social Worker	Extra Duty	Analyse assessment needs, create data collection tools to monitor district wide goals for school year; establish guidelines for direct vs indirect services; create an onboarding manual for new social workers	7/1/2020	8/31/2020	6	8	48	50.78	2437.44
ARMSTRONG	LAURA	Social Worker	Extra Duty	Create a predictability system for bldg; create an onboarding presentation for new paras & finalize PLCs for school year.	7/1/2020	8/28/2020	4	5	20	50.78	1015.6
ARMSTRONG	LAURA	Social Worker	Extra Duty	Streamling wraparound & core mtgs, ROI's process, weekly PLCs & other misc durites.	7/1/2020	8/28/2020	2	5	10	50.78	507.8
ARMSTRONG	LAURA	Social Worker	Extra Duty	Leadership teaming & visioning for 2020-2021 school year & some general PD prep for workshop week.	7/1/2020	8/28/2020	4	5	20	50.78	1015.6
August	Madeleine	Professional Development	Extra Duty	Due Process & SPED Procedures	7/1/2020	8/31/2020	6	5	30	27.98	839.4
Baker	Breanna	Nurse	Extra Duty	COVID Planning w/Jamie Dalbesio	7/1/2020	8/30/2020	2	4	8	29.11	232.88
Bauer	Mark	SPED Teacher	Prof. Dev.	Due Process & SPED Procedures	7/1/2020	8/30/2020	6	5	30	32.89	986.7

Berger	Amanda	Student Assistant	CA	ESY Paraprofessional	7/1/2020	7/30/2020	16	3.5	56	18.01	1008.56
Blackert	Tara	Mental Health Practitioner	Prof. Dev.	TEA admin planning	7/1/2020	8/12/2020R	2	8	16	54.67	874.72
Blaschka	Amy	Mental Health Practitioner	Training	Training on new mental health webbased paperwork system and importing files for current students	7/1/2020	8/31/2020	1	6	6	34.83	208.98
Bray	Laura	SLP - Speech Language Pathologist	Moves	Moving DHH programs and offices	7/1/2020	8/21/2020	1	8	8	20	160
Brittain	Donna	Occupational Therapist	Teacher	Intakes at BTC, SUN and TESA	7/1/2020	7/31/2020	2	4	8	56.31	450.48
Bump	Natalie	Program Assistant	Extra Duty	SEL Framework Planning	7/1/2020	8/30/2020	3	4	12	19.21	230.52
Buttedal	Alex	SPED Teacher	Teacher	ESY hours	7/1/2020	7/30/2020	16	3	56	32.69	1830.64
Ciodaru	Jayne	Psychologist	Extra Duty	SEL Framework Planning/Reinforcement Library/New Teacher Support	7/1/2020	8/30/2020	6	5	30	37.61	1128.3
CIODARU	JAYNE	Psychologist	Extra Duty	Update WJ-IV presentation.	7/1/2020	7/31/2020	9	6	54	37.61	2030.94
Clark	Emily	DHH - Teacher	Moves	Moving DHH programs and offices	7/1/2020	8/28/2020	1	8	8	20	160
COLLINS	KATIE	SPED Teacher	Training	2nd Step Training	7/1/2020	8/28/2020	10	7	70	35.02	2451.4
David	Christine	Mental Health Practitioner	Training	healthwebbased paperwork system and importing files for current students.	7/1/2020	8/31/2020	1	6	6	36.03	216.18
Devenow	Pearl	DHH - Teacher	Extra Duty	ESY DHH ITIN-JULY HRS	7/1/2020	7/31/2020	4	2	8	60.6	484.8
Dively	Cynthia	DHH - Teacher	Moves	Moving DHH programs and offices	7/1/2020	8/28/2020	1	8	8	20	160
Dodge	Michelle	SLI - Interpreter	Extra Duty	Create videos of SEL books being interpreted	7/1/2020	8/31/2020	15	2	30	30.74	922.2
Dodge	Michelle	SLI - Interpreter	Extra Duty	Interpreter interviews-July/Aug	7/1/2020	8/31/2020	5	2	10	30.74	307.4
EDMONDS	BILLIE	Program Assistant	Extra Duty	Create a predictability system for bldg; create an onboarding presentation for new paras & finalize PLCs for school year.	7/1/2020	8/28/2020	4	5	20	18.41	368.2
ELDEEB	SHEREEN	SPED Teacher	Extra Duty	Create a predictability system for bldg; create an onboarding presentation for new paras & finalize PLCs for school year.	7/1/2020	8/28/2020	4	8	20	33.83	676.6
ENFENJIAN	VAL	Psychologist	Training	Mental health training for workshop week.	7/1/2020	8/28/2020	2	8	16	59.59	953.44
ENFIEJIAN	VAL	Psychologist	Extra Duty	Update WJ-IV presentation.	7/1/2020	8/24/2020R	9	6	54	59.59	3217.86
Enfiejian	Valerie	Psychologist	Moves	Moving DHH programs and offices	7/1/2020	8/28/2020	1	8	8	20	160
Enfiejian	Valerie	Psychologist	Extra Duty	Create presentation for new teachers	7/1/2020	8/31/2020	1	6	6	59.59	357.54
Engelhardt Fischbein	Kristin	DHH - Teacher	Moves	Moving DHH programs and offices	7/1/2020	8/28/2020	1	8	8	20	160
Engelhardt-Fischbein	Kristin	DHH - Teacher	Extra Duty	ESY DHH RES-IGHMS	7/1/2020	7/9/2020	6	3.5	21	55.63	1168.23
Frisque	Sherilyn	Vision-TVI	Extra Duty	ESY-VI ITIN JULY-AUG HRS	7/1/2020	8/21/2020	28	5	140	58.09	8132.6
Frisque	Sherilyn	Vision-TVI	Extra Duty	July assessments	7/1/2020	7/31/2020	2	7.5	15	58.09	871.35
GABBERT	KIRSTIE	SPED Teacher	Extra Duty	Create a predictability system for bldg; create an onboarding presentation for new paras & finalize PLCs for school year.	7/1/2020	8/28/2020	4	5	20	32.51	650.2
GABBERT	KIRSTIE	SPED Teacher	Training	2nd Step Training	7/1/2020	8/28/2020	10	7	70	32.51	2275.7

				OT's will learn the new wearables and devise and create tipsheets for the use of the wearables by the students during the trails. The staff will then develop a training sheet for districtwide use.	7/1/2020	7/30/2020	1	6	6	40.97	245.82
Garlough	Elizabeth	Occupational Therapist	Training								
Garlough	Elizabeth	Mental Health Practitioner	Teacher	Adding Sensory Pathway	7/1/2020	8/31/2020	1	3	3	40.97	122.91
GLOCKNER	MEGAN	Psychologist	Extra Duty	Update WJ-IV presentation.	7/1/2020	8/24/20R	9	6	54	36.34	1962.36
Goblirsch	Amanda	SPED Teacher	Prof. Dev.	Due Process & SPED Procedures	7/1/2020	8/30/2020	6	5	30	18.01	540.3
Goeser	Kristin	DAPE Teacher	Extra Duty	Adaptive Fitness Planning	7/1/2020	8/30/2020	5	4	20	35.02	700.4
Gulbransen	Terri	Other	Extra Duty	New teacher bootcamp videos	7/1/2020	8/28/2020	10	2	20	58.45	1169
Halstead	Sarah	Occupational Therapist	Training	The OT Team will coordinate and organize current resources into units with environmental and visual cues to promote success and independence.	7/1/2020	8/31/2020	4	4	16	34.92	558.72
HANKES	KELLY	BCBA	Extra Duty	Leadership teaming & visioning for 2020-2021 school year & some general PD prep for workshop week.	7/1/2020	8/28/2020	4	5	20	38.18	763.6
Hanson	Cindy	SPED Teacher	Teacher	ESY Teacher	7/1/2020	7/30/2020	16	3.5	56	59.59	3283.84
HART	AMY	Program Assistant	Extra Duty	Create a predictability system for bldg; create an onboarding presentation for new paras & finalize PLCs for school year.	7/1/2020	8/28/2020	4	5	20	18.81	376.2
Herzog	Christine	Mental Health Practitioner	Extra Duty	ESY Hours	7/1/2020	7/30/2020	5	1	5.5	39.18	215.49
Herzog	Christine	Mental Health Practitioner	Training	Training on a new mental health web based paperwork system and importing files for current students	7/1/2020	8/31/2020	1	6	6	39.18	235.08
Herzog	Christine	Mental Health Practitioner	Prof. Dev.	ECSE TEA Planning Meeting	7/1/2020	8/31/2020	2	4	8	39.18	313.44
Hills	Hannah	Classroom Assistant	CA	ESY Paraprofessional	7/1/2020	7/30/2020	16	3.5	56	18.41	1030.96
Hjermstad	Karen	Occupational Therapist	Training	The OT team will coordinate and organize current resources into units with environmental and visual cues to promote success and independence.	7/1/2020	8/31/2020	4	4	16	53.6	857.6
Hjermstad	Karen	Occupational Therapist	Teacher	Randolph Baby IFSP Completion	7/1/2020	7/30/2020	1	2	2	53.6	
Ho	Melissa	Nurse	Extra Duty	Intakes, Health Forms, Planning	7/1/2020	8/28/2020	20	2	40	34.89	1395.6
HOELSCHER	JUSTIN	SPED Teacher	Lead Teacher	Building leadership teams, PLCs, Tools training, due process tracking, plan workshop presentation, work w/new admin, mentor prepping & misc organization.	7/1/2020	8/28/2020	5	6	30	30.29	908.7
HOELSCHER	JUSTIN	SPED Teacher	Extra Duty	Leadership teaming & visioning for 2020-2021 school year & some general PD prep for workshop week.	7/1/2020	8/28/2020	4	5	20	30.29	605.8
HOELSCHER	JUSTIN	Lead Teacher	Extra Duty	PCM TRAINER PREP	7/1/2020	9/30/2020	1	4	4	30.29	121.16
Horrmann	Ann	Classroom Assistant	Extra Duty	ESY DHH RES-IGHMS	7/1/2020	7/9/2020	6	3.5	21	18.41	386.61
Hurla	Amy	Mental Health Practitioner	Extra Duty	ESY Hours	7/1/2020	7/30/2020	16	3	38	33.83	1285.54
Hurla	Amy	Mental Health Practitioner	Training	Training on a new mental health web based paperwork system and importing files for current students	7/1/2020	8/31/2020	1	6	6	33.83	202.98

Ideen	Sarah	DHH - Teacher	Moves	Moving DHH programs and offices	7/1/2020	8/28/2020	1	8	8	20	160
Ideen	Sarah	DHH - Teacher	Extra Duty	DHH literacy planning	7/1/2020	8/28/2020	10	1	10	44.52	445.2
Jacobs	Cindy	Occupational Therapist	Training	Staff will learn the new wearable devices and create tipsheets for the use of the wearables by the students during the trails. The staff will then develop a training sheet for districtwide use.	7/1/2020	7/31/2020	1	6	6	56.75	340.5
Johnson	Deborah	SPED Teacher	Teacher	ESY for ECSE TEA students	7/1/2020	8/20/2020	4	3	12		0
Johnson	Deborah	SPED Teacher	Prof. Dev.	ECSE TEA Planning Meeting	7/1/2020	8/31/2020	2	4	8		0
Jonasen	Jana	SPED Teacher	Extra Duty	SEL Framework Planning	7/1/2020	8/30/2020	3	4	12	33.83	405.96
Kaufman	Amy	Vision-TVI	Extra Duty	ESY-VI ITIN JULY HRS	7/1/2020	7/31/2020	8	2	16	59.59	953.44
Kent	Lisa	DHH - Teacher	Extra Duty	ESY DHH RES-IGHMS	7/1/2020	7/9/2020	6	3.5	21	35.08	736.68
Kent	Lisa	DHH - Teacher	Extra Duty	Creating DHH MS curriculum cycle	7/1/2020	8/28/2020	10	2	20	35.08	701.6
Kent	Lisa	DHH - Teacher	Moves	Moving DHH programs and offices	7/1/2020	8/28/2020	1	8	8	20	160
KERKHOFF	JENNIFER	SPED Teacher	Training	2nd Step Training	7/1/2020	8/28/2020	10	7	70	28.13	1969.1
KERKHOFF	JENNIFER	SPED Teacher	Extra Duty	Nurtured Heart prep & planning	7/1/2020	8/28/2020	3	4	12	28.13	337.56
Klein	Lori	Vision-TVI	Extra Duty	ESY-VI ITIN JULY-AUG HRS	7/1/2020	8/21/2020	13.25	2	26.5	50.56	1339.84
Kneer	Amber	Program Assistant	Extra Duty	PCM trainer prep	7/1/2020	9/30/2020	1	4	4	20.68	82.72
KNIPS	RYLEE	SPED Teacher	Extra Duty	Create a predictability system for bldg; create an onboarding presentation for new paras & finalize PLCs for school year.	7/1/2020	8/28/2020	4	5	20	29.11	582.2
KNIPS	RYLEE	SPED Teacher	Training	2nd Step Training	7/1/2020	8/28/2020	10	7	70	29.11	2037.7
KNIPS	RYLEE	SPED Teacher	Extra Duty	Nurtured Heart prep & planning	7/1/2020	8/28/2020	3	4	12	29.11	349.32
KNUTSON	SHANNA	Psychologist	Extra Duty	Update WJ-IV presentation.	7/1/2020	7/31/2020	9	6	54	60.78	3282.12
Kreiling	Rebecca	Classroom Assistant	CA	ESY Paraprofessional	7/1/2020	7/30/2020	16	3.5	56	18.41	1030.96
Lamphere	Anna	Mental Health Practitioner	Extra Duty	ESY Hours	7/1/2020	7/30/2020	16	3	48	53.6	2572.8
Lamphere	Anna	Mental Health Practitioner	Training	Training on a new mental health web based paperwork system and importing files for current students	7/1/2020	8/31/2020	1	6	6	53.6	321.6
Lamphere	Anna	Mental Health Practitioner	Training	Prep time for training on new mental health web based program	7/1/2020	8/31/2020	1	6	6	53.6	321.6
Larsen	Betsy	SPED Teacher	Teacher	ESY Teacher	7/1/2020	7/30/2020	16	3.5	56	54.28	2954
Larsen	Betsy	SPED Teacher	Teacher	Homebound ESY Joseph Finley (403)	7/1/2020	7/30/2020	5	1	5	54.28	271.4
Larsen	Betsy	SPED Teacher	Teacher	Homebound ESY Aidan Simones (416)	7/1/2020	7/30/2020	5	1	5	54.28	271.4
Lencowski	Erin	SPED Teacher	Teacher	ESY for ECSE TEA students	7/1/2020	8/20/2020	4	3	12		0
Lencowski	Erin	SPED Teacher	Prof. Dev.	ECSE TEA Planning Meeting	7/1/2020	8/31/2020	2	4	8		0
LOCKE	MAGGIE	Social Worker	Extra Duty	Analyse assessment needs, create data collection tools to monitor district wide goals for school year; establish guidelines for direct vs indirect services; create an onboarding manual for new social workers	7/1/2020	8/31/2020	6	8	48	31.24	1499.52
LORENTZ	JOE	SPED Teacher	Extra Duty	Create a predictability system for bldg; create an onboarding presentation for new paras & finalize PLCs for school year.	7/1/2020	8/28/2020	4	5	20	49.49	989.8
Ludewig	Sarah	DHH - Teacher	Moves	Moving DHH programs and offices	7/1/2020	8/21/2020	1	8	8	20	160

Lyden	Taylor	Occupational Therapist	Training	The OT team will coordinate and organize current resources into units with environmental and visual cues to promote success and independence.	7/1/2020	8/31/2020	4	4	16	31.41	502.56
Mattice	Cathy	Lead Teacher	Lead Teacher	Curriculum Planning & Summer Trainings	7/1/2020	8/30/2020	10	8	80	53.6	4288
Mayes	Emma	SPED Teacher	Teacher	ESY Teacher	7/1/2020	7/30/2020	16	3.5	56	28.13	1489.6
MCGIBBON	SHARRI	SPED Teacher	Training	2nd Step Training	7/1/2020	8/28/2020	10	7	70	27.84	1948.8
Menigo	Michaela	DHH - Teacher	Moves	Moving DHH programs and offices	7/1/2020	8/28/2020	1	8	8	20	160
Menigo	Michaela	DHH - Teacher	Extra Duty	DHH literacy planning	7/1/2020	8/21/2020	10	1	10	38.72	387.2
MONTGOMERY	CARISSA	Social Worker	Extra Duty	Analyse assessment needs, create data collection tools to monitor district wide goals for school year; establish guidelines for direct vs indirect services; create an onboarding manual for new social workers	7/1/2020	8/28/2020	6	8	48	30.19	1449.12
Nero	Shelby	DHH - Teacher	Moves	Moving DHH programs and offices	7/1/2020	8/28/2020	1	8	8	20	160
Nero	Shelby	DHH - Teacher	Extra Duty	DHH literacy planning	7/1/2020	8/28/2020	10	1	10	40.09	400.9
NEWQUIST	MATT	BCBA	Extra Duty	Nurtured Heart prep & planning	7/1/2020	8/28/2020	3	4	12	45.41	544.92
NEWQUIST	MATT	BCBA	Extra Duty	Leadership teaming & visioning for 2020-2021 school year & some general PD prep for workshop week.	7/1/2020	8/28/2020	4	5	20	45.41	908.2
NOVY	RACHEL	Lead Teacher	Lead Teacher	Review student files and progress reports, procedures for referrals, update course registration, due process & handouts for staff, create intake files & other misc. duties.	7/1/2020	8/28/2020	10	6.7	67	51.05	3420.35
NOVY	RACHEL	Lead Teacher	Extra Duty	Leadership teaming & visioning for 2020-2021 school year & some general PD prep for workshop week.	7/1/2020	8/28/2020	4	5	20	51.05	1021
NWOKEUKU	PATTIJO	Social Worker	Extra Duty	Analyse assessment needs, create data collection tools to monitor district wide goals for school year; establish guidelines for direct vs indirect services; create an onboarding manual for new social workers	7/1/2020	8/28/2020	6	8	48	53.6	2572.8
NWOKEUKU	PATTIJO	Social Worker	Extra Duty	Keeping up with and maintaining Crisis Response Line and Email.	7/1/2020	8/28/2020	4	7	28	53.6	1500.8
Nwokeuku	PattiJo	Social Worker	Extra Duty	Intakes	7/1/2020	8/28/2020	10	1	10	53.6	536
Odell	Alicia	BCBA	Extra Duty	Reinforcement Library Work	7/1/2020	8/30/2020	3	4	12	34.51	414.12
O'Neil	Diana	SPED Teacher	Teacher	ESY Teacher	7/1/2020	7/30/2020	16	3.5	56	53.6	2954
PEANANSKY	ALISSA	Social Worker	Training	Mental health training for workshop week.	7/1/2020	8/28/2020	2	8	16	31.35	501.6
PEANANSKY	ALISSA	Social Worker	Extra Duty	Keeping up with and maintaining Crisis Response Line and Email.	7/1/2020	8/28/2020	4	7	28	31.35	877.8
Peanasky	Alissa	Social Worker	Extra Duty	Create presentation for new teachers	7/1/2020	8/31/2020	1	6	6	31.35	188.1

PEANASKY	ALISSA	Social Worker	Extra Duty	Analyse assessment needs, create data collection tools to monitor district wide goals for school year; establish guidelines for direct vs indirect services; create an onboarding manual for new social workers	7/1/2020	8/31/2020	6	8	48	31.35	1504.8
Pemble	Holly	PHD Teacher	Teacher	ESY Teacher	7/1/2020	7/30/2020	16	3.5	56	59.59	3127.6
Peters	Amanda	Lead Teacher	Extra Duty	Planning for FY21 (referrals, leadership mtgs)	7/1/2020	8/28/2020	30	2	60	46.02	2761.2
Petersen	Jennifer	Mental Health Practitioner	Teacher	ESY for the students at ECSE TEA	7/1/2020	8/20/2020	4	3	12	54.67	656.04
Petersen	Jennifer	Mental Health Practitioner	Prof. Dev.	ECSE TEA Planning Meeting	7/1/2020	8/31/2020	2	4	8	54.67	437.36
Petersen	Jennifer	Mental Health Practitioner	Extra Duty	PCM trainer prep	7/1/2020	9/30/2020	1	4	4	54.67	218.68
Pfisterer	Emily	Audiologist	Moves	Moving DHH programs and offices	7/1/2020	8/28/2020	1	8	8	20	160
Quam	Lynn	Occupational Therapist	Training	OT's will train the new teachers on devices and create tipsheets for the use of the wearables by the students during the trials. The staff will then develop a training sheet for district wide use.	7/1/2020	7/31/2020	1	6	6	46.53	279.18
Quam	Lynn	Occupational Therapist	Training	The OT team will coordinate and organize current resources into units with environmental and visual cues to promote success and independence.	7/1/2020	8/31/2020	4	4	16	46.53	744.48
Radant	Hannah	SPED Teacher	Extra Duty	Project Discovery Planning	7/1/2020	8/30/2020	5	4	20	55.32	1106.4
Rasmussen	Shannon	DHH - Teacher	Moves	Moving DHH programs and offices	7/1/2020	8/28/2020	1	8	8	20	160
Rasmussen	Shannon	DHH - Teacher	Extra Duty	ESY DHH ITIN-JULY/AUG HRS	7/1/2020	8/31/2020	9	1	9	55.63	500.67
Renken	Wendi	Lead Teacher	Extra Duty	Intakes, Paperwork, Meetings, etc.	7/1/2020	8/28/2020	20	4	80	53.6	4288
RETZLAFF	BILLE	BCBA	Extra Duty	Leadership teaming & visioning for 2020-2021 school year & some general PD prep for workshop week.	7/1/2020	8/28/2020	4	5	20	42.94	858.8
RICHTER	JESSICA	Social Worker	Extra Duty	Analyse assessment needs, create data collection tools to monitor district wide goals for school year; establish guidelines for direct vs indirect services; create an onboarding manual for new social workers	7/1/2020	8/31/2020	6	8	48	32.69	1569.12
RICHTER	JESSICA	Social Worker	Extra Duty	Keeping up with and maintaining Crisis Response Line and Email.	7/1/2020	8/28/2020	4	7	28	32.69	915.32
Riesgraf	Amy	Mental Health Practitioner	Training	Training on new mental health web based paperwork system and importing files for current students	7/1/2020	8/31/2020	1	6	6	41.42	248.52
Rix	Melanie	Lead Teacher	Lead Teacher	Intakes, Sped Meeting	7/1/2020	8/31/2020	10	8	80	54.28	4342.4
Rix	Melanie	Lead Teacher	Prof. Dev.	TEA Admin Planning	7/1/2020	7/31/2020	2	8	16	54.28	868.48
Rosenberg	Shannon	DHH - Teacher	Extra Duty	ESY DHH ITIN-JULY HRS	7/1/2020	7/31/2020	2	2.75	5.5	31.41	172.755
Rosenberg	Shannon	DHH - Teacher	Moves	Moving DHH programs and offices	7/1/2020	8/21/2020	1	8	8	20	160
Rosenberg	Shannon	DHH - Teacher	Extra Duty	ESY DHH ITIN-JULY HRS	7/1/2020	7/31/2020	2	2.75	5.5	31.41	172.755
ROSS	ALYSSA	SPED Teacher	Training	2nd Step Training	7/1/2020	8/28/2020	10	7	70	45.76	3203.2
Scherer	Amber	SPED Teacher	Teacher	ESY Hours	7/1/2020	7/30/2020	16	3	56	28.96	1621.76
Schmitz	Amber	SLP - Speech Language Pathologist	Teacher	SLP IEP minutes of services for ESY	7/1/2020	7/31/2020	1	3	3	28.96	86.88

Schulz	Samantha	Mental Health Practitioner	Teacher	ESY for ECSE TEA students	7/1/2020	8/20/2020	4	3	12	35.02	420.24
Schulz	Samantha	Mental Health Practitioner	Training	Training on new mental health web based paperwork system and importing files for current students	7/1/2020	8/31/2020	1	6	6	35.02	210.12
Schulz	Samantha	Mental Health Practitioner	Prof. Dev.	ECSE TEA Planning Meeting	7/1/2020	8/31/2020	2	4	8	35.02	280.16
SCOTT	JORDAN	Social Worker	Extra Duty	Analyse assessment needs, create data collection tools to monitor district wide goals for school year; establish guidelines for direct vs indirect services; create an onboarding manual for new social workers	7/1/2020	8/31/2020	6	8	48	32.51	1560.48
SCOTT	JORDAN	Social Worker	Extra Duty	teachers @ AEC, partnering w/Matt	7/1/2020	8/28/2020	2	8	16	32.51	520.16
SCOTT	JORDAN	Social Worker	Extra Duty	Leadership teaming & visioning for 2020-2021 school year & some general PD prep for workshop week.	7/1/2020	8/28/2020	4	5	20	32.51	650.2
Settell	Mariah	Program Assistant	PA	ESY Hours	7/1/2020	7/30/2020	16	3	56	18.41	1030.96
Shanley	Michelle	Vision-TVI	Extra Duty	ESY-VI ITIN JULY HRS	7/1/2020	7/31/2020	4	2	8	47.26	378.08
Shanley	Michelle	Vision-TVI	Extra Duty	July assessments	7/1/2020	7/31/2020	1	8	8	47.26	378.08
SHORT	NICHOLE	Psychologist	Extra Duty	Update WJ-IV presentation.	7/1/2020	7/31/2020	9	6	54	47.36	2557.44
SIZER	WHITNEY	Psychologist	Extra Duty	Update WJ-IV presentation.	7/1/2020	7/31/2020	9	6	54	37.21	2009.34
SIZER	WHITNEY	Psychologist	Extra Duty	Leadership teaming & visioning for 2020-2021 school year & some general PD prep for workshop week.	7/1/2020	8/28/2020	4	5	20	37.21	744.2
SIZER	WHITNEY	Psychologist	Extra Duty	Create a predictability system for entire building - Create an onboarding presentation for new paras - Finalize PLC's for school year	7/1/2020	8/28/2020	4	5	20	37.21	744.2
Spurgin	Lynette	Program Assistant	CA	ESY Paraprofessional	7/1/2020	7/30/2020	16	3.5	56	21.73	1216.88
SPYCHALLA	KEITH	Classroom Assistant	Extra Duty	Create a predictability system for bldg; create an onboarding presentation for new paras & finalize PLCs for school year.	7/1/2020	8/28/2020	4	5	20	18.81	376.2
Staples	Ann	Program Assistant	CA	ESY Paraprofessional	7/1/2020	7/30/2020	16	3.5	56	27.98	1566.88
STEPHENS	DAWN	SPED Teacher	Extra Duty	Student teaching supervision for Jocelyn Thompson.	7/1/2020	7/31/2020	4	3	12	39.2	470.28
Stoesz	Heather	SLP - Speech Language Path	Moves	Moving DHH programs and offices	7/1/2020	8/28/2020	1	8	8	20	160
Stoos	Judy	Classroom Assistant	CA	ESY Paraprofessional	7/1/2020	7/30/2020	16	3.5	56	19.21	1075.76
STREED	MEGAN	SPED Teacher	Teacher	ESY TEACHER	7/1/2020	7/30/2020	16	3.5	56	32.61	1728.16
Strese	Debra	Program Assistant	CA	ESY Paraprofessional	7/1/2020	7/30/2020	16	3.5	56	22.64	1267.84
Swanson	Brittany	SPED Teacher	Teacher	ESY hours	7/1/2020	7/30/2020	16	3	56	28.13	1575.28
Taffe	Kayleen	SPED Teacher	Extra Duty	Planning & professional development for FY21	7/1/2020	8/21/2020	20	4	80	59.59	4767.2
Taldone	Jessica	SPED Teacher	Prof. Dev.	ECSE TEA Planning Meeting	7/1/2020	8/31/2020	2	4	8		0
Tarmann	Phillip	Mental Health Practitioner	Training	Training on a new mental health web based paperwork system and importing files for current students	7/1/2020	8/31/2020	1	6	6	46.28	277.68
Taylor	Annie	DHH - Teacher	Extra Duty	Creating DHH MS curriculum cycle	7/1/2020	8/21/2020	10	2	20	42.15	843
TENNESSEN	LAURA	Psychologist	Extra Duty	Update WJ-IV presentation.	7/1/2020	7/31/2020	9	6	54	61.11	3299.94

Thomas Brook	Eve	SPED Teacher	Extra Duty	Planning & professional development for FY21	7/1/2020	8/21/2020	20	4	80	47.31	3784.8
THOMPSON	JOCELYN	SPED Teacher	Extra Duty	Create a predictability system for bldg; create an onboarding presentation for new paras & finalize PLCs for school year.	7/1/2020	8/28/2020	4	5	20	31.78	635.6
THOMPSON	JOCELYN	SPED Teacher	Training	2nd Step Training	7/1/2020	8/28/2020	10	7	70	31.78	2224.6
Tuftee	Shanyn	Lead Teacher	Extra Duty	Planning for FY21 (referrals, leadership mtgs)	7/1/2020	8/28/2020	30	2	60	30.13	1807.8
VIET	ANTJE	Social Worker	Extra Duty	Analyse assessment needs, create data collection tools to monitor district wide goals for school year; establish guidelines for direct vs indirect services; create an onboarding manual for new social workers	7/1/2020	8/28/2020	6	8	48	31.24	1499.52
VIET	ANTJE	Social Worker	Extra Duty	Leadership teaming & visioning for 2020-2021 school year & some general PD prep for workshop week.	7/1/2020	8/28/2020	4	5	20	31.24	624.8
Volkert	John	SPED Teacher	Teacher	ESY Teacher	7/1/2020	7/30/2020	16	3.5	56	28.13	1489.6
Vrieze	Janel	SPED Teacher	Teacher	ESY Teacher	7/1/2020	7/30/2020	16	3.5	56	60.26	3321.92
Vrieze	Janel	SPED Teacher	Extra Duty	WBL Prep	7/1/2020	8/28/2020	15	3	45	60.26	2711.7
Waldera	Jeryn	BCBA	Extra Duty	Reinforcement Library Work	7/1/2020	8/30/2020	3	4	12	38.71	464.52
Waldhauser	Sarah	SPED Teacher??	Prof. Dev.	Due Process & SPED Procedures	7/1/2020	8/30/2020	6	5	30	18.41	552.3
Waters	Brian	SPED Teacher	Extra Duty	PCM trainer prep	7/1/2020	9/30/2020	1	4	4	32.69	130.76
Weiler	Sarah	Classroom Assistant	CA	ESY Paraprofessional	7/1/2020	7/30/2020	16	3.5	56	18.81	1053.36
WEIS	COLLEEN	SPED Teacher	Extra Duty	Create a predictability system for bldg; create an onboarding presentation for new paras & finalize PLCs for school year.	7/1/2020	8/28/2020	4	5	20	54.72	1094.4
Wood	Fran	Vision-TVI	Extra Duty	ESY VI-ITIN JULY HRS	7/1/2020	7/31/2020	4	1	4	48.28	193.12
Zappetillo	Anna	SPED Teacher??	Prof. Dev.	Due Process & SPED Procedures	7/1/2020	8/30/2020	6	5	30	18.41	552.3
Zickrick	Michael	SPED Teacher	Extra Duty	WBL Prep	7/1/2020	8/28/2020	15	3	45	53.6	2412
Zickrick	Michael	SPED Teacher	Extra Duty	PCM Trainer prep	7/1/2020	9/30/2020	1	4	4	53.6	214.4
Aalgaard	Maren	Classroom Assistant	Extra Duty	ESY DHH RES-LINCOLN CTR	7/6/2020	7/30/2020	16	3.5	56	18.41	1030.96
Abel	Holly	Classroom Assistant	Extra Duty	ESY DHH RES-LINCOLN CTR	7/6/2020	7/30/2020	16	3.5	56	19.21	1075.76
Anderson	Nicole	Program Assistant	PA	Assisting teacher (Justin Hoelscher) w/ESY	7/6/2020	7/30/2020	16	3.5	56	18.41	1030.96
August	Madeleine	SPED Teacher	Teacher	CEC ESY Teacher	7/6/2020	7/30/2020	16	3.5	56	27.98	1566.88
Baker	Kristin	SPED Teacher	Teacher	CEC ESY Teacher	7/6/2020	7/30/2020	16	3.5	56	51.05	2858.8
Bauer	Beverly	Program Assistant	PA	JSC Summer Session 2	7/6/2020	8/6/2020	24	7	168	23.1	3880.8
Boehmer	Amanda	SPED Teacher	Teacher	JSC Summer Session 2	7/6/2020	8/6/2020	24	8	192	36.42	6992.64
Burgio	Michael	SPED Teacher	Teacher	ESY Teacher	7/6/2020	7/30/2020	16	3.5	56	53.9	3018.4
Chamblin	Jessica	DHH - Teacher	Extra Duty	ESY DHH RES-LINCOLN CTR	7/6/2020	7/30/2020	16	3.5	56	30.1	1685.6
Clark	Emily	DHH - Teacher	Extra Duty	ESY DHH RES-LINCOLN CTR	7/6/2020	7/30/2020	16	3.5	56	35.02	1961.12
Collins	Ashley	SPED Teacher	Teacher	CEC ESY Teacher	7/6/2020	7/30/2020	16	3.5	56	30.54	1710.24
DePover	Ashley	Program Assistant	PA	CEC Program Assistant	7/6/2020	7/30/2020	16	3.5	56	18.41	1030.96
DeYoung	Kelli	Classroom Assistant	CA	Assist teacher (Alyssa Ross) w/ESY	7/6/2020	7/30/2020	16	3.5	56	18.41	1030.96
Eldeeb	Shereen	SPED Teacher	Teacher	Teaching for ESY	7/6/2020	7/30/2020	16	3.5	56	33.83	1894.48

Epps	Dawn	SPED Teacher	Teacher	JSCSummer Session 2	7/6/2020	8/6/2020	24	8	192	47.26	9073.92
Faye	Bassirou	Program Assistant	PA	ESY	7/6/2020	7/30/2020	16	3.5	56	18.81	1053.36
Flom	Alice	Program Assistant	PA	ESY	7/6/2020	7/30/2020	16	3.5	56	20.68	1158.08
Funk	Kelsey	DHH - Teacher	Extra Duty	ESY DHH RES-LINCOLN CTR	7/6/2020	7/30/2020	16	3.5	56	36	2016
Garding	Thomas	SPED Teacher	Teacher	ESY	7/6/2020	7/30/2020	16	3.5	56	32.89	1841.84
Goeser	Kristin	SPED Teacher	Teacher	CEC ESY Teacher	7/6/2020	7/30/2020	16	3.5	56	35.02	1961.12
Hedquist	Abby	Classroom Assistant	CA	Assisting the teacher (Alyssa Ross) w/ESY	7/6/2020	7/30/2020	16	3.5	56	19.61	1098.16
Helm	Heidi	SPED Teacher	Teacher	JSC Summer Session 2	7/6/2020	8/6/2020	24	8	192	53.6	10291.2
Henriott	Ryan	Classroom Assistant	CA	CEC ESY Classroom Assistant	7/6/2020	7/30/2020	16	3.5	56	18.01	1008.56
Hoelscher	Justin	SPED Teacher	Teacher	Teaching during ESY	7/6/2020	7/30/2020	16	3.5	56	29.27	1639.12
Jacobs	Cindy	Occupational Therapist	Teacher	Attend intakes at TESA	7/6/2020	8/27/2020R	4	2	8	56.75	454
Johnson	Jennifer	Program Assistant	PA	ESY	7/6/2020	7/30/2020	16	3.5	56	18.01	1008.56
Karnes	Emma	Classroom Assistant	CA	CEC ESY Classroom Assistant	7/6/2020	7/30/2020	16	3.5	56	18.41	1030.96
Klimek	Lorilea	Program Assistant	PA	CEC ESY Program Assistant	7/6/2020	7/30/2020	16	3.5	56	27.98	1566.88
Kneer	Adam	Program Assistant	PA	Assisting teacher (Justin Hoelscher) w/ESY	7/6/2020	7/30/2020	16	3.5	56	18.41	1030.96
Knips	Rylee	SPED Teacher	Teacher	Teaching during ESY	7/6/2020	7/30/2020	16	3.5	56	29.11	1541.68
Kranz	Andrea	Program Assistant	PA	Assisting teacher (Shereen Eldeeb) w/ESY	7/6/2020	7/30/2020	16	3.5	56	19.21	1075.76
Kuntz	Meghan	Classroom Assistant	Extra Duty	ESY DHH RES-LINCOLN CTR	7/6/2020	7/30/2020	16	3.5	56	18.41	1030.96
Manninen	Melanie	SPED Teacher	Teacher	CEC ESY Teacher	7/6/2020	7/30/2020	16	3.5	56	51.05	2858.8
McGibbon	Sharri	SPED Teacher	Teacher	Teaching for ESY	7/6/2020	7/30/2020	16	3.5	56	27.84	1559.04
Miller	Elizabeth	Program Assistant	PA	CEC ESY Program Assistant	7/6/2020	7/30/2020	16	3.5	56	18.41	1030.96
Mitchell	Tammy	Classroom Assistant	CA	CEC ESY Classroom Assistant	7/6/2020	7/30/2020	16	3.5	56	18.41	1030.96
O'Dowd-Mallam	Alexandra (Lex)	Classroom Assistant	Extra Duty	ESY DHH RES-LINCOLN CTR	7/6/2020	7/30/2020	16	3.5	56	20.02	1121.12
PANGERL	JENNY	Classroom Assistant	CA	Assisting teacher (Alyssa Ross) during ESY	7/6/2020	7/30/2020	16	3.5	56	19.21	1075.76
Peters	Amanda	PHD Teacher	Extra Duty	ESY PHD ITIN -TESA - DCTC	7/6/2020	7/6/2020	4	1	4	46.02	184.08
Pitzl	Hannah	Classroom Assistant	Extra Duty	ESY DHH RES-LINCOLN CTR	7/6/2020	7/30/2020	16	3.5	56	18.41	1030.96
Rank	Christina	Classroom Assistant	CA	CEC ESY Classroom Assistant	7/6/2020	7/30/2020	16	3.5	56	18.01	1008.56
Rao	Anjoli	Program Assistant	PA	Assisting teacher (Sharri McGibbon) w/ESY	7/6/2020	7/30/2020	16	3.5	56	19.21	1075.76
Rasmussen	Shannon	DHH - Teacher	Extra Duty	ESY DHH RES-LINCOLN CTR	7/6/2020	7/30/2020	16	3.5	56	55.63	3115.28
Rodamaker	Kacy	Classroom Assistant	CA	CEC ESY Classroom Assistant	7/6/2020	7/30/2020	16	3.5	56	18.01	1008.56
Rohr	Dawn	Program Assistant	PA	Assisting teacher (Jocelyn Thompson) w/ESY	7/6/2020	7/30/2020	16	3.5	56	21.23	1188.88
Ross	Alyssa	SPED Teacher	Teacher	Teaching for ESY	7/6/2020	7/30/2020	16	3.5	56	45.76	2562.56
Sanderson	Emily	Classroom Assistant	CA	CEC ESY Classroom Assistant	7/6/2020	7/30/2020	16	3.5	56	18.01	1008.56
Sheppard	Tina	Program Assistant	Extra Duty	ESY DHH RES-LINCOLN CTR	7/6/2020	7/30/2020	16	3.5	56	21.73	1216.88
Sorenson	Karisa	Program Assistant	PA	JSC Summer Session 2	7/6/2020	8/6/2020	24	6.75	162	18.01	2917.62
Steller	Nate	SPED Teacher	Teacher	ESY	7/6/2020	7/30/2020	16	3.5	56	33.83	1894.48
Stephens	Dawn	SPED Teacher	Teacher	Dawn will be supervising Jocelyn for Jocelyn's teaching license.	7/6/2020	7/30/2020	4	3	12	39.2	470.28
Swanson	Amber	Classroom Assistant	CA	CEC ESY Classroom Assistant	7/6/2020	7/30/2020	16	3.5	56	18.01	1008.56
Tendrich	Sonia	DHH - Teacher	Extra Duty	ESY DHH RES-LINCOLN CTR	7/6/2020	7/30/2020	16	3.5	56	47.26	2646.56
Thompson	Jocelyn	SPED Teacher	Teacher	Teaching during ESY	7/6/2020	7/30/2020	16	3.5	56	31.78	1682.8
Thorson	Bethany	Classroom Assistant	CA	CEC ESY Classroom Assistant	7/6/2020	7/30/2020	16	3.5	56	18.41	1030.96

Tuvey	Sara	SPED Teacher	Teacher	CEC ESY Teacher	7/6/2020	7/30/2020	16	3.5	56	54.62	3058.72
Waldhauser	Sarah	Program Assistant	PA	CEC ESY Program Assistant	7/6/2020	7/30/2020	16	3.5	56	18.41	1030.96
Wilkin	Christina	SPED Teacher	Teacher	CEC ESY Teacher	7/6/2020	7/30/2020	16	3.5	56	33.83	1894.48
Wittstruck	Samantha	Program Assistant	PA	JSC Summer Session 2	7/6/2020	8/6/2020	24	7.5	180	18.41	3313.8
Peterson	Sheri	SPED Teacher	Moves	Moving classroom at CVE	7/8/2020	7/8/2020	1	4	4	20	80
Taylor	Annie	DHH - Teacher	Moves	Moving DHH programs and offices	7/8/2020	8/21/2020	1	8	8	20	160
Garding	Thomas	SPED Teacher	Extra Duty	Planning/team building	7/13/2020	8/21/2020	3	2	6	32.89	187.68
Just	Anne	SPED Teacher	Extra Duty	Planning/team building	7/13/2020	8/21/2020	3	2	6	34.33	205.98
Kruse	Sarah	Classroom Assistant	CA	CEC Substitute Classroom Assistant	7/13/2020	7/15/2020	3	4	12	18.01	216.12
Martin	Kim	SPED Teacher	Teacher	Planning/team building	7/13/2020	8/21/2020	3	2	6	51.05	306.3
Pearson	Norelle	Classroom Assistant	CA	ESY Substitute for K. Goeser	7/13/2020	7/16/2020	3	3	9	18.41	165.69
Randol	Jessica	SPED Teacher	Extra Duty	Planning/team buildin	7/13/2020	8/21/2020	3	2	6	35.4	201
Rutter	Catherine	Classroom Assistant	CA	D/HH Intervener for AJ Beal (409)	7/13/2020	7/30/2020	12	3.5	42	18.01	756.42
Steller	Nate	SPED Teacher	Teacher	Planning/team building	7/13/2020	8/21/2020	3	2	6	33.83	193.08
Szoka	Brenda	SPED Teacher	Teacher	Planning/team building	7/13/2020	8/21/2020	3	2	6	53.6	321.6
Waters	Brian	SPED Teacher	Extra Duty	Planning/team building	7/13/2020	8/21/2020	3	2	6	32.69	188.46
Savage	Dawn	SLI - Interpreter	Extra Duty	Interp for D/HH staff for Summer Institute	7/20/2020	8/12/2020	5	5	25	30.74	768.5
Toay	Gretchen	SLI - Interpreter	Extra Duty	Interp for D/HH staff for Summer Institute	7/20/2020	8/12/2020	5	5	25	27.64	691
Hanson	Cindy	SPED Teacher	Extra Duty	Inatkes	7/27/2020	7/28/2020	2	1.25	2.5	59.59	148.98
O'Neil	Diana	SPED Teacher	Extra Duty	Intakes	7/27/2020	7/27/2020	1	1	1	53.6	53.6
GABBERT	KIRSTIE	SPED Teacher	Extra Duty	Working on structures for middle school students, including reinforcement programs and classroom structures.	7/29/2020	8/20/2020	2	3	6	32.51	195.06
MCGIBBON	SHARRI	SPED Teacher	Extra Duty	Working on structures for middle school students, including reinforcement programs and classroom structures.	7/29/2020	8/20/2020	2	3	6	28.95	173.7
RETZLAFF	BILLIE	BCBA	Extra Duty	Working on structures for middle school students, including reinforcement programs and classroom structures.	7/29/2020	8/20/2020	2	3	6	42.94	257.64
ROSS	ALYSSA	SPED Teacher	Extra Duty	Work on structures for middle school students, including reinforcement programs and classroom structures.	7/29/2020	8/20/2020	2	3	6	45.76	274.56
Cochran	Jim	SPED Teacher	Extra Duty	Intake Meeting	7/30/2020	7/30/2020	1	2	2	57.8	115.6
Bray	Laura	SLP - Speech Language Pathology	Prof. Dev.	KEP Assessment Training	8/1/2020	8/31/2020	2	3	6	54.5	327
Clark	Emily	DHH - Teacher	Prof. Dev.	KEP Assessment Training	8/1/2020	8/31/2020	2	3	6	35.02	210.12
Fleming	Angelita	SLP - Speech Language Pathology	Training	Training on AT for the LEC staff	8/1/2020	8/31/2020	1	2	2	51.05	102.1
Garlough	Elizabeth	Mental Health Practitioner	Training	Training on AT for the LEC staff	8/1/2020	8/31/2020	1	2	2	40.97	81.94
NEWQUIST	MATT	BCBA	Extra Duty	Nurture Heart Online Prep Training	8/1/2020	8/28/2020	2	6	12	45.41	544.92
NOVY	RACHEL	Lead Teacher	Extra Duty	Nurtured Heart Online Prep Training	8/1/2020	8/28/2020	2	6	12	51.05	612.6
NOVY	RACHEL	Lead Teacher	Lead Teacher	planning	8/1/2020	6/3/2021	50	2	100	51.05	5105
Rasmussen	Shannon	DHH - Teacher	Prof. Dev.	KEP Assessment Training	8/1/2020	8/31/2020	2	3	6	55.63	333.78
Sheppard	Tina	Program Assistant	Prof. Dev.	KEP Assessment Training	8/1/2020	8/31/2020	2	3	6	21.73	130.38
Stadelman	Mary	Program Assistant	Prof. Dev.	KEP Assessment Training	8/1/2020	8/31/2020	2	3	6	19.21	115.26

Boehmer	Amanda	SPED Teacher	Training	Training on Vision Program - The JSC will be using chromebooks in place of the desktops - Training on AT	8/26/2020	9/30/2020	2	3	6	36.42	218.52
ARMSTRONG	LAURA	Social Worker	Extra Duty	Planning to increase licensed staff (casemanaging roles w/new teacher, scheduling paras & realignment of co-teaching model.	8/3/2020	8/28/2020	4	8	32	50.78	1624.96
Ho	Melissa	Nurse	Extra Duty	Intakes, Health Forms, COVID Planning	8/3/2020	8/28/2020	10	2	20	34.89	697.8
HOELSCHER	JUSTIN	SPED Teacher	Extra Duty	Planning to increase licensed staff (casemanaging roles w/new teacher, scheduling paras & realignment of co-teaching model.	8/3/2020	8/28/2020	4	8	32	30.29	969.28
HOELSCHER	JUSTIN	Lead Teacher	Lead Teacher	Lead teacher duties & COVID planning	8/3/2020	8/28/2020	3	6	18	30.29	545.22
PETERSON	JUSTIN	Other	Extra Duty	District wide deliveries.	8/3/2020	6/30/2021	176	5	880	15.81	13912.8
REDFIELD	COLLEEN	SPED Teacher??	Extra Duty	Planning to move 2.5 teachers @ CASE & the increase in licensed staff (case managing roles with new teacher), scheduling paras & realigning of co-teaching model for subjects w/students.	8/3/2020	8/28/2020	4	8	32	18.41	589.12
Savage	Dawn	SLI - Interpreter	Extra Duty	Refresher	8/3/2020	8/3/2020	1	4	4	30.74	122.96
Toay	Gretchen	SLI - Interpreter	Extra Duty	Refresher	8/3/2020	8/3/2020	1	4	4	27.64	110.56
WINBLAD	HEATHER	SPED Teacher	Extra Duty	Planning to increase licensed staff (casemanaging roles w/new teacher, scheduling paras & realignment of co-teaching model.	8/3/2020	8/28/2020	4	8	32	32.97	1055.04
Ciodaru	Jayne	Psychologist	Training	Behavior Tools Training	8/4/2020	8/7/2020	4	8	32	37.61	1203.52
Karnes	Emma	Classroom Assistant	CA	Post-ESY Material Pick-up	8/4/2020	8/4/2020	1	3	3	18.41	55.23
Knutson	Shanna	Psychologist	Training	Behavior Tools Training	8/4/2020	8/7/2020	4	8	32	60.78	1944.96
Novy	Rachel	SPED Teacher	Training	Behavior Tools Training	8/4/2020	8/7/2020	4	8	32	51.05	1633.6
Rodamaker	Kacy	Classroom Assistant	CA	Post-ESY Material Pick-up	8/4/2020	8/4/2020	1	3	3	18.01	54.03
ROSS	ALYSSA	SPED Teacher	Training	NE Metro 916 Summer Workshop	8/4/2020	8/6/2020	3	1.5	4.5	45.76	205.92
Ho	Melissa	Nurse	Extra Duty	Participate in Health Associate Interviews	8/5/2020	8/31/2020	4	1	4	34.89	139.56
Mattice	Cathy	Lead Teacher	Lead Teacher	Special Projects- additional hours	8/11/2020	8/30/2020	5	5	25	53.6	1340
Petersen	Jennifer	Mental Health Practitioner	Training	Trauma Training	8/11/2020	8/11/2020	1	6	6	54.67	328.02
Peters	Amanda	Lead Teacher	Training	Google Training	8/12/2020	8/12/2020	1	6	6	46.02	276.12
Collins	Ashley	SPED Teacher	Extra Duty	Inatakes	8/17/2020	8/17/2020	1	6	6	30.53	183.18
Rick	Kathleen	SLP - Speech Language Patho	Extra Duty	Virtual student intake meetings	8/17/2020	8/19/2020	2	2	4	32.52	130.08
Adolphson	Mary	Program Assistant	Training	PBIS New Team Creation/training for LEC and planning meeting	8/19/2020	8/19/2020	1	3.5	3.5	18.81	65.835
Buttedal	Alex	SPED Teacher	Training	PBIS New Team Creation/training for LEC and planning meeting	8/19/2020	8/19/2020	1	3.5	3.5	32.69	114.415
Garlough	Elizabeth	Occupational Therapist	Training	PBIS New Team Creation/training for LEC and planning meeting	8/19/2020	8/19/2020	1	3.5	3.5	40.97	143.395
Hurla	Amy	Mental Health Practitioner	Training	PBIS New Team Creation/training for LEC and planning meeting	8/19/2020	8/19/2020	1	3.5	3.5	33.83	118.405

Lazaretti	Kearston	Classroom Assistant	Training	PBIS New Team Creation/training for LEC and planning meeting	8/19/2020	8/19/2020	1	3.5	3.5	18.41	64.435
Rix	Melanie	Lead Teacher	Training	PBIS New Team Creation/training for LEC and planning meeting	8/19/2020	8/19/2020	1	3.5	3.5	51.05	178.675
Settell	Mariah	Program Assistant	Training	PBIS Training	8/19/2020	8/19/2020	1	3.5	3.5	18.41	
Tarmann	Phillip	Mental Health Practitioner	Training	PBIS New Team Creation/training for LEC and planning meeting	8/19/2020	8/19/2020	1	3.5	3.5	46.28	161.98
Bartholomaus	Keith	DAPE Teacher	Prof. Dev.	Cognitive Coach Trainer Training	8/20/2020	8/21/2020	2	8	16	58.09	929.44
Blaschka	Amy	Mental Health Practitioner	Prof. Dev.	Cognitive Coach Trainer Training	8/20/2020	8/21/2020	2	8	16	34.82	557.12
Heidemann	Jana	SLP - Speech Language Patho	Prof. Dev.	Cognitive Coach Trainer Training	8/20/2020	8/21/2020	2	8	16	53.6	857.6
Hjermstad	Karen	Occupational Therapist	Prof. Dev.	Cognitive Coach Trainer Training	8/20/2020	8/21/2020	2	8	16	53.6	857.6
Kent	Lisa	DHH - Teacher	Prof. Dev.	Cognitive Coach Trainer Training	8/20/2020	8/21/2020	2	8	16	35.08	561.28
Mares	Craig	SPED Teacher	Prof. Dev.	Cognitive Coach Trainer Training	8/20/2020	8/21/2020	2	8	16	59.26	948.16
Herzog	Christine	Mental Health Practitioner	Extra Duty	ECSE TEA Intake Meetings	8/21/2020	8/21/2020	1	1.5	1.5	39.18	58.77
Petersen	Jennifer	Mental Health Practitioner	Extra Duty	ECSE TEA Intake Meetings	8/21/2020	8/21/2020	1	1.5	1.5	54.67	82.01
Taldone	Jessica	SPED Teacher	Extra Duty	ECSE TEA Intake Meetings	8/21/2020	8/21/2020	1	1.5	1.5	0	
Henry	Kathleen	Mental Health Practitioner	Training	Training on new web based mental health paperwork	8/24/2020	8/24/2020	1	6	6	40.53	243.18
OPSETH	RACHAEL	Other	Teacher	STUDENT INTAKES	8/24/2020	8/28/2020	2	3	6	33.83	202.98
Wilson	Lori	SPED Teacher	Extra Duty	Student IEP meeting	8/24/2020	8/24/2020	1	1	1	35.21	35.21
Savage	Dawn	SLI - Interpreter	Extra Duty	Interp for DHH resource staff - mtgs/insvcs	8/26/2020	6/10/2021	15	2	30	30.74	922.2
Toay	Gretchen	SLI - Interpreter	Extra Duty	Interp for DHH resource staff - mtgs/insvcs	8/26/2020	6/10/2021	50	2	100	27.64	2764
Carnevale	Michael	Classroom Assistant	Training	Nurtured Heart Training	8/27/2020	8/27/2020	1	5	5	18.81	94.05
Eddy	Dillon	Program Assistant	Training	Nurtured Heart Training	8/27/2020	8/27/2020	1	5	5	18.41	92.05
Flannery	Elizabeth	Classroom Assistant	Training	Nurtured Heart Training	8/27/2020	8/27/2020	1	5	5	18.41	92.05
Helm	Heidi	SPED Teacher	Prof. Dev.	Cognitive Coach Trainer Training	8/27/2020	8/28/2020	2	8	16	53.6	857.6
Hurla	Amy	Mental Health Practitioner	Training	Nurtured Heart Training	8/27/2020	8/27/2020	1	5	5	33.83	169.15
Jones	Kelly	Classroom Assistant	Training	Nurtured Heart Training	8/27/2020	8/27/2020	1	5	5	18.01	90.05
Lazaretti	Kearston	Program Assistant	Training	Nurtured heart training	8/27/2020	8/27/2020	1	5	5	18.41	92.05
Payne	Emily	SPED Teacher	Training	Byer	8/27/2020	8/27/2020	1	6	6	30.54	183.24
Reuder	Kathryn	Classroom Assistant	Training	Nurtured Heart Training	8/27/2020	8/27/2020	1	5	5	18.41	92.05
Riesgraf	Amy	Mental Health Practitioner	Training	Nurtured Heart Training	8/27/2020	8/27/2020	1	5	5	41.42	207.1
Rix	Melanie	Lead Teacher	Training	Byer	8/27/2020	8/27/2020	1	6	6	54.28	325.68
Scherer	Amber	SPED Teacher	Training	Byer	8/27/2020	8/27/2020	1	6	6	28.96	173.76
Swanson	Brett	Classroom Assistant	Training	Nurtured Heart Training	8/27/2020	8/27/2020	1	5	5	18.01	90.05
Tarmann	Phillip	Mental Health Practitioner	Training	Byer	8/27/2020	8/27/2020	1	6	6	46.28	277.68
Wilkerson	Becky	Program Assistant	Training	Nurtured Heart Training	8/27/2020	8/27/2020	1	5	5	18.81	94.05
Wilson	Lori	SPED Teacher	Training	Byer	8/27/2020	8/27/2020	1	6	6	35.21	211.26
Biegler	Pam	Other	Teacher	Coordinating online program	8/31/2020	6/11/2021	82	2	164	48.05	7880
Martin	Kim	SPED Teacher	Extra Duty	Nurtured heart trainer	8/31/2020	6/10/2021	82	4	328	51.05	16744.4
Monson	Jodi	SLI - Interpreter	Extra Duty	Captioning/interpreting workshop wk videos	8/31/2020	9/3/2020	4	2	8	25	200
Tarmann	Phillip	Mental Health Practitioner	Extra Duty	Time to complete diagnostic assessments	9/1/2020	6/11/2021	8	5	40	46.28	1851.2
Waletski	Gregory	SLI - Interpreter	Extra Duty	Interp for DHH resource staff - mtgs/insvcs	9/1/2020	6/10/2021	2	1	2	25	50

Berger	Amanda	Student Assistant	SA	Morgan Schulz	9/3/2020	6/10/2021	172	7	1204	18.01	21684.04
Bowen	Ryo	Student Assistant	SA	Student Assistant - Dist 194 Stu F Schaffer	9/3/2020	6/10/2021	175	7.25	1268.8	18.41	23357.69
Cecchini	Lisa	Student Assistant	SA	Hallie Thone	9/3/2020	6/10/2021	175	6.75	1181.3	18.01	21274.31
Fancher-White	Meredith	Student Assistant	SA	Adrian (AJ) Beal	9/3/2020	6/11/2021	171	7.25	1239.8	19.21	23815.6
Lane	Alicia	Student Assistant	SA	Student Assistant - Dist 271 Stu A Miller	9/3/2020	6/10/2021	172	7.25	1247	18.01	22458.47
Lawrence	Mary	Student Assistant	SA	Justin Lukash	9/3/2020	6/10/2021	175	6.75	1181.3	18.81	22219.31
Pitzl	Hannah	Classroom Assistant	CA	***Hannah Pitzl is a Classroom Assistant that works M, T, Th, F with Wednesdays off (total of 136 days for the school year) and will need a TWA as her hours on Tuesdays (8:00 a.m. - 3:00 p.m.)***	9/3/2020	6/10/2021	136	6.75	918	18.41	16900.38
Blaschka	Amy	Mental Health Practitioner	Extra Duty	Hours to complete Diagnostic Assessments	9/8/2020	6/11/2021	6	5	30	34.83	1044.9
David	Christine	Mental Health Practitioner	Extra Duty	Time to complete diagnostic assessments	9/8/2020	6/11/2021	8	5	40	36.03	1441.2
Henry	Kathleen	Mental Health Practitioner	Extra Duty	Time to complete Diagnostic Assessments	9/8/2020	6/11/2021	8	5	40	40.53	1621.2
Hurla	Amy	Mental Health Practitioner	Extra Duty	Time to complete diagnostic assessments	9/8/2020	6/11/2021	7	5	35	33.83	1184.05
Lamphere	Anna	Mental Health Practitioner	Extra Duty	Time to complete student diagnostic assessments	9/8/2020	6/11/2021	10	5	50	53.6	2680
Larsen	Betsy	SPED Teacher	Teacher	Joseph Finley (403) Homebound	9/8/2020	6/11/2021	38	1.25	47.5	54.28	2578.3
Larsen	Betsy	SPED Teacher	Teacher	Aiden Simones (416) - Homebound	9/8/2020	6/11/2021	38	1.25	47.5	54.28	2578.3
Baker	Breanna	Nurse	Extra Duty	COVID Related hours	9/14/2020	11/30/2020	15	4	60	29.11	1746.6
Ho	Melissa	Nurse	Extra Duty	Extra Duty due to COVID	9/15/2020	1/15/2021	60	1	60	34.89	2093.4
Sixl	Susanne	Health Associate	SA	One on One HA for AW	9/17/2020	6/10/2021	70	6.75	472.5	28.75	13584.38
Boehmer	Amanda	SPED Teacher	Extra Duty	Behavioral Tools trainer prep	9/25/2020	9/28/2020	1	7	7	36.42	254.94
Burgio	Michael	SPED Teacher	Extra Duty	Behavioral tools training prep	9/30/2020	10/30/2020	2	3.5	7	53.9	377.3
Novy	Rachel	Lead Teacher	Extra Duty	Behavioral tools training prep	9/30/2020	10/30/2020	2	3.5	7	51.05	357.35
Black	Rebecca	Program Assistant	Extra Duty	Caregiver Support Group	10/1/2020	6/30/2021	6	2	12	20.02	240.24
Richard	Lisa	Student Assistant	SA	SA for Patrick Bickel	10/5/2020	6/11/2021	151	7	1057	18.01	19036.57
Beinbrech	Alicia	SLI - Interpreter	Extra Duty	Interp for Dist 271 Stu M Brian-Conference	10/13/2020	10/13/2020	1	2	2	25	50
Larsen	Betsy	SPED Teacher	Teacher	Covering for LNHS DASH Teacher	10/19/2020	6/8/2021	153	2	318R	54.28	17261.04
McNamara Rachuy	Becky	Other	Teacher	sub for Scott Teckey	10/19/2020	12/11/2020	36	8	288	25	7200
Calander-Roll	Marissa	Classroom Assistant	Training	MN Deaf-Blind Intervener Training	10/23/2020	3/31/2021	12	4.25	51	18.41	938.91
Craig	Rachel	Classroom Assistant	Training	MN Deaf-Blind Intervener Training	10/23/2020	3/31/2021	12	4.25	51	20.02	1021.02
Lane	Alicia	Student Assistant	Training	MN Deaf-Blind Intervener Training	10/23/2020	3/31/2021	12	4.25	51	18.01	918.51
Strong	Samantha	Classroom Assistant	Training	MN Deaf-Blind Intervener Training	10/23/2020	3/31/2021	12	4.25	51	18.01	918.51
BUCKINGHAM	GWEN	Nurse	Extra Duty	weekend.	11/14/2020	11/15/2020	2	2	4	45.53	182.12
Waletski	Gregory	SLI - Interpreter	Extra Duty	Interp aft sch act-Upward Bound-Dist 197 Stu ECR	12/12/2020	5/28/2021	13	2	26	25	650
Kettler	Kathryn	Mental Health Practitioner	Extra Duty	Time to complete Diagnostic Assessments for students	1/4/2021	6/11/2021	3	5	15	36.42	546.3
KOPROWICZ-SCHWARZ	JOHANNA	Student Assistant	SA	SA FOR CARSON WINTERS	1/4/2021	6/10/2021	123	7.25	891.75	18.27	16292.27
Hurla	Amy	Mental Health Practitioner	Training	Prep time for MH trainings	1/11/2021	6/11/2021	5	1	5	33.83	169.15

Kettler	Kathryn	Mental Health Practitioner	Training	Prep time for MH trainings	1/11/2021	6/11/2021	5	1	5	36.42	182.1
Lamphere	Anna	Mental Health Practitioner	Training	Prep time for MH trainings	1/11/2021	6/11/2021	5	1	5	53.6	268
Ellis	Andrea	Health Associate	Extra Duty	COVID saliva Testing at AEC	1/18/2021	1/18/2021	1	5	5	25.87	129.35
Fleming	Angelita	SLP - Speech Language Patho	Training	Prep time for AT training	1/18/2021	1/18/2021	1	0.75	0.75	51.05	38.29
Garlough	Elizabeth	Occupational Therapist	Training	Prep time for AT training	1/18/2021	1/18/2021	1	0.75	0.75	40.97	30.73
Hills	Hannah	Classroom Assistant	Extra Duty	Helping with COVID Testing	1/18/2021	1/18/2021	1	5	5	19.09	94.45
Hemminger	Jenae	Classroom Assistant	CA	Stay late w/student (late transportation) & behavior debrief	2/8/2021	2/12/2021	2	1	2	18.27	36.54
STORLIE	AMANDA	Program Assistant	Extra Duty	Attending an equity meeting.	2/10/2021	6/9/2021	17	1	17	20.9	355.3
Helm	Heidi	SPED Teacher	Teacher	Working instead of using Flex Week	2/12/2021	2/19/2021	5	8	40	53.6	2144
Lamphere	Anna	Mental Health Practitioner	Extra Duty	Complete Diagnostic Assessments on new students	3/1/2021	6/10/2021	2	5	10	53.6	536
Stanley	Patty	SLI - Interpreter	Extra Duty	Interp for D/HH students	3/1/2021	6/10/2021	68	0.5	34	27.64	939.76
Huddle	Coralee	Classroom Assistant	CA	Stayed late for student supervision during IEP mtg.	3/2/2021	3/2/2021	1	0.5	0.5	19.09	9.55
Karnes	Emma	Program Assistant	PA	Stayed late for student supervision	3/2/2021	3/8/2021	2	0.5	1	19.09	19.09
Reding	Nicholas	Classroom Assistant	CA	Supervision of student during IEP meeting	3/2/2021	3/2/2021	1	0.5	0.5	19.09	9.55
Schaller	Melissa	Other	Extra Duty	acting superintendent for intermittent leave situation	3/8/2021	6/30/2021R	18	4	72	82	5904
Arneson	Brenda	Other	Training	Skills check off for medical students	3/10/2021	6/4/2021	20	3	120	30	1800
Alexander	Bruce	Custodian	Extra Duty	Delivering materials to various sites/programs.	4/12/2021	6/30/2021	26	6	156	18.77	2928.12
Manninen	Melanie	Sped teacher	Extra Duty	PCMA trainer prep	4/15/2021	6/24/2021	7	3	21	51.05	1072.05
Crawford	Daniel	Classroom Assistant	CA	Currently on FMLA w/pay, but works one day a week on Wednesdays	4/21/2021	6/10/2021	8	7	42	18.68	784.56
Velure	Kay	Admin. Assistant	Extra Duty	Picking up attendance and breakfast/lunch detail, ESY, daily office tasks,etc. in absence of Janell. Up to 8 hrs. a week through end of year.	4/25/2021	6/30/2021	20	4	80	34.17	2733.6
Arrigoni	Trista	Other	Teacher	LTS Counselor	5/10/2021	5/11/2021	2	6	12	29.66	12
Vetters	Erin	Classroom Assistant	Extra Duty	Captioning pre-recorded videos for staff recognition	5/12/2021	6/10/2021	5	2	10	19.09	190.9
Newquist	Matthew	BCBA	Extra Duty	PCM Trainer Prep	5/18/2021	5/18/2021	1	4	4	45.41	181.64
Bauer	Beverly	Program Assistant	Training	Control Tactics Training	5/19/2021	5/19/2021	1	0.5	0.5	24.27	12.14
Bourdon	Carl	Program Assistant	Training	Control Tactics Training	5/19/2021	5/19/2021	1	0.75	0.75	19.5	14.63
Epps	Dawn	SPED Teacher	Training	Control Tactics Training	5/19/2021	5/19/2021	1	0.5	0.5	48.62	24.31
Hendricks	Peter	DAPE Teacher	Training	Control Tactics Training	5/19/2021	5/19/2021	1	0.5	0.5	56.59	28.3
Sorensen	Karisa	Program Assistant	Training	Control Tactics Training	5/19/2021	5/19/2021	1	1.5	1.5	18.68	28.02
Kneer	Amber	Program Assistant	Extra Duty	PCMA trainer prep	5/25/2021	6/24/2021	7	3	21	21.81	458.01
Zickrick	Michael	SPED Teacher	Extra Duty	PCMA Trainer prep	5/25/2021	6/24/2021	7	3	21	53.6	1125.6
Abdulkadir	Joan	Program Assistant	Extra Duty	Assisting a student at FHS Graduation	6/4/2021	6/4/2021	1	4	4	22.88	91.52
Toay	Gretchen	SLI - Interpreter	Extra Duty	Interp graduation ceremony for student	6/10/2021	6/11/2021	1	3	3	27.64	82.92
Anderson	Nicole	Program Assistant	Extra Duty	Picking up distance learners technology	6/11/2021	6/11/2021	1	5	5	19.09	95.45
Bauer	Beverly	Program Assistant	PA	Summer Session 1	6/11/2021	6/14/2021	2	7	14	24.27	339.78
Boehmer	Amanda	SPED Teacher	Teacher	Summer Session 1	6/11/2021	6/22/2021	7	8	56	36.42	2039.52
Bourdon	Carl	Program Assistant	PA	Summer Session 1	6/11/2021	6/21/2021	7	7.5	52.5	19.5	1023.75
Canedy	Lexi	Program Assistant	Extra Duty	Picking up distance learners technology	6/11/2021	6/11/2021	1	5	5	19.09	95.45

Epps	Dawn	SPED Teacher	Teacher	Summer Session 1	6/11/2021	6/22/2021	7	8	56	48.62	2722.72
Helm	Heidi	SPED Teacher	Teacher	Summer Session 1	6/11/2021	6/22/2021	7	8	56	53.6	3001.6
Sorensen	Karisa	Program Assistant	PA	Summer Session 1	6/11/2021	6/21/2021	5	6.75	33.75	18.68	630.45
Anderson	Tracie	BCBA	Extra Duty	Continuous Improvement Meeting	6/14/2021	6/14/2021	1	8	8	37.15	297.2
Blackert	Tara	Other	Extra Duty	Continuous Improvement Meeting	6/14/2021	6/14/2021	1	8	8	54.67	437.36
Hankes	Kelly	BCBA	Extra Duty	Continuous Improvement Meeting	6/14/2021	6/14/2021	1	8	8	38.18	305.44
Hoelscher	Justin	Lead Teacher	Lead Teacher	Continuous Improvement Meeting	6/14/2021	6/14/2021	1	8	8	30.29	242.32
Marple	Monique	BCBA	Extra Duty	Continuous Improvement Meeting	6/14/2021	6/14/2021	1	8	8	35.72	285.76
Mattos	Patricia	Other	Teacher	Enrollment work for DCALS	6/14/2021	6/30/2021	10	3	30	60.79	1823.7
Newquist	Matt	BCBA	Extra Duty	Continuous Improvement Meeting	6/14/2021	6/14/2021	1	8	8	45.41	363.28
Novy	Rachel	Lead Teacher	Lead Teacher	Continuous Improvement Meeting	6/14/2021	6/14/2021	1	8	8	51.05	408.4
Radant	Hannah	SPED Teacher	Extra Duty	Equity Audit & Review	6/14/2021	6/14/2021	1	8	8	55.32	442.56
Renken	Wendi	Lead Teacher	Extra Duty	Equity audit & review	6/14/2021	6/14/2021	1	8	8	53.6	428.8
Retzlaff	Billie	BCBA	Extra Duty	Continuous Improvement Meeting	6/14/2021	6/14/2021	1	8	8	42.95	343.6
Rix	Melanie	Lead Teacher	Lead Teacher	Data Collection / CIMP related	6/14/2021	6/14/2021	1	8	8	54.28	434.24
Taldone	Jessica	SPED Teacher	Training	Conscious Discipline Trainng	6/14/2021	6/15/2021	2	6	12		
Taldone	Jessica	SPED Teacher	Training	Happily Ever After	6/14/2021	6/15/2021	2	3	6		
Wilkin	Christina	DHH - Teacher	Teacher	Intake meeting	6/14/2021	6/14/2021	1	1.5	1.5	33.83	50.75
Taldone	Jessica	SPED Teacher	Training	CD Training	6/15/2021	6/15/2021	1	6	6		
Frisque	Sherilyn	Vision-TVI	Teacher	ESY VI ITIN JUNE HRS	6/21/2021	6/30/2021	8	6.5	65	59.59	3873.35
Kaufman	Amy	Vision-TVI	Teacher	ESY VI ITIN JUNE HRS	6/21/2021	6/30/2021	4	2	8	59.59	476.72
Larson	Abigail	Vision-TVI	Teacher	ESY VI ITIN JUNE HRS	6/21/2021	6/30/2021	4	1	4	32.69	130.76
Wood	Fran	Vision-TVI	Teacher	ESY VI ITIN JUNE HRS	6/21/2021	6/30/2021	2	2	4	48.28	193.12
Taldone	Jessica	SPED Teacher	Training	ECSE Team Meeting	6/28/2021	6/28/2021	1	3	3		
Taldone	Jessica	SPED Teacher	Training	ECSE Planning	6/28/2021	6/28/2021	1	3	3		

Estimated total TWA's 2020-2021 \$ 685,650.20

TO: School Board Members
FROM: Dr. Michael Favor
DATE: July 15, 2021
RE: Renewal of Memberships

The renewal rates for the following memberships are listed below.

Memberships	2020	2021	2022
Metro ECSU	\$700	\$700	\$700
AMSD	\$3,700	\$3,700	\$3,700
MSBA Membership Dues	\$5,384	\$5,653	\$5,936
BoardBook Subscription Tier I		\$1,925	\$2,100
MSBA Policy Renewal	\$700	\$715	\$730

I recommend approval of these renewals for 2021-2022.

MF:ljb



Intermediate School District 917

1300 145th Street East
Rosemount, MN 55068-2999
Phone: (651) 423-8229
Fax: (651) 423-8781
www.isd917.org

Working in Partnership with Students, School Districts, Communities, and Industries

Dr. Michael Favor, Superintendent
Nicolle Roush, Executive Director of Business Services
Dr. Melissa Schaller, Executive Director of Student Services
Eric Van Brocklin, Principal of DCALS / Career Technical Center
Dr. Brooke Peterson, Director of Teaching and Learning

TO: School Board Members

FROM: Dr. Michael Favor

DATE: July 20, 2021

RE: Licensed and non-licensed Substitute Pay Rate 2021-2022

Our licensed substitute pay rate was \$25 per hour for teachers last year which is a daily rate of \$162.50 to \$175.

I recommend the substitute rates for 2021-2022 stay the same \$25 per hour for this upcoming year.

In comparing our daily rate salary to other districts, see below:

Inver Grove Heights	\$135
Farmington	\$143
Lakeville	\$135
Cannon Falls	\$120/140
Randolph	\$135 (\$16.875 per hour)
Rosemount/AV	\$135
WSP/Eagan	Teacher Full Day: \$180/day Teacher Half Day: \$115/half day Teacher Fridays: \$300/day Teacher Half Day Friday: \$150/half day

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

MF:ljb



Intermediate School District 917

Parent/Guardian & Student Handbook
Special Education Programs

2021-2022

1300 145th Street East • Rosemount, MN 55068



Dear Parents/Guardians and Students:

Welcome to Intermediate School District 917 special education programs. This handbook will provide you with important information for the 2021-2022 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 resident 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,

A handwritten signature in dark red ink, written in a cursive style, that reads "Melissa Schaller".

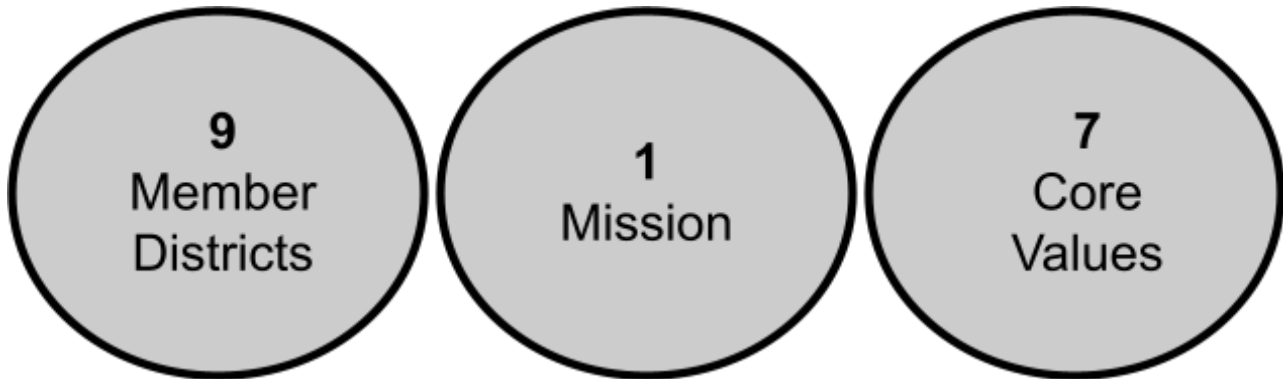
Melissa Schaller
Executive Director of Student Services

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SPECIAL EDUCATION OVERVIEW



The Mission Statement of Intermediate School District 917:

To serve our member 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.

Our Purpose in for Special Education:

Intermediate School District 917 serves students receiving special education services in low incidence areas as well as federal settings III and IV from our member school district in the southeastern Twin Cities metropolitan area. Students are referred by member school districts. Our programs and services are developed based on the needs of our member districts. Programs and services are provided for students birth through age 21 in a variety of settings and serve students with a wide-range of disabilities. Students receive high-levels of support in classrooms with low student-teacher ratios and specialized support teams in facilities with space specially designed to meet their needs.

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.

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 are provided individualized programming with high staff to student ratios customized to meet their unique needs. The program focuses on collaboration inclusive of educational, private, and community services to address each student's needs.

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.

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) Services in the itinerant program are delivered to learners in their neighborhood schools in member districts of ISD 917. They are also provided to learners in ISD 917 site-based programs. 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, and captioning are also available to learners as needed.

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. 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 them to function in a general classroom setting. As a student progresses, they spend more time in their home school setting. Student progress is monitored and assisted by a close working relationship with

the student's resident 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.

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 are provided with appropriate general and special education 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.

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 to assist with the implementation of 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 primarily with 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 delivered in member district school buildings. 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.

STUDENTS WITH UNIQUE NEEDS (SUN) This program provides services to students with unique needs who require a low staff-to-student ratio in a separate school site. 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 individualized setting 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 are also provided as needed.

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. There are three different classroom models to address the varying levels of student need. For students in kindergarten through age 21, they can be in a group or individualized setting. The group setting of approximately eight students is served by a team consisting of one teacher, one mental health practitioner/professional, and two paraprofessionals. The individualized setting serving six students, each with their own office space as well as a space for group work, is served by a team consisting of one teacher, one mental health practitioner/professional, and six paraprofessionals. Students aged 3 through 5 are served in a group of six students with one early childhood special education teacher, one mental health professional, and three paraprofessionals. Related services are provided as needed.

TRANSITION EDUCATION SERVICE ALTERNATIVE (TESA) The TESA program serves the transition needs of young adults ages 18-21. Staff, students, families, and community providers work together to identify the student's unique strengths, interests, 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, 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**Akin Road Elementary (PACES)**

5231 195th St W
Farmington, MN 55024
Main Office: 651-460-1700
Fax: 651-460-1710
School Hours: 7:40-2:10

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

14300 Biscayne Avenue West
Rosemount, MN 55068
Main Office: 651-423-8100
Fax: 651-423-8120
Attendance Line: 651-423-8100
School Hours IDEA/SUN: 7:45-2:10
School Hours CASE: 8:00-2:25

**Bloomington Transition Center (DASH,
SUN & TESA)**

2575 W 88th Street, Door 10
Bloomington, MN 55431
Main Office: 952-681-6118
Fax: 952-681-6179
School Hours: 7:45-2:20

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: 8:40-3:30

Cedar School (SUN)

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

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

Concord Education Center (SUN)

9015 Broderick Boulevard
Inver Grove Heights, MN 55076
Main Office: 612-902-9300
Fax: 612-902-9299
School Hours: 7:45-2:10

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

1300 145th Street East
Rosemount, MN 55068
Main Office: 651-423-8401
Fax: 651-423-8776
School Hours: 7:45-2:20

**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

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

421 Walnut Street
Farmington, MN 55024
Main Office: 651-252-2970
Fax: 651-463-8616
School Hours: 7:35-2:15

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: 8:10-2:55

Hastings High School (DASH)

200 General Sieben Drive
Hastings, MN 55033
Rm. B119: 651-480-7521
Rm. B118: 651-480-7520
Main Office: 651-480-7470
Fax: 651-480-7472
School Hours: 7:30-2:20

Inver Grove Heights Middle School (DHH)

8167 Cahill Avenue
Inver Grove Heights, MN 55076
Rm. 8208
Main Office: 651-306-7200
Fax: 651-306-7152
School Hours: 8:30-3:20

**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 & PACES)

19600 Ipava Avenue West
Lakeville, MN 55044
Rm. 243: 952-232-3756 (DASH)
Rm. 223: 952-232-3746 (PACES)
Main Office: 952-232-3600
Fax: 952-469-3367
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

Lincoln Center (DHH)

357 9th Avenue N.
South St. Paul, MN 55075
Rm. 135A
Main Office: 651-457-9426
Fax: 651-457-9423
School Hours: 8:20-2:55

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

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: 8:15-2:15

Pinecrest Elementary School (DASH)

975 12th Street W
Hastings, MN 55033
Rm. 42: 651-480-7320
Main Office: 651-480-7280
Fax: 651-480-7282
School Hours: 8:00-2:30

Pond Family Center (TEA)

9600 Pond Avenue South
Bloomington, MN 55420
Rm. 109: 952-681-6238
Main Office: 612-870-7422
Fax: 651-438-4985
School Hours: 9:25-1:25

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

Simley High School (DHH)

2920 80th Street East
Inver Grove Heights, MN 55076
Rm. WA217
Main Office: 651-306-7000
Fax: 651-306-7016
School Hours: 8:30-3:20

Two Rivers 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

SPECIAL EDUCATION ADMINISTRATION

Melissa Schaller, Executive Director of Student Services

Dakota County Technical College
1300 145th Street East
Rosemount, Minnesota 55068
Phone: 651-423-8204 Fax: 651-423-8776
Email: melissa.schaller@isd917.org

Julie Illa, Administrative Assistant to the Executive Director of Student Services and Director of Teaching and Learning

Dakota County Technical College
1300 145th Street East
Rosemount, Minnesota 55068
Phone: 651-423-8377 Fax: 651-423-8376
Email: julie.illa@isd917.org

Lynda Hurt, Information Management Assistant

Dakota County Technical College
1300 145th Street East
Rosemount, Minnesota 55068
Phone: 651-423-8255 Fax: 651-423-8776
Email: lynda.hurt@isd917.org

Brooke Peterson, Director of Teaching and Learning

Dakota County Technical College
1300 145th Street East
Rosemount, Minnesota 55068
Phone: 651-423-8202 Fax: 651-423-8776
Email: brooke.peterson@isd917.org

Taylor Thomas, Assistant Director-Audiology, Deaf/Hard of Hearing, Interpreters, Physical & Health Disabilities, Physical Therapy, & Visually Impaired

Lincoln Center
357 9th Avenue N.
South St. Paul, MN 55075
Phone : 651-306-3652
Email: taylor.thomas@isd917.org

Lori Klein, Dean-Audiology, Deaf/Hard of Hearing, Interpreters, Physical & Health Disabilities, Physical Therapy, & Visually Impaired

Concord Education Center
9015 Broderick Boulevard
Inver Grove Heights, MN 55076
Phone: 612-902-9323 Fax: 612-902-9299
Email: lori.klein@isd917.org

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

Lincoln Center
357 9th Avenue N.
South St. Paul, MN 55075
Phone : 651-457-9497
Email: loreen.bohnert@isd917.org

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

Concord Education Center
9015 Broderick Boulevard
Inver Grove Heights, MN 55076
Phone: 612-902-9331 Fax: 612-902-9399
Email: laura.schwanz@isd917.org

Shannon Brennan, Principal-CASE, IDEA, & SUN

Alliance Education Center
14300 Biscayne Avenue
Rosemount, Minnesota 55068
Phone: 651-423-8150 Fax: 651-423-8120
Email: shannon.brennan@isd917.org

Meghan Dobson, Dean-CASE, IDEA, & SUN

Alliance Education Center
14300 Biscayne Avenue West
Rosemount, Minnesota 55068
Phone: 651-423-8125 Fax: 651-423-8120
Email: meghan.dobson@isd917.org

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

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Rosemount, Minnesota 55068
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Concord Education Center
9015 Broderick Boulevard
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Phone: 612-902-9311 Fax: 612-902-9399
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9015 Broderick Boulevard
Inver Grove Heights, MN 55076
Phone: 612-902-9300 Fax: 612-902-9399
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Concord Education Center
9015 Broderick Trail
Inver Grove Heights, MN 55076
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9015 Broderick Trail
Inver Grove Heights, MN 55076
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1600 Highway 55
Hastings, Minnesota 55033
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Laura Kvamme, Dean-Anthony Louis, JSC, Options, TEA, & Speech/Language Pathology

Lebanon Education Center
5800 149th Street West
Apple Valley, MN 55124
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Sarah Easley, Administrative Assistant to the Assistant Director/Principal-Anthony Louis, JSC, Options, TEA, & Speech/Language Pathology

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Apple Valley, MN 55124
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DISTRICT CALENDARS**INTERMEDIATE SCHOOL DISTRICT 917****2021-2022 SCHOOL YEAR**

Date	Note
September 7, 2021	First Day for Students
October 21 - 22, 2021	No School for staff/students
November 2, 2021	Conferences/Elections <i>No School at Cedar School Only</i>
November 5, 2021	Staff inservice/conferences <i>No School for students (except Cedar)</i>
November 24, 2021	Staff inservice <i>No School for students</i>
November 25 – 26, 2021	Thanksgiving Break <i>No School</i>
December 23 - 31, 2021	Winter Break <i>No School</i>
January 17, 2022	Martin Luther King Jr. Day/Staff Development <i>No School</i>
January 21, 2022	Staff Development <i>No School</i>
February 21, 2022	President's Day <i>No School</i>
March 25, 2022	Staff Development (Special Education in session) <i>No School – CTE and DCALS only</i>
March 28 – April 1, 2022	Spring Break <i>No School</i>
April 8, 2022	Special Education Conferences (CTE & DCALS in session) <i>No School – Special Education only</i>
April 15, 2022	Spring Holiday <i>No School all staff</i>
May 30, 2022	Memorial Day <i>No School</i>
June 9, 2022	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
2021-2022 SCHOOL YEAR

Date	Note
September 7, 2021	First Day for Students <i>Grades 1 - 12</i>
October 21 - 22, 2021	Non-Student Day <i>No School</i>
November 12, 2021	Staff Development <i>No School</i>
November 24 – 26, 2021	Thanksgiving Break <i>No School</i>
December 3, 2021	Staff Development <i>No School</i>
December 23 - 31, 2021	Winter Break <i>No School</i>
January 17, 2022	Martin Luther King, Jr. Day Staff Development <i>No School</i>
January 28, 2022	Staff Development <i>No School</i>
January 31, 2022	Staff Development <i>No School</i>
February 21, 2022	President's Day <i>No School</i>
March 11, 2022	Staff Development <i>No School</i>
March 14, 2022	Staff Development <i>No School</i>
March 28 – April 1, 2022	Spring Break <i>No School</i>
May 30, 2022	Memorial Day <i>No School</i>
June 8, 2022	Last Student Day

D/HH Preschool and Elementary Resource Program/Lincoln Center Elementary follow this calendar.

INDEPENDENT SCHOOL DISTRICT 191, BURNSVILLE-EAGAN-SAVAGE
2021-2022 SCHOOL YEAR

Date	Note
September 8, 2021	First Day for Students <i>Except Kindergarten</i>
September 10, 2021	First Day for Kindergarten
October 4, 2021	Professional Day <i>No School</i>
October 21 - 22, 2021	MEA <i>No School</i>
November 1 - 3, 2021	Fall Conferences & Teacher Prep <i>No School</i>
November 25 – 26, 2021	Fall Break <i>No School</i>
December 23 - 31, 2021	Winter Break <i>No School</i>
January 17, 2022	Martin Luther King, Jr. Day <i>No School</i>
January 24, 2022	Professional Day <i>No School</i>
February 23 – 25, 2022	Spring Conferences & Teacher Prep <i>No School</i>
March 28 – April 1, 2022	Spring Break <i>No School</i>
April 25, 2022	Professional Day <i>No School</i>
May 30, 2022	Memorial Day <i>No School</i>
June 9, 2022	Last Student Day

INDEPENDENT SCHOOL DISTRICT 192, FARMINGTON
2021-2022 SCHOOL YEAR

Date	Note
August 30, 2021	First Day for Students
September 6, 2021	Labor Day <i>No School</i>
October 15, 2021	Flexible Learning Day
October 21-22, 2021	Education MN Conference <i>No School</i>
November 24 - 26, 2021	Thanksgiving Break <i>No School</i>
November 29, 2021	Staff Development <i>No School</i>
December 23, 2021 – January 2, 2022	Winter Break <i>No School</i>
January 17, 2022	Martin Luther King Jr. Day <i>No School</i>
January 18, 2022	Staff Development <i>No School</i>
February 18, 2022	Flexible Learning Day
February 21, 2022	President's Day <i>No School</i>
March 4, 2022	Staff Development <i>No School</i>
March 28 - April 1, 2022	Spring Break <i>No School</i>
April 15, 2022	Holiday Break <i>No School</i>
May 30, 2022	Memorial Day <i>No School</i>
May 31, 2022	Last Student Day <i>Elementary Only</i>
June 2, 2022	Last Student Day <i>Secondary 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
2021-2022 SCHOOL YEAR

Date	Note
September 8, 2021	First Day of School
October 6, 2021	Staff Development <i>Late Start</i>
October 20 - 22, 2021	Minnesota Education Convention <i>No School</i>
November 1, 2021	Staff Development <i>No School</i>
November 24 - 26, 2021	Fall Break <i>No School</i>
December 22, 2021 – January 3, 2022	Winter Break <i>No School</i>
January 17, 2022	Martin Luther King Day <i>No School</i>
January 31, 2022	Staff Development <i>No School</i>
February 21, 2022	President's Day <i>No School</i>
March 2, 2022	Staff Development <i>Late Start</i>
March 8, 2022	Digital Learning Day (<i>Grades 9, 10 & 12</i>) ACT Day (<i>Grade 11</i>)
March 25 - April 4, 2022	Spring Break <i>No School</i>
April 15, 2022	Staff Development <i>No School</i>
May 30, 2022	Memorial Day <i>No School</i>
June 9, 2022	Last Day of School

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

INDEPENDENT SCHOOL DISTRICT 195, RANDOLPH
2021-2022 SCHOOL YEAR

Date	Note
September 7, 2021	First Day for Students
October 20, 2021	Conferences <i>Early Dismissal at 12:30 p.m.</i>
October 21 - 22, 2021	MEA <i>No School</i>
November 24 – 26, 2021	Fall Break <i>No School</i>
December 22, 2021	Winter Break <i>Early Release at 12:30 p.m.</i>
December 23 - 31, 2021	Winter Break <i>No School</i>
January 17, 2022	Teacher Day <i>No School</i>
January 24, 2022	Teacher Day <i>No School</i>
February 18, 2022	Conferences <i>No School</i>
February 21, 2022	President's Day <i>No School</i>
March 28, 2022	Teacher Day <i>No School</i>
April 8, 2022	Staff Development <i>Early Release at 12:30 p.m.</i>
April 15, 2022	Good Friday Holiday <i>No School</i>
April 18, 2022	Spring Break <i>No School</i>
May 30, 2022	Memorial Day <i>No School</i>
June 2, 2022	Last Student Day

INDEPENDENT SCHOOL DISTRICT 196, ROSEMOUNT-APPLE VALLEY EAGAN
2021-2022 SCHOOL YEAR

Date	Note
September 8, 2021	First Day for Students 1-12
September 9, 2021	First Day for Kindergarten
October 1, 2021	Data analysis day for high school staff <i>No School grades 9-12</i>
October 8, 2021	Data analysis day for elementary and middle school staff, and high school conferences <i>No School grades K-12</i>
October 21 – 22, 2021	State Teachers Convention <i>No School</i>
November 4, 2021	Conferences (Elementary and Middle School) <i>No School K-8</i>
November 5, 2021	Staff Development for HS Staff <i>No School K-12</i>
November 25 – 26, 2021	Thanksgiving Break <i>No School</i>
December 3, 2021	Staff Development <i>No School</i>
December 24, 2021 – January 1, 2022	Winter Break <i>No School</i>
January 14, 2022	Data analysis day for high school staff <i>No School grades 9-12</i>
January 17, 2022	Martin Luther King, Jr. Day <i>No School</i>
January 21, 2022	Data analysis day for elementary and middle school staff, and high school conferences <i>No School grades K-12</i>
February 10, 2022	Conferences for elementary and middle schools <i>No School grades K-8</i>
February 11, 2022	Staff Development for high school staff <i>No School grades K-12</i>
February 21, 2022	President's Day <i>No School</i>
March 11, 2022	Staff Development for all staff <i>No School grades K-12</i>
March 21 – March 25, 2022	Spring Break <i>No School</i>
April 22, 2022	Data analysis day for all staff <i>No School grades K12</i>
May 30, 2022	Memorial Day <i>No School</i>
June 8, 2022	Last Day of School

INDEPENDENT SCHOOL DISTRICT 197, EAGAN-MENDOTA HEIGHTS-WEST ST. PAUL
2021-2022 SCHOOL YEAR

Date	Note
September 8, 2021	First Day for Students
October 21 – 22, 2021	Education MN Conference <i>No School</i>
November 1, 2021	EOQ (Elem/PD Sec) <i>No School</i>
November 2, 2021	EOQ (Sec/PD Elem) <i>No School - General Election</i>
November 24, 2021	Conference Comp Day - Staff Development <i>No School</i>
November 25 – 26, 2021	Thanksgiving Break <i>No School</i>
December 22 - 31, 2021	Winter Break <i>No School</i>
January 17, 2022	Martin Luther King, Jr. Day <i>No School</i>
January 24, 2022	EOQ (Sec/PD Elem) <i>No School</i>
January 25, 2022	EOQ (Elem/PD Sec) <i>No School</i>
February 21, 2022	President's Day <i>No School</i>
March 25, 2022	EOQ <i>No School</i>
March 28 - April 1, 2022	Spring Break <i>No School</i>
April 29, 2022	Professional Development <i>No School</i>
May 30, 2022	Memorial Day <i>No School</i>
June 9, 2022	Last Student Day

DASH/Henry Sibley High School follows this calendar.

INDEPENDENT SCHOOL DISTRICT 199, INVER GROVE HEIGHTS
2021-2022 SCHOOL YEAR

Date	Note
September 9, 2021	First Day of School Grades 1-5, Grades 6 & 9
September 10, 2021	First Day of School Grades 7-8, Grades 10-12
September 13, 2021	First Day of School Kindergarten
October 1, 2021	Professional Development <i>Early Release K-12</i>
October 20, 2021	All Day Conferences
October 21 – 22, 2021	<i>No School K-12 & Staff</i>
November 25 – 26, 2021	Thanksgiving Break <i>No School</i>
December 3, 2021	Professional Development <i>No School</i>
December 22 - 31, 2021	Winter Break <i>No School</i>
January 17, 2022	Martin Luther King, Jr. Day <i>No School</i>
February 4, 2022	All Day Conferences K-12 <i>No School</i>
February 11, 2022	Professional Development <i>Early Release K-12</i>
February 21, 2022	Presidents Day <i>No School K-12 & Staff</i>
March 11, 2022	Staff Development <i>No School</i>
March 28 – April 1, 2022	Spring Break <i>No School K-12 & Staff</i>
April 15, 2022	<i>No School K-12 & Staff</i>
May 27, 2022	Professional Development <i>Early Release K-12</i>
May 30, 2022	Memorial Day <i>No School</i>
June 9, 2022	Last Student Day / Professional Development <i>Early Release K-12</i>

TEA/Pine Bend Elementary, D/HH Resource Programs/ Inver Grove Heights Middle and Simley High School follow this calendar.

INDEPENDENT SCHOOL DISTRICT 200, HASTINGS
2021-2022 SCHOOL YEAR

Date	Note
September 8, 2021	First Day for Students Grades 1-5 & 9
September 9, 2021	First Day for Students Grades Kindergarten, 6-8 & 10-12
September 27, 2021	Staff Development No School
October 20, 2021	Conferences - All Grades <i>No School</i>
October 21 – 22, 2021	Teacher Association Days <i>No School</i>
November 25 - 26, 2021	Thanksgiving Break <i>No School</i>
November 29, 2021	Staff Development <i>No School</i>
December 23, 2021 – January 2, 2022	Winter Break <i>No School</i>
January 17, 2022	Martin Luther King, Jr. Day / Staff Development <i>No School</i>
January 28, 2022	Teacher Workshop <i>No School</i>
February 21, 2022	President's Day <i>No School</i>
March 4, 2022	Conferences <i>No School</i>
March 14 – 18, 2022	Spring Break <i>No School</i>
April 15 - 18, 2022	Spring Holiday <i>No School</i>
May 30, 2022	Memorial Day <i>No School</i>
June 9, 2022	Last Day of School

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

INDEPENDENT SCHOOL DISTRICT 271, BLOOMINGTON
2021-2022 SCHOOL YEAR

Date	Note
September 8, 2021	First Day of School 6-12
September 9, 2021	First Day of School K-5
October 20, 2021	Conferences/Staff Development <i>No School</i>
October 21 – 22, 2021	Education Minnesota Conference <i>No School</i>
November 24 - 26, 2021	Thanksgiving Break <i>No School</i>
December 3, 2021	Conferences/Staff Development <i>No School</i>
December 22, 2021 – January 3, 2022	Winter Break <i>No School</i>
January 17, 2022	Martin Luther King, Jr. Day <i>No School</i>
January 18, 2022	Staff Development <i>No School</i>
February 4, 2022	Staff Development <i>No School</i>
February 21, 2022	President's Day <i>No School</i>
March 14, 2022	Conference/Comp Day <i>No School</i>
March 15, 2022	Conferences/Staff Development/Comp <i>No School</i>
March 28 – April 1, 2022	Spring Break <i>No School</i>
April 15, 2022	<i>No School</i>
April 29, 2022	Professional Development - Elementary Teachers <i>No School K-5, 6-12 in Session</i>
May 30, 2022	Memorial Day <i>No School</i>
June 9, 2022	Last Student Day

TESA/BTC follows this calendar.

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. Email and phone alerts from ISD 917 about school closings are available upon request. Please contact your site secretary to sign up.

If Your Student Attends:	School Is Closed When:
Lincoln Center	Special School District 6, South St. Paul is closed
Akin Road Elementary Boeckman Middle School Farmington High School Riverview Elementary	Independent School District 192, Farmington is closed
Cherry View Elementary Lakeville North High School McGuire Middle School	Independent School District 194, Lakeville is closed
Two Rivers High School	Independent School District 197, West St. Paul-Mendota Heights-Eagan is closed
Inver Grove Heights Middle School Simley High School Pine Bend Elementary	Independent School District 199, Inver Grove Heights is closed
Hastings High School Pinecrest Elementary School	Independent School District 200, Hastings is closed
Bloomington Transition Center Pond Family Center	Independent School District 271 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 *Counseling still in operation if school closes at the Anthony Louis Center
Dakota County Technical College- DCALS & TESA	Dakota County Technical College is closed

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 192,
Farmington**

Breakfast	\$1.45
Elementary Lunch	\$2.75
Secondary Lunch	\$2.95
Milk	\$0.40
Adult	\$3.85

**Independent School District 200,
Hastings**

Breakfast	\$1.35
Elementary Lunch	\$2.75
Middle School Lunch	\$2.90
High School Lunch	\$3.05
Milk	\$0.50
Adult	\$3.85

**Independent School District 194,
Lakeville**

Elementary Breakfast	\$1.35
Elementary Lunch	\$2.55
Middle School Breakfast	\$1.70
Middle School Lunch	\$2.65
High School Breakfast	\$1.75
High School Lunch	\$2.70
Milk	\$0.50
Adult	\$3.90

**Independent School District 271,
Bloomington**

Breakfast	\$1.55
Lunch	\$3.05
Milk	\$0.50
Adult	\$3.95

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

Breakfast	\$1.85
Elementary Lunch	\$2.85
Jr. & Sr. High Lunch	\$3.25
Milk	\$0.50
Adult	\$4.15

Alliance Education Center

Breakfast	\$1.50
K-12 Lunch	\$3.05
Milk	\$0.45
Adult Breakfast	\$2.50
Adult Lunch	\$4.75

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

Breakfast	\$Free
Elementary Lunch	\$2.10
Middle School Lunch	\$2.30
High School Lunch	\$2.30
Milk	\$0.40
Adult Breakfast	\$1.90
Adult Lunch	\$3.90

Concord Education Center

Breakfast	\$1.50
K-12 Lunch	\$3.05
Milk	\$0.45
Adult Breakfast	\$2.50
Adult Lunch	\$4.75

Cedar School

Breakfast	\$1.60
Elementary Lunch	\$2.80
Secondary Lunch	\$2.90
Milk	\$0.50
Adult Breakfast	\$2.20
Adult	\$4.10

**Dakota County Technical College
TESA & DCALS**

Breakfast	\$1.50
K-12 Lunch	\$3.05
Milk	\$0.45
Adult Breakfast	\$2.50
Adult Lunch	\$4.75

Lebanon Education Center

Breakfast	\$1.50
K-12 Lunch	\$3.05
Milk	\$0.45
Adult Breakfast	\$2.50
Adult Lunch	\$4.75

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: 952-985-7500 Special Education: 952-707-2069
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: 952-681-6300 Special Education: 952-681-6508

GENERAL INFORMATION

ABSENCES AND ATTENDANCE

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

Regular attendance is important to school success.

A. Excused Absences

- A valid excuse for an absence may include religious holiday, family emergency, illness, doctor's visit, mental health/therapy appointment, probation appointment, or court.
- 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. 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, they must report to the office and have a parent/guardian sign the student out.
- 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 excuses 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 they 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.
- Please remember to also notify the transportation company of a student 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.

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.

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 their 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. 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 typically 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 a 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 them if they cannot get into the house.

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.

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 their 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, and subject.

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 and staff members to remain at home for the following symptoms:

- Cough-new onset
- Shortness of breath
- Fever of 100.4 or greater
- Undiagnosed rash
- Eye drainage with thick white or yellow drainage and redness of the eye; or eye pain.

Or for 2 or more of the following symptoms:

- Chills
- Sore throat
- Muscle pain
- Loss of taste or smell
- Vomiting
- Diarrhea
- Nausea
- Headache

*If a student/staff member has a new symptom, it is recommended that they speak with their healthcare provider regarding their symptoms and possible testing for COVID-19 or other viral/bacterial illness.

Students and staff members with

- Positive COVID-19 test OR
- Waiting for COVID-19 test results OR
- Negative COVID-19 test, but symptomatic OR
- Symptoms of COVID-19, but not tested

SHOULD

- Stay home at least 10 days since symptoms first appeared AND
- Stay home until no fever has been present for at least 24 hours without medication AND
- Stay home until there is improvement of all other symptoms

Siblings and household members must also stay home for 10-14 days.

For students and staff with other diagnoses (e.g., norovirus, strep throat) that explain the symptoms, or when a health care provider says symptoms are connected to a pre-existing condition, stay home until symptoms have improved. Follow specific return guidance from the health care provider or follow [The Infectious Diseases in Childcare Settings and Schools Manual](#). Siblings and household members DO NOT need to stay home.

Please notify the program LSN or designee of a positive COVID-19 test results or a suspected case. It is also 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.

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 7th – 12th grade with a booster given at age 16 years.

Students transferring into an 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 provide supplies. If instructional materials are lost or damaged, a charge may be assessed to the student who lost or damaged the item.

INTERNET ACCEPTABLE USE

Please refer to [ISD 917's policy](#) for internet acceptable use. The form students' are required to complete is included in the appendices of this handbook.

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 with member district's policy and procedures.
- Supplies and equipment for authorized procedures must be consistent with the directions/written authorizations.

NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

According to our district policy, [529 MSBA Staff Notice of Violent Behavior](#), section IV, parents/guardians must be informed yearly that your child's history of violent behavior, documented within the past 2 school years, will be shared with your child's case manager or classroom teacher. It will also be shared with additional staff members who have a legitimate educational interest in your child's instruction, teaching, student achievement and progress, discipline, health and welfare, and the ability to respond to a request for educational data. As the parent/guardian, you have the right to review your child's behavioral data, including the data related to violent behavior. Please feel free to contact your student's case manager or classroom teacher with this request.

Policy 529, section VI reads as:

VI. PARENTAL NOTICE

- A. The administration will notify parents annually that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.
- B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.
- C. Parents will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

PLEDGE OF ALLEGIANCE

Intermediate School District 917 has waived the requirement to recite the [Pledge of Allegiance via Board Policy 531](#), 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 will defer to the local district practice.

POLICIES

Please refer to the district website for applicable policies. They can be found by going to About > School Board > Policies > 500 students.

RESTRICTIVE PROCEDURES PLAN

The district's Restrictive Procedures Plan is included in the appendices of this handbook. It is updated annually.

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.

STATE TESTING

Minnesota's statewide tests are objective, standardized measures of student achievement on academic or proficiency standards. Students, families, teachers and administrators use statewide test results as part of a comprehensive system for evaluating learning. Answers to frequently asked questions explain the purpose for statewide testing and why it is important to ensure the integrity of test scores. MDE's Frequently Asked Questions: Why Statewide Test Results Matter is included in the appendices of this handbook.

Further, Minnesota Statutes, section 120B.31, subdivision 4a, requires the Minnesota Department of Education (MDE) to publish a form for parents/guardians to complete if they refuse to have their student participate in state-required standardized assessments. It includes some basic information to help parents/guardians make informed decisions that benefit their child and their school and community. The form to meet this legislative requirement is included in the appendices of this handbook. If you choose to complete it, it must be returned to your student's administrator; your student's administrator may require additional information.

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 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.

THIRD PARTY BILLING

Minnesota Statutes, section 125A.21, subdivision 2, requires school districts to seek reimbursement from insurers and other third parties for the cost of services provided by a Local Educational Agency (LEA) whenever these services are covered by the child's health insurance. This statute is based on federal regulations and the Individuals with Disabilities Education Act (IDEA). LEAs can enroll with the Minnesota Health Care Programs (MHCP) as an MHCP Individualized Education Program (IEP) provider. Information about Minnesota Health Care Programs is included in the appendices of this handbook.

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.

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 Date



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.

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 positive behavior support 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, dean, 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 executive director of student services 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 complete the *Incident Report Form* and debrief after every restrictive procedure.
- 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. The team should use the [Restrictive Procedures IEP Meeting Agenda](#) when conducting these meetings to ensure relevant topics are addressed. If the parent is unable to meet or cancels the meeting, the team is to convene and meet with parents at a separate time that is conducive to their schedule.
 3. 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. The team should review the Use of Restrictive Procedures Notice, the Health/Psychological Review for Restrictive Procedures, and any data related to the actual use of restrictive procedures with the student during the IEP time period.

4. An *Incident Report Form* must be completed every time a restrictive procedure is used and a copy (either paper or electronic) is provided to the student's guardian.

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 analysts
- 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.

- Appendix A Incident Report Form
- Appendix B Post Use Debriefing Form
- Appendix C Training Grid

STATE TESTING



Questions and Answers about the MCA in Reading, Mathematics, and Science

What is the MCA?

The Minnesota Comprehensive Assessments (MCA) are state tests in reading, mathematics, and science that are used to meet federal and state legislative requirements. The tests are administered every year to measure student performance relative to the Minnesota Academic Standards that specify what students in a particular grade should know and be able to do.

Why do we give these tests?

We use the MCA to find out how well schools have aligned curriculum to and instructed students in the Minnesota Academic Standards in reading, mathematics, and science. The reading and mathematics assessments are also used in federal and state accountability measurements.

Schools use the information to improve classroom teaching and learning. Teachers and principals look for areas where students do well so they can reinforce the ways they teach these skills. They also look for areas that need improvement so they can increase instructional time or modify their instruction.

Who must take these tests?

All students in public schools are required to participate in the statewide assessment program. Reading and mathematics tests are administered in grades 3–8 and high school (students in grade 10 take the Reading MCA, and students in grade 11 take the Mathematics MCA). The Science MCA is administered to students in grades 5 and 8 and in the high school grade when students take a life science or biology course. With very few exceptions, all public school students in the above grades take the MCA.

Students with an Individualized Education Program (IEP) or 504 plan may be eligible for accommodations. Some students with significant cognitive disabilities may be eligible to take the Minnesota Test of Academic Skills (MTAS) instead of the MCA. The MTAS is an alternate assessment based on alternate achievement standards in reading, mathematics, and science. For more information, see the [MTAS Eligibility Requirements on the MDE website](#) (Go to Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Minnesota Tests).

How are tests administered?

All grades of the Reading, Mathematics, and Science MCA are administered online only. Paper accommodations are available for eligible students, including large print and braille.

The online Reading and Mathematics MCA are adaptive tests, which means that the test adjusts to each student's responses.

- For reading, the test adjusts at a passage level, so a student's responses to a set of items for a passage determine the next group of passages and items a student will receive.
- For mathematics, every time a student answers a question, his or her response helps determine the next question the student will answer.

How can students prepare for the tests?

Item samplers help students become familiar with the format of the test and the types of questions that are on the test. Student tutorials for online tests provide information on using the online tools and describe navigation and item types. Go to the [Item Samplers page on the MDE website](#) (Go to Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Student Resources) for information on accessing the item samplers and student tutorials.

What does it take to pass the tests?

Students do not pass or fail the reading, mathematics, or science tests. Since the tests measure student performance relative to the Minnesota Academic Standards, each student receives a score that falls in one of four achievement levels—Does Not Meet the Standards, Partially Meets the Standards, Meets the Standards, and Exceeds the Standards.

What skills are assessed by the MCA?

The MCA measures student performance on the [Minnesota Academic Standards](#) (Go to Districts, Schools and Educators > Teaching and Learning > Academic Standards K-12).

- The Reading MCA is aligned to the 2010 academic standards.
- The Mathematics MCA is aligned to the 2007 academic standards.
- The Science MCA is aligned to the 2009 academic standards.

How can I see the MCA results for my child, school, and district?

Your school will receive an individual student report for your child and will provide this information to you. This report shows your child's overall score in each subject, as well as scores for specific skill areas within each

subject. It includes information about achievement level, comparisons to various groups, and comparisons to the student's performance in past years, when applicable.

School and district results are available in the [Minnesota Report Card on the MDE website](#) (Go to Data Center > Minnesota Report Card).

For more information, contact Statewide Testing at:

mde.testing@state.mn.us

[Minnesota Department of Education](#)

1500 Highway 36 West

Roseville, MN 55113-4266



Questions and Answers about the MTAS in Reading, Mathematics, and Science

What is the MTAS?

The Minnesota Test of Academic Skills (MTAS) is an alternate assessment based on alternate achievement standards for students with the most significant cognitive disabilities. It is part of the Minnesota assessment program.

The MTAS measures reading, mathematics, and science skills that are linked to the general education curriculum. These skills represent high expectations for students with significant cognitive disabilities, but tasks to measure these skills are considerably less difficult than the items on the Minnesota Comprehensive Assessments (MCA).

What is the purpose of the MTAS?

The MTAS is one of the tests used to meet federal and state legislative requirements that may be taken in place of the MCA.

Schools are responsible for meeting the educational needs of all students. Some students are unable to achieve grade-level proficiency due to their disability, and the MTAS helps ensure that schools provide access to reading, mathematics, and science instruction that is linked to the Minnesota Academic Standards at the student's grade level to the extent appropriate.

Your child's Individualized Educational Program (IEP) may indicate a need for specialized instruction in both functional and academic skills. The MTAS is designed to measure student progress on academic skills.

Who must take this test?

All students in public schools are required to participate in the statewide assessment program. Tests are provided for specific grades in reading (3–8 and 10), mathematics (3–8 and 11), and science (5, 8, and once in high school).

The MTAS may be appropriate for certain students with IEPs who have the most significant cognitive disabilities. Students may take the MTAS in reading, mathematics, and/or science instead of the MCA. The IEP team is responsible for determining how the student participates in statewide testing.

UPDATED AUGUST 2018

1

The [MTAS Eligibility Requirements on the MDE website](#) (Go to Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Minnesota Tests) help IEP teams determine who should take the MTAS.

What does it take to pass the test?

Students do not pass or fail the MTAS, and it will not be used to determine whether your child can progress to the next grade. Each student receives a score that falls in one of four achievement levels—Does Not Meet the Alternate Achievement Standards, Partially Meets the Alternate Achievement Standards, Meets the Alternate Achievement Standards, and Exceeds the Alternate Achievement Standards

What is the format of the test?

The MTAS is a performance assessment that is administered by the student’s teacher (or another school district employee) in a one-on-one setting. The performance tasks are clearly academic and measure your child’s skills in reading, mathematics, and science. Tasks on the MTAS are significantly less complex than test questions on the MCA. Tasks may be read aloud and presented with pictures, symbols, and/or objects to make them accessible to students who need such supports. Students may respond in a variety of ways (such as speaking, pointing, or using eye gaze) to show what they know on tasks.

What skills are measured on the MTAS?

The [MTAS test specifications for reading, mathematics, and science on the MDE website](#) (Go to Districts, Schools and Educator > Teaching and Learning > Statewide Testing > Test Specifications) provide very specific information about the skills that are assessed on the MTAS.

Item samplers help students become familiar with the format of the test and the types of questions that are on the test. Go to the [Item Samplers page on the MDE website](#) (Go to Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Student Resources) for information on accessing the item samplers and student tutorials.

Reading

The Reading MTAS includes performance tasks that measure the student’s understanding of short fiction and nonfiction passages. Passages and tasks may be accompanied by pictures, symbols, and/or objects. Students taking the Reading MTAS may listen to passages, read the passages along with the teacher, or read the passages independently.

Mathematics

The Mathematics MTAS includes performance tasks that measure the student’s understanding of computational skills and mathematical reasoning. The tasks may be supported with line drawings, pictures, and/or objects (such as shapes) that help the student understand what he or she is being asked to do.

Science

The Science MTAS includes performance tasks that measure the student's understanding of scientific ideas and processes. The performance tasks may be supported with line drawings, pictures, and/or objects (such as tools) to help the student understand what he or she is being asked to do.

How can I see the MTAS results for my child, school, and district?

Your school will receive an individual student report for your child and will provide this information to you. This report shows your child's scores for specific skill areas within each subject and the overall score in each subject, and indicates your child's achievement level on the MTAS. The school may use this information to help evaluate the effectiveness of instruction, and the IEP team may also choose to use this information as one measure of educational progress.

School and district results are available in the [Minnesota Report Card on the MDE website](#) (Go to Data Center > Minnesota Report Card).

For more information, contact Statewide Testing at:

mde.testing@state.mn.us



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 students 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 not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered “proficient.”
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student 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.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

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.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)	ACCESS and Alternate ACCESS for English Learners
<ul style="list-style-type: none"> • 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. • Majority of students take the MCA. • MTAS is an option for students with the most significant cognitive disabilities. 	<ul style="list-style-type: none"> • Based on the WIDA English Language Development Standards. • Given annually to English learners in grades K–12 in reading, writing, listening, and speaking. • Majority of English learners take ACCESS for ELLs. • Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Why are these assessments effective?

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 MCA 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.

Are there limits on local testing?

As stated in Minnesota Statutes, section 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. These limits do not include statewide testing.

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 participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

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.

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](http://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).



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](http://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > 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/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 school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only. Student ID or MARSS Number _____

Posted May 2019

THIRD PARTY BILLING



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 is a work incentive health care program that provides MA coverage to employed people with certified disabilities. You must earn more than \$65 a calendar month to be eligible for MA-EPD. An asset limit of \$20,000 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-2087E)
- **Service Limited Medicare Beneficiary (SLMB)** pays Medicare Part B premiums (DHS-2087G)
- **Qualified Individual (QI)** pays Medicare Part B premiums for higher income individuals (DHS-2087I)
- **Qualified Working Disabled (QWD)** pays Medicare Part A premiums if you cannot get free Medicare Part A (DHS-2087F)

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 7-1-21 – 6-30-22

Family size	1	2	3	For each additional person, add
Infants under 2	\$3,037	\$4,108	\$5,178	\$1,070
Pregnant Women*		\$4,035	\$5,087	\$1,051
Children 2 through 18	\$2,951	\$3,992	\$5,032	\$1,040
Parents and caretaker relatives	\$1,427	\$1,930	\$2,433	\$503
Adults age 19 - 64 without children	\$1,427	\$1,930	\$2,433	\$503
Adults age 65 and older	\$1,074	\$1,453	\$1,832	\$379
People who are blind or have a disability	\$1,074	\$1,453	\$1,832	\$379

*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 7-1-21 – 6-30-22

Family size	1	2	For each additional person, add
Qualified Medicare Beneficiary (QMB)	\$1,094	\$1,473	\$379
Service Limited Medicare Beneficiary (SLMB)	\$1,308	\$1,762	\$454
Qualified Individual (QI)	\$1,469	\$1,980	\$511
Qualified Working Disabled (QWD)	\$2,167	\$2,924	\$757

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 1-1-21 – 12-31-21**

Family Size	Income limit
1	\$25,520
2	\$34,480
3	\$43,440
For each additional person, add	\$8,960

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 annual open enrollment period. 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
- 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 here should apply for Medical Assistance (MA) by filling out the Minnesota Health Care Programs Application for Certain Populations (DHS-3876). Use this application if you meet ONE of the following:

- Are 65 years old or older
- Are blind or have a disability
- Are only requesting help with Medicare costs
- Are 21 years old or older, have no dependents, and have Medicare coverage
- Receive Supplemental Security Income (SSI)
- 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 or call 855-366-7873 for an assister network list.
- Calling your local county agency.

STUDENT/PARENT/GUARDIAN AGREEMENT

<p>HANDBOOK</p> <p>I have reviewed 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>YES NO</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
<p>PERMISSION FOR PHOTOS FOR PRESENTATIONS, REPORTS, YEARBOOKS, AND SOCIAL MEDIA</p> <p>Intermediate School District 917 periodically uses photos for presentations, reports, yearbooks, and social media. 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 proceed to use your child’s photo, we need your signed permission.</p>	<p>YES NO</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
<p>COMMUNITY-BASED PROGRAMMING</p> <p>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>YES NO</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
<p>COMMUNITY-BASED VOLUNTEER PROGRAMMING</p> <p>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>YES NO</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
<p>ACCEPTABLE USE AND INTERNET SAFETY PERMISSION FORM</p> <p>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>YES NO</p> <p><input type="checkbox"/> <input type="checkbox"/></p>

Printed Student Name: _____ Date: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

DRAFT

Dakota County Area Learning School (DCALS-Main, North, South, & CTE) “Home of Career and Technical Education” 2021-22 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 2021-2022 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

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CONTACT INFORMATION

General Information **651-423-8458**
FAX: **651-423-8760**

ADMINISTRATION

Secondary Principal.....Eric Van Brocklin.....651-423-8259
Dean of Students.....Erin Mahnke.....651-423-8263

PROGRAMS AND INSTRUCTORS (Tech)

Computer Networking Technology/
Computer Service and Repair.....Dale Engman.....651-423-8418
Construction Trades.....Paul Landwehr.....651-423-8347
Fundamental Chef Training.....Patricia LeBeau.....651-423-8441
Graphic Communications.....Anna Busch.....651-423-8365
Heavy Duty Truck Mechanics.....Tom Ledoux.....651-423-8334
Medical Careers.....Becky Rachuy.....651-423-8449
Total Auto Care.....Tony Vilelli.....651-423-8435

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

Carmen Eaton- Counselor.....651-423-8513
Pam Biegler-Math.....651-423-8228
Adam Rachuy-Soc. St.....651-423-8257
Stefanie Soukup-PE/Health.....651-423-8326
Kim Wald-Math/Mechatronics.....651-423-8358
Erin Hale-Sanford-Soc.St.....651-423-8376
Timothy Davis-English.....651-423-8601
Robert Keech-Science.. 651-423-8393
Darrel Pipo-Spec. Ed 651-423-8465
Matt Bruns-Spec Ed.....651-423-8778
Norman Smith-Counselor.....651-423-8287

DCALS North.....Phone 651-403-8500/Fax 651-332-5572

Don Williams-Soc. Studies/Lead Teacher651-403-8502/8509
Cindy Hougo-Science.....651-403-8501
Ben Hanson-English.....651-403-8505
Ohjoon Kwon.....651-403-8508
Chris Miller-Social Worker.....651-403-8507
Jessica Peltier-Spec. Ed.....651-403-8503
Rachael Opseth-Counselor.....651-403-8506

DCALS South.....Phone 651-252-2970/Fax 651-463-8616

John Borup-Social Studies.....651-252-2977
Jon Mulville-English.....651-252-2976
Melissa Ashmun-Math/Science.....651-252-2978
Carmen Eaton-Counselor.....651-252-2973
?????-Spec. Ed.....651-252-2970

SECONDARY SUPPORT STAFF -- Room 2-406

Carl Perkins Coordinator.....Eric Van Brocklin.....651-423-8259
Americorps Promise Fellow.....651-403-8500

Administrative Assistants:

Dorinda Haasnoot (Administrative Assistant-CTE).....651-423-8458
Kristin Kustrich (DCALS-Main).....651-423-8447
Betsy Cook (DCALS-North).....651-403-8500
Denise Horvath (DCALS-South).....651-252-2970

Technical Tutors:

Dan Hoffmam/Darla Donnelly/Maureen Vetell

***Please check 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”
2021-2022
Student Calendar

September 7.....	First Student Day
Oct. 3...DCALS/DCALS North/DCALS-South/CTE Open House/ Conferences.....	3:30-7:30p.m.
October 21-22.....	MEA-No School
November 5	Teacher In-Service - No School
November 24.....	Teacher In-Service-No School
November 25-26	Thanksgiving - No School
December 23 –January 2.....	Winter Break - No School
January 3.....	School Resumes
January 17.....	Martin Luther King Day-No School
January 21.....	Teacher In-Service-No School
February 21.....	President’s Day - No School
March 3.....	DCALS/DCALS North/DCALS South/CTE Conferences.. 3:30 – 7:30 p.m.
March 25.....	Teacher In-Service-No School
March 28-April 1.....	Spring Break- No School
May 17.....	DCALS-CTE Student Recognition Night
May 30.....	Memorial Day - No School
June 8.....	DCALS -Graduation
June 9.....	Last Day for Students
June 10.....	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

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:

DCALS-CTE	DCALS(Main)	DCALS North	DCALS South
Shift I- 7:45 am – 10:00 am	7:40 am – 9:00 am	8:20 am-9:40 am	8:20 am-9:00 am (Adv)
Shift II- 10:15 am-11:55 am	9:05 am-10:20 am	9:40 am-11:00am	9:00 am-10:20 am
Shift III-12:30 pm-2:05 pm	10:25 am-11:45am	11:00 am-12:20pm	10:20 am-11:40 am
	12:15 pm-1:30pm	12:50 pm-2:10 pm	12:20 pm-1:30 pm
	1:35 pm-2:15 pm(Adv)	2:10 pm-2:55 pm	1:30 pm-2:55 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. 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 with 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 and 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:

Parents/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

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 514 related to Bullying.

CAMPUS ACCESS

DCALS students are restricted from being on the West end of the college campus without supervision. Students found on the 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

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

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

Eric Van Brocklin
Alternate

Secondary Principal/DCALS
DCTC Main Campus
651-423-8259

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 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 the 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 the transporting district or of the 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.

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

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 the 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 a 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 the 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 the 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) have 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.

EMERGENCY EVACUATION OF BUILDING AND FIRE DRILLS

Fire drills and lockdowns 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:

2. Student file in the DCALS office (**obtained for student by administration**),
3. Home High School (**CTE**),
4. 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 school 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, 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 has 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. 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
651-423-8426

Lauren Kelly Human Resources Coordinator
Alternate 651-423-8652-DCTC Main Campus

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 the Principal.

2nd Offense: Instructor/teacher will complete a Behavior Incident 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 Incident 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 violates 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). *Laws of Minnesota 2020*, chapter 88 ([HF331](#)*/[SF463](#)) raises the age for residents to buy tobacco products from 18 to 21. The change to state law includes electronic delivery devices and other nicotine products.

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 a 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 the Principal and will then send the 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 returning 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 526 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 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.

ISD 917 has a comprehensive student records policy. Requests 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 the 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, nunchucks, 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
2021-2022**

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

2021-2022

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

2021-2022 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 _____



Intermediate School District 917

Staff Handbook

2021-2022

1300 145th Street East • Rosemount, MN 55068
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 2021
Approved by the School Board on July 20, 2021

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WELCOME!

Welcome to Intermediate School District 917! You are a member of a proud tradition of educational excellence. I value every member of this team for the vital role you play as part of our collective effort to meet the academic and social & emotional needs of the students we serve. Our students are the reason we come to work each day and the reason we strive to maintain a standard of excellence. We customize our services to best meet the needs of the whole child as requested by their member district services, rather than offering a fixed list of rigidly structured programs. Our attitude and philosophy of flexibility and adaptation is what makes our services unique.

This handbook is designed as an overview of important information you will need to know as an employee of ISD 917. The handbook is not designed to include all of the details of a topic, rather 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. Your work is important to the School District and the students we serve. I thank each of you for the work that you do every day.

Every student every day

Dr. Michael Favor, 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 (9) member school districts. Currently, our 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: About, School Board.

The Superintendent of Intermediate School District 917 is **Dr. Michael Favor**.

Other district administrators and their areas of responsibility:

- **Nicolle Roush, Executive Director of Business Services**
- **Dr. Melissa Schaller, Executive Director of Student Services**
Leadership of District's special education programs for students birth through age 21 and of the department of teaching and learning
- **Dr. Brooke Peterson, Director of Teaching and Learning**
Curriculum, State Testing, School Psychologists
- **Shannon Brennan, Principal of Special Education**
CASE, IDEA, SUN at Alliance Education Center
- **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, Related Services: Developmental Adapted Physical Education (DAPE) and Occupational Therapy (OT)
- **Jennifer Hetland, Assistant Director/Principal of Special Education**
Care and Treatment Programs: Juvenile Services Center – New Chance and Riverside, Options; TEA at Lebanon Education Center, TEA-ECSE, Related Services: Speech Language Pathology
- **Jennifer Olson, Assistant Director of Special Education**
SUN at Cedar School, Board Certified Behavior Analysts, School Social Workers
- **Taylor Thomas, Assistant Director/Principal of Special Education**
Deaf/Hard of Hearing Resource Program, Itinerant Services: Audiology, Deaf/Hard of Hearing, Interpreters, Physical/Health Disabilities, Physical Therapy, Visually Impaired

- **Eric Van Brocklin, Secondary Education Principal**
DCALS - Main (Rosemount), DCALS - North (West St. Paul), DCALS - South (Farmington), and Career and Technical Education programs
- **Lauren Kelly, Human Resources Coordinator**
- **Cory Langenfeld, Technology Coordinator**
 - **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)
 - 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)
 - TEA-ECSE: Therapeutic Education Alternative-Early Childhood Special Education (students ages 4 and 5)
 - TESA: Transitional Education Service Alternative (students ages 18 to 21)

The Mission Statement of Intermediate School District 917

To serve our member 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 145th Street East, Rosemount, MN, 55068, or e-mail to 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.

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)
- Limit personal use of computers, phone, and e-mail to non-student contact time, such as preparation and break periods
- Do not conduct personal business, 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 every day. 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, disrespectful 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 hand-offs 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. Never 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.
- 1.7. **You are a mandatory reporter of suspected maltreatment of minors and vulnerable adults.** The Intermediate School District 917 policy (414) 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 workstation 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. All staff who operate ISD 917 vehicles or drive their own personal vehicle for work-related purposes must undergo training provided by the district.** All drivers must abide by federal, state, and local motor vehicle regulations, laws, and ordinances. All drivers and occupants of vehicles must wear seat belts. Students are not to be driven in staff's personal vehicle. Staff are to follow the 'Employee Driver Safety' district procedure, which includes the completion of the SafeSchools' Defensive Driving course each year, twice annual motor vehicle reports, and, for those driving personal vehicles, proof of automobile insurance.
- 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 the District health insurance plan.
- 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. Intermediate School District 917 staff, whose job site is not at DCTC, may also park in this lot.

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 is 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 at the employee's expense, though cost 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 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, skirts, or skorts that expose the mid- and upper thigh
- Flip-Flops and 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 Frontline (formerly 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, which must also align with the employee's contract)
- Conferences or Workshops
- Time Off Without Pay
 - For time off without pay, the employee must indicate the reason the time off is needed. All available, appropriate paid leave must be utilized first. The use of time off without pay is for emergencies and reflects poorly on attendance. Poor attendance may result in disciplinary action, up to and including termination.
- 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 Frontline by the District.

Employees are encouraged to use the Frontline website or app to enter absences (directions on next page). To report your absences via phone, see the following pages for instructions.

Absence Management with Frontline



Absence Management:

FRONTLINE

WWW.FRONTLINEEDUCATION.COM/SIGNIN

(CLICK ABSENT MANAGEMNT SIGN IN BUTTON)

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

Click on: **'For 917 STAFF'**

- LOGIN WITH GOOGLE
- CLICK ON: 'LINKS'
- CLICK ON: 'REPORT AN EMPLOYEE ABSENCE'

LOGIN INFOMATION WILL BE SENT TO YOUR DISTRICT EMAIL!

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 (ex: leaving early/ arriving late due to a doctor appointment) contact the Administrative Assistant of your program for help.
4. It is nice to leave details for substitutes, such as: You will be going outside.
5. Certain absences require notes. **Provide detail notes** when information is required.
This includes:
 - a. Sick – Family: indicate who is ill. (i.e. spouse, parent, etc.)
 - b. Bereavement: indicate who is being bereaved (i.e. parent, brother/sister, etc.)
 - c. Time Off Without Pay: all appropriate leave must be used first. This reflects poorly on attendance/reliability and can lead to disciplinary action.

Frontline 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 *****

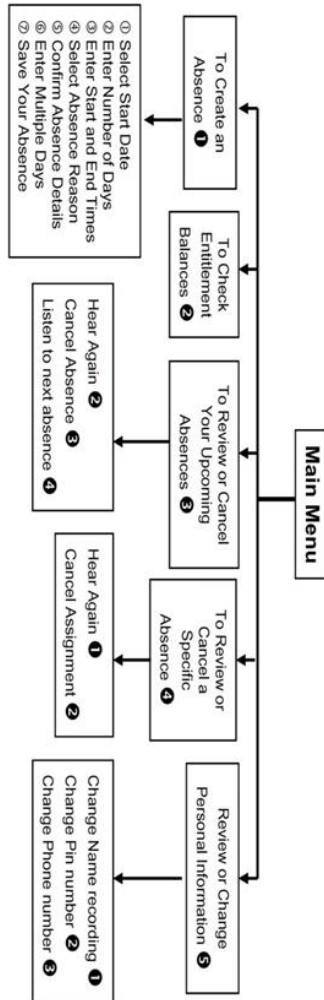
Special Things to Note

- 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

FRONTLINE
 PLACEMENT • TECHNOLOGIES
www.aesoponline.com

Intermediate School District 917 Calendar for 2021-2022

(also available on the District website: www.isd917.org → homepage under 'Shortcuts')

July 2021					Aug. 2021				
M	T	W	Th	F	M	T	W	Th	F
			1	2	2	3	4	5	6
5	6	7	8	9	9	10	11	12	13
12	13	14	15	16	16	17	18	19	20
19	20	21	22	23	23	24	25	26	27
26	27	28	29	30	30	31			
Sept. 2021					Oct. 2021				
M	T	W	Th	F	M	T	W	Th	F
		1	2	3					1
6	7	8	9	10	4	5	6	7	8
13	14	15	16	17	11	12	13	14	15
20	21	22	23	24	18	19	20	21	22
27	28	29	30		25	26	27	28	29
Nov. 2021					Dec. 2021				
M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5			1	2	3
8	9	10	11	12	6	7	8	9	10
15	16	17	18	19	13	14	15	16	17
22	23	24	25	26	20	21	22	23	24
29	30				27	28	29	30	31
Jan. 2022					Feb. 2022				
M	T	W	Th	F	M	T	W	Th	F
3	4	5	6	7		1	2	3	4
10	11	12	13	14	7	8	9	10	11
17	18	19	20	21	14	15	16	17	18
24	25	26	27	28	21	22	23	24	25
31					28				
Mar. 2022					April 2022				
M	T	W	Th	F	M	T	W	Th	F
	1	2	3	4					1
7	8	9	10	11	4	5	6	7	8
14	15	16	17	18	11	12	13	14	15
21	22	23	24	25	18	19	20	21	22
28	29	30	31		25	26	27	28	29
May 2022					June 2022				
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	



2021-2022 Calendar

Intermediate School District 917
 (AEC, Anthony Louis Center, Cedar School, CEC, CTE, DCALS, LEC, Options, Riverside/New Chance, and TESA@DCTC)

Calendar Definition

- August 24-25: New certified staff inservice days, no school for students
- August 25: Second year teacher inservice, no school for students
- August 30-Sept. 3: Inservice days certified staff, no school for students
- September 2: All staff report, Welcome Back inservice
- September 6: Labor Day, no school for staff/students
- September 7: First student day
- October 21-22: No school for staff/students
- November 2: Cedar School Only, school closed for elections; Conferences Cedar School
- November 5: No school, inservice certified staff, CTE, DCALS; No school (except Cedar), conferences, Special Education
- November 24: All staff inservice, no school for students
- November 25-26: Thanksgiving break, no school for staff/students
- Dec. 23-Dec. 31: Winter break, no school for staff/students
- January 17: Martin Luther King Day, no school for staff/students
- January 21: Inservice certified staff, no school for students
- February 21: Presidents' Day, no school staff/students
- March 25: No school, inservice certified staff, CTE, DCALS; In session, Special Education
- March 28-April 1: Spring Break, no school for staff/students
- April 8: No school, conferences, Special Education; In session, CTE, DCALS
- April 15: Spring holiday, no school all staff
- May 30: Memorial Day, no school for staff/students
- June 9: Last student day
- June 10: Last day certified staff, 1/2 day of duty

General Calendar Key:

- First and last day of school
- New certified staff inservice
- No school for staff or students
- Staff inservice/conferences, No school for students

Site Specific Notations:

- Special Education conferences, no students; CTE and DCALS in session
- CTE and DCALS inservice, no students; Special Education in session
- JSC in session
- JSC teacher last day
- Cedar School conferences, no students

Paraprofessional staff: Refer to #10-15 on the following page for your second professional development (PD) day. The first PD day occurs prior to students returning (Aug 26 or Sept 2).

Intermediate School District 917
Calendar 2021-2022

1. There are 174 student days, 183 teacher days, and 176 paraprofessional days (unless following a member district calendar).
2. First-year teachers work 187 duty days, which includes August 24-25, 2021.
3. Second-year teachers work 186 duty days, which includes August 25, 2021.
4. Staff assigned to ISD 917 special education programs housed in member district schools will follow the calendar of the host district.
5. Special Education has .3 staff day counted for evening event like an open house depending on site or program and 1.0 staff day for evening conference on Thursday, November 4, 2021 and Thursday, April 7, 2022.
6. CTE and DCALS have 1.0 staff day for a fall and spring open house event.
7. CTE has .3 staff day for Student of Distinction.
8. DCALS has .3 staff day for graduation.
9. Paraprofessional professional development will occur on September 2, 2021 and as detailed in the next lines.
10. Paraprofessional inservice for paraprofessionals working in ISD 917 main sites and ISD 194 is scheduled on November 24, 2021.
11. Paraprofessional inservice for paraprofessionals working in SSD 6 sites scheduled on October 15, 2021.
12. Paraprofessional inservice for paraprofessionals working in ISD 271 is scheduled on October 20, 2021.
13. Paraprofessional inservice for paraprofessionals working in ISD 197 sites scheduled on November 2, 2021.
14. Paraprofessional inservice for paraprofessionals working in ISD 192 and ISD 200 sites scheduled on November 29, 2021.
15. Paraprofessional inservice for paraprofessionals working in ISD 199 sites scheduled on December 3, 2021.
16. Teacher inservice dates on October 20, and January 21 will be split 3.75 hours of workshop and 3.75 hours of work time.
17. CTE and DCALS programs will have an inservice day on March 25, 2022.
18. Special Education will have a conference day on April 8, 2022.
19. Friday, June 10, 2021, is 3.75 hours of scheduled work time for certified staff.
20. Itinerant staff work calendars will be confirmed by their respective supervisor.
21. Juvenile Services Center only: June 11-21, 2021-Summer Session I
22. Juvenile Services Center only: June 22, 2021-0.5 day teacher workshop
23. Juvenile Services Center only: Tuesday, July 6-Friday, August 6, 2021-Summer Session II
24. Juvenile Services Center only: June 10-20, 2022-Summer Session I
25. Juvenile Services Center only: June 21, 2022-0.5 day teacher workshop
26. Juvenile Services Center only: Tuesday, July 3-Friday, August 5, 2022-Summer Session II
27. Special education extended school year will be Mon - Thurs, July 6 - July 30, 2021 (Staff prep day, July 6)
28. Special education extended school year will be Mon - Thurs, July 11 - August 4, 2022 (Staff prep day, July 11)

Quarters for DCALS

First: September 7-November 4-40 days

Second: November 8-January 20-44 days

Third: January 24-March 24-43 days

Fourth: April 4-June 9-47 days

Semesters for Special Education

First: September 7-January 21-84 days

Second: January 24-June 9-90 days

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: 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 "*Incident Report for Staff*" and the "*Information and Privacy Statement*". **The Nurse Care Line is 1-844-847-8708. The *Incident Report for Staff Form* and *Information and Privacy Statement* must be completed and filed with the Executive Director of Business Services' Administrative Assistant in the ISD 917 Business Office within 24 hours.** These forms are found on the district website at www.isd917.org, under For 917 Staff, District Forms, Worker's Compensation Process and Forms.

Employees who need medical treatment should seek treatment at a facility of their choice. Take and give the 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 *Incident Report for Staff* and *Information and Privacy Statement* to your supervisor within 24 hours of the incident.
- 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 (see page 57 – Appendix D)
- 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, the District and its employees are required by statute to conduct training activities. 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. The administrative team has determined which courses are most appropriate for our 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. **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.**

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** of each school year. In addition, your administrator may have assigned you additional courses that pertain to your job.

- To access SafeSchools training, visit the District's website: <http://www.isd917.org>
 - Click on "For 917 Staff"
 - Log in with Google and your password to get into "For 917 Staff"
 - Select "Safeschools Online Training"
 - SafeSchools login is your e-mail address (no password is required)

The classes which you are required to complete are listed for you. Start with the introduction and work your way through all sections of a given course. The quiz is the final section, and everyone will need to show proficiency at 80% correct. 90% proficiency for Defensive Driving is needed.

There is no time limit for taking the course. You can start and stop during the courses; however, you cannot just go to the quiz. You must review all the sections before taking the quiz. If your score is less than the minimum score, 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. The District does not require you to print off your certificate, as we keep digital records of your course completion.

For questions, contact Linda Berg at 651-423-8214 or email linda.berg@isd917.org.

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: 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 Intermediate School District 917. Please check with your administrator as to smoking restrictions for the building in which you work.

Driving

Many of you drive as part of your position with the district. For some, you drive your personal vehicle; for others, you drive a district vehicle. All drivers must abide by federal, state, and local motor vehicle regulations, laws, and ordinances. All drivers and occupants of vehicles must wear seat belts. Students are not to be driven in staff's personal vehicle. Staff are to follow the 'Employee Driver Safety' district procedure, which includes the completion of the SafeSchools' Defensive Driving course each year, an annual motor vehicle report, and, for those driving personal vehicles, proof of automobile insurance. Distracted driving, which can include the use of cellphone, is not permitted.

In working with our insurance company, we have determined that if people have two (2) texting violations in the last three (3) years, they will be ineligible to drive for work purposes. Texting and driving is deemed as dangerous by our insurance carrier as drinking and driving. Please be safe, and don't text and drive!

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: Contracts/Union Groups.

Job Postings

Job vacancies are posted on the District's website via the Frontline (formerly AppliTrack) applicant tracking system at www.isd917.org/employment: Job Openings.

Internal candidates for a position should submit a letter of interest and an updated application via Frontline (formerly 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' written notice to your supervisor, 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 30th 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 15th.

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 below 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: For 917 Staff, District Forms, HR and Payroll Forms.

Paychecks

Payroll checks are distributed through direct deposit to employees' bank accounts on the **15th** 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: 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.

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 for assistance. If your work at Alliance Education Center or Cedar School, 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: For 917 Staff, Employee Benefits, Employee Assistance Program (EAP) for more information.

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: 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: 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.sourcewelltech.org/employeeaccess>

Who do I contact if I have questions?

- Lauren Kelly, HR Coordinator at Lauren.Kelly@isd917.org or 651-423-8652
- Audrey Weiler, Payroll Specialist at Audrey.Weiler@isd917.org or 651-423-8245

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 11/18/2020 at 9:00 a.m.): <https://isd917.efp.sourcewelltech.org/employeeaccess>

User ID: Your ISD 917 email address (firstname.lastname@isd917.org)

User Password: Last four (4) digits of your SSN

- You will be required to change your password at your first login. New passwords require eight (8) alphanumeric characters (with at least one (1) special character).
- You will also be asked to set up three (3) security questions out of ten (10) predetermined questions.

Employee Login Screen

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 late October or 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 Coordinator – 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: 'For 917 Staff' and submit an 'IT Help Request' form or contact Cory Langenfeld at 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, 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 supervisor 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 \$174,999 three written quotes are required to be established by the purchasing department.
 - c. Any purchase of \$175,000 or greater 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: 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.

Outside/Additional Employment for Licensed Staff

In the event a licensed staff person seeks employment outside of their position with ISD 917 that requires utilization of their professional license, the licensed staff person must inform their supervisor of this work. Working for another employer that requires an employee to utilize their license and results in an employee's total FTE between the two employers to total beyond a 1.0 full-time equivalent (FTE) or 1480 hours, requires pre-approval from the Minnesota Department of Education (MDE) for the purpose of reporting for funding in the Special Education Data Reporting (SEDRA) system.

Further, per MDE, employees who use their license in working for more than one employer must keep a detailed record of their schedule for submission to MDE to allow review to ensure that contractual obligations for the entities for whom the employee is providing services do not overlap. Failure to take all steps for outside employment may result in MDE refusing to provide funding to one or both of the districts for whom the staff member is working and may impact the employee's compensation and result in disciplinary action, which may include termination of employment.

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: 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. Staff who would like to be considered for an accommodation must proceed through the District's interactive process. For more information, contact the Benefits Specialist: Jacob.Edlund@isd917.org.

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 PlanSource, Inc. (the District's COBRA administrator) at 888-266-1732, of triggering events that allow for continued health care coverage. See 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	Executive Director of Business Services 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 524:

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 820:

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, 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: For 917 Staff, Employee Benefits, Leave of Absence. For the complete policy go to the District website 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, 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 524:

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 – Prohibition Against Corporal Punishment, Child Abuse, Sexual Abuse, and Neglect – MN Chapter 626 – District Policy 414:

"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.**

Prohibition Against Corporal Punishment, Child Abuse, Sexual Abuse, and Neglect: 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.

Notice of Privacy Practices:

See 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: 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 request copies/scans 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 human resources 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 to the probationary teacher before July 1.

Intermediate School District 917's collective bargaining agreement with the Teacher Union and the individual contract signed by all probationary teachers outlines the resignation date for probationary teachers as April 1, as with non-probationary teachers.

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: For 917 Staff, Employee Contracts and Classifications.

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 506, MN Statute 127.41
- Reporting chemical abuse, Policy 418, MN State 126.037
- Reporting child abuse, Policy 414, 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). 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; 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 709:

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 **PlanSource at 888-266-1732**, 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:

PlanSource
888-266-1732
<http://www.plansource.com>

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 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, 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, Executive Director of Business Services, 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 your 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 do not always share information about you with these people. If you have questions about when we give these people information, contact human resources.

- 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/scans. You may have to pay for the copies.
- You may give other people permission to see and have copies of private information about you through a signed release of information form.
- 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 in detail 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 in writing. 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 145th 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

**Risk Administration Services, Inc Compensation
Contact Information
(Workers' Compensation)**

For Medical Bill Inquiries:

Mail to:

Risk Administration Services, Inc

PO Box 89310

Sioux Falls, SD 57109-9310

Claims Rep Supervisor:

Melissa Zens

melissa.zens@RASCompanies.com

605-361-5708

PERSONAL PROTECTIVE EQUIPMENT

WRITTEN PLAN

Intermediate School District 917

July 2021

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.

EMPLOYEE RIGHT TO KNOW

WRITTEN PLAN

Intermediate School District 917

July 2021

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 Shannon McBrennan, 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 2021

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.

RESPIRATORY PROTECTION

WRITTEN PLAN

Intermediate School District 917

July 2021

This Respiratory Protection Plan specifies standard operating procedures to protect all employees from respiratory hazards, according to the requirements of 29 CFR 1910.134. At Intermediate School District 917, respirators are not required but can be used by employees on a voluntary basis. Employees who voluntarily determine that they wish to use a respirator shall be responsible for the storage, maintenance, and cleanliness of the respirator. Procurement, consumables, and replacement parts shall be funded by the District.

Administrative Duties

At Intermediate School District 917 our Respiratory Protection Program Administrator is Linda Berg, the Health and Safety Coordinator. This person is solely responsible for all facets of the plan and has full authority to make necessary decisions to ensure success of this plan.

Employees may review a copy of this Respiratory Protection Plan. It is located in the District Office. We review this plan periodically to ensure its effectiveness.

Respiratory Hazards

A review of potential respiratory hazards indicates that employees may be exposed to mold, soot, solvents, welding fumes and dust. These exposures are below the permissible exposure limit. However, for comfort, employees may choose to wear a respirator.

Respirator Selection

Respirators are selected on the basis of respiratory hazards to which the worker is exposed and workplace and user factors that affect respirator performance and reliability.

Our district's selection procedures include:

Selection Procedure Checklist

When selecting any respirator in general:

- Select and provide respirators based on respiratory hazard(s) to which a worker is exposed and workplace and user factors that affect respirator performance and reliability.
- Select a NIOSH-certified respirator. (NIOSH stands for the National Institute for Occupational Safety and Health)

- Select respirators from a sufficient number of respirator models and sizes so that the respirator is acceptable to, and fits the user.

When selecting respirators for atmospheres that are not IDLH (Immediately Dangerous to Life or Health):

- Provide a respirator that is adequate to protect the health of the employee and ensure compliance with all other OSHA statutory and regulatory requirements, under routine and reasonably foreseeable emergency situations.
- Select respirators appropriate for the chemical state and physical form of the contaminant.

For protection against gases and vapors, provide:

- An atmosphere-supplying respirator, or
- An air-purifying respirator, provided that: (1) The respirator is equipped with an end-of-service-life indicator (ESLI) certified by NIOSH for the contaminant; or (2) If there is no ESLI appropriate for conditions in our workplace, implement a change schedule for canisters and cartridges that is based on objective information or data that will ensure that canisters and cartridges are changed before the end of their service life. Describe in the respirator program the information and data relied upon and the basis for the canister and cartridge change schedule and the basis for reliance on the data.

For protection against particulates, provide:

- An atmosphere-supplying respirator; or
- An air-purifying respirator equipped with a filter certified by NIOSH under 30 CFR part 11 as a high efficiency particulate air (HEPA) filter, or an air-purifying respirator equipped with a filter certified for particulates by NIOSH under 42 CFR 84; or
- For contaminants consisting primarily of particles with mass median aerodynamic diameters (MMAD) of at least 2 micrometers, an air-purifying respirator equipped with any filter certified for particulates by NIOSH.

Respirator Types and Uses

- Half-mask canister respirator for boiler cleaning, removing mold, welding, painting, dust, and solvents
- A 2 strap paper dust mask for dust or mold

The following types of respirators are in use in this facility for the following uses:

Only NIOSH-certified respirators are selected and used. The respirators will be assigned to individual workers for their exclusive and voluntary use.

Medical Evaluations

A medical evaluation for respirator use is not provided to employees by Intermediate School District 917 since the employees are wearing the respirator on a voluntary basis. However, a medical evaluation to determine whether an employee is able to use a given respirator is an important element and recommended to prevent injuries, illnesses, and even, in rare cases, death from the physiological burden imposed by respirator use. A medical evaluation will determine if an employee is physically able to perform the work and use the respirator. Please see 29 CFR 1910.134 for information regarding the recommended medical evaluation. Respirator medical evaluations will be the employee's responsibility and at the employee's expense.

Fit Testing Procedures

Fit testing is not provided since this is a voluntary respirator program.

Proper Use Procedures

Once the respirator has been properly selected and fitted, its protection efficiency must be maintained by proper use in accordance with 29 CFR 1910.134(g).

Our district uses the following recommendations for employees who wear respirators:

Face piece Seal Protection

Do not permit respirators with tight-fitting face pieces to be worn by employees who have:

- Facial hair that comes between the sealing surface of the face piece and the face or that interferes with valve function; or
- Any condition that interferes with the face-to-face piece seal or valve function.

If an employee wears corrective glasses or goggles or other personal protective equipment, ensure that such equipment is worn in a manner that does not interfere with the seal of the face piece to the face of the user.

For all tight-fitting respirators, ensure that employees perform a user seal check each time they put on the respirator using the procedures in 29 CFR 1910.134 Appendix B-1 (User Seal Check Procedures) or procedures recommended by the respirator manufacturer that you could demonstrate are as effective as those in Appendix B-1.

Maintenance and Care Procedures

In order to ensure continuing protection from respiratory protective devices, it is necessary to establish and implement proper maintenance and care procedures and schedules. A lax attitude toward maintenance and care will negate successful selection and fit because the devices will not

deliver the assumed protection unless they are kept in good working order.

Cleaning & disinfecting

Our district provides each respirator user with a respirator that is clean, sanitary, and in good working order. Respirator users are responsible to ensure that respirators are cleaned and disinfected using the procedures below:

- In Appendix B-2 of 29 CFR 1910.134.
- Recommended by the respirator manufacturer.

The respirators are cleaned and disinfected at the following intervals:

Respirator type:	Are cleaned and disinfected at the following interval:
Issued for the exclusive use of an employee	As often as necessary to be maintained in a sanitary condition

Storage

Storage of respirators must be done properly to ensure that the equipment is protected and not subject to environmental conditions that may cause deterioration. Respirator users are responsible for ensuring that respirators are stored to protect them from damage, contamination, dust, sunlight, extreme temperatures, excessive moisture, and damaging chemicals to prevent deformation of the face piece and exhalation valve.

Inspection

In order to assure the continued reliability of respirator equipment, it must be inspected by the user on a regular basis. The frequency of inspection is related to the frequency of use. Frequencies for inspection:

Respirator type:	Inspected at the following frequencies:
All types used in routine situations	Before each use and during cleaning

Respirator inspections include a check:

- For respirator function, tightness of connections, and the condition of the various parts including, but not limited to, the face piece, head straps, valves, connecting tube, and cartridges, canisters or filters; and
- Of elastomeric parts for pliability and signs of deterioration.

Repairs

Respirators that fail an inspection or are otherwise found to be defective are removed from service, and are discarded or repaired or adjusted by the district in accordance with the following procedures:

- Repairs or adjustments to respirators are to be made only by persons appropriately trained to perform such operations and only with the respirator manufacturer's NIOSH-approved parts designed for the respirator;
- Repairs must be made according to the manufacturer's recommendations and specifications for the type and extent of repairs to be performed; and
- Reducing and admission valves, regulators, and alarms must be adjusted or repaired only by the manufacturer or a technician trained by the manufacturer.

Discarding of respirators

Respirators that fail an inspection or are otherwise not fit for use and cannot be repaired must be discarded and will be replaced by the District.

Air Quality Procedure

Filters, Cartridges, and Canisters:

Ensure that all filters, cartridges and canisters used in the workplace are labeled and color-coded with the NIOSH approval label and that the label is not removed and remains legible.

Training

No training is required since this is a voluntary respirator program. Employees are provided with a copy of Appendix D of the standard. Employees are also periodically informed regarding:

- Respiratory hazards to which our employees are potentially exposed during routine and emergency situations, and
- Proper use of respirators, including putting on and removing them, any limitations on their use, and their maintenance.
- Providing the employee with a copy of Appendix D to 1910.134:

Information for employees using respirators when not required under the standard

Respirators are an effective method of protection against designated hazards when properly selected and worn. Respirator use is encouraged, even when exposures are below the exposure limit, to provide an additional level of comfort and protection for workers. However, if a respirator is used improperly or not kept clean, the respirator itself can become a hazard to the worker. Sometimes, workers may wear respirators to avoid exposures to hazards, even if the amount of hazardous substance does not exceed the limits set by OSHA standards. If your employer provides respirators for your voluntary use, or if you provide your own respirator, you need to take certain precautions to be sure that the respirator itself does not present a hazard.

You should do the following:

- Read and heed all instructions provided by the manufacturer on use, maintenance, cleaning and care, and warnings regarding the respirators limitations.
- Choose respirators certified for use to protect against the contaminant of concern. NIOSH, the National Institute for Occupational Safety and Health of the U.S. Department of Health and Human Services, certifies respirators. A label or statement of certification should appear on the respirator or respirator packaging. It will tell you what the respirator is designed for and how much it will protect you.
- Do not wear your respirator into atmospheres containing contaminants for which your respirator is not designed to protect against. For example, a respirator designed to filter dust particles will not protect you against gases, vapors, or very small solid particles of fumes or smoke.
- Keep track of your respirator so that you do not mistakenly use someone else's respirator.

Questions

If an employee has questions or concerns regarding respirator use they are to contact Linda Berg, Health and Safety Coordinator at 651-423-8214.

Appendix B-1 to § 1910.134: User Seal Check Procedures (Mandatory)

The individual who uses a tight-fitting respirator is to perform a user seal check to ensure that an adequate seal is achieved each time the respirator is put on. Either the positive and negative pressure checks listed in this appendix, or the respirator manufacturer's recommended user seal check method shall be used. User seal checks are not substitutes for qualitative or quantitative fit tests.

I. Facepiece Positive and/or Negative Pressure Checks

- A. *Positive pressure check.* Close off the exhalation valve and exhale gently into the facepiece. The face fit is considered satisfactory if a slight positive pressure can be built up inside the facepiece without any evidence of outward leakage of air at the seal. For most respirators this method of leak testing requires the wearer to first remove the exhalation valve cover before closing off the exhalation valve and then carefully replacing it after the test.
- B. *Negative pressure check.* Close off the inlet opening of the canister or cartridge(s) by covering with the palm of the hand(s) or by replacing the filter seal(s), inhale gently so that the facepiece collapses slightly, and hold the breath for ten seconds. The design of the inlet opening of some cartridges cannot be effectively covered with the palm of the hand. The test can be performed by covering the inlet opening of the cartridge with a thin latex or nitrile glove. If the facepiece remains in its slightly collapsed condition and no inward leakage of air is detected, the tightness of the respirator is considered satisfactory.

II. Manufacturer's Recommended User Seal Check Procedures

The respirator manufacturer's recommended procedures for performing a user seal check may be used instead of the positive and/or negative pressure check procedures provided that the employer demonstrates that the manufacturer's procedures are equally effective.

Appendix B-2 to § 1910.134: Respirator Cleaning Procedures (Mandatory)

These procedures are provided for employer use when cleaning respirators. They are general in nature, and the employer as an alternative may use the cleaning recommendations provided by the manufacturer of the respirators used by their employees, provided such procedures are as effective as those listed here in Appendix B- 2. Equivalent effectiveness simply means that the procedures used must accomplish the objectives set forth in Appendix B-2, i.e., must ensure that the respirator is properly cleaned and disinfected in a manner that prevents damage to the respirator and does not cause harm to the user.

I. Procedures for Cleaning Respirators

- A. Remove filters, cartridges, or canisters. Disassemble facepieces by removing speaking diaphragms, demand and pressure- demand valve assemblies, hoses, or any components recommended by the manufacturer. Discard or repair any defective parts.
- B. Wash components in warm (43 deg. C [110 deg. F] maximum) water with a mild detergent or with a cleaner recommended by the manufacturer. A stiff bristle (not wire) brush may be used to facilitate the removal of dirt.
- C. Rinse components thoroughly in clean, warm (43 deg. C [110 deg. F] maximum), preferably running water. Drain.
- D. When the cleaner used does not contain a disinfecting agent, respirator components should be immersed for two minutes in one of the following:
 - 1. Hypochlorite solution (50 ppm of chlorine) made by adding approximately one milliliter of laundry bleach to one liter of water at 43 deg. C (110 deg. F); or,
 - 2. Aqueous solution of iodine (50 ppm iodine) made by adding approximately 0.8 milliliters of tincture of iodine (6-8 grams ammonium and/or potassium iodide/100 cc of 45% alcohol) to one liter of water at 43 deg. C (110 deg. F); or,
 - 3. Other commercially available cleansers of equivalent disinfectant quality when used as directed, if their use is recommended or approved by the respirator manufacturer.
- E. Rinse components thoroughly in clean, warm (43 deg. C [110 deg. F] maximum), preferably running water. Drain. The importance of thorough rinsing cannot be overemphasized. Detergents or disinfectants that dry on facepieces may result in dermatitis. In addition, some disinfectants may cause deterioration of rubber or corrosion of metal parts if not completely removed.
- F. Components should be hand-dried with a clean lint-free cloth or air-dried.
- G. Reassemble facepiece, replacing filters, cartridges, and canisters where necessary.
- H. Test the respirator to ensure that all components work properly.

Appendix D to Sec. 1910.134 (Mandatory) Information for Employees Using Respirators When Not Required Under the Standard

Respirators are an effective method of protection against designated hazards when properly selected and worn. Respirator use is encouraged, even when exposures are below the exposure limit, to provide an additional level of comfort and protection for workers. However, if a respirator is used improperly or not kept clean, the respirator itself can become a hazard to the worker. Sometimes, workers may wear respirators to avoid exposures to hazards, even if the amount of hazardous substance does not exceed the limits set by OSHA standards. If your employer provides respirators for your voluntary use, or if you provide your own respirator, you need to take certain precautions to be sure that the respirator itself does not present a hazard.

You should do the following:

1. Read and heed all instructions provided by the manufacturer on use, maintenance, cleaning and care, and warnings regarding the respirators limitations.
2. Choose respirators certified for use to protect against the contaminant of concern. NIOSH, the National Institute for Occupational Safety and Health of the U.S. Department of Health and Human Services, certifies respirators. A label or statement of certification should appear on the respirator or respirator packaging. It will tell you what the respirator is designed for and how much it will protect you.
3. Do not wear your respirator into atmospheres containing contaminants for which your respirator is not designed to protect against. For example, a respirator designed to filter dust particles will not protect you against gases, vapors, or very small solid particles of fumes or smoke.
4. Keep track of your respirator so that you do not mistakenly use someone else's respirator.

CONFINED SPACE ENTRY

WRITTEN PLAN

Intermediate School District 917

July 2021

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 2021

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.

SECONDARY TECHNOLOGY CENTER SAFETY MANAGEMENT

WRITTEN PLAN

Intermediate School District 917

July 2021

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.

Indoor Air Quality Management Plan

Intermediate School District 917

Dakota County Technical College

1300 145th Street East

Rosemount, Minnesota 55068

July, 2021

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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 145th Street East, Rosemount, MN, 55068.

The following building locations (categorized) will be occupied by Intermediate School District 917 programs during the 2020-2021 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 149th Street
Apple Valley, MN 55124
952-431-4062

SPACE OCCUPIED WITHIN ANOTHER PUBLIC SCHOOL DISTRICT

Akin Road Elementary (PACES)

5231 195th St W Farmington, MN 55024
Main Office: 651-460-1700
Fax: 651-460-1710
School Hours: 7:40-2:10

Bloomington Transition Center (DASH, SUN & TESA)

2575 W 88th Street, Door 10
Bloomington, MN 55431
Main Office: 952-681-6118
Fax: 952-681-6179
School Hours: 7:45-2:20

Boeckman Middle School (PACES)

800 Denmark Avenue
Farmington, MN 55024
651-460-1401

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

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

**Dakota County Technical College (TESA, Dakota County Area Learning School (DCALS),
Administrative Offices)**

1300 East 145th Street
Rosemount, MN 55068
651-423-8214

Farmington High School (PACES)

50655 Flagstaff Avenue
Farmington, MN 55024
651-252-2628

Hastings Senior High School (DASH)

200 General Sieben Drive
Hastings, MN 55033
651-480-7521

Inver Grove Heights Middle School (DHH)

8167 Cahill Avenue
Inver Grove Heights, MN 55076
Rm. 8208
Main Office: 651-306-7200
Fax: 651-306-7152

School Hours: 8:30-3:20

Lakeville North Senior High School (TESA and DASH)

19600 Ipava Avenue West
Lakeville, MN 55044
952-232-3600

Lincoln Center (DHH)

357 9th Avenue N.
South St. Paul, MN 55075
Rm. 135A
Main Office: 651-457-9426
Fax: 651-457-9423
School Hours: 8:20-2:55

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

Pinecrest Elementary School (DASH)

975 12th Street W
Hastings, MN 55033
Rm. 42: 651-480-7320
Main Office: 651-480-7280
Fax: 651-480-7282
School Hours: 8:00-2:30

Pond Family Center (TEA)

9600 Pond Avenue South
Bloomington, MN 55420
Rm. XXX:
Main Office: 612-870-7422
Fax: 651-438-4985

Riverview Elementary (TEA)

4100 208th Street West
Farmington, MN 55024

Two Rivers High School (DASH)

1897 Delaware Avenue
Mendota Heights, MN 55118
651-403-7345

SPACE OCCUPIED WITHIN OTHER FACILITIES (Public or Private)

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: Dr. Michael Favor, 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: Melissa Ho, 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 be 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
----------------	---------	-----------	---------------	----------	-------------

A. Outdoor air intake inspection (unit ventilators)				X	
B. Check belt tension				X	
C. HVAC duct work inspection					X
D. HVAC controls calibration					X
E. Filter changes				X	
F. Heating coils/cooling coils inspection				X	
G. Heating coils/cooling coils cleaning					X (unit ventilators)
H. Supply fan inspection				X	
I. Supply fan cleaning					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.

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:

Facilities:

Food and beverages storage
Clean-up

Examples:

Refrigerator
Wash basin, hand soap, hand towels

Eating
Food and beverage purchases
Food disposal
Recyclable Disposal

Tables and chairs
Vending machines
Lined wastebaskets or refuse containers
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:

EMPLOYEE	TRAINING 1	TRAINING 2	TRAINING 3
Superintendent	X	X	
Directors/Assistant Directors	X		(As Needed)
IAQ / Health and Safety Committee Members	(IAQ Coordinator)	X	
Maintenance/Custodial Staff		X	X
School Nurses/Health Assistants		X	(As Needed)
Teachers			(As Needed)

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 145th Street East, Rosemount, MN 55068 or fax to 651-423-8781.

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:	

Moisture	
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 ₂ (ppm) _____
Particulates _____	
Outside Air Temp (°F) _____	
Outside CO (ppm) _____	Outside CO ₂ (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

RENOVATION AND REPAIRS CHECKLIST- FLOORING

Pre-Installation

- Determine whether resilient tile flooring scheduled for removal contains asbestos fibers.
- Renovation may/will disturb asbestos- containing flooring.**
- Select low-emitting adhesive when installing glue-down flooring.
- Obtain information about product constituents and emissions that may adversely impact IAQ from manufacturers.
- Select low-emitting adhesive.
- Select low-emitting flooring materials.
- Need additional information for selecting low-emitting adhesive and flooring materials.**
- Do not install carpet near water sources.
- When possible, schedule installation for time when school is unoccupied.

During Installation

- Use low-emitting adhesives.
- Use low-emitting flooring materials.
- Air new products before installation.
- Need help arranging the airing out of flooring products.**
- Follow manufacturers' recommendations for ventilating the work area during and after flooring installation.
- 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.
- 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.
- Need help arranging the airing out of space during and after installation.**
- Vacuum old carpet that is to be removed and subfloor surfaces (once carpet is removed).
- Seal joints of hard surfaces and/or entire surface of porous flooring installed near water sources.

Post-Installation

- Vacuum new flooring after installation to remove loose matter and particles generated by the installation process and general construction in the area.
- 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.)

No Problems to Report.

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
- Δ No lead in existing paint
- \circ 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
- Δ Have selected an appropriate paint
- \circ 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 have 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.)

Δ Ventilation is arranged to avoid entry of pollutants

- Need help to modify ventilation

Building and Grounds – Maintenance Checklist

Name: _____	
School: _____	
Room or Area: _____	Date Completed: _____
Signature: _____	

Instructions

1. Read the *IAQ Backgrounder* 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d. Stored chemical products and supplies in sealed, clearly labeled containers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1e. Researched and selected the safest products available | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1f. Ensured that supplies are being used according to manufacturers’ instructions..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1g. Ensured that chemicals, chemical-containing wastes, and containers are disposed of according to manufacturers’ instructions..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1h. Substituted less- or non-hazardous materials (where possible) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1i. Scheduled work involving odorous or hazardous chemicals for periods when the school is unoccupied | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1j. Ventilated affected areas during and after the use of odorous or hazardous chemicals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. GROUNDS MAINTENANCE SUPPLIES

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 2a. Stored grounds maintenance supplies in appropriate area(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b. Ensured that supplies are used and stored according to manufacturers’ instructions..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c. Established and followed procedures to minimize exposure to fumes from supplies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d. Reviewed and followed manufacturers’ guidelines for maintenance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2e. Replaced portable gas cans with low-emission cans..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2f. Stored chemical products and supplies in sealed, clearly-labeled containers..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2g. Ensured that chemicals, chemical-containing wastes, and containers are disposed of according to manufacturers’ instructions..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. DUST CONTROL

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 3a. Installed and maintained barrier mats for entrances | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3b. Used high efficiency vacuum bags | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3c. Used proper dusting techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3d. Wrapped feather dusters with a dust cloth..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3e. Cleaned air return grilles and air supply vents..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1. BUILDING MAINTENANCE SUPPLIES

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| | Yes | No | N/A |
| 1a. Developed appropriate procedures and stocked supplies for spill control | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1b. Reviewed supply labels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. FLOOR CLEANING

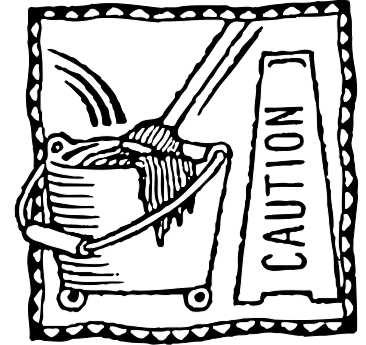
- 4a. Established and followed schedule for vacuuming and mopping floors
- 4b. Cleaned spills on floors promptly (as necessary).....
- 4c. Performed restorative maintenance (as necessary)

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
A. Outdoor air intake inspection (unit ventilators)				X	
B. Check belt tension				X	
C. HVAC duct work inspection					X
D. HVAC controls calibration					X
E. Filter changes				X	
F. Heating coils/cooling coils inspection				X	
G. Heating coils/cooling coils cleaning					X (unit ventilators)
H. Supply fan inspection				X	
I. Supply fan cleaning					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.

Ventilation Checklist



Name: _____
 School: _____
 Unit Ventilator/AHU No: _____
 Room or Area: _____ Date Completed: _____
 Signature: _____

Instructions

- Read the *IAQ Backgrounder* and the Background Information for this checklist.
- 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.
- 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.
- 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 surrounding 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: