

**INTERMEDIATE SCHOOL DISTRICT 917
IN DAKOTA COUNTY**

REGULAR SCHOOL BOARD MEETING
Immediately following the Organizational Meeting

Tuesday, July 14, 2015

AGENDA:

I. Call to Order	
II. Conduct Pledge of Allegiance	
III. Visitors opportunity to be heard	
IV. Additions to the agenda	
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SCHOOL BOARD CALENDAR INFORMATION SCHOOL BOARD CALENDAR INFORMATION

August 18, 2015 – 5:00 PM, School Board Meeting, 917 Board Room. DCTC

September 1, 2015 – 5:00 PM, School Board Meeting, 917 Board Room. DCTC



★ FEATURES NEWS PEOPLE SPORTS EVENTS

DCTC and Inver Hills Community College Host Scrubs Camp

PUBLISHED ON: JUNE 17, 2015

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Middle school students get a hands-on look at careers in health care



Interior Design

Instructor Recognized for Kitchen Designs



Transportation &



DCTC

Welcomes New



DCTC

Basketball Looks

Ugandan Student Overcomes Orphanhood

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VIEWS: 13459



Middle school students have taken over the DCTC and Inver Hills campuses! The Dakota County Scrubs Camp that is currently taking place offers middle school students insights into health care professions. A collaborative project between HealthForce Minnesota, IHCC, DCTC and

Intermediate School District 917, Scrubs Camp offers students an opportunity to explore the many careers in the health services. Students will participate in hands-on learning sessions and investigate a variety of health care careers.

"Health care is huge as far as people needing to go into it," said Sue Wood, health care coordinator for Workforce Development. "We have a baby boom that is retiring and is going to need help, and we need to be there to help them," Wood added. That same baby boom is cutting into the nation's supply of nurses. "Fifty percent of southeastern Minnesota's LPNs are 55 years of age or older," Wood noted.

And that's where "Scrubs Camp" comes in. The two-day camp offers middle school students insights into health care professions as well as a meaningful experience to the future workforce—an experience that will, hopefully, spark an interest in pursuing a career in health care.

Scrubs Camp was initiated at Winona State University in 2008 in an effort to



allow first generation college hopefuls interested in health related services the opportunity to imagine themselves as successful college students. The first Scrubs Camp served 66 students. The initiative

SEND NEWS NOW

If you have news, breaking stories, stories about students, faculty, staff, alumni or programs, event info or just something noteworthy that you would like posted on DCTC News, please contact Chris Hayes at 651-423-8266 or chris.hayes@dctc.edu

PHOTOS ON FLICKR



has expanded and now includes nine Scrubs Camp locations across the state, which included four new sites for summer 2015 and has experienced a growth rate of 400%.

Students will be on campus at Inver Hills Community College, 2500 – 80th Street East in Inver Grove Heights, on Tuesday, June 16 and at Dakota County Technical College, 1300 – 145th Street, Rosemount, on Wednesday, June 17.

If you have any questions, feel free to contact Anne Johnson at 651-423-8360 or by email at: scrubscamp@dctc.edu

Check out some [more pics from the event on Flickr](#).

TAGS: [HEALTHFORCE MINNESOTA](#), [SCRUBS CAMP](#)

Previous post:

[Phase II of Bonding
Project Approved](#)

Next Post:

[Tim Wynes Named
President of Dakota
County Technical
College](#)

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GREAT NEWS!

1st Annual Middle School Scrubs Camp

Summer 2015

Sponsored by:
INVER HILLS COMMUNITY COLLEGE (IHCC)
DAKOTA COUNTY TECHNICAL COLLEGE (DCTC)
HEALTH FORCE MINNESOTA

DCTC and IHCC hosted their first Scrubs Camp, June 16th and 17th, 2015. We enrolled 46 campers and had a total of 35 participating. It was a HUGE success for the first attempt. As a matter of fact, we had to cut off the enrollments at 46, and we have 25+ campers on a waiting list for next year! We did experience a couple of hiccups along the way, but all were minor. Our committee members were solid and committed to making this a wonderful learning experience for this age population!

June 16th was hosted at IHCC and June 17th was hosted at DCTC. Campers were given the opportunity to explore both campuses.

Areas of exploration that we focused on our first year were:

- Athletic Trainer
- Biomedical Technology
- Dental Assisting
- EMT/Paramedic
- Exercise Science
- Human Services/Counseling
- Medical Assisting
- Medical Devices
- Medical Records
- Nursing
- Pharmacology
- Phlebotomy

Each of these presentations was approximately 45 minutes and all included “hands-on skills”. We also had “Operation Man” from the University of Minnesota. We had industry personnel present in all exploration classes! Each presenter was given a “Certificate of Participation” for their time and service and all campers received “Participation Certificates” for their camping experience. Campers were also given official “Scrub Tops” along with assorted goodies packed full in pre-filled backpacks” along with an official “Scrubs Camp” T-shirt!.

We had 4 camp counselors that volunteered their time for two days to accompany and be a mentor to their designated camp group. They are: Hunter Lundquist (Medical Careers), Kaela Schroeder (Medical Careers), Jake Moe (Dr. Christiansen’s grandson) and Becky Rachuy (Technical Tutor-ISD917). Special thanks to each of you for your commitment in making this a successful Scrubs Camp!

I could go on and on, however we will summarize with this; it was a huge success! I’m certain we will continue this extension of our education outreach, and I was personally honored to be part of this committee. Please enjoy some of these photos from that day:



*Scrubs Camp Registration
June 16, 2015*



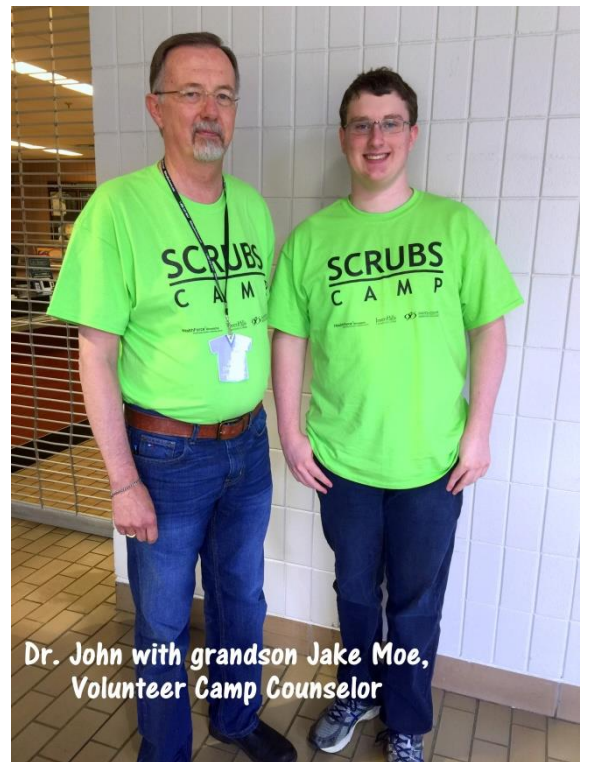
**EMS/Paramedic extrication
Inver Hills College**



**Creating their own
"Medical Chart"**



**Having lunch with their
Camp Counselor**



**Dr. John with grandson Jake Moe,
Volunteer Camp Counselor**

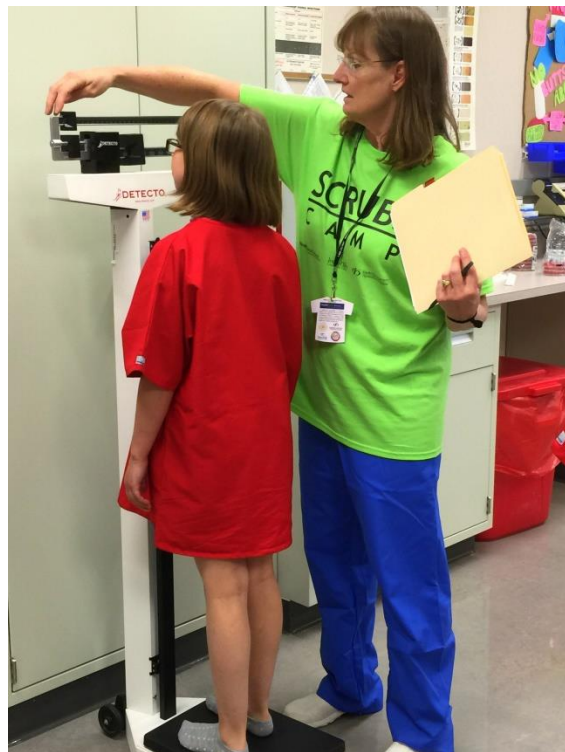


Middle School **SCRUBS** CAMP





Filling a cavity on our model



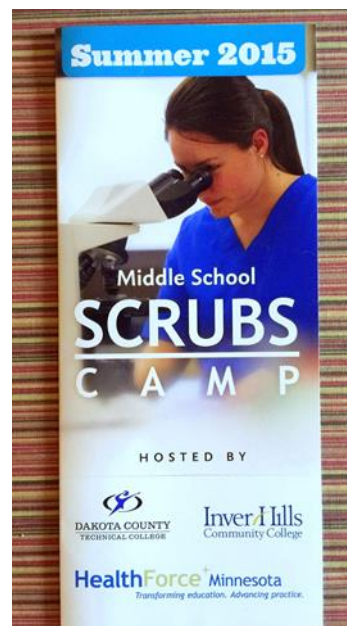
To view other pictures from this event, please click on the links below:

<http://blogs.dctc.edu/dctc-news/2015/06/17/dctc-and-inver-hills-community-college-host-scrubs-camp/>

<https://ezine.inverhills.edu/blog/scrubs-camp-2015-at-inver/>

Also, a special thanks to Anne Johnson, Associate Vice President of Strategic Initiatives
Dakota County Technical College & Inver Hills Community College

For organizing, participating and setting all the meetings for this event!



Good News Report
Secondary Programs
July, 2015
Eric Van Brocklin, Principal

Great News from Medical Careers!



On June 12, 2015 our Medical Careers Program had 20 of our High School students sit for the State of Minnesota Nurse Assisting and Home Health Aide Examination, cost of \$190.00.

We had 17 of our students' pass which is 85%! We had three that had made some errors which were all related to "nerves".

We want to send a special "Thank-You" to Brenda Arneson, RN and Director of Nursing for DCTC who helped conduct a skills and study session at DCTC on June 11th. We both spent approximately 3 hours with the students that day, and they were very appreciative for that opportunity to "re-fresh".

Congratulations to everyone for giving their very best!

-Carol Lundquist

-Alex Pierce, Lakeville South TESA placed 20th in the nation in T-Shirt Design, earned her SkillsPoint Certification with a score of 84% which made her a finalist. So proud of Alex and this year's accomplishments. The 51st Annual National SkillsUSA Leadership and Skills Championships took place in Louisville, Kentucky June 22-27th. Trina Walter, Graphics Design instructor for 917 escorted Alex to the competition.

-Eric Van Brocklin, Secondary Principal, was able to attend the ACTE Region III conference/workshop in Cedar Rapids, IA June 24-26. He had the chance to visit the new Kirkwood Regional Center at the University of Iowa. In cooperation with area school districts, high school students can attend technical programs along with arts and sciences classes. They receive both high school and college credit at no cost. This program is very similar to our 917 Technical Careers Academy model that is being established between 917 and DCTC/IHCC. http://www.kirkwood.edu/pdf/uploaded/1330/johnson_brochure.pdf

-We received news from District 199 that they will be sending between 20-25 students to our CTE programs this fall. They had previously only accessed our programs through special services and some transitions students.

Good News
Special Education
July 14, 2015

- Extended School Year began on July 6th for staff and July 7th for students and will run through July 30th.
- In total, 254 students are participating in ESY.
 - DASH 23
 - DHH 31 (13 preschool; 18 elementary)
 - IDEA 8
 - JSC 41
 - PACES 17
 - SUN 61 (32-AEC; 29-Cedar)
 - TEA 23
 - TESA 33
 - YTP 8
 - VI-ECC 9 (to be held in August)
- We continue the hiring process for licensed staff. We have added 16 new licensed positions for the 2015-2016 school year. Of those additional positions, we have one remaining opening for a school psychologist. Additionally, we posted 22 existing positions. These were mostly posted to meet requirements of the Board of Teaching due to the special licensure status of many people during the 2014-2015 school year. Of those existing positions, we have one vacancy remaining at YTP.
- Staff development plans are set for August. Our schedule will soon be available on the website.
- We will hold our annual event for member district directors and school board members tomorrow. We will have representation from all of our districts in at least part of the schedule. Laura Booth will speak on legal issues from 1 p.m. until 3 p.m. if you are interested. We will be at Mount Olivet Retreat Center in Farmington.
- Marcus Katria, a student in the DASH Program at Christa McAuliffe Elementary School, and his teacher, Janel Vrieze, were recently featured on KSTP's Kid Connection. In a joint venture, 5 EYEWITNESS NEWS and Twin Cities Live are working to help find homes for school-aged kids in Minnesota in need of immediate permanent families.

<http://kstp.com/article/stories/S3823737.shtml?cat=25>
- TESA's Exploring Human Services students visited Diamond Path Elementary this past school year specifically (Kindergarten 2nd & 3rd grade classrooms) once a week. Students assisted in reading, writing, sight words as well as one-on-one tutoring and overall classroom work. Students were able experienced new chicks being hatched, minnow observations, and cultural celebration activities at the International Magnet School. Students learned professionalism, teaching, classroom management, and child development skills in Exploring Human Services. Exploring Human Services was taught by Karey Heim.

INTERMEDIATE SCHOOL DISTRICT 917

A School Board Meeting of the Intermediate School District 917 School Board was held on June 2, 2015, at 1300 145th Street East, Rosemount, MN, in the 917 Board Room.

Members Present: Dick Bergstrom, Dan Cater, Ron Hill, Jill Lewis, Bob Erickson, Deb Clark, Joanne Mansur, Vanda Pressnall, and ex-officio member Superintendent John Christiansen.

Members Absent: Melissa Sauser

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

School Board Chair Jill Lewis called the meeting to order at 5:00 PM.

The Pledge of Allegiance was conducted.

There were no visitors to be heard.

The good news reports were presented.

1. Motion by Bob Erickson, seconded by Dan Cater, to approve the consent items, as presented. All present voted aye. Motion carried.
 - **Minutes:** May 5, 2015, Regular School Board Meeting
 - **Personnel:** *New Hires:* Tina Paulk, Classroom Assistant, effective May 18, 2015. *Resignations and Terminations:* Sahcareion Rollins, Classroom Assistant, effective June 4, 2015. Joseph Sobottka Cleaner, effective May 27, 2015.
2. Board Member Vanda Pressnall, introduced the following resolution: Resolution to accept the following donations in the amount of \$53,210.00: \$60 to the PACES Program from Keith Koentopf of Farmington to be used for student needs and activities. (Value: \$60); \$5,750 to TEA (Therapeutic Education Alternative) to be used for resources that will benefit students attending programs from R.J. Ryan Construction of Mendota Heights. (Value: \$5,750.); \$41,650 to TEA to be used for resources that will benefit students attending programs from Interstate Partners, LLC, of St. Paul, MN. (Value: \$41,650.); \$5,750 to TEA to be used for resources that will benefit students attending programs from Pope Architects, Inc. of St. Paul, MN. (Value: \$5,750.) The motion for the adoption of the foregoing resolution was duly seconded by Ron Hill and upon vote being taken thereon, the following voted in favor thereof: Dan Cater, Dick Bergstrom, Deb Clark, Bob Erickson, Jill Lewis, Ron Hill, Joanne Mansur, Vanda Pressnall and the following voted against the same: none. Whereupon said resolution was duly passed and adopted. (Addendum A.)
3. Motion by Deb Clark, seconded by Dick Bergstrom, to approve the bills from April 29, 2015 – May 27, 2015, as presented by the Business Manager. All present voted aye. Motion carried.
4. Motion by Ron Hill, seconded by Vanda Pressnall, to approve the wire transfers, as presented by the Business Manager. All present voted aye. Motion carried.
5. Motion by Deb Clark, seconded by Bob Erickson, to approve the investment report as presented by the Business Manager. All present voted aye. Motion carried.

6. Motion by Dan Cater, seconded by Dick Bergstrom, to approve New Policy 427, Workload Limits for Certain Special Education Teachers, final reading. (Addendum B.) All present voted aye. Motion carried.

Principal Eric VanBrocklin updated the Board on Career Pathways Options with DCTC and IHCC.

7. Board Member Bob Erickson introduced the following resolution: Resolution Terminating Probationary Support Service Staff. The motion for the adoption of the foregoing resolution was duly seconded by Dick Bergstrom, and upon vote being taken thereon, the following voted in favor thereof: Dan Cater, Dick Bergstrom, Deb Clark, Bob Erickson, Jill Lewis, Ron Hill, Joanne Mansur, Vanda Pressnall and the following voted against the same: none. Whereupon said resolution was duly passed and adopted. (Addendum C. Full copy available in the Superintendent's office.)
8. Motion by Joanne Mansur, seconded by Deb Clark, to approve the consent items for the 2015-2016 school year, as presented. All present voted aye. Motion carried.
 - **Personnel:** *New Hires:* Valerie Enfiejian-Hoekstra, School Psychologist, effective August 27, 2015. Taylor Gjesdahl, Sign Language Interpreter, effective September 3, 2015. Adrienne Heer, Sign Language Interpreter, effective September 3, 2015. Sarah Ludewig, Sign Language Interpreter, effective September 3, 2015. Natalie Olson, Mental Health Practitioner, effective August 27, 2015. Hannah Radant, Special Education Teacher, effective August 27, 2015. Charlene Roach, Classroom Assistant, effective September 3, 2015. Nichole Short, School Psychologist, effective August 27, 2015. Gregory Waletski, Sign Language Interpreter, effective September 3, 2015. Michelle Woodward, Health Associate, effective September 3, 2015. *Rehires:* Stephanie Adix, Mental Health Practitioner, effective August 28, 2015, through June 10, 2016. Patricia Arneson, Mental Health Professional, effective July 1, 2015, through June 30, 2016. Anne Byer, Psychologist, effective July 1, 2015, through June 30, 2016. Teresa Dulko, Special Education Teacher of the Visually Impaired, effective August 28, 2015. Ann Haschig, Mental Health Practitioner, effective August 31, 2015, through June 10, 2016. Jennifer Petersen, Mental Health Professional Coordinator, effective July 1, 2015, through June 30, 2016. Amy Riesgraf, Mental Health Practitioner, effective August 28, 2015, through June 10, 2016. Erin Stevens, Mental Health Practitioner, effective August 31, 2015, through June 10, 2016. Adrienne Turzynski, Board Certified Behavior Analyst, effective July 1, 2015, through June 30, 2016. *Change in Status:* Jennifer Baxter, Program Assistant, Maternity Disability Leave effective on or about September 8, 2015, with a return date on or about November 2, 2015. Pearl Devenow, Teacher of Deaf/Hard of Hearing, decrease from 1.0 FTE to .8 FTE effective August 31, 2015, for the 2015-2016 school year only, contingent on the district being able to hire a .5 FTE D/HH POS Teacher. Kitri Kylo, Special Education Assistant Director, increase from .94 FTE to 1.0 FTE effective July 1, 2015. Marta Nelson, Special Education Teacher, Maternity Disability Leave effective August 28, 2015, with a return date on or about September 8, 2015. *Resignations and Terminations:* Abigail Anderson, Classroom Assistant, change in resignation date from June 4, 2015 to August 1, 2015.
9. Motion by Deb Clark, seconded by Dick Bergstrom, to approve the 2016 Levies (Lease Levy, Safe Schools Levy, and Health and Safety Levy), as presented. (Addendum D.) Voting aye: Dan Cater, Dick Bergstrom, Deb Clark, Jill Lewis, Ron Hill, Joanne Mansur, Vanda Pressnall, and the following voted naye: Bob Erickson. Motion carried.
10. Board Member Joanna Mansur introduced the following resolution: Resolution Approving Dakota County Intermediate School District No. 917's Health and Safety Program Budget and Authorizing the

Inclusion of Those Projects in the District's Application for Health and Safety Revenue. The motion for the adoption of the foregoing resolution was duly seconded by Ron Hill and upon vote being taken thereon, the following voted in favor thereof: Dan Cater, Dick Bergstrom, Deb Clark, Bob Erickson, Jill Lewis, Ron Hill, Joanne Mansur, Vanda Pressnall and the following voted against the same: none. Whereupon said resolution was duly passed and adopted. (Addendum E.)

11. Motion by Dan Cater, seconded by Ron Hill, to go into closed session to review the Superintendent's evaluation (per Minn. Statute 13D.05, Subd. 3). All present voted aye. Motion carried.

School Board went into closed session at 6:00 PM.

12. Motion by Ron Hill, seconded by Deb Clark, to go back to regular session. All present voted aye. Motion carried. Board resumed regular session at 6:30 PM.

13. Motion by Joanne Mansur, seconded by Ron Hill, to adjourn the meeting. All present voted aye. Motion carried.

There being no further business the meeting adjourned at 6:31 P.M.

The next regular School Board Meeting will be Tuesday, July 14, at 5:00 PM, at DCTC, 917 Board Room, 1300 – 145th Street East, Rosemount, MN.

Clerk

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: June 8, 2015	Teaching Licenses Held:
NAME: Renee Bouchareb	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : 17.14
	Employment Date: 9/3/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Perpich Center for Arts Ed.	Yes	Generals	Yes
Technical College				
College	University of MN	Yes	French Studies	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	7/14	Current	Student Assistant
Normandale French Immersion School	2/14	6/14	Paraprofessional
OGI Eyewear	5/13	7/13	Customer Relations
Bryn Mawr PTA	10/12	1/13	French Teacher

Total Years Experience 2.5

Remarks:

Renee will be a classroom assistant in the DHH Program at Gideon Pond.

To Bd 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: 6 9 15	Teaching Licenses Held:
NAME: Corrine Carnevale	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : \$17.52
	Employment Date: 9 3 15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Mankato West	Yes	Generals	Yes
Technical College				
College	U of M	Yes	Political Science	BA
	U of M	In process	Special Ed.	
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	8/14	6/15	Community Expert

Total Years Experience 1

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	9/12	8/14	Program Assistant
St. John's	2005	Current	Sunday School
Thomson Reuters	1997	2010	Publishing Specialist

Total Years Experience 15

Remarks:

Corrine will be a classroom assistant in the TEA Program at Apple Valley.

To Bd 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: June 30, 2015	Teaching Licenses Held:
NAME: Emily Clark	
Position: Teacher	
College: Secondary: Special Education: x District:	Recommended Salary : \$38,211 prorated to 30,650.53
	Employment Date: 8/27/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Jordan High	Yes	Generals	Yes
Technical College				
College	Fontbonne University	In process	Deaf Education	
	U of M Duluth	Yes	Communication Sciences	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Stephanie Lynch	6/14	6/15	Nanny
YMCA	9/13	5/14	Youth Specialist
True Friends Camps	5/12	9/13	Camp Counselor

Total Years Experience 3

Remarks:

Emily will be a DHH Teacher replacing Brenda Crissinger.

To Bd 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: June 29, 2015	Teaching Licenses Held: LD and EBD
NAME: Carmen Eaton	
Position: Teacher	
College: Secondary: Special Education: x District:	Recommended Salary : 71,459.00
	Employment Date: 8/27/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Alvarado High	Yes	Generals	Yes
Technical College				
College	AK University	Yes	Guidance and Counseling	MA
	AZ University	Yes	Special Education	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Shakopee Schools	8/14	1/15	Teacher
Prior Lake Schools	8/13	6/14	Teacher/Evaluator
Bell Plaine Schools	8/09	6/13	Teacher
Austin Public Schools	8/08	6/09	Teacher
Fairbanks Schools	8/98	6/08	Teacher

Total Years Experience 17

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Remarks:

Carmen will be a teacher in the AL/Options Programs.

To Bd 6/2/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: May 22, 2015	Teaching Licenses Held: OT
NAME: Karri Fisher	
Position: Occupational Therapist	
College: Secondary: Special Education: x District:	Recommended Salary : \$73,730
	Employment Date: 8 27 15

Education:

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	Mainland Regional	Yes	Generals	Yes
Technical College				
College	NY University	Yes	Dr. of Professional Studies	Doctorate
	NY Ithaca	Yes	OT	MA
Other	NY Ithaca	Yes	OT	BA

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Strategic Staffing w/ISD 191	3/15	6/15	Occupational Therapist
Commonwealth of Northern Mariana	8/10	11/14	Occupational Therapist
Farmingdale Public Schools	9/04	8/10	Occupational Therapist

Total Years Experience 11

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Millennium Children's Therapy	9/05	8/10	Occupational Therapist

Total Years Experience

Remarks:

Karri will be an occupational therapist for the district filling a new position.

To Bd 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: June 10, 2015	Teaching Licenses Held: DHH
NAME: Amy Grainger	
Position: Teacher	
College: Secondary: Special Education: x District:	Recommended Salary : \$38,958
	Employment Date: 8 27 15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Woodbury High	Yes	Generals	Yes
Technical College	St. Paul Technical	Yes	Interpreter	AAS
College	Metropolitan State	Yes	Psychology	BA
	U of M	In process	DHH Teaching	
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	12/14	Current	Long Term Substitute

Total Years Experience 6 mths

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Sorenson Communications	6/13	Current	Video Relay Interpreter
Deaf Blind Services of MN	3/11	Current	Intervener
Red Wing Schools	7/07	6/11	Interpreter

Total Years Experience 8 yrs

Remarks:

Amy will be a teacher in the DHH Program at Gideon Pond Elementary School.

To Ba 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: 6/29/15	Teaching Licenses Held:
NAME: Rebecca Hague	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : \$19.06
	Employment Date: 9/3/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	JFK High School, Iowa	Yes	Generals	Yes
Technical College				
College	University of MN	In process	Special Education	
	Gustavus	Yes	Psychology	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Mounds View Schools	9/13	5/15	Paraprofessional
EPIK Busan Ministry of Education	2/11	2/12	English Teacher in S. Korea
Lexington Elem. School, CA	9/10	6/11	Behavioral Specialist
US Peace Corps	1/08	8/09	Community Health Development

Total Years Experience 7

Remarks:

Rebecca will be a classroom assistant in the SUN Program located at Cedar School filling new complement.

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: June 1, 2015	Teaching Licenses Held:
NAME: Alexi Hansen	
Position: Teacher	
College: Secondary: Special Education: x District:	Recommended Salary : \$56,151
	Employment Date: 8/27/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	James Madison High	Yes	Generals	Yes
Technical College				
College	Bethel University	Current	Special Ed.	
	University of Rochester NY	Yes	Human Development	MA
	University of WI	Yes	Therapeutic Rec/Psychology	BA

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
St. Paul Schools	1/13	2/15	Teaching Assistant
Hammer Residences	4/12	9/12	Support Staff
Fraser	8/10	3/12	Coordinator
Mary Cariola Children's Center	8/08	12/09	Teaching Assistant

Total Years Experience 6

Remarks:

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

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: May 27, 2015	Teaching Licenses Held: OT
NAME: Cindy Jacobs	
Position: Occupational Therapist	
College: Secondary: Special Education: x District:	Recommended Salary : \$60,859
	Employment Date: 8/27/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	Mound Westonka High	Yes	Generals	Yes
College	MN State, Moorehead	Yes	Liberal Arts	
	Normandale Community College	Yes	Liberal Arts	AA
	MN State college	Yes	Social Services	BA
Other	University of MN	Yes	Occupational Therapy	MS OT

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Sunbelt Staffing	9/14	Current	Occupational Therapy
University of MN Health Programs	5/14	Current	Teaching Specialist, OT
Sunbelt Staffing	12/13	6/14	Occupational Therapy

Total Years Experience 2

Remarks:

Cindy will be an Occupational Therapist in the DHH PACES and DASH Programs replacing Susan Friest.

To Be 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: June 11, 2015	Teaching Licenses Held:
NAME: Shelbee Jaeger	
Position: Teacher	
College: Secondary: Special Education: x District:	Recommended Salary : 38,009.00
	Employment Date: August 28, 2015

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Forest Lake High	Yes	Generals	Yes
Technical College				
College	U of M	In process	Deaf Education	
	U of M	Yes	Communication Sciences	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	8/14	7/15	Community Expert DHH

Total Years Experience 1

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
University of MN	8/14	Current	Research Assistant
Anoka-Hennepin	6/14	7/14	Paraprofessional
Accra Care	1/13	5/14	PCA

Total Years Experience 2

Remarks:

Shelbee will be a DHH teacher at Century Middle School.

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: June 11, 2015	Teaching Licenses Held:
NAME: Gabriela Kubik	
Position: Teacher	
College: Secondary: Special Education: x District:	Recommended Salary : 37,538 prorated to 30,110.70
	Employment Date: 8/27/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	White Bear Lake	Yes	Generals	Yes
Technical College				
College	MA Smith College	Yes	Biological Sciences	BA
	U of M	In process	Special Ed. DHH	In process
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
University of MN	9/14	5/15	Pre-Service Teacher
Accra	5/14	Current	PCA
Northeast Metro 916	11/11	6/14	Short Call Substitute

Total Years Experience 4

Remarks:

Gabriela will be a DHH Teacher in the district filling new complement.

To Bd 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: June 10, 2015	Teaching Licenses Held:
NAME: Danielle LaFrance	
Position: Teacher	
College: Secondary: Special Education: x District:	Recommended Salary : 36,198
	Employment Date: 8/27/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	Apple Valley	Yes	Generals	Yes
Technical College				
College	MN State College	In Process	DAPE/Phys. Ed.	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	4/15	Current	Long Term Substitute Teacher

Total Years Experience 2 mths

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Teachers on Call	5/13	10/14	Sub Teacher/Paraprofessional
Apple Valley High	11/13	2/14	Assistant Coach
Anna's Bananas	6/13	11/13	Preschool

Total Years Experience 2

Remarks:

Danielle will be a DAPE teacher working at various sites, filling a new position.

To Bd 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: June 1, 2015	Teaching Licenses Held: EBD
NAME: Kathryn MacNally	
Position: Teacher	
College: Secondary: Special Education: x District:	Recommended Salary : \$53,184.00
	Employment Date: 8/27/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Lincoln High	Yes	Generals	Yes
College	Mankato U of M	In process	ASD	
	St. Cloud State	Yes	Special Education	MA
	Wartburg College	Yes	English/History	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Austin Public Schools	8/13	Current	Teacher
Sumner Elementary School	7/11	7/13	Teacher
MN Reading Corps	8/09	7/10	Literacy Tutor

Total Years Experience 5

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Remarks:

Kathryn will be a teacher in the IDEA Program located in Apple Valley.

To Bd 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: June 9, 2015	Teaching Licenses Held:
NAME: Brian Moga	
Position: Teacher	
College: Secondary: Special Education: x District:	Recommended Salary : \$36,871
	Employment Date: 8-27-15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Lakeville North	Yes	Generals	Yes
Technical College				
College	U of M	Yes	History	BA
	U of M	In process	Special Ed.	In process
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	9/13	Current	Paraprofessional
Headwater Resources	5/13	7/13	Laborer
Consumers Choice	2010	Current	PCA
Dairy Queen	5/2006	10/2010	Cashier/Cook

Total Years Experience 8

Remarks:

Brian will be a teacher in the TEA Program located in Apple Valley.

To Bl 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: June 15, 2015	Teaching Licenses Held:
NAME: Abigail Olson	
Position: Program Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : \$17.14
	Employment Date: 9/3/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Robinsdale Cooper	Yes	Generals	Yes
Technical College	Anoka Technical	Yes	OT Assistant	AA
College				
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	9/13	Current	Student Assistant
Office Max	2/12	9/13	Sales Associate
Guess Inc.	6/06	9/11	Asst. Store Manager

Total Years Experience 9

Remarks:

Abigail will be a program assistant in the PACES Program at Farmington High School.

To Bd 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: May 27, 2015	Teaching Licenses Held: EBD
NAME: Ralph Pratola	
Position: Teacher	
College: Secondary: Special Education: x District:	Recommended Salary : \$38,211
	Employment Date: 8/27/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Northfield High	Yes	Generals	Yes
Technical College				
College	Full Sail University	Yes	Film	BA
	MN Mankato State	Yes	Special Education	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Boeckman Middle School	3/15	6/15	Teacher

Total Years Experience 4 mths

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Friendly Hills Middle School	3/14	6/14	Paraprofessional

Total Years Experience 3 mths

Remarks:

Ralph will be a teacher in the SUN Program located at Alliance Education Center.

To Ed 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: June 16, 2015	Teaching Licenses Held:
NAME: Christine Quinn	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : 16.76 hourly
	Employment Date: 9/3/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	Woodbury High	Yes	Generals	Yes
Technical College	Century College	Yes	Associates	AA
College	St. Scholastica	Yes	Organizational Behavior	BA
	Bethel University	In process	Special Education	
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	9/14	Current	Student Assistant
Univita	4/13	9/14	Claims Support
World Data Products	5/05	4/13	Sales Support
YMCA	1995	1999	Head Life Guard/Instructor

Total Years Experience 12

Remarks:

Christine will be a classroom assistant in the PACES Program located at Farmington High School.

To Bd 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: July 1, 2015	Teaching Licenses Held:
NAME: Kami Roark	
Position: Teacher	
College: Secondary: Special Education: x District:	Recommended Salary : \$41,127
	Employment Date: 8/27/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Burnsville	Yes	Generals	Yes
Technical College				
College	University of St. Thomas	Yes	Special Education	BA
	MN State, Mankato	Yes	Social Work	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 916	9/13	6/15	EBD Teacher
ISD 191	7/13	8/13	Summer Session Teacher

Total Years Experience 2

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 191	9/03	1/13	MEA

Total Years Experience 10

Remarks:

Kami will be a teacher in the SUN Program at Cedar School.

To Bd 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: June 19, 2015	Teaching Licenses Held:
NAME: Shannon Rosenberg	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : 16.37
	Employment Date: 8/31/15

Education:

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

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

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

Total Years Experience 2

Remarks:

Shannon will be a classroom assistant in the POS Program working in District 271 at Normandale Hills.

To Bd 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: June 12, 2015	Teaching Licenses Held:
NAME: Erin Search-Wells	
Position: Classroom Assistant	
College: Secondary: Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$16.76
	Employment Date: 9/3/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Minneapolis Schools	Yes	Generals	Yes
Technical College	St. Paul College	Yes	ASL	AA
College	University of New York	Yes	Theater	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	8/14	Current	Paraprofessional
Victor's 1959 Café	3/08	6/14	Server
Morgan Stanley	7/03	3/07	Administration Asst.

Total Years Experience 12

Remarks:

Erin will be a classroom assistant in the DHH Program replacing Lindsey Johnson.

To Bd 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: June 15, 2015	Teaching Licenses Held:
NAME: Janell Stiel	
Position: Admin Asst. II	
College: Secondary: Special Education: x District:	Recommended Salary : 19.34
	Employment Date: 7/1/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Hastings	Yes	Generals	Yes
Technical College	DCTC	Yes	Work processing and Assistant	Yes
College				
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	8/05	Current	Program Asst.
Billy Graham Association	1986	6/03	Section Supervisor
TCF Bank	1984	1986	Asst. Supervisor

Total Years Experience 20 +

Remarks:

Janell will be a administrative assistant at Alliance.

To Bd 7/14/15

DISTRICT 917 CANDIDATE SUMMARY--EMPLOYMENT RECOMMENDATION

DATE: June 12, 2015	Teaching Licenses Held:
NAME: Angelyn Weber	
Position: Teacher	
College: Secondary: Special Education: x District:	Recommended Salary : \$36,198
	Employment Date: August 27, 2015

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Hastings	Yes	Generals	Diploma
Technical College				
College	Upper Iowa University	yes	Elementary Education	BA
Other				

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Cradle Club Preschool	8/10	10/11	Assistant Teacher
ISD 917	8/14	Current	Paraprofessional

Total Years Business/Industry Work Experience 2

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities
South Washington Co. Schools	10/11	6/14	Long Term Substitute Teacher

Total Years Experience 3

Remarks:

Angelyn will be a teacher in the SUN Program at Cedar School.

To Bd 7/14/15

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: May 13, 2015	Teaching Licenses Held: PHD
NAME: Amy Wilkinson	
Position: Teacher	
College: Secondary: Special Education: x District:	Recommended Salary : 57,956.00
	Employment Date: 8/27/15

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	West Fargo High	Yes	Generals	yes
Technical College				
College	MN State, Moorhead	Yes	Special Education	BA
	St. Mary's	Yes	Education	MA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 191	8/04	Current	Teacher

Total Years Experience 7

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Remarks:

Amy will be a PHD Teacher for the district.

**SUMMARY OF PERSONNEL ITEMS RECOMMENDED
FOR ACTION AT BOARD MEETING OF JULY 14, 2015**

NEW HIRES:

Renee Bouchareb, Classroom Assistant, effective September 3, 2015 (from Student Assistant to Classroom Assistant).

Emily Clark, Teacher of the Deaf or Hard of Hearing, effective August 27, 2015.

Carmen Eaton, Special Education Teacher, effective August 27, 2015.

Karrie Fisher, Occupational Therapist, effective August 27, 2015.

Amy Grainger, Teacher of the Deaf or Hard of Hearing, effective August 27, 2015. (was a Community Expert in 2014-2015).

Rebecca Hague, Classroom Assistant, effective September 3, 2015.

Alexi Hansen, Special Education Teacher, effective August 27, 2015.

Cindy Jacobs, Occupational Therapist, effective August 27, 2015.

Shelbee Jaeger, Teacher of the Deaf or Hard of Hearing, effective August 28, 2015 (was a Community Expert in 2014-2015).

Gabriela Kubik, Teacher of the Deaf or Hard of Hearing, effective August 27, 2015.

Danielle LaFrance, Developmental/Adapted Physical Education Teacher, effective August 27, 2015 (from Classroom Assistant to DAPE Teacher).

Kathryn MacNally, Special Education Teacher, effective August 27, 2015.

Brian Moga, Special Education Teacher, effective August 27, 2015 (from Classroom Assistant to Special Education Teacher).

Abigail Olson, Program Assistant, effective September 3, 2015 (from Student Assistant to Program Assistant).

Ralph Pratola, Special Education Teacher, effective August 27, 2015.

Christine Quinn, Classroom Assistant, effective September 3, 2015 (from Student Assistant to Classroom Assistant).

**SUMMARY OF PERSONNEL ITEMS RECOMMENDED
FOR ACTION AT BOARD MEETING OF JULY 7, 2015
(continued)**

NEW HIRES: (continued)

Kami Roark, Special Education Teacher, effective August 27, 2015.

Shannon Rosenberg, Classroom Assistant, effective August 31, 2015.

Erin Carik (Search-Wells), Classroom Assistant, effective September 3, 2015 (from Student Assistant to Classroom Assistant).

Angelyn Weber, Special Education Teacher, effective August 27, 2015 (from Classroom Assistant to Special Education Teacher).

Amy Wilkinson, Special Education Teacher, effective August 27, 2015.

RE-HIRES:

Amanda Boehmer, Special Education Teacher, effective August 28, 2015.

Corrine Carnevale, Classroom Assistant, effective September 3, 2015.

Patti Eldred, Physical & Health Disabilities Teacher, effective August 31, 2015, through June 10, 2016.

Cailin McGrath, Special Education Teacher, effective August 28, 2015.

Kelsey Mlodozyniec, Teacher of the Deaf or Hard of Hearing, effective August 27, 2015.

Marta Nelson, Special Education Teacher, effective August 28, 2015.

Rhiannon Stromberg, Mental Health Practitioner, effective August 31, 2015, through June 10, 2016.

STATUS CHANGE:

John Borup, Social Studies Teacher, Leave of Absence effective August 1, 2015, for the 2015-2016 school year.

Betsy Cook, Information Management Assistant I, increase from 5 to 6 hours per day, 190 days per year, effective August 1, 2015, for the 2015-2016 school year only.

Dale Engman, Computer Network Teacher, Leave of Absence effective June 30, 2015, through June 30, 2016.

**SUMMARY OF PERSONNEL ITEMS RECOMMENDED
FOR ACTION AT BOARD MEETING OF JULY 7, 2015
(continued)**

STATUS CHANGE: (continued)

Angelita Fleming, Speech Language Pathologist, continue at 1.0 FTE effective August 31, 2015, for the 2015-2016 school year only.

Chanda Jothan, Physical Therapist, Maternity Disability and Parental/Child Care Leave effective on or about October 29, 2015, with a return date of August 29, 2016.

Agnieszka Kettlewell, Board Certified Behavior Analyst, Maternity Disability Leave effective on or about September 23, 2015, with an expected return date of November 16, 2015.

Janell Stiel, Administrative Assistant II, effective July 1, 2015 (from Program Assistant to Administrative Assistant).

Laura Weir, Special Education Teacher, Maternity Disability Leave effective on or about October 20, 2015, with a return date on or about December 4, 2015.

RESIGNATIONS & TERMINATIONS:

Barbara Althoff, Program Assistant, effective August 15, 2015.

Joel Anderson, Classroom Assistant, effective July 29, 2015.

Anna Barrett, Program Assistant, effective June 3, 2015.

Tom Betlock, Program Assistant, effective July 13, 2015.

Lori Crandall, Custodial/Maintenance, effective July 30, 2015.

David Hanzlik, Classroom Assistant, effective July 31, 2015.

Nicole Hennes, Special Education Teacher, effective June 30, 2015.

Sarah Ludden, Classroom Assistant, effective July 30, 2015.

Ashley Mansheim, Program Assistant, effective June 4, 2015.

Brooke Tireman, Classroom Assistant, effective July 10, 2015.

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 \$500.

1. Donation of \$500 to the TESA Program from the Inver Grove Heights Animal Hospital to be used for various events and activities. (Value: \$500).

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

And the following voted against the same: none.

Whereupon said resolution was declared duly passed and adopted.

Date Board Approved: _____

CHECK REGISTER FOR BANK 01 - WELLS FARGO BANK
 DATE RANGE: 05/23/15 - 07/06/15

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
318546	S	\$72.50	05/28/15	29549	0	APPLE PLACE BOWL	OUTSTANDING
318547	S	\$14068.26	05/28/15	19720	0	APPLE VALLEY BUSINESS CENTER LTD	OUTSTANDING
318548	S	\$224.78	05/28/15	19803	0	CENTERPOINT ENERGY	OUTSTANDING
318549	S	\$576.12	05/28/15	24530	0	DAKOTA COUNTY ENVIRONMENTAL MANAGEMENT	OUTSTANDING
318550	S	\$1022.04	05/28/15	03079	0	FRONTIER COMMUNICATIONS	OUTSTANDING
318551	S	\$2756.25	05/28/15	21007	0	INT SCH DIST 287	OUTSTANDING
318552	S	\$1.85	05/28/15	24538	0	JENNIFER LIPHAM	OUTSTANDING
318553	S	\$1084.92	05/28/15	23568	0	MEDI-CAR	OUTSTANDING
318554	S	\$256.63	05/28/15	14116	0	MENARDS	OUTSTANDING
318555	S	\$1128.08	05/28/15	20868	0	OFFICE OF ENTERPRISE TECHNOLOGY	OUTSTANDING
318556	S	\$1950.00	05/28/15	23915	0	PEDIATRIC HOME SERVICE	OUTSTANDING
318557	S	\$532.17	05/28/15	22779	0	PHONAK	OUTSTANDING
318558	S	\$16.50	05/28/15	23677	0	PROFESSIONAL CRISIS MANAGEMENT ASSOCIATION	OUTSTANDING
318559	S	\$273.75	05/28/15	11070	0	RIFTON EQUIPMENT	OUTSTANDING
318560	S	\$259.00	05/28/15	23700	0	STAPLES PRINT SOLUTIONS	OUTSTANDING
318561	S	\$18514.37	05/28/15	23942	0	TEACHERS ON CALL	OUTSTANDING
318562	S	\$315.00	05/28/15	24537	0	TWIN CITIES TRAPEZE CENTER	OUTSTANDING
318563	S	\$259.55	05/28/15	30067	0	YOUNGQUIST'S	OUTSTANDING
318564	S	\$6087.83	05/29/15	40016	0	EDUCATION MINNESOTA, LOCAL 3904	OUTSTANDING
318565	S	\$602.48	05/29/15	40017	0	O.P.E.U., LOCAL 12	OUTSTANDING
318566	S	\$155.18	05/29/15	29972	0	RELATED SERVICES NURSES ESP	OUTSTANDING
318567	S	\$2391.85	05/29/15	40018	0	S.E.P., LOCAL 4242	OUTSTANDING
318568	S	\$107.16	05/29/15	24510	0	SOCIAL SECURITY ADMINISTRATION	OUTSTANDING
318569	S	\$328.09	05/29/15	29207	0	U.S. DEPARTMENT OF EDUCATION	OUTSTANDING
318570	S	\$232.00	05/29/15	40012	0	UNITED WAY, GREATER TWIN CITIES	OUTSTANDING
318571	S	\$1326.67	05/29/15	40071	0	WADDELL & REED INC	OUTSTANDING
318572	S	\$621.61	06/04/15	23725	0	ADVANCED IMAGING SOLUTIONS	OUTSTANDING
318573	S	\$7802.79	06/04/15	23567	0	BLUE SKY ONLINE CHARTER SCHOOL - ISD 4082	OUTSTANDING
318574	S	\$92.40	06/04/15	16141	0	CARQUEST AUTO PARTS STORES	OUTSTANDING
318575	S	\$60.46	06/04/15	21674	1	CENTURYLINK	OUTSTANDING
318576	S	\$18.95	06/04/15	21674	2	CENTURYLINK	OUTSTANDING
318577	S	\$192.28	06/04/15	16244	7	CUB FOODS	OUTSTANDING
318578	S	\$3856.47	06/04/15	22551	0	DAKOTA COUNTY LUMBER	OUTSTANDING
318579	S	\$559.50	06/04/15	21866	0	DAKOTA COUNTY TECH COLLEGE	OUTSTANDING
318580	S	\$9.99	06/04/15	19974	0	FAMILY FRESH MARKET	OUTSTANDING
318581	S	\$179.75	06/04/15	07211	3	GALLAUDET UNIVERSITY PRESS	OUTSTANDING
318582	S	\$66.74	06/04/15	22631	0	GOVCONNECTION INC	OUTSTANDING
318583	S	\$10251.10	06/04/15	19858	0	IND SCH DIST # 196	OUTSTANDING
318584	S	\$1655.85	06/04/15	09592	10	IND SCH DIST 191	OUTSTANDING
318585	S	\$4304.64	06/04/15	21350	4	IND SCH DIST 195	OUTSTANDING
318586	S	\$4224.49	06/04/15	13450	0	IND SCH DIST 200	OUTSTANDING
318587	S	\$309.18	06/04/15	23297	0	INNOVATIVE OFFICE SOLUTIONS	OUTSTANDING
318588	S	\$2850.00	06/04/15	24524	0	JENNIER ANN HALL-LANDE	OUTSTANDING
318589	S	\$363.00	06/04/15	22778	0	LOFFLER BUSINESS SYSTEMS	OUTSTANDING
318590	S	\$274.20	06/04/15	23917	1	MARCO INC	OUTSTANDING
318591	S	\$6750.00	06/04/15	21663	0	MEINKE, STEPHANIE	OUTSTANDING
318592	S	\$837.43	06/04/15	14116	0	MENARDS	OUTSTANDING
318593	S	\$14013.00	06/04/15	24526	0	MONDO PUBLISHING	OUTSTANDING
318594	S	\$278.60	06/04/15	20624	0	ORIENTAL TRADING CO.	OUTSTANDING
318595	S	\$377.00	06/04/15	23690	0	OUTDOOR IMAGES, INC	OUTSTANDING
318596	S	\$1162.50	06/04/15	23915	0	PEDIATRIC HOME SERVICE	OUTSTANDING
318597	S	\$173.26	06/04/15	23874	0	REINHART FOODSERVICE, LLC	OUTSTANDING

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
318598	S	\$561.83	06/04/15	00623	0	REPUBLIC SERVICES	OUTSTANDING
318599	S	\$1064.56	06/04/15	29040	0	SAM'S CLUB	OUTSTANDING
318600	S	\$693.75	06/04/15	00735	0	SCHMITTY & SONS	OUTSTANDING
318601	S	\$265.00	06/04/15	13162	1	SCHOLASTIC, INC	OUTSTANDING
318602	S	\$190.00	06/04/15	15713	0	SOUTHPAW ENTERPRISES	OUTSTANDING
318603	S	\$3880.72	06/04/15	22907	0	SUPPLYWORKS	OUTSTANDING
318604	S	\$1294.84	06/04/15	10981	0	TARGET BANK	OUTSTANDING
318605	S		06/04/15	10981	0	UNISSUED	UNISSUED
318606	S	\$18231.67	06/04/15	23942	0	TEACHERS ON CALL	OUTSTANDING
318607	S	\$6708.00	06/04/15	22076	0	THELEN CABINET CO	OUTSTANDING
318608	S	\$22917.00	06/04/15	07543	0	TIERNEY BROS. INC	OUTSTANDING
318609	S	\$910.00	06/04/15	00643	0	TIES	OUTSTANDING
318610	S	\$32.90	06/04/15	23021	0	UNIVERSAL PUBLISHING	OUTSTANDING
318611	S	\$4706.16	06/04/15	23898	0	WASHBURN CENTER FOR CHILDREN	OUTSTANDING
318612	S	\$485.38	06/04/15	20330	0	WASTE MANAGEMENT	OUTSTANDING
318613	S	\$1643.85	06/04/15	22291	1	WILLIAM V. MACGILL & CO.	OUTSTANDING
318614	S	\$493.32	06/12/15	23725	1	ADVANCED IMAGING SOLUTIONS	OUTSTANDING
318615	S	\$910.00	06/12/15	23616	0	BRIH DESIGN, LLC	OUTSTANDING
318616	S	\$200.00	06/12/15	23630	0	CARMEN PINCKNEY	OUTSTANDING
318617	S	\$1000.00	06/12/15	23978	0	COBALT CONTRACTING INC	OUTSTANDING
318618	S	\$19.97	06/12/15	20406	1	CUB FOODS	OUTSTANDING
318619	S	\$756.00	06/12/15	21866	0	DAKOTA COUNTY TECH COLLEGE	OUTSTANDING
318620	S	\$628.55	06/12/15	02866	0	DAKOTA ELECTRIC ASSN	OUTSTANDING
318621	S	\$316.00	06/12/15	19401	0	DEX MEDIA EAST, INC.	OUTSTANDING
318622	S	\$959.56	06/12/15	03079	0	FRONTIER COMMUNICATIONS	OUTSTANDING
318623	S	\$358.75	06/12/15	22155	0	HASTINGS BUS COMPANY	OUTSTANDING
318624	S	\$440.00	06/12/15	22711	0	HDS OF MINNESOTA, INC	OUTSTANDING
318625	S	\$10485.70	06/12/15	19858	0	IND SCH DIST # 196	OUTSTANDING
318626	S	\$168.85	06/12/15	13450	8	IND SCH DIST 200	OUTSTANDING
318627	S	\$2400.00	06/12/15	23320	0	KAREN CASS FELLING, M.A., LP	OUTSTANDING
318628	S	\$942.37	06/12/15	23568	0	MEDI-CAR	OUTSTANDING
318629	S	\$147.26	06/12/15	23442	0	O'REILLY AUTO PARTS	OUTSTANDING
318630	S	\$114.64	06/12/15	20568	1	OFFICE DEPOT	OUTSTANDING
318631	S	\$1464.41	06/12/15	23690	0	OUTDOOR IMAGES, INC	OUTSTANDING
318632	S	\$1012.50	06/12/15	23915	0	PEDIATRIC HOME SERVICE	OUTSTANDING
318633	S	\$606.98	06/12/15	00257	2	PITNEY BOWES	OUTSTANDING
318634	S	\$990.28	06/12/15	23874	0	REINHART FOODSERVICE, LLC	OUTSTANDING
318635	S	\$70.00	06/12/15	29865	0	SKILLSUSA MINNESOTA	OUTSTANDING
318636	S	\$285.00	06/12/15	15713	0	SOUTHPAW ENTERPRISES	OUTSTANDING
318637	S	\$474.71	06/12/15	22907	0	SUPPLYWORKS	OUTSTANDING
318638	S	\$82.00	06/12/15	23595	0	THE MCDOWELL AGENCY, INC	OUTSTANDING
318639	S	\$102.35	06/12/15	07543	0	TIERNEY BROS. INC	OUTSTANDING
318640	S	\$304.94	06/12/15	00643	0	TIES	OUTSTANDING
318641	S	\$1500.00	06/12/15	29359	0	US BANK	OUTSTANDING
318642	S	\$35.37	06/12/15	20330	0	WASTE MANAGEMENT	OUTSTANDING
318643	S	\$150.00	06/12/15	29643	0	WELCH MILL, CANOEING & TUBING	OUTSTANDING
318644	S	\$7180.39	06/12/15	19389	0	WELLS FARGO	OUTSTANDING
318645	S	\$335.20	06/12/15	23662	0	WESTONE	OUTSTANDING
318646	S	\$271.23	06/12/15	40016	0	EDUCATION MINNESOTA, LOCAL 3904	OUTSTANDING
318647	S	\$64.00	06/12/15	21651	0	NCPERS MINNESOTA	OUTSTANDING
318648	S	\$155.18	06/12/15	29972	0	RELATED SERVICES NURSES ESP	OUTSTANDING
318649	S	\$2314.79	06/12/15	40018	0	S.E.P., LOCAL 4242	OUTSTANDING

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318650	S	\$107.16	06/12/15	24510	0	SOCIAL SECURITY ADMINISTRATION	OUTSTANDING
318651	S	\$328.09	06/12/15	29207	0	U.S. DEPARTMENT OF EDUCATION	OUTSTANDING
318652	S	\$232.00	06/12/15	40012	0	UNITED WAY, GREATER TWIN CITIES	OUTSTANDING
318653	S	\$641.67	06/12/15	40071	0	WADDELL & REED INC	OUTSTANDING
318654	S	\$230.78	06/18/15	17397	0	409-PRAXAIR DISTRIBUTION INC	OUTSTANDING
318655	S	\$27474.00	06/18/15	23997	0	AMERICAN COMPENSATION INSURANCE COMPANY	OUTSTANDING
318656	S	\$139.50	06/18/15	24083	1	BOOTH LAW GROUP	OUTSTANDING
318657	S	\$2634.75	06/18/15	22698	0	CORPORATE HEALTH SYSTEMS	OUTSTANDING
318658	S	\$463.06	06/18/15	16244	3	CUB FOODS	OUTSTANDING
318659	S	\$17.20	06/18/15	21866	0	DAKOTA COUNTY TECH COLLEGE	OUTSTANDING
318660	S	\$51.50	06/18/15	00096	1	ECM PUBLISHERS/DAKOTA COUNTY TRIBUNE	OUTSTANDING
318661	S	\$193.60	06/18/15	24073	0	EDUCATORS BENEFIT CONSULTANTS, LLC	OUTSTANDING
318662	S	\$793.23	06/18/15	03079	0	FRONTIER COMMUNICATIONS	OUTSTANDING
318663	S	\$12699.55	06/18/15	02162	0	IND SCH DIST 197	OUTSTANDING
318664	S	\$137.72	06/18/15	13450	0	IND SCH DIST 200	OUTSTANDING
318665	S	\$6022.02	06/18/15	23917	2	MARCO, INC.	OUTSTANDING
318666	S	\$50.00	06/18/15	23127	0	MASBO	OUTSTANDING
318667	S	\$23336.31	06/18/15	21061	0	MCGRAW HILL	OUTSTANDING
318668	S	\$76.80	06/18/15	14116	0	MENARDS	OUTSTANDING
318669	S	\$1054.51	06/18/15	20868	0	OFFICE OF ENTERPRISE TECHNOLOGY	OUTSTANDING
318670	S	\$365.00	06/18/15	01890	2	SOUTH-TOWN REFRIGERATION, INC	OUTSTANDING
318671	S	\$9589.79	06/18/15	19966	3	SPECIAL SCH DIST #6	OUTSTANDING
318672	S	\$24726.55	06/18/15	23942	0	TEACHERS ON CALL	OUTSTANDING
318673	S	\$1440.00	06/18/15	23814	0	TRIG LIFE SERVICES	OUTSTANDING
318674	S	\$10127.75	06/25/15	24525	0	ACE ASPHALT PAVING CONTRACTORS	OUTSTANDING
318675	S	\$2789.25	06/25/15	23678	0	AMAZON.COM, LLC	OUTSTANDING
318676	S	\$200.00	06/25/15	22978	1	ARC GREATER TWIN CITIES	OUTSTANDING
318677	S	\$26700.00	06/25/15	24515	0	BEHAVIORAL HEALTHCARE PROVIDERS	OUTSTANDING
318678	S	\$333.00	06/25/15	22724	0	BUG BUSTERS, INC	OUTSTANDING
318679	S	\$75.00	06/25/15	29070	1	CARVER-SCOTT CTIC	OUTSTANDING
318680	S	\$135.47	06/25/15	19803	0	CENTERPOINT ENERGY	OUTSTANDING
318681	S	\$148.32	06/25/15	21674	0	CENTURYLINK	OUTSTANDING
318682	S	\$128.78	06/25/15	16244	0	CUB FOODS	OUTSTANDING
318683	S	\$130.05	06/25/15	20406	1	CUB FOODS	OUTSTANDING
318684	S	\$12000.00	06/25/15	20448	3	DAKOTA COUNTY FINANCIAL SERVICES	OUTSTANDING
318685	S	\$2972.02	06/25/15	22551	0	DAKOTA COUNTY LUMBER	OUTSTANDING
318686	S	\$32.25	06/25/15	24545	0	DAVID CHRISTOPHERSON	OUTSTANDING
318687	S	\$35.50	06/25/15	24544	0	DEBRA LEHMANN	OUTSTANDING
318688	S	\$2089.00	06/25/15	16339	1	DOOR SERVICE CO	OUTSTANDING
318689	S	\$108.20	06/25/15	24508	0	ELLEN HAGAN	OUTSTANDING
318690	S	\$130.00	06/25/15	23724	0	GTS EDUCATIONAL EVENTS	OUTSTANDING
318691	S	\$16.65	06/25/15	24546	0	HEATHER MOON	OUTSTANDING
318692	S	\$1582.40	06/25/15	19858	0	IND SCH DIST # 196	OUTSTANDING
318693	S	\$2115.75	06/25/15	09592	10	IND SCH DIST 191	OUTSTANDING
318694	S	\$11308.02	06/25/15	10857	17	IND SCH DIST 192	OUTSTANDING
318695	S	\$3752.00	06/25/15	23913	0	INTEGRATED PROTECTION SYSTEMS	OUTSTANDING
318696	S	\$48.50	06/25/15	24542	0	KELLY COLEMAN	OUTSTANDING
318697	S	\$5302.48	06/25/15	22778	3	LOFFLER COMPANIES	OUTSTANDING
318698	S	\$11.10	06/25/15	24543	0	MARY JENSEN-DODGE	OUTSTANDING
318699	S	\$130.97	06/25/15	23568	0	MEDI-CAR	OUTSTANDING
318700	S	\$960.00	06/25/15	21663	0	MEINKE, STEPHANIE	OUTSTANDING
318701	S	\$10.15	06/25/15	21150	0	MENA, NANCY	OUTSTANDING

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318702	S	\$7445.00	06/25/15	24540	0	MINNESOTA AUQUIPCO	OUTSTANDING
318703	S	\$167.86	06/25/15	20568	1	OFFICE DEPOT	OUTSTANDING
318704	S	\$818.75	06/25/15	23915	0	PEDIATRIC HOME SERVICE	OUTSTANDING
318705	S	\$54.00	06/25/15	00257	3	PITNEY BOWES POSTAGE BY PHONE	OUTSTANDING
318706	S	\$2270.00	06/25/15	23874	0	REINHART FOODSERVICE, LLC	OUTSTANDING
318707	S	\$57.04	06/25/15	23590	0	SCHILMAN JANELL	OUTSTANDING
318708	S	\$2440.00	06/25/15	29865	7	SKILLSUSA	OUTSTANDING
318709	S	\$126.36	06/25/15	22907	0	SUPPLYWORKS	OUTSTANDING
318710	S	\$266.36	06/25/15	23942	0	TEACHERS ON CALL	OUTSTANDING
318711	S	\$176.00	06/25/15	23595	0	THE MCDOWELL AGENCY, INC	OUTSTANDING
318712	S	\$142.91	06/25/15	24048	0	TOTAL TOOL	OUTSTANDING
318713	S	\$35.08	06/25/15	20999	3	VERIZON WIRELESS	OUTSTANDING
318714	S	\$2698.43	06/25/15	02776	0	XCEL ENERGY	OUTSTANDING
318715	S	\$237.44	06/29/15	23749	0	GREAT LAKES HIGHER EDUCATION CORPORATION	OUTSTANDING
318716	S	\$461.85	06/29/15	23939	0	GURSTEL CHARGO PA	OUTSTANDING
318717	S	\$602.48	06/29/15	40017	0	O.P.E.I.U., LOCAL 12	OUTSTANDING
318718	S	\$131.02	06/29/15	29972	0	RELATED SERVICES NURSES ESP	OUTSTANDING
318719	S	\$2122.16	06/29/15	40018	0	S.E.P., LOCAL 4242	OUTSTANDING
318720	S	\$107.16	06/29/15	24510	0	SOCIAL SECURITY ADMINISTRATION	OUTSTANDING
318721	S	\$328.09	06/29/15	29207	0	U.S. DEPARTMENT OF EDUCATION	OUTSTANDING
318722	S	\$641.67	06/29/15	40071	0	WADDELL & REED INC	OUTSTANDING
318723	S	\$11710.00	06/29/15	23332	0	BECKER BROTHERS INC	OUTSTANDING
318724	S	\$19.20	06/29/15	21674	2	CENTURYLINK	OUTSTANDING
318725	S	\$237.44	06/29/15	24067	0	EMC PUBLISHING LLC	OUTSTANDING
318726	S	\$46950.00	06/29/15	21065	2	IND SCH DIST #197	OUTSTANDING
318727	S	\$23701.78	06/29/15	09592	0	IND SCH DIST 191	OUTSTANDING
318728	S	\$5902.61	06/29/15	02350	0	IND SCH DIST 199	OUTSTANDING
318729	S	\$575.18	06/29/15	21663	0	MEINKE, STEPHANIE	OUTSTANDING
318730	S	\$1685.84	06/29/15	22654	3	PEARSON EDUCATION	OUTSTANDING
318731	S	\$560.77	06/29/15	29040	0	SAM'S CLUB	OUTSTANDING
318732	S	\$687.99	06/29/15	07543	0	TIERNEY BROS. INC	OUTSTANDING
318733	S	\$832.84	06/29/15	00643	0	TIES	OUTSTANDING
318734	S	\$774.62	06/30/15	06276	0	CITY OF ROSEMOUNT	OUTSTANDING
318735	S	\$9884.07	06/30/15	24541	0	ENGAGING SOLUTIONS	OUTSTANDING
318736	S	\$1022.04	06/30/15	03079	0	FRONTIER COMMUNICATIONS	OUTSTANDING
318737	S	\$575.00	06/30/15	23642	0	LIFTVEST USA, LLC	OUTSTANDING
318738	S	\$2237.23	06/30/15	21663	0	MEINKE, STEPHANIE	OUTSTANDING
318739	S	\$1616.78	06/30/15	22779	0	PHONAK	OUTSTANDING
318740	S	\$2000.00	06/30/15	00643	0	TIES	OUTSTANDING
318741	S	\$14068.26	07/01/15	19720	0	UNISSUED	UNISSUED
318742	S	\$66.00	07/01/15	24548	0	APPLE VALLEY BUSINESS CENTER LTD	OUTSTANDING
318743	S	\$20.00	07/01/15	24547	0	BASECAMP	OUTSTANDING
318744	S	\$502.40	07/01/15	23960	0	CAPONI ART PARK & LEARNING CENTER	OUTSTANDING
318745	S	\$2970.00	07/01/15	23840	0	FIRSTRECORDS, LLC	OUTSTANDING
318746	S	\$97.84	07/01/15	23917	0	LORETTA NORGON	OUTSTANDING
318747	S	\$2998.00	07/01/15	02081	0	MARCO INC	OUTSTANDING
318748	S	\$110.00	07/01/15	23127	0	MASA	OUTSTANDING
318749	S	\$51.20	07/01/15	23996	0	MEDICAREBLUE RX	OUTSTANDING
318750	S	\$15000.00	07/01/15	24047	0	ODYSSEYWARE	OUTSTANDING
318751	S	\$2750.00	07/01/15	23232	0	SAND CREEK GROUP LTD	OUTSTANDING
318752	S	\$2608.00	07/01/15	23849	0	SPED FORMS, INC	OUTSTANDING
318753	S						

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318754	S	\$363.00	07/06/15	22778	0	LOFFLER BUSINESS SYSTEMS	OUTSTANDING
318755	S	\$604.41	07/06/15	233917	1	MARCO INC	OUTSTANDING
318756	S	\$800.00	07/06/15	22770	0	NETOP	OUTSTANDING
318757	S	\$1023.14	07/06/15	23690	0	OUTDOOR IMAGES, INC	OUTSTANDING
318758	S	\$484.07	07/06/15	20330	0	WASTE MANAGEMENT	OUTSTANDING
318759	S	\$2064.11	07/06/15	23725	0	ADVANCED IMAGING SOLUTIONS	OUTSTANDING
318760	S	\$38.25	07/06/15	16141	0	CARQUEST AUTO PARTS STORES	OUTSTANDING
318761	S	\$11710.61	07/06/15	02162	0	IND SCH DIST 197	OUTSTANDING
318762	S	\$237.00	07/06/15	23124	0	INFINITY WIRELESS, INC.	OUTSTANDING
318763	S	\$12.50	07/06/15	08517	0	LILLIE SUBURBAN NEWSPAPER, INC	OUTSTANDING
318764	S	\$110.08	07/06/15	23917	1	MARCO INC	OUTSTANDING
318765	S	\$156.78	07/06/15	23761	0	MIDWEST SPECIAL INSTRUMENTS, CORP	OUTSTANDING
318766	S	\$149.00	07/06/15	00623	0	REPUBLIC SERVICES	OUTSTANDING
318767	S	\$283.00	07/06/15	23595	0	THE MCDOWELL AGENCY, INC	OUTSTANDING
318768	S	\$4706.16	07/06/15	23898	0	WASHBURN CENTER FOR CHILDREN	OUTSTANDING
707418	E	\$28.56	06/24/15	99999	7170	DIVELY, CYNTHIA GARWOOD	OUTSTANDING
707419	E	\$125.35	06/24/15	99999	9028	EPPS, DAWN	OUTSTANDING
707420	E	\$90.00	06/24/15	99999	10771	ERICKSON, ROBERT	OUTSTANDING
707421	E	\$90.00	06/24/15	99999	9187	FRIEST, SUSAN NORMA	OUTSTANDING
707422	E	\$169.63	06/24/15	99999	9755	FRISQUE, SHERILYN FAYE	OUTSTANDING
707423	E	\$84.53	06/24/15	99999	9702	GARRETSON, PAMELA VICK	OUTSTANDING
707424	E	\$90.00	06/24/15	99999	10443	GROFF, CASSIE	OUTSTANDING
707425	E	\$97.00	06/24/15	99999	9597	GROVE, SARA ELIZABETH	OUTSTANDING
707426	E	\$172.50	06/24/15	99999	10624	HILL, RON	OUTSTANDING
707427	E	\$77.63	06/24/15	99999	10762	HOREJSI, CRAIG A.	OUTSTANDING
707428	E	\$20.00	06/24/15	99999	8942	HURT, LYNDA THERESA	OUTSTANDING
707429	E	\$90.00	06/24/15	99999	8693	JEFFRIES, DIANE RENEE	OUTSTANDING
707430	E	\$138.00	06/24/15	99999	10631	JOHNSON, ROXANN RHYN	OUTSTANDING
707431	E	\$378.35	06/24/15	99999	10631	JOHNSON, SARAH LYNN	OUTSTANDING
707432	E	\$90.00	06/24/15	99999	10278	JOTHEN, CHANDA	OUTSTANDING
707433	E	\$149.51	06/24/15	99999	10776	ANNONI, ELIZABETH	OUTSTANDING
707434	E	\$12.25	06/24/15	99999	9730	HAWKINS, ANN	OUTSTANDING
707435	E	\$41.40	06/24/15	99999	6356	KLAUSTERMEIER, JENNIFER MARIE	OUTSTANDING
707436	E	\$90.00	06/24/15	99999	10065	KOEPKE, BETSY	OUTSTANDING
707437	E	\$52.33	06/24/15	99999	10065	KOEPKE, BETSY	OUTSTANDING
707438	E	\$60.95	06/24/15	99999	9831	KURTEN, CAROL LEIGH	OUTSTANDING
707439	E	\$14.03	06/24/15	99999	6145	KYLLO, KITRI LARSON	OUTSTANDING
707440	E	\$342.59	06/24/15	99999	10857	LAFRANCE, DANIELLE	OUTSTANDING
707487	E	\$45.00	05/28/15	99999	8787	ASMUS, JOAN SCHAEFER	CLEARED
707488	E	\$90.00	05/28/15	99999	8873	BUDACH, DON JAMES	CLEARED
707489	E	\$90.00	05/28/15	99999	9679	CHRISTIANSEN, JOHN MAXWELL	CLEARED
707490	E	\$90.00	05/28/15	99999	9702	GARRETSON, PAMELA VICK	CLEARED
707491	E	\$90.00	05/28/15	99999	8341	HETLAND, JENNIFER AMY	CLEARED
707492	E	\$90.00	05/28/15	99999	6145	KYLLO, KITRI LARSON	CLEARED
707493	E	\$90.00	05/28/15	99999	9468	LANGENFELD, CORY LEE	CLEARED
707494	E	\$90.00	05/28/15	99999	8628	ROUSH, NICOLLE KATHERI	CLEARED
707495	E	\$90.00	05/28/15	99999	9915	SCHALLER, MELISSA	CLEARED
707496	E	\$90.00	05/28/15	99999	10405	STOLL, DAVID L.	CLEARED
707497	E	\$20.00	05/28/15	99999	9068	SWANEY, AMY LYNN	CLEARED
707498	E	\$90.00	05/28/15	99999	10756	VAN BROCKLIN, ERIC	CLEARED
707499	E	\$20.00	05/28/15	99999	9883	ZEHNDER, SCOTT MICHAEL	CLEARED
707500	E	\$119.03	05/28/15	99999	9874	ALLEN, ANN CATHERINE	CLEARED

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707501	E	\$301.88	05/28/15	99999	9092	DEVENOW, PEARL SUSAN	CLEARED
707502	E	\$580.75	05/28/15	99999	7088	GREENFIELD DONNA GAYLE	CLEARED
707503	E	\$9.50	05/28/15	99999	9591	IDEN, SARAH	CLEARED
707504	E	\$38.50	05/28/15	99999	6356	KLAUSTERMEIER, JENNIFER MARIE	CLEARED
707505	E	\$715.02	05/28/15	99999	6145	KYLLO, KITRI LARSON	CLEARED
707506	E	\$122.48	05/28/15	99999	10857	LAFRANCE, DANIELLE	CLEARED
707507	E	\$6.33	05/28/15	99999	10615	LANG, SHEILA	CLEARED
707508	E	\$26.86	05/28/15	99999	5074	LEDOUX, THOMAS	CLEARED
707509	E	\$82.46	05/28/15	99999	5074	LEDOUX, THOMAS	CLEARED
707510	E	\$330.00	05/28/15	99999	9804	NORRING, JASON LEE	CLEARED
707511	E	\$22.43	05/28/15	99999	10805	ONYNEHO, JIDEOFOR ERIC	CLEARED
707512	E	\$487.54	05/28/15	99999	10397	PEMBLE, HOLLY	CLEARED
707513	E	\$396.52	05/28/15	99999	10872	PETERS, AMANDA	CLEARED
707514	E	\$102.35	05/28/15	99999	10626	PETERSON, MARY HELEN SUAVE	CLEARED
707515	E	\$20.53	05/28/15	99999	10430	QUAM, LYNN	CLEARED
707516	E	\$23.00	05/28/15	99999	10880	ROBINSON, JANE	CLEARED
707517	E	\$225.40	05/28/15	99999	8628	ROUSH, NICOLLE KATHERI	CLEARED
707518	E	\$4.00	05/28/15	99999	10860	SPEEDLING, KAITLIN	CLEARED
707519	E	\$23.46	05/28/15	99999	10860	SPEEDLING, KAITLIN	CLEARED
707520	E	\$14.95	05/28/15	99999	10860	SPEEDLING, KAITLIN	CLEARED
707521	E	\$162.15	05/28/15	99999	9703	TOAY, GRETCHEN ANN	CLEARED
707522	E	\$102.93	05/28/15	99999	10861	TURZYNSKI, ADRIENNE	CLEARED
707523	E	\$62.10	05/28/15	99999	6232	WEILAND, MARY ELIZABETH	CLEARED
707524	E	\$168.07	05/28/15	99999	10761	WHITE, HANNAH	CLEARED
707525	E	\$573.51	05/28/15	99999	10763	PFLSTERER, EMILY	CLEARED
707526	E	\$33.35	06/09/15	99999	9269	BECHERER, GRETCHEN CHRIST	CLEARED
707527	E	\$53.48	06/09/15	99999	8686	BERG, LINDA JO	CLEARED
707528	E	\$55.78	06/09/15	99999	10832	BERGSTROM, RICHARD	OUTSTANDING
707529	E	\$36.70	06/09/15	99999	9950	BETLOCK, THOMAS	OUTSTANDING
707530	E	\$222.53	06/09/15	99999	8873	BUDACH, DON JAMES	OUTSTANDING
707531	E	\$12.65	06/09/15	99999	9723	CATER, DANNY GARY	OUTSTANDING
707532	E	\$44.85	06/09/15	99999	9301	CLARK, DEBORAH MAE	OUTSTANDING
707533	E	\$138.00	06/09/15	99999	7203	CRAMER, CHERRY KEY	OUTSTANDING
707534	E	\$324.30	06/09/15	99999	9968	CRISSINGER, BRENDA	OUTSTANDING
707535	E	\$45.04	06/09/15	99999	7170	DIVELY, CYNTHIA GARWOOD	OUTSTANDING
707536	E	\$23.12	06/09/15	99999	9028	EPPS, DAWN	OUTSTANDING
707537	E	\$128.80	06/09/15	99999	10771	ERICKSON, ROBERT	OUTSTANDING
707538	E	\$48.82	06/09/15	99999	10403	FISCHER, ASHLEY	OUTSTANDING
707539	E	\$169.05	06/09/15	99999	10442	FLEMING, ANGELITA	OUTSTANDING
707540	E	\$8.05	06/09/15	99999	10301	GEHARD, DANIELLE	OUTSTANDING
707541	E	\$6.90	06/09/15	99999	9730	HAWKINS, ANN	OUTSTANDING
707542	E	\$16.10	06/09/15	99999	10624	HILL, RON	OUTSTANDING
707543	E	\$1342.29	06/09/15	99999	9920	HJERMSTAD, KAREN	OUTSTANDING
707544	E	\$481.86	06/09/15	99999	10767	HOREJESI, CRAIG A.	OUTSTANDING
707545	E	\$28.75	06/09/15	99999	8693	JEFFRIES, DIANE RENEE	OUTSTANDING
707546	E	\$432.41	06/09/15	99999	8842	JOHNSON, ROYANN RHYN	OUTSTANDING
707547	E	\$229.43	06/09/15	99999	10631	JOHNSON, SARAH LYNN	OUTSTANDING
707548	E	\$28.75	06/09/15	99999	6356	KLAUSTERMEIER, JENNIFER MARIE	OUTSTANDING
707549	E	\$50.60	06/09/15	99999	10065	KOEFKE, BETSY	OUTSTANDING
707550	E	\$21.84	06/09/15	99999	9831	KURTEN, CAROL LEIGH	OUTSTANDING
707551	E	\$224.81	06/09/15	99999	9477	LABEAU, PATRICIA ANNE	OUTSTANDING
707552	E	\$175.16	06/09/15	99999	9477	LABEAU, PATRICIA ANNE	OUTSTANDING

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADRS #	VENDOR NAME	CHECK STATUS
707553	E	\$304.46	06/09/15	99999	9477	LABEAU, PATRICIA ANNE	OUTSTANDING
707554	E	\$65.84	06/09/15	99999	10257	LAMPRECHT, CHRISTOPHER	OUTSTANDING
707555	E	\$92.58	06/09/15	99999	10615	LANG, SHEILA	OUTSTANDING
707556	E	\$166.75	06/09/15	99999	9468	LANGENFELD, CORY LEE	OUTSTANDING
707557	E	\$51.75	06/09/15	99999	9571	LARSEN, BETSY SUE	OUTSTANDING
707558	E	\$84.53	06/09/15	99999	10867	LEWIS, ASHLEY	OUTSTANDING
707559	E	\$25.30	06/09/15	99999	8287	LEWIS, JILL E	OUTSTANDING
707560	E	\$8.40	06/09/15	99999	10460	MANNINEN, MELANIE	OUTSTANDING
707561	E	\$19.55	06/09/15	99999	10868	MANSUR, JOANNE	OUTSTANDING
707562	E	\$18.87	06/09/15	99999	10397	PEMBLE, HOLLY	OUTSTANDING
707563	E	\$21.85	06/09/15	99999	9177	PRESSNALL, VANDA JOY	OUTSTANDING
707564	E	\$184.58	06/09/15	99999	9523	RENKEN, WENDI	OUTSTANDING
707565	E	\$33.93	06/09/15	99999	10770	SAUSER, MELISSA	OUTSTANDING
707566	E	\$283.71	06/09/15	99999	9915	SCHALLER, MELISSA	OUTSTANDING
707567	E	\$161.58	06/09/15	99999	9094	TOLLEFSON, BRENDA KAY	OUTSTANDING
707568	E	\$126.50	06/09/15	99999	10751	TUFTEE, SHANYN	OUTSTANDING
707569	E	\$70.15	06/09/15	99999	10861	TURZYNSKI, ADRIENNE	OUTSTANDING
707570	E	\$26.68	06/09/15	99999	9883	ZEHNDER, SCOTT MICHAEL	OUTSTANDING
707571	E	\$18.63	06/09/15	99999	9573	BEATTIE, JEAN	OUTSTANDING
707572	E	\$196.94	06/09/15	99999	9771	BOHNERT, LOREEN M.	OUTSTANDING
707573	E	\$117.67	06/09/15	99999	10917	BOYKIN, SABRINA	OUTSTANDING
707574	E	\$34.50	06/09/15	99999	3063	BRITTAIN, DONNA MAE	OUTSTANDING
707575	E	\$75.33	06/09/15	99999	10762	BYER-RAJPUT, ANNE	OUTSTANDING
707576	E	\$295.55	06/09/15	99999	9092	DEVENOW, PEARL SUSAN	OUTSTANDING
707577	E	\$11.55	06/09/15	99999	7170	DIVELY, CYNTHIA GARWOOD	VOIDED
707578	E	\$138.00	06/09/15	99999	10050	VOIDED	VOIDED
707579	E	\$2417.15	06/09/15	99999	6159	DULKO, TERESA	OUTSTANDING
707580	E	\$635.38	06/09/15	99999	8456	EVANS, ANDREW D	OUTSTANDING
707581	E	\$162.15	06/09/15	99999	9187	FRIEST, SUSAN NORMA	OUTSTANDING
707582	E	\$378.35	06/09/15	99999	9755	FRISQUE, SHERILYN FAYE	OUTSTANDING
707583	E	\$30.48	06/09/15	99999	10921	GRAINGER, AMY	OUTSTANDING
707584	E	\$445.06	06/09/15	99999	7088	GREENFIELD, DONNA GAYLE	OUTSTANDING
707585	E	\$50.60	06/09/15	99999	9811	HEIM, KAREY LEIGH	OUTSTANDING
707586	E	\$253.58	06/09/15	99999	8341	HETLAND, JENNIFER AMY	OUTSTANDING
707587	E	\$74.32	06/09/15	99999	9920	HJERMSTAD, KAREN	OUTSTANDING
707588	E	\$568.10	06/09/15	99999	9920	HJERMSTAD, KAREN	OUTSTANDING
707589	E	\$335.00	06/09/15	99999	10767	HOREJSI, CRAIG A.	OUTSTANDING
707590	E	\$167.33	06/09/15	99999	10680	JOHNSTON, SUZANNE	OUTSTANDING
707591	E	\$39.10	06/09/15	99999	10278	JOTHEN, CHANDA	OUTSTANDING
707592	E	\$12.65	06/09/15	99999	10278	JOTHEN, CHANDA	OUTSTANDING
707593	E	\$352.48	06/09/15	99999	6356	KLAUSTERMEIER, JENNIFER MARIE	OUTSTANDING
707594	E	\$41.98	06/09/15	99999	9566	KOENIGSBERGER, CARRIE LYNN	OUTSTANDING
707595	E	\$413.43	06/09/15	99999	10065	KOEPKE, BETSY	OUTSTANDING
707596	E	\$75.33	06/09/15	99999	10857	LAFRANCE, DANIELLE	OUTSTANDING
707597	E	\$339.26	06/09/15	99999	9571	LARSEN, BETSY SUE	OUTSTANDING
707598	E	\$16.10	06/09/15	99999	10930	MLODOZYNIAC, KELSEY	OUTSTANDING
707599	E	\$88.55	06/09/15	99999	9804	NORRING, JASON LEE	OUTSTANDING
707600	E	\$139.15	06/09/15	99999	9895	NUTTING-VELIZ, SHELBY	OUTSTANDING
707601	E	\$140.30	06/09/15	99999	10397	PEMBLE, HOLLY	OUTSTANDING
707602	E	\$213.21	06/09/15	99999	10626	PETERSON, MARY HELEN SUAVE	OUTSTANDING
707603	E	\$56.06	06/09/15	99999	10763	PFISTERER, EMILY	OUTSTANDING
707604	E		06/09/15	99999	10430	QUAM, LYNN	OUTSTANDING

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADRS #	VENDOR NAME	CHECK STATUS
707605	E	\$12.65	06/09/15	99999	10860	SPEEDLING, KAITLIN	OUTSTANDING
707606	E	\$18.00	06/09/15	99999	10488	SZOKA, BRENDA	OUTSTANDING
707607	E	\$110.17	06/09/15	99999	10375	THOMAS, TAYLOR	OUTSTANDING
707608	E	\$26.65	06/09/15	99999	9703	TOAY, GREITCHEN ANN	OUTSTANDING
707609	E	\$35.65	06/09/15	99999	9482	VRIEZE, JANEL LYNN	OUTSTANDING
707610	E	\$52.90	06/09/15	99999	6232	WEILAND, MARY ELIZABETH	OUTSTANDING
707611	E	\$24.15	06/09/15	99999	10366	GAYLORD, TANYA	OUTSTANDING
707612	E	\$123.63	06/09/15	99999	10593	MABERRY, SAYRAJAYNE	OUTSTANDING
707613	E	\$5.75	06/09/15	99999	10460	MANNINEN, MELANIE	OUTSTANDING
707614	E	\$44.38	06/09/15	99999	10521	NWOKEKUKU, PATTIJO	OUTSTANDING
707615	E	\$27.60	06/09/15	99999	9589	PETERSEN, JENNIFER MAE	OUTSTANDING
707616	E	\$48.30	06/09/15	99999	9068	SWANEY, AMY LYNN	OUTSTANDING
707617	E	\$154.10	06/09/15	99999	10042	TENNESSEN, LAURA	OUTSTANDING
707618	E	\$12.77	06/09/15	99999	10708	THOMPSON, ANNE	OUTSTANDING
707619	E	\$77.05	06/09/15	99999	9730	HAWKINS, ANN	OUTSTANDING
707620	E	\$43.14	06/09/15	99999	10488	SZOKA, BRENDA	OUTSTANDING
707621	E	\$78.49	06/24/15	99999	6145	KYLLO, KITRI LARSON	OUTSTANDING
707622	E	\$90.00	06/24/15	99999	6145	KYLLO, KITRI LARSON	OUTSTANDING
707623	E	\$90.00	06/24/15	99999	8341	HETLAND, JENNIFER AMY	OUTSTANDING
707624	E	\$1210.96	06/24/15	99999	8341	ELDRD, PATRICIA ANN	OUTSTANDING
707625	E	\$90.00	06/24/15	99999	8628	ROUSH, NICOLLE KATHERI	OUTSTANDING
707626	E	\$35.46	06/24/15	99999	8771	TUVEY, SARA ANN	OUTSTANDING
707627	E	\$45.00	06/24/15	99999	8787	ASMUS, JOAN SCHAEFER	OUTSTANDING
707628	E	\$208.73	06/24/15	99999	8842	JOHNSON, ROXANN RHYN	OUTSTANDING
707629	E	\$90.00	06/24/15	99999	8873	BUDACH, DON JAMES	OUTSTANDING
707630	E	\$28.75	06/24/15	99999	8942	HURT, LYNDA THERESA	OUTSTANDING
707631	E	\$450.80	06/24/15	99999	9028	EPPS, DAWN	OUTSTANDING
707632	E	\$20.00	06/24/15	99999	9068	SWANEY, AMY LYNN	OUTSTANDING
707633	E	\$758.43	06/24/15	99999	9192	WOOD, FRAN LOUISE	OUTSTANDING
707634	E	\$251.85	06/24/15	99999	9278	MAYES, ANN LOUISE	OUTSTANDING
707635	E	\$6.90	06/24/15	99999	9419	HENNES, NICOLE LYNN	OUTSTANDING
707659	E	\$112.70	06/28/15	99999	8341	HETLAND, JENNIFER AMY	OUTSTANDING
707660	E	\$57.50	06/28/15	99999	8628	ROUSH, NICOLLE KATHERI	OUTSTANDING
707661	E	\$161.35	06/28/15	99999	9915	SCHALLER, MELISSA	OUTSTANDING
707662	E	\$312.80	06/28/15	99999	10756	VAN BROCKLIN, ERIC	OUTSTANDING
707663	E	\$266.96	06/28/15	99999	10756	VAN BROCKLIN, ERIC	OUTSTANDING
707664	E	\$676.20	07/06/15	99999	9679	CHRISTIANSEN, JOHN MAXWELL	OUTSTANDING
707665	E	\$10.35	07/06/15	99999	10861	TURZYNSKI, ADRIENNE	OUTSTANDING
707666	E	\$322.44	07/06/15	99999	4363	WALTER, KATRINA L.	OUTSTANDING
92001618	W	\$1647.10	05/29/15	40072	0	AFLAC	OUTSTANDING
92001619	W	\$6221.76	05/29/15	40027	0	AMERIPRISE FINANCIAL ADVISORS	OUTSTANDING
92001620	W	\$1405.02	05/29/15	40022	0	AXA EQUITABLE LIFE INS CO	OUTSTANDING
92001622	W	\$563.55	05/26/15	22698	0	CORPORATE HEALTH SYSTEMS	CLEARED
92001623	W	\$216.78	05/29/15	22698	0	CORPORATE HEALTH SYSTEMS	CLEARED
92001624	W	\$4041.77	06/01/15	29026	0	EDUCATION MN ESI BILLING TRUST	OUTSTANDING
92001625	W	\$33291.33	06/01/15	40006	0	EXECUTIVE DIRECTOR	OUTSTANDING
92001626	W	\$5468.85	05/29/15	40060	0	FIDELITY INVSTMT TAX-EX SVC CO	OUTSTANDING
92001627	W	\$2133.36	05/29/15	40026	0	HORACE MANN LIFE INS	OUTSTANDING
92001628	W	\$143008.76	06/01/15	40037	0	INTERNAL REVENUE SERVICE	OUTSTANDING
92001629	W	\$6850.74	06/01/15	24031	0	KANSAS CITY LIFE INSURANCE COMPANY	OUTSTANDING
92001630	W	\$230889.63	06/01/15	21088	0	MEDICA	OUTSTANDING
92001631	W	\$21547.55	06/01/15	40003	0	MN DEPT OF REVENUE	OUTSTANDING

CHECK REGISTER FOR BANK 01 - WELLS FARGO BANK
DATE RANGE: 05/23/15 - 07/06/15

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
92001632	W	\$121.50	05/29/15	21704	0	MN CHILD SUPPORT PAYMENT CENTER	OUTSTANDING
92001633	W	\$88.74	05/29/15	40058	0	MN DEPT OF REVENUE(C)	OUTSTANDING
92001634	W	\$398903.52	05/29/15	40001	0	PAYROLL ACCT #3805704197	CLEARED
92001635	W	\$60040.70	06/01/15	40005	0	STATE TREASURER, TRA	OUTSTANDING
92001636	W	\$12911.32	05/29/15	23474	0	THE BANCORP BANK	OUTSTANDING
92001637	W	\$7407.09	05/29/15	40033	0	VARIABLE ANNUITY LIFE INS CO	OUTSTANDING
92001638	W	\$1393.31	05/29/15	28803	2	VOYA	OUTSTANDING
92001639	W	\$2395.84	05/29/15	28803	2	VOYA	OUTSTANDING
92001640	W	\$867.52	06/16/15	40027	0	AMERIPRISE FINANCIAL ADVISORS	OUTSTANDING
92001641	W	\$1208.37	06/16/15	40022	0	AXA EQUITABLE LIFE INS CO	OUTSTANDING
92001642	W	\$191.28	06/05/15	22698	0	CORPORATE HEALTH SYSTEMS	OUTSTANDING
92001643	W	\$117.50	06/08/15	22698	0	CORPORATE HEALTH SYSTEMS	OUTSTANDING
92001644	W	\$117.50	06/12/15	22698	0	CORPORATE HEALTH SYSTEMS	OUTSTANDING
92001645	W	\$29970.92	06/10/15	30132	0	DELTA DENTAL OF MINNESOTA	OUTSTANDING
92001646	W	\$1662.10	06/16/15	29026	0	EDUCATION MN ESI BILLING TRUST	OUTSTANDING
92001647	W	\$39223.39	06/17/15	40006	0	EXECUTIVE DIRECTOR	OUTSTANDING
92001648	W	\$4178.75	06/16/15	40060	0	FIDELITY INVSTMT TAX-EX SVC CO	OUTSTANDING
92001649	W	\$1018.34	06/16/15	40026	0	HORACE MANN LIFE INS	OUTSTANDING
92001650	W	\$198325.19	06/16/15	40037	0	INTERNAL REVENUE SERVICE	OUTSTANDING
92001651	W	\$31980.30	06/16/15	40003	0	MN DEPT OF REVENUE	OUTSTANDING
92001652	W	\$121.50	06/16/15	21704	0	MN CHILD SUPPORT PAYMENT CENTER	OUTSTANDING
92001653	W	\$38.62	06/16/15	40058	0	MN DEPT OF REVENUE(C)	OUTSTANDING
92001654	W	\$75037.18	06/16/15	40005	0	MN DEPT OF REVENUE	OUTSTANDING
92001655	W	\$14505.14	06/16/15	40005	0	STATE TREASURER, TRA	OUTSTANDING
92001656	W	\$3148.77	06/16/15	23474	0	THE BANCORP BANK	OUTSTANDING
92001657	W	\$675.01	06/16/15	40033	0	VARIABLE ANNUITY LIFE INS CO	OUTSTANDING
92001658	W	\$542.92	06/16/15	28803	2	VOYA	OUTSTANDING
92001659	W	\$1563.50	06/29/15	40072	0	AFLAC	OUTSTANDING
92001660	W	\$2245.84	06/29/15	40027	0	AMERIPRISE FINANCIAL ADVISORS	OUTSTANDING
92001661	W	\$780.02	06/29/15	40022	0	AXA EQUITABLE LIFE INS CO	OUTSTANDING
92001662	W	\$280.00	06/25/15	22698	0	CORPORATE HEALTH SYSTEMS	OUTSTANDING
92001663	W	\$35.59	06/19/15	22698	0	CORPORATE HEALTH SYSTEMS	OUTSTANDING
92001664	W	\$9558.10	06/29/15	29026	0	EDUCATION MN ESI BILLING TRUST	OUTSTANDING
92001665	W	\$33014.91	06/29/15	40006	0	EXECUTIVE DIRECTOR	OUTSTANDING
92001666	W	\$4178.75	06/29/15	40060	0	FIDELITY INVSTMT TAX-EX SVC CO	OUTSTANDING
92001667	W	\$1018.34	06/29/15	40026	0	HORACE MANN LIFE INS	OUTSTANDING
92001668	W	\$158272.88	06/29/15	40037	0	INTERNAL REVENUE SERVICE	OUTSTANDING
92001669	W	\$24765.09	06/29/15	40037	0	INTERNAL REVENUE SERVICE	OUTSTANDING
92001670	W	\$121.50	06/29/15	21704	0	MN CHILD SUPPORT PAYMENT CENTER	OUTSTANDING
92001671	W	\$118.26	06/29/15	40003	0	MN DEPT OF REVENUE	OUTSTANDING
92001672	W	\$430832.66	06/29/15	40058	0	MN DEPT OF REVENUE(C)	OUTSTANDING
92001673	W	\$65565.46	06/29/15	40001	0	MN DEPT OF REVENUE	OUTSTANDING
92001674	W	\$12559.22	06/29/15	40005	0	PAYROLL ACCT #3805704197	OUTSTANDING
92001675	W	\$3148.77	06/29/15	23474	0	THE BANCORP BANK	OUTSTANDING
92001676	W	\$675.01	06/29/15	40033	0	VARIABLE ANNUITY LIFE INS CO	OUTSTANDING
92001677	W	\$6425.48	07/01/15	24031	0	KANSAS CITY LIFE INSURANCE COMPANY	OUTSTANDING
92001678	W	\$244121.16	07/01/15	21088	0	MEDICA	OUTSTANDING

TOTAL # OF ISSUED CHECKS: 460 TOTAL AMOUNT 2983411.12
 TOTAL # OF VOIDED CHECKS: 1 TOTAL AMOUNT 138.00

REPORT: CHECKREG 000002 AP Check Register Bank 01 BOARD
Intermediate School Dist 917
CHECK REGISTER FOR BANK 01 - WELLS FARGO BANK
DATE RANGE: 05/23/15 - 07/06/15

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
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TOTAL # OF UNISSUED CHECKS: 2

Date: July 2, 2015
To: FOR EFT INPUT
From: Becky Edson
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Reimbursement for 2015

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$3,895.64
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$210.65	
10-215-40	\$3,684.99	
10-215-42	\$0.00	
Total	\$3,895.64	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 7/7/2015 \$3,895.64

Authorized Signature  Date 7-2-15

6/30/15 G/L
date
+ paid date
7-2-15

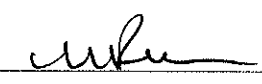
Date: July 2, 2015
To: FOR EFT INPUT
From: Becky Edson
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Debit Card Reimbursement for 2015

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$465.38
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$465.38	
10-215-40	\$0.00	
10-215-42	\$0.00	
Total	\$465.38	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 7/2/2015 \$465.38

Authorized Signature  Date 7-2-15

TO: Nicolle Roush DATE: 06/30/2015
Business Manager

FROM: Becky Edson
Payroll/Fringe Benefits Technician

SUBJECT: EFT for pay period ending June 30, 2015

Aflac Vendor #40072	\$ 1,563.50
Amperprise Financial Vendor #40027	\$ 2,245.84
AXA Equitable Life Vendor #40022	\$ 780.02
Horance Mann Vendor #40026	\$ 1,018.34
PERA - Executive Director Vendor #40006	\$ 33,014.91
TRA - State Treasurer Vendor #40005	\$ 65,565.46
ESI/MEA Vendor #29026	\$ 9,558.10
VALIC (Variable Annuity Life) Vendor #40033	\$ 3,148.77
Minnesota Dept. of Revenue Vendor # 40003	\$ 24,765.09
Internal Revenue Service Vendor Nbr 40037	\$ 158,272.88
Payroll Acct #XXXXXX4197 Vendor #40001	\$ 430,832.66
Bancorp Vendor #23474	\$ 12,559.22
VOYA (MSRS) Vendor # 28803-2	\$ 10,622.92
MN Dept of Revenue - Garnishments Vendor #40058	\$ 118.26
MN Child Support Vendor # 21704	\$ 121.50
VOYA (Formerly ING) Vendor #28803-2	\$ 675.01
Fidelity Investments Vendor #40060	\$ 4,178.75

Total Electronic Funds Transfer was made in the amount of \$ 759,041.23

Authorized Signature  Date 6-30-15

Date: June 30, 2015

To: Accounts Payable

From: Becky Edson
Payroll Clerk

Subject: Group Insurance Premium for July 2015 *FY16*
(Employer's Costs and Employees' Withholdings)

Wire Funds to Kansas City Life Insurance Co \$6,425.48

Payable to:
Kansas City Life Ins Co Vendor # 24031

Charge to:	Amount
01-215-32	\$533.43
02-215-32	\$3,415.28
10-215-32	\$250.56
01-215-33	\$302.28
02-215-33	\$1,804.41
10-215-33	\$119.52

Total	\$6,425.48	proof	\$0.00
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cc: Payroll Insurance Payment File

Authorized Signature *BE*

Date 6-30-15

Date: June 25, 2015

To: FOR EFT INPUT


From: Becky Edson
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Debit Card Reimbursement for 2015

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$280.00
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$280.00	
10-215-40	\$0.00	
10-215-42	\$0.00	
Total	\$280.00	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 6/25/2015 \$280.00

Authorized Signature  Date 6-26-15

TO: Nicolle Roush DATE: 06/16/2015
 Business Manager


FROM: Becky Edson
 Payroll/Fringe Benefits Technician

SUBJECT: EFT for pay period ending June 15, 2015

Amerprise Vendor #40027	2,395.84
AXA Equitable Life Vendor #40022	867.52
PERA Vendor #40006	39,113.01
Fidelity Vendor #40060	4,178.75
VOYA (formerly ING) #28803-2	675.01
Horace Mann Vendor #40026	1,018.34
TRA Vendor #40005	75,037.18
VALIC (Variable Annuity Life) Vendor #40033	3,148.77
Minnesota Dept. of Revenue Vendor # 40003	31,980.30
Internal Revenue Service Vendor Nbr 40037	198,325.19
Payroll Acct #XXXXXXX4197 Vendor #40001	494,609.07
Bancorp Vendor # 23474	14,505.14
Educators Financial Services/ESI/MEA Vendor #29026	1,662.10
VOYA (MSRS) Vendor #28803-2	542.92
MN Child Support Vendor #21704	121.50
MN Dept Revenue Vendor (Garnishment) #40058	38.62

Total Electronic Funds Transfer was made in the amount of \$

868,219.26

Authorized Signature  Date 6-16-15

Date: June 8, 2015
To: FOR EFT INPUT
From: Becky Edson
Payroll Clerk



Subject: Flex Plan ACH Transfer for Flex Debit Card Reimbursement for 2015

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$191.28
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$191.28	
10-215-40	\$0.00	
10-215-42	\$0.00	
Total	\$191.28	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 6/8/2015 \$191.28

Authorized Signature  Date 6-15-15

COPY

Date: June 12, 2015
To: FOR EFT INPUT

From: Becky Edson
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Debit Card Reimbursement for 2015

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$117.50
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$117.50	
10-215-40	\$0.00	
10-215-42	\$0.00	
Total	\$117.50	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 6/12/2015 \$117.50

Authorized Signature  Date 6-15-15

Date: June 3, 2015

To: FOR EFT INPUT

From: Becky Edson
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Reimbursement for 2015

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$1,208.37
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$0.00	
10-215-40	\$1,208.37	
10-215-42	\$0.00	
Total	\$1,208.37	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 6/5/2015 \$1,208.37

Authorized Signature  Date 6-3-15


TO: Nicolle Roush DATE: 05/29/2015
Business Manager

FROM: Becky Edson
Payroll/Fringe Benefits Technician

SUBJECT: EFT for pay period ending May 29, 2015

Aflac Vendor #40072	\$ 1,647.10
Amperprise Financial Vendor #40027	\$ 6,221.76
AXA Equitable Life Assurance Vendor #40022	\$ 1,405.02
Horance Mann Vendor #40026	\$ 2,133.36
PERA - Executive Director Vendor #40006	\$ 33,291.33
TRA - State Treasurer Vendor #40005	\$ 60,040.70
ESI/MEA Vendor #29026	\$ 4,041.77
VALIC (Variable Annuity Life) Vendor #40033	\$ 7,407.09
Minnesota Dept. of Revenue Vendor # 40003	\$ 21,547.55
Internal Revenue Service Vendor Nbr 40037	\$ 143,008.76
Payroll Acct #XXXXXXX4197 Vendor #40001	\$ 398,903.52
Bancorp Vendor #23474	\$ 12,911.32
VOYA (MSRS) Vendor # 28803-2	\$ 2,167.92
MN Dept of Revenue - Garnishments Vendor #40058	\$ 88.74
MN Child Support Vendor # 21704	\$ 121.50
VOYA (Formerly ING) Vendor #28803-2	\$ 1,393.31
Fidelity Investments Vendor #40060	\$ 5,468.85

Total Electronic Funds Transfer was made in the amount of \$ 701,799.60

Authorized Signature  Date 6-1-15

Date: May 29, 2015

To: FOR EFT INPUT


From: Becky Edson
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Debit Card Reimbursement for 2015

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$216.78
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$216.78	
10-215-40	\$0.00	
10-215-42	\$0.00	
Total	\$216.78	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 5/29/2015 \$216.78

Authorized Signature  Date 6-1-15

Date: May 28, 2015

To: Accounts Payable

From: Becky Edson
Payroll Clerk

Subject: Group Insurance Premium for June 2015
(Employer's Costs and Employees' Withholdings)

Wire Funds to Kansas City Life Insurance Co \$6,850.74

Payable to:
Kansas City Life Ins Co Vendor # 24031

Charge to:	Amount	
01-215-32	\$486.76	
02-215-32	\$3,848.06	
10-215-32	\$250.56	
01-215-33	\$269.48	
02-215-33	\$1,876.36	
10-215-33	\$119.52	
 Total	 \$6,850.74	 proof \$0.00

cc: Payroll Insurance Payment File

Authorized Signature  Date 6-1-15

Date: June 2, 2015


To: FOR EFT INPUT

From: Becky Edson
Payroll Clerk

Subject: Group Insurance Premium for May, 2015
(Employer's Costs and Employees' Withholdings)

Payable to:			
Delta Dental		\$29,970.92	
	Vendor # 30132		
Charge to:		Amount	
21-005-110-000-235-250		\$29,970.92	
Total		\$29,970.92	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 6/10/2015

Authorized Signature  Date 6-2-15


Date: May 22, 2015
To: FOR EFT INPUT
From: Becky Edson
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Reimbursement for 2015

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$959.07
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	-\$185.94	
10-215-40	\$1,145.01	
10-215-42	\$0.00	
Total	\$959.07	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 5/22/2015 \$959.07

Authorized Signature  Date 5-26-15

Date: May 26, 2015

To: FOR EFT INPUT

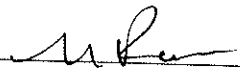
From: Becky Edson
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Debit Card Reimbursement for 2015

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$563.55
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$563.55	
10-215-40	\$0.00	
10-215-42	\$0.00	
Total	\$563.55	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 5/26/2015 \$563.55

Authorized Signature  Date 5-26-15

INTERMEDIATE SCHOOL DISTRICT 917
 SCHOOL BOARD REPORT OF
 CONSOLIDATED INVESTMENTS (GENERAL & BUILDING)
 MAY 2015

ACCOUNT NAME	ACCT NO	BEGINNING BALANCE	PURCHASES CREDITS	SALES TRANSFERS	INVESTMENT FEES	INTEREST EARNED	ENDING BALANCE	YEAR TO DATE
								INTEREST EARNED
1 MSDLAF + MAX	01	458,847.05	0.00	0.00	0.00	18.70	458,865.75	343.46
2 MSDLAF	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MSDLAF FIXED (CD's, Term, Comm	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3 WELLS FARGO SAVINGS ACCT	01	8,276,708.56	0.00	1,050,000.00	0.00	196.79	7,226,905.35	1,323.61
4 WELLS FARGO PORTFOLIO	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL		8,735,555.61	0.00	1,050,000.00	0.00	215.49	7,685,771.10	1,667.07

EXPLANATION: Lines 1 through 4 above are School District Investments complying with the requirements of Minnesota Statutes 118.01, 471.56 and 475.66. Lines 1 through 2 represent portfolios of investments made with Minnesota School Liquid Assets Fund plus (MSDLAF+) and are explained along with line 4 below.

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

NOTE: May 2015 Average MSDLAF Liquid Rate was .0% and the MSDLAF+MAX Average Rate was .05%.
 The MSDLAF CD Average Rate was 0%. The Average Wells Fargo Savings Rate was .03%.

NR:viw

INTERMEDIATE SCHOOL DISTRICT 917
 SCHOOL BOARD REPORT OF
 CONSOLIDATED INVESTMENTS (GENERAL & BUILDING)
 JUNE 2015

ACCOUNT NAME	ACCT NO	BEGINNING BALANCE	PURCHASES CREDITS	SALES TRANSFERS	INVESTMENT FEES	INTEREST EARNED	ENDING BALANCE	YEAR TO DATE
								INTEREST EARNED
1 MSDLAF + MAX	01	458,865.75	0.00	0.00	0.00	17.47	458,883.22	360.93
2 MSDLAF	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MSDLAF FIXED (CD's, Term, Comm)	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3 WELLS FARGO SAVINGS ACCT	01	7,226,905.35	900,000.00	2,100,000.00	0.00	165.17	6,027,070.52	1,488.78
4 WELLS FARGO PORTFOLIO	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL		7,685,771.10	900,000.00	2,100,000.00	0.00	182.64	6,485,953.74	1,849.71

EXPLANATION: Lines 1 through 4 above are School District Investments complying with the requirements of Minnesota Statutes 118.01, 471.56 and 475.66. Lines 1 through 2 represent portfolios of investments made with Minnesota School Liquid Assets Fund plus (MSDLAF+) and are explained along with line 4 below.

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

NOTE: June 2015 Average MSDLAF Liquid Rate was 0% and the MSDLAF+MAX Average Rate was .05%.
 The MSDLAF CD Average Rate was 0%. The Average Wells Fargo Savings Rate was .03%.

NR:vyw

INTERMEDIATE SCHOOL DISTRICT 917
SCHOOL BOARD REPORT OF
CONSOLIDATED INVESTMENTS (GENERAL & BUILDING)
JULY 2014- JUNE 2015

ACCOUNT NAME	ACCT NO	BEGINNING BALANCE	PURCHASES CREDITS	SALES TRANSFERS	INVESTMENT FEES	INTEREST EARNED	ENDING BALANCE	FISCAL YEAR	
								AVERAGE INTEREST RATE	CURRENT INTEREST RATES
							YTD		
1 MSDMAX	01	1,258,521.87	0.42	800,000.00	0.00	360.93	458,883.22	0.00	0.05%
2 MSDLAF	01	0.42	0.00	0.42	0.00	0.00	0.00	0.00	0.00%
MSDLAF FIXED (CD's, Term, Com)									
	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
3 WELLS FARGO SAVINGS ACCT	01	3,550,581.74	12,100,000.00	9,625,000.00	0.00	1,488.78	6,027,070.52	0.00	0.04%
4 WELLS FARGO PORTFOLIO	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00% *DEPENDS ON THE
TOTAL		4,809,104.03	12,100,000.42	10,425,000.42	0.00	1,849.71	6,485,953.74	0.00	0.05%

EXPLANATION: Lines 1 through 4 above are School District Investments complying with the requirements of Minnesota Statutes 118.01, 471.56 and 475.66.

1. MSDMAX is MSDLAF'S "Max Portfolio" and includes pooled investments plus banker's acceptances, commercial paper, repurchase agreements and US Government obligations.
2. MSDLAF is MSDLAF'S primary clearing "Money Market" fund. All fixed rate investments (FRD) clear through this account as do maturities, interest, and fees.
3. WELLS FARGO is a primary clearing "Money Market" fund. All maturities, interest, and fees clear through Intermediate School District 917's main bank account.
4. WELLS FARGO PORTFOLIO includes pooled investments plus banker's acceptances, commercial paper, repurchase agreements and US Government obligations.

FUTURE PROJECTIONS: I anticipate in fiscal year 2015 the average monthly interest rates to be approx .04% over the next twelve months due to the current economic environment.

**INTERMEDIATE SCHOOL DISTRICT 917
 TEMPORARY EMPLOYMENT AGREEMENT REPORT
 July 1, 2014 through June 30, 2015**

**1st quarter: 7/1/14-9/30/14
 2nd quarter: 10/1/14-12/31/14
 3rd quarter: 1/1/15-3/31/15
 4th quarter: 4/1/15-6/30/15**

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK DAYS	MAX HRS/ DAY
ASMUS	JOAN SCHAEFER	Temp work agreement	DCTC/Sp Ed Staff	Nurse	20140701	20140731	\$681.21	4	4
ASMUS	JOAN SCHAEFER	summer session	DCTC/Sp Ed Staff	Nurse	20140701	20140822	\$2,724.84	8	8
CRISSINGER	BRENDA LYNETTE	summer session	Diamondhead Ed Ctr	Spec Ed Teacher	20140701	20140731	\$2,874.64	16	4
CRISSINGER	BRENDA LYNETTE	summer session	Diamondhead Ed Ctr	Spec Ed Teacher	20140701	20140822	\$2,155.98	12	4
DEVENOW	PEARL SUSAN	summer session	Alliance Ed C Itinerants	Spec Ed Teacher	20140701	20140731	\$2,196.81	7	6
DEVENOW	PEARL SUSAN	summer session	Alliance Ed C Itinerants	Spec Ed Teacher	20140701	20140822	\$680.00	4	3.25
DOBSON	MEGHAN LOUISE	Temp work agreement	Alliance Ed Ctr IDEASUN	Spec Ed Teacher-Lead	20140701	20140822	\$3,874.08	11	8
ENGELHARDT-FISCHBEI	KRISTIN L	Temp work agreement	Gideon Pond DHH	Spec Ed Teacher	20140701	20140820	\$943.18	5	4
EPPS	DAWN MARIE	Temp work agreement	Alliance Educ Ctr IDEA	Spec Ed Teacher-Lead	20140701	20140822	\$2,965.90	11	8
FRISQUE	SHERILYN FAYE	summer session	Alliance Ed C Itinerants	Teacher of Visually Impa	20140701	20140822	\$3,084.79	11	6
GAYLORD	TANYA MARIE	Temp work agreement	Cedar School SUN	Program Assistant HQ	20140701	20140730	\$86.65	2	2.5
HORELSI	MELISSA JO	summer session	Alliance Ed C Itinerants	Teacher of Visually Impa	20140701	20140822	\$3,183.12	9	8
JACKSON	MEAGAN ALEXANDR	Temp work agreement	Apple Valley TEA	Classroom Assistant HQ	20140701	20140730	\$90.45	2	2.5
JOHNSON	SARAH LYNN	summer session	Alliance Ed C Itinerants	Orientation & Mobility S	20140701	20140731	\$226.37	4	2
JONES	LUCAS MANDULEY	Temp work agreement	Cedar School SUN	Program Assistant HQ	20140701	20140730	\$94.25	2	2.5
KLEIN	LORI ANN	Temp work agreement	Alliance Ed C Itinerants	Spec Ed Teacher-Lead	20140701	20140822	\$1,964.16	5	8
KLEIN	LORI ANN	summer session	Alliance Ed C Itinerants	Teacher of Visually Impa	20140701	20140822	\$5,106.82	26	4
MATTOS	PATRICIA ANN	Temp work agreement	DCALS (DCTC loc)	Enrollment Coord DCALS	20140701	20140822	\$3,199.74	10	6
MAYES	ANN LOUISE	summer session	Alliance Ed C Itinerants	Spec Ed Teacher	20140701	20140822	\$887.22	6	3
MAYES	ANN LOUISE	summer session	Alliance Ed C Itinerants	Spec Ed Teacher	20140701	20140822	\$2,661.65	9	6
OLSON	ELISA KATHLEEN	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20140701	20140830	\$103.98	2	3
STROEING	JENNIFER ANN	Temp work agreement	Special Ed. Staff	Teacher of Visually Impa	20140701	20140822	\$3,432.24	9	8

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK DAYS	MAX HRS/ DAY
TOLLEFSON	BRENDA KAY	Temp work agreement	DCTC/Sp Ed Staff	Speech/Lang. Path.-Lead	20140701	20140822	\$3,218.85	8	8
VILINSKIS	KARI MARGARET	Temp work agreement	Cedar School SUN	Program Assistant HQ	20140701	20140730	\$90.45	2	2.5
WERTANEN	SUSAN MARIA	Temp work agreement	Cedar School SUN	Program Assistant HQ	20140701	20140730	\$103.05	2	2.5
WOOD	FRAN LOUISE	summer session	Alliance Ed C. Itinerants	Teacher of Visually Impa	20140701	20140822	\$1,873.33	11	4
ADIX	STEPHANIE ANN	summer session	Apple Valley TEA	Mental Health Practition	20140707	20140731	\$1,668.48	16	4
ALEXANDER	MADELINE ROSE	summer session	Boeckman Mid Sch-PACES	Classroom Assistant HQ	20140707	20140731	\$1,036.16	16	4
ALTHOFF	BARBARA JOANNE	summer session	Gideon Pond DHH	Program Assistant HQ	20140707	20140731	\$1,157.76	16	4
AMATULLAH	AANEESAH K.	summer session	Cedar School SUN	Classroom Assistant HQ	20140707	20140731	\$1,060.48	16	4
ANDERSEN	KASANDRA LEE	summer session	Alliance Ed Ctr SUN	Student Assistant HQ	20140707	20140731	\$1,206.40	16	4
ANDERSON	ELIZABETH ANN	summer session	Boeckman Mid Sch-PACES	Program Assistant HQ	20140707	20140731	\$1,109.12	16	4
ANTONELL	MELISSA LYNN	summer session	Apple Valley TEA	Classroom Assistant HQ	20140707	20140731	\$1,060.48	16	4
BACH	ANNA MARIE	summer session	Alliance Ed Ctr SUN	Program Assistant HQ	20140707	20140731	\$1,060.48	16	4
BECHERER	GRETCHEN C.	summer session	DCTC/Sp Ed Staff	Classroom Assistant HQ	20140707	20140731	\$1,287.04	16	4
BERG	MATTHEW ROBERT	summer session	Sibley High School DASH	Classroom Assistant HQ	20140707	20140731	\$1,036.16	16	4
BESKAR	TAMIRA MARIE	summer session	Alliance Ed Ctr SUN	Student Assistant HQ	20140707	20140731	\$1,060.48	16	4
BETTERLEY	SAMUEL B.	summer session	Alliance Ed Ctr IDEAS/SUN	Program Assistant HQ	20140707	20140731	\$1,084.80	16	4
BIRTTNEN	TRACY LEE	summer session	DCTC/Sp Ed Staff	Spec Ed Teacher	20140707	20140731	\$3,090.12	16	4
BONDHUS	ALLISON LYNN	summer session	DCTC/Sp Ed Staff	Spec Ed Teacher	20140707	20140731	\$1,658.16	16	4
BOUCHAREB	RENEE DEBORAHTH	summer session	Gideon Pond DHH	Classroom Assistant HQ	20140707	20140731	\$1,060.48	16	4
BOWLIN	THERESA MARIE	summer session	Alliance Ed Ctr SUN	Spec Ed Teacher	20140707	20140731	\$2,186.64	16	4
BRINK	MIRANDA JEAN	summer session	DCTC/Sp Ed Staff	Health Associate	20140707	20140731	\$1,456.64	16	4
CARNEVALE	CORRINE SUE	summer session	Apple Valley TEA	Classroom Assistant HQ	20140707	20140731	\$1,084.80	16	4
CHABOT	DIANNA KATHRYN	summer session	Gideon Pond DHH	Program Assistant HQ	20140707	20140731	\$1,036.16	16	4
COCHRAN	JAMES EDWARD	summer session	Boeckman Mid Sch-PACES	Spec Ed Teacher	20140707	20140731	\$3,284.28	16	4
CRAMER	NATALIE LYNN	summer session	Cedar School SUN	Classroom Assistant HQ	20140707	20140731	\$1,084.80	16	4
DECLEENE	SAIGE MARIE	summer session	Cedar School SUN	Spec Ed Teacher	20140707	20140731	\$1,603.14	16	4

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK DAYS	MAX HRS/DAY
DEGERSTROM	CASSANDRA DEE	summer session	Diamondhead Ed Ctr	Student Assistant HQ	20140707	20140731	\$1,109.12	16	4
DEMUTH	LANCE A.	summer session	Cedar School SUN	Classroom Assistant HQ	20140707	20140731	\$1,182.08	16	4
DOBSON	MEGHAN LOUISE	summer session	Alliance Ed Ctr SUN	Spec Ed Teacher	20140707	20140731	\$2,817.51	16	4
DONALDSON	JACOB MICHAEL	summer session	Cedar School SUN	Student Assistant HQ	20140707	20140731	\$1,060.48	16	4
ELBERS	KARI JEAN	summer session	Meadowview Elem PACES	Classroom Assistant HQ	20140707	20140731	\$1,182.08	16	4
ELLIOTT	SHAE KATHLEEN	summer session	Apple Valley TEA	Classroom Assistant HQ	20140707	20140731	\$1,060.48	16	4
ELLIS	KATHLEEN ANN	summer session	DCTC/Sp Ed Staff	Classroom Assistant HQ	20140707	20140731	\$453.32	7	4
ENGELHARDT-FISCHBEI	KRISTIN L	summer session	Gideon Pond DHH	Spec Ed Teacher	20140707	20140731	\$3,395.43	16	4.5
EPPS	DAWN MARIE	summer session	Alliance Educ Ctr IDEA	Spec Ed Teacher	20140707	20140731	\$2,157.02	16	4
ERICKSON	DIAN RUCKMAR	summer session	DCTC/Sp Ed Staff	Program Assistant HQ	20140707	20140731	\$1,683.84	16	4
EVANS	ANDREW D	summer session	Alliance Ed C Itinerants	Spec Ed Teacher/DAPE	20140707	20140731	\$3,090.12	16	4
FLAMINIO	KEN GERARD	summer session	Alliance Educ Ctr IDEA	Student Assistant HQ	20140707	20140731	\$1,036.16	16	4
FLEMING	ANGELITA LEE	summer session	Meadowview Elem PACES	Classroom Assistant HQ	20140707	20140731	\$1,157.76	16	4
FLOM	ALICE LORETTA	summer session	Cedar School SUN	Classroom Assistant HQ	20140707	20140731	\$1,109.12	16	4
HARTMAN	KIMBERLY G	summer session	Gideon Pond DHH	Classroom Assistant HQ	20140707	20140731	\$1,303.68	16	4
HAWKINS	ANN ELIZABETH	summer session	DCTC/Sp Ed Staff	Spec Ed Teacher	20140707	20140710	\$387.14	4	4
HIENNES	KENNETH J.	summer session	DCTC/Sp Ed Staff	Student Assistant HQ	20140707	20140731	\$1,084.80	16	4
HERRMANN	ALISA MARIE	summer session	Alliance Educ Ctr IDEA	Classroom Assistant HQ	20140707	20140731	\$1,084.80	16	4
HOFF	ARDIS YVONNE	summer session	DCTC/Sp Ed Staff	Student Assistant HQ	20140707	20140731	\$1,084.80	16	4
HOFF	WILLIAM C.	summer session	DCTC/Sp Ed Staff	Classroom Assistant HQ	20140707	20140731	\$1,134.08	16	4
HOWLETT	CASSONDR A JO	summer session	Alliance Ed Ctr SUN	Program Assistant HQ	20140707	20140731	\$1,084.80	16	4
IDEEN	SARAH CAITLIN	summer session	Gideon Pond DHH	Spec Ed Teacher	20140707	20140731	\$466.42	4	4
ILLA	JULIE CHRISTINE	Temp work agreement	Youth Transition Program	Admin Assistant II	20140707	20141007	\$1,934.00	50	2
JACKSON	MEAGAN ALEXANDR	summer session	Apple Valley TEA	Classroom Assistant HQ	20140707	20140731	\$1,157.76	16	4
JOHNSEN	JASON ADAM	summer session	Alliance Ed Ctr SUN	Program Assistant HQ	20140707	20140731	\$1,182.08	16	4
JONES	LUCAS MANDULEY	summer session	Cedar School SUN	Program Assistant HQ	20140707	20140731	\$1,206.40	16	4

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK DAYS	MAX HRS/ DAY
KAMIN	JENNA LYNN	summer session	Gideon Pond DHH	Classroom Assistant HQ	20140707	20140731	\$1,109.12	16	4
KAMPMIEYER	VICTORIA LEE	summer session	DCTC/Sp Ed Staff	Classroom Assistant HQ	20140707	20140731	\$647.60	10	4
KASSEL	JAMES SCOTT	summer session	Alliance Ed Ctr SUN	Classroom Assistant HQ	20140707	20140731	\$1,060.48	16	4
KINNEY	JULIANNE CHRIST	summer session	Diamondhead Ed Ctr	Student Assistant HQ	20140707	20140731	\$1,084.80	16	4
KLIMEK	LORILEA J.	summer session	Apple Valley TEA	Classroom Assistant HQ	20140707	20140731	\$1,523.84	16	4
KNEER	AMBER JANE	summer session	Cedar School SUN	Classroom Assistant HQ	20140707	20140731	\$1,109.12	16	4
KORBEL-HUGHES	NICOLE ASHLEY	summer session	Sibley High School DASH	Classroom Assistant HQ	20140707	20140731	\$1,109.12	16	4
KOSHENINA	MARGARET M.	summer session	Apple Valley TEA	Classroom Assistant HQ	20140707	20140731	\$1,036.16	16	4
KUOPPALA	AMANDA MARIE	summer session	Cedar School SUN	Classroom Assistant HQ	20140707	20140731	\$1,060.48	16	4
KURTEN	AMBER LEIGH	summer session	DCTC/Sp Ed Staff	Classroom Assistant HQ	20140707	20140731	\$1,036.16	16	4
LACHER GODDARD	LINDA LEA	summer session	Diamondhead Ed Ctr	Speech/Lang. Pathologist	20140707	20140731	\$1,931.32	10	4
LAFFEN	NATHAN MICHAEL	summer session	DCTC/Sp Ed Staff	Classroom Assistant HQ	20140707	20140731	\$1,060.48	16	4
LAFFEN	RACHELLE JANAE	summer session	DCTC/Sp Ed Staff	Classroom Assistant HQ	20140707	20140731	\$1,036.16	16	4
LAFRANCE	DANIELLE MARIE	summer session	Meadowview Elem PACES	Classroom Assistant HQ	20140707	20140731	\$1,036.16	16	4
LAMPRECHT	CHRISTOPHER J.	summer session	Lakeville North HS DASH	Classroom Assistant HQ	20140707	20140731	\$1,036.16	16	4
LAMPRECHT	CLAUDETTE	summer session	Lakeville North HS DASH	Spec Ed Teacher	20140707	20140731	\$3,241.47	16	4
LANDBERG	SUSAN KAY	summer session	Gideon Pond DHH	Spec Ed Teacher	20140707	20140731	\$3,241.47	16	4
LANG	SHEILA STEPHANI	summer session	DCTC/Sp Ed Staff	Spec Ed Teacher	20140707	20140731	\$1,658.16	16	4
LANGE	STEVEN ROBERT	summer session	Cedar School SUN	Program Assistant HQ	20140707	20140731	\$1,157.76	16	4
LARSEN	BETSY SUE	summer session	Homebound DASH	Spec Ed Teacher-homebound	20140707	20140731	\$179.66	4	1
LARSEN	BETSY SUE	summer session	Lakeville North HS PACES	Spec Ed Teacher	20140707	20140731	\$2,874.64	16	4
LEWIS	ASHLEY MARIE	summer session	Alliance Ed Ctr IDEA/SUN	Nurse	20140707	20140731	\$1,548.58	16	4
LIVINGSTON	CHRISTINE MICHE	summer session	Sibley High School DASH	Spec Ed Teacher	20140707	20140731	\$2,915.55	16	4
LOR	KIA	summer session	Cedar School SUN	Classroom Assistant HQ	20140707	20140731	\$1,134.08	16	4
MANNINEN	MELANIE FAY	summer session	Cedar School SUN	Spec Ed Teacher	20140707	20140731	\$2,030.79	16	4
MATTSON	SHELBY ANNE	summer session	Cedar School SUN	Classroom Assistant HQ	20140707	20140731	\$1,134.08	16	4

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK HRS/DAY	MAX DAY
MCNAMARA	ALICE MARIE	summer session	DCTC/Sp Ed Staff	Student Assistant HQ	20140707	20140731	\$397.68	6	4
MOGA	BRIAN RICHARD	summer session	Apple Valley TEA	Classroom Assistant HQ	20140707	20140731	\$1,060.48	16	4
NIELSON	KAYLA MARIE	summer session	Cedar School SUN	Classroom Assistant HQ	20140707	20140731	\$1,060.48	16	4
NIELSON	MARTA LILLIAN	summer session	Alliance Ed Ctr SUN	Spec Ed Teacher	20140707	20140731	\$1,626.05	16	4
NEUMANN	TROY WILLIAM	summer session	Alliance Ed Ctr SUN	Student Assistant HQ	20140707	20140731	\$1,060.48	16	4
NYGAARD	ADAM PATRICK	summer session	Cedar School SUN	Student Assistant HQ	20140707	20140731	\$1,084.80	16	4
O'DOWD-MALLAM	ALEXANDRA A.	summer session	Diamondhead Ed Ctr	Program Assistant HQ	20140707	20140731	\$1,084.80	16	4
OLSON	ABIGAIL LYNN	summer session	DCTC/Sp Ed Staff	Student Assistant HQ	20140707	20140731	\$1,060.48	16	4
OLSON	NANCY MAE	summer session	Diamondhead Ed Ctr	Program Assistant HQ	20140707	20140731	\$1,109.12	16	4
ONVENEHO	GAD C.	summer session	Lakeville North HS PACES	Classroom Assistant HQ	20140707	20140731	\$1,036.16	16	4
ONVENEHO	JIDEOFOR ERIC	summer session	Alliance Ed Ctr SUN	Program Assistant HQ	20140707	20140731	\$1,060.48	16	4
PENBLE	HOLLY MARIE	summer session	DCTC/Sp Ed Staff	Student Assistant HQ	20140707	20140731	\$434.16	6	4
PENA	KASEY ANN	summer session	Apple Valley TEA	Classroom Assistant HQ	20140707	20140731	\$1,084.80	16	4
PETERSEN	JENNIFER MAE	summer session	Apple Valley TEA	Mental Hlth Prof Coordin	20140707	20140731	\$3,149.23	16	4
PETERSON	MARGO LORRAINE	summer session	Apple Valley TEA	Classroom Assistant HQ	20140707	20140731	\$1,109.12	16	4
PETERSON	MARY HELEN SAUV	summer session	DCTC/Sp Ed Staff	Spec Ed Teacher	20140707	20140731	\$3,205.75	16	4
PETERSON	SHERLYN MARIE	summer session	Meadowview Elem PACES	Spec Ed Teacher	20140707	20140731	\$2,658.68	16	4
RABE	SARAH JOYCE	summer session	Diamondhead Ed Ctr	Spec Ed Teacher	20140707	20140731	\$2,121.84	12	4.5
RANDALL	TRACIE LEE	summer session	Cedar School IDEA	Spec Ed Teacher	20140707	20140731	\$2,874.64	16	4
RASMUSSEN	SHANNON K.	summer session	Diamondhead Ed Ctr	Spec Ed Teacher	20140707	20140731	\$3,018.16	16	4
REITER	HEIDI JOY	summer session	Cedar School SUN	Classroom Assistant HQ	20140707	20140731	\$1,060.48	16	4
REITER	KYLE M.	summer session	Cedar School SUN	Classroom Assistant HQ	20140707	20140731	\$1,084.80	16	4
RENKEN	WENDI MARLAINA	summer session	Apple Valley TEA	Spec Ed Teacher	20140707	20140731	\$2,514.77	16	4
RIESGRAF	AMY SUE	summer session	Apple Valley TEA	Mental Health Practition	20140707	20140731	\$1,882.37	16	4
RIPPELMEYER	DAVID JAY	summer session	DCTC/Sp Ed Staff	Spec Ed Teacher	20140707	20140731	\$2,180.54	16	4
RIPPELMEYER	KAYLEA J.	summer session	DCTC/Sp Ed Staff	Classroom Assistant HQ	20140707	20140731	\$1,036.16	16	4

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK HRS/DAY	MAX DAY
ROBINSON	JANE MARIE	summer session	Youth Transition Program	Spec Ed Teacher	20140707	20140807	\$4,800.00	24	8
ROGERS	KATHRYN LYNN	summer session	Alliance Educ Ctr IDEA	Program Assistant HQ	20140707	20140731	\$1,134.08	16	4
RUSSELL	EMBER M.	summer session	Alliance Ed Ctr SUN	Classroom Assistant HQ	20140707	20140731	\$1,036.16	16	4
SAINTEY	RICHARD OWEN	summer session	Alliance Ed Ctr SUN	Spec Ed Teacher/DAPE	20140707	20140731	\$1,977.85	16	4
SAVAGE	DAWN MARIE	summer session	Gideon Pond DHH	Interpreter-Sign Language	20140707	20140731	\$1,728.64	16	4
SCHLIEVE	LARA JEAN	summer session	Sibley High School DASH	Program Assistant HQ	20140707	20140731	\$265.12	16	1
SCHLIEVE	LARA JEAN	summer session	Sibley High School DASH	Program Assistant HQ	20140707	20140731	\$1,060.48	16	4
SCHMIDT	NICOLE LYN	summer session	Boeckman Mid Sch-PACES	Classroom Assistant HQ	20140707	20140731	\$1,084.80	16	4
SCHMIT	KRISTEN MAE	summer session	Alliance Educ Ctr IDEA	Student Assistant HQ	20140707	20140731	\$1,036.16	16	4
SCHULZ	KARIN DAWN	summer session	Meadowview Elem PACES	Classroom Assistant HQ	20140707	20140731	\$1,036.16	16	4
SCOTT	TRISA MAE	summer session	Apple Valley TEA	Spec Ed Teacher	20140707	20140731	\$2,946.55	16	4
SEELIG	SHARON MARIE	summer session	Lakeville North HS DASH	Health Associate	20140707	20140731	\$1,895.04	16	4
SLATER	HALEY MARIE	summer session	Diamondhead Ed Ctr	Student Assistant HQ	20140707	20140731	\$1,060.48	16	4
SMITH	SHAY MICHELLE	summer session	Cedar School SUN	Classroom Assistant HQ	20140707	20140731	\$1,109.12	16	4
SONKO	CHEIKH SADIBOU	summer session	DCAL S Sp Ed Staff	Classroom Assistant HQ	20140707	20140731	\$1,084.80	16	4
SPURGIN	LYNETTE C.	summer session	Lakeville North HS PACES	Classroom Assistant HQ	20140707	20140710	\$289.44	4	4
STAPLES	ANN MARGUERITE	summer session	DCTC/Sp Ed Staff	Program Assistant HQ	20140707	20140731	\$1,523.84	16	4
STEINER	DORETTA PHILE	summer session	Lakeville North HS PACES	Classroom Assistant HQ	20140707	20140731	\$1,036.16	16	4
STEVENS	ERIN KATHLEEN	summer session	Apple Valley TEA	Mental Health Practitioner	20140707	20140731	\$1,675.26	16	4
STRESE	DEBRA NYLENE	summer session	Boeckman Mid Sch-PACES	Classroom Assistant HQ	20140707	20140731	\$1,198.08	16	4
STROMBERG	RHANON MICHELL	summer session	Apple Valley TEA	Mental Health Practitioner	20140707	20140731	\$2,426.81	16	4
STRONG	JENNIFER MEGAN	summer session	Apple Valley TEA	Spec Ed Teacher	20140707	20140731	\$1,600.00	16	4
STROUTH	STEPHANIE ANN	summer session	Alliance Ed Ctr SUN	Classroom Assistant HQ	20140707	20140731	\$1,060.48	16	4
SULLIVAN	MAUREEN P.	summer session	Cedar School SUN	Spec Ed Teacher	20140707	20140731	\$2,157.02	16	4
SWANEY	AMY LYNN	Temp work agreement	Cedar School SUN	Spec Ed Teacher-Lead	20140707	20140731	\$3,314.87	18	4
SWANEY	AMY LYNN	summer session	Cedar School SUN	Spec Ed Teacher	20140707	20140731	\$2,946.55	16	4

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK HRS/DAY	MAX
THEISTE	RENEE CHRISTINE	summer session	Lakeville North HS DASH	Classroom Assistant HQ	20140707	20140731	\$1,109.12	16	4
TIREMAN	BROOKE ELIZABET	summer session	DCTC/Sp Ed Staff	Program Assistant HQ	20140707	20140729	\$1,060.48	16	4
TOAY	GRETCHEN ANN	summer session	Akin Rd Elem Farmington	Interpreter-Sign Languag	20140707	20140731	\$1,491.24	17	4
TUVEY	SARA ANN	summer session	Apple Valley TEA	Spec Ed Teacher	20140707	20140731	\$3,090.12	16	4
VALERIO	STACY LYNETTE	summer session	Cedar School SUN	Classroom Assistant HQ	20140707	20140731	\$1,182.08	16	4
VILNISKIS	KARI MARGARET	summer session	Cedar School SUN	Program Assistant HQ	20140707	20140731	\$1,157.76	16	4
VOLLMUTH	LAURA ELIZABETH	summer session	Lakeville North HS DASH	Classroom Assistant HQ	20140707	20140731	\$1,060.48	16	4
VOORHEES	AMY LYNN	summer session	Gideon Pond DHH	Spec Ed Teacher	20140707	20140731	\$2,211.84	12	4
VOTEL	SHARON MARIE	summer session	Alliance Educ Cir IDEA	Spec Ed Teacher	20140707	20140731	\$3,499.03	16	4
WAGNER	KRISTINE ANN	summer session	Gideon Pond DHH	Classroom Assistant HQ	20140707	20140731	\$1,231.36	16	4
WALSH	DENNIS GERARD	summer session	Alliance Ed Cir SUN	Spec Ed Teacher	20140707	20140731	\$1,600.00	16	4
WALSTON	ELIZABETH C. C.	summer session	Cedar School SUN	Classroom Assistant HQ	20140707	20140731	\$1,060.48	16	4
WATTELET	JOLENE RENE	summer session	Cedar School SUN	Classroom Assistant HQ	20140707	20140731	\$1,109.12	16	4
WEIR	LAURA MARIE	summer session	Cedar School SUN	Spec Ed Teacher	20140707	20140731	\$1,843.68	16	4
WELLS	OWEN JAMES	summer session	Alliance Ed Cir SUN	Spec Ed Teacher	20140707	20140731	\$2,946.55	16	4
WENCL	LINDA MARIE	summer session	DCTC/Sp Ed Staff	Student Assistant HQ	20140707	20140731	\$1,036.16	16	4
WERTANEN	SUSAN MARIA	summer session	Cedar School SUN	Program Assistant HQ	20140707	20140731	\$1,319.04	16	4
WESLEY	RENATA R.	summer session	Alliance Educ Cir IDEA	Student Assistant HQ	20140707	20140731	\$1,060.48	16	4
WHITE	HANNAH MARGARET	summer session	Alliance Ed Cir SUN	Classroom Assistant HQ	20140707	20140731	\$1,060.48	16	4
WILKIN	CHRISTINA MARIE	summer session	Alliance Ed Cir SUN	Student Assistant HQ	20140707	20140731	\$1,085.80	16	4
WOLF	DANIELLE MARIE	summer session	DCTC/Sp Ed Staff	Classroom Assistant HQ	20140707	20140731	\$1,060.48	16	4
IRELAND	KATHLEEN ELIZAB	summer session	Crystal Lake Educ Cir	Physical Therapist	20140708	20140813	\$1,893.35	10	4
FISCHER	ASHLEY MARIE	summer session	Alliance Ed Cir SUN	Spec Ed Teacher	20140709	20140709	\$108.89	1	4
BROLSMA	KAYLA LYNN	summer session	Alliance Educ Cir IDEA	Student Assistant HQ	20140710	20140731	\$841.88	13	4
LEWIS	ASHLEY MARIE	Temp work agreement	Alliance Ed Cir IDEA/SUN	Nurse	20140714	20140714	\$96.79	1	4
VRIEZE	JANEL LYNN	summer session	Chr McAuliffe DASH&ECSE	Spec Ed Teacher	20140714	20140731	\$2,450.89	12	4

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK DAYS	MAX HRS/ DAY
PETERSEN	JENNIFER MAE	Temp work agreement	Apple Valley TEA	Mental Hlth Prof Coordin	20140715	20140820	\$3,936.54	10	8
SMITH	KRISTINA ANNE	summer session	Hasting High Sch DHH	Interpreter-Sign Languag	20140715	20140731	\$586.24	8	4
WERNER	AMY MARIE	summer session	DCTC/Sp Ed Staff	Program Assistant HQ	20140716	20140731	\$1,109.12	16	4
GAYLORD	TANYA MARIE	summer session	Cedar School SUN	Program Assistant HQ	20140721	20140724	\$277.28	4	4
ALEXANDER	BRUCE WADE	Temp work agreement	Alliance Ed Ctr IDEASUN	Deliveres/Moves Sp Ed	20140723	20140723	\$100.00	1	5
DOBSON	MEGHAN LOUISE	Temp work agreement	Alliance Ed Ctr IDEASUN	PCM Training-Paraprofess	20140724	20140725	\$704.38	2	8
BOEHMER	AMANDA JO	Temp work agreement	New Chance/JSC	Spec Ed Teacher	20140725	20140725	\$204.34	1	8
HANEBERG	TIM FORREST	summer session	Riverside Sch/JSC	Spec Ed Teacher/DAPE	20140725	20140725	\$210.79	1	8
ASNUS	JOAN SCHAEFER	Temp work agreement	DCTC/Sp Ed Staff	Nurse	20140801	20140829	\$319.32	2	3.75
BOWLIN	THERESA MARIE	Temp work agreement	Alliance Ed Ctr SUN	Spec Ed Teacher	20140801	20140831	\$273.33	1	8
BRINK	MIRANDA JEAN	Temp work agreement	DCTC/Sp Ed Staff	Health Associate	20140801	20140829	\$227.60	4	2.5
DOBSON	MEGHAN LOUISE	Temp work agreement	Alliance Ed Ctr IDEASUN	PCM Training-Teachers	20140801	20140801	\$352.19	1	8
GAYLORD	TANYA MARIE	Temp work agreement	Cedar School SUN	Program Assistant HQ	20140801	20140830	\$103.98	2	3
GOLDEN	JOANN CHARLOTTE	Temp work agreement	Alliance Ed Ctr IDEASUN	Program Assistant HQ	20140801	20140831	\$170.96	1	8
KLAUSTERMEIER	JENNIFER M.	Temp work agreement	DCTC/Sp Ed Staff	Spec Ed Teacher	20140801	20140822	\$653.26	2	8
NOVY	RACHEL ERIN	Temp work agreement	Alliance Educ Ctr IDEA	Spec Ed Teacher	20140801	20140831	\$282.15	1	8
PETERSEN	JENNIFER MAE	Temp work agreement	Apple Valley TEA	PCM Training-MHP	20140801	20140820	\$1,180.96	4	6
RIX	MELANIE ANN	Temp work agreement	Alliance Educ Ctr IDEA	Spec Ed Teacher	20140801	20140831	\$290.99	1	8
SAINTEY	RICHARD OWEN	Temp work agreement	Alliance Ed Ctr IDEASUN	Spec Ed Teacher/DAPE	20140801	20140831	\$247.23	1	8
SCOTT	TRISA MAE	Temp work agreement	Apple Valley TEA	Spec Ed Teacher	20140801	20140820	\$3,222.79	8.75	8
SEELIG	SHARON MARIE	Temp work agreement	Lakeville North HS DASH	Health Associate	20140801	20140829	\$222.08	2	3.75
SPEEDLING	KAITLIN JEAN	Temp work agreement	Alliance Ed Ctr IDEASUN	Spec Ed School Social Wo	20140801	20140831	\$193.57	1	8
VILINSKIS	KARI MARGARET	Temp work agreement	Cedar School SUN	Program Assistant HQ	20140801	20140830	\$108.54	2	3
VOSS	NOEL KATHERINE	Temp work agreement	Alliance Ed Ctr SUN	Spec Ed Teacher	20140801	20140831	\$264.49	1	8
ALEXANDER	MADELINE ROSE	Temp work agreement	Boeckman Mid Sch-PACES	Deliveres/Moves Sp Ed	20140804	20140804	\$80.00	1	4
TOLLEFSON	BRENDA KAY	Temp work agreement	DCTC/Sp Ed Staff	Deliveres/Moves Sp Ed	20140804	20140804	\$80.00	1	4

Tuesday, June 30, 2015

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK HRS/DAY	MAX DAY
HOFF	WILLIAM C.	Temp work agreement	DCTC/Sp Ed Staff	Deliveries/Moves Sp Ed	20140805	20140805	\$160.00	1	8
SARNE	MARTIN MICHAEL	Temp work agreement	Hastings Middle Sch DASH	Deliveries/Moves Sp Ed	20140805	20140805	\$160.00	1	8
DOBSON	MEGHAN LOUISE	Temp work agreement	Alliance Ed Ctr IDEAS/SUN	Spec Ed Teacher	20140807	20140811	\$704.38	2	8
GAYLORD	TANYA MARIE	Temp work agreement	Cedar School SUN	Program Assistant HQ	20140808	20140820	\$554.56	4	8
VILINSKIS	KARI MARGARET	Temp work agreement	Cedar School SUN	Program Assistant HQ	20140808	20140820	\$434.16	3	8
BURGIO	MICHAEL ROBERT	Temp work agreement	Youth Transition Program	Spec Ed Teacher	20140811	20140811	\$298.88	1	8
EPPS	DAWN MARIE	Temp work agreement	Youth Transition Program	Spec Ed Teacher	20140811	20140811	\$269.63	1	8
HENNES	NICOLE LYNN	Temp work agreement	Youth Transition Program	Spec Ed Teacher	20140811	20140811	\$354.98	1	8
ILLA	JULIE CHRISTINE	Temp work agreement	Youth Transition Program	Admin Assistant II	20140811	20140811	\$154.72	1	8
MCGRATH	CAILIN MARIE	Temp work agreement	Youth Transition Program	Spec Ed Teacher	20140811	20140811	\$210.79	1	8
NELSON	MARTA LILLIAN	Temp work agreement	Alliance Ed Ctr SUN	Spec Ed Teacher	20140811	20140811	\$101.63	1	4
ROBINSON	JANE MARIE	Temp work agreement	Youth Transition Program	Spec Ed Teacher	20140811	20140811	\$193.57	1	8
WHITE	HANNAH MARGARET	Temp work agreement	Arth Louis&Options BV191	Spec Ed Community Expert	20140811	20140811	\$189.84	1	8
BROWN	PATRICIA JEAN	Temp work agreement	Apple Valley TEA	PCM Training-Paraprofess	20140812	20140812	\$60.33	1	3
DEMUTH	LANCE A.	Temp work agreement	Cedar School SUN	PCM Training-Paraprofess	20140812	20140812	\$55.41	1	3
DOBSON	MEGHAN LOUISE	Temp work agreement	Alliance Ed Ctr IDEAS/SUN	PCM Training-Paraprofess	20140812	20140812	\$154.08	1	3.5
HOLBROOK	LANA MARIE	Temp work agreement	Alliance Ed Ctr SUN	PCM Training-Paraprofess	20140812	20140812	\$65.43	1	3
JONES	PATRICIA ANN	Temp work agreement	Alliance Ed Ctr SUN	PCM Training-Paraprofess	20140812	20140812	\$54.27	1	3
LEWIS	ASHLEY MARIE	Temp work agreement	Alliance Ed Ctr IDEAS/SUN	Nurse	20140812	20140814	\$580.72	3	8
MABERRY	SAYRAJAYNE D.	Temp work agreement	Cedar School IDEAS/SUN	PCM Training-Paraprofess	20140812	20140812	\$77.73	1	3
MABERRY	SAYRAJAYNE D.	Temp work agreement	Cedar School SUN	CPR Trainer	20140812	20140831	\$194.32	1	7.5
NELSON	CHERIE ANN	Temp work agreement	Alliance Educ Ctr IDEA	PCM Training-Paraprofess	20140812	20140812	\$59.22	1	3
NWOKEUKU	PATTUO ELIZABE	Temp work agreement	Cedar School IDEAS/SUN	PCM Training-Paraprofess	20140812	20140812	\$114.50	1	3
BETLOCK	THOMAS EDWARD	Temp work agreement	Alliance Ed Ctr SUN	Program Assistant HQ	20140819	20140819	\$141.76	1	8
LEWIS	ASHLEY MARIE	Temp work agreement	Alliance Ed Ctr IDEAS/SUN	Nurse	20140819	20140819	\$193.57	1	8
TUVEY	SARA ANN	Temp work agreement	Apple Valley TEA	Spec Ed Teacher	20140819	20140821	\$386.26	1	8

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK HRS/ DAY
ARNESON	PATRICIA	Temp work agreement	Apple Valley TEA	Mental Hlth Professional	20140820	20140829	\$194.59	1 4
NUITTING-VELTZ	SHELBY	Temp work agreement	DCTC/Sp Ed Staff	Spec Ed School Social W/o	20140820	20140829	\$954.19	5 5
CARNEVALE	CORRINE SUE	Temp work agreement	Apple Valley TEA	Spec Ed Community Expert	20140821	20150605	\$35,500.08	187 8
ELLIOTT	SHAE KATHLEEN	Temp work agreement	Apple Valley TEA	Spec Ed Community Expert	20140821	20150605	\$35,500.00	187 8
JAEGER	SHELBEЕ MARIE	Temp work agreement	Gideon Pond DHH	Spec Ed Community Expert	20140821	20150605	\$35,500.00	187 8
WHITE	HANNAH MARGARET	Temp work agreement	Arth Louis&Options BV191	Spec Ed Community Expert	20140821	20150605	\$35,500.00	187 8
HENNES	NICOLE LYNN	Temp work agreement	Youth Transition Program	Spec Ed Teacher	20140822	20140822	\$155.30	1 3.5
ALLEN	REBECCA L LYNN	Temp work agreement	Hilltop Elementary	Student Assistant HQ	20140825	20150604	\$18,416.13	175 6.5
JOHNSTON	SUZANNE CHRISTI	Temp work agreement	Gideon Pond DHH	Interpreter-Sign Languag	20140825	20140827	\$122.22	2 3.5
KELSALL	MARGERV ANN	Temp work agreement	Gideon Pond Ilmerants	Physical Therapist	20140825	20150605	\$2,532.40	25 2
SAVAGE	DAWN MARIE	Temp work agreement	Gideon Pond DHH	Interpreter-Sign Languag	20140825	20140829	\$324.12	2 6
TOAY	GRETCHEN ANN	Temp work agreement	Gideon Pond DHH	Interpreter-Sign Languag	20140825	20140829	\$263.16	2 6
LANDBERG	SUSAN KAY	Temp work agreement	Gideon Pond DHH	Spec Ed Teacher	20140826	20150201	\$4,811.56	19 5
BOUCHARB	RENEE DEBORAH TH	Temp work agreement	Gideon Pond DHH	Student Assistant HQ	20140827	20150604	\$19,718.30	170 7
HARDY	ALEXIS KATELYN	Temp work agreement	Gideon Pond DHH	Classroom Assistant HQ	20140827	20140827	\$129.52	1 8
KAMIN	JENNA LYNN	Temp work agreement	Hilltop Elementary	Student Assistant HQ	20140827	20140912	\$138.64	2 4
KLIMEK	LORILEA J.	Temp work agreement	Youth Transition Program	Program Assistant HQ	20140827	20140827	\$190.48	1 8
MYERS	PATRICIA JANET	Temp work agreement	Gideon Pond DHH	Student Assistant HQ	20140827	20150604	\$20,170.50	170 7
OLSON	NANCY MAE	Temp work agreement	Diamondhead Ed Ctr	Program Assistant HQ	20140827	20140827	\$138.64	1 8
SAVAGE	DAWN MARIE	Temp work agreement	Gideon Pond DHH	Interpreter-Sign Languag	20140827	20140827	\$297.11	1 11
TOAY	GRETCHEN ANN	Temp work agreement	Gideon Pond DHH	Interpreter-Sign Languag	20140827	20140827	\$65.79	1 3
ANDERSEN	KASANDRA LEE	Temp work agreement	Alliance Ed Ctr SUN	Student Assistant HQ	20140828	20150604	\$10,720.94	175 3.25
BARRETT	ANNA CATHLEEN	Temp work agreement	Apple Valley TEA	Student Assistant HQ	20140828	20141116	\$6,031.48	52 7
BESKAR	TAMIRA MARIE	Temp work agreement	Alliance Ed Ctr SUN	Student Assistant HQ	20140828	20150201	\$10,737.36	96 6.75
BOYD	GORDON DAVID	Temp work agreement	DCTC/Sp Ed Staff	Student Assistant HQ	20140828	20150604	\$19,573.31	175 6.75
BROLSMA	KAYLA LYNN	Temp work agreement	Alliance Educ Ctr IDEA	Student Assistant HQ	20140828	20150604	\$19,124.44	175 6.75

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK HRS/ DAY	MAX DAY
BURR	AMANDA HELEN	Temp work agreement	Youth Transition Program	Program Assistant HQ	20140828	20140828	\$24.29	1	1.5
DEGERSTROM	CASSANDRA DEE	Temp work agreement	Diamondhead Ed Ctr	Student Assistant HQ	20140828	20150604	\$12,373.62	136	5.25
DONALDSON	JACOB MICHAEL	Temp work agreement	Cedar School SUN	Student Assistant HQ	20140828	20150104	\$8,931.23	77	7
EJIOGU	TYWANDER	Temp work agreement	Youth Transition Program	Program Assistant HQ	20140828	20140828	\$24.29	1	1.5
GASIOR	JAMIE LYN	Temp work agreement	Youth Transition Program	Program Assistant HQ	20140828	20140828	\$29.03	1	1.5
GREEN	BRANDY MARIE	Temp work agreement	Youth Transition Program	Program Assistant HQ	20140828	20140828	\$24.29	1	1.5
HENNES	KENNETH J.	Temp work agreement	DCTC/Sp Ed Staff	Student Assistant HQ	20140828	20150604	\$20,022.19	175	6.75
KINNEY	JULIANNE CHRIST	Temp work agreement	Diamondhead Ed Ctr	Student Assistant HQ	20140828	20150104	\$5,072.29	57	5.25
KLIMEK	LORILEA J.	Temp work agreement	Youth Transition Program	Program Assistant HQ	20140828	20140828	\$35.72	1	1.5
KORBEL-HUGHES	NICOLE ASHLEY	Temp work agreement	Sibley High School DASH	Classroom Assistant HQ	20140828	20150609	\$948.82	73	0.75
LENTZ	JENNIFER ANN	Temp work agreement	Hastings Middle Sch DASH	Student Assistant HQ	20140828	20150604	\$20,782.92	173	7.25
OLSON	ABIGAIL LYNN	Temp work agreement	DCTC/Sp Ed Staff	Student Assistant HQ	20140828	20150604	\$19,573.31	175	6.75
OSTER	TRINA MARIE	Temp work agreement	DCTC/Sp Ed Staff	Student Assistant HQ	20140828	20150310	\$15,268.50	120	6.75
PETERSON	MARGO LORRAINE	Temp work agreement	Youth Transition Program	Program Assistant HQ	20140828	20140828	\$26.00	1	1.5
QUINN	CHRISTINE MARIE	Temp work agreement	Hastings High Sch DASH	Student Assistant HQ	20140828	20150605	\$20,306.31	173	7.25
SCHLIEVE	LARA JEAN	Temp work agreement	Sibley High School DASH	Program Assistant HQ	20140828	20150604	\$1,205.47	97	0.75
SEARCH-WELLS	ERIN ILANA	Temp work agreement	Diamondhead Ed Ctr	Student Assistant HQ	20140828	20150604	\$6,605.52	136	3
VICTOR	SUSAN LOUISE	Temp work agreement	DCTC/Sp Ed Staff	Health Associate	20140828	20141012	\$4,350.00	30	7.25
WILKIN	CHRISTINA MARIE	Temp work agreement	Alliance Ed Ctr SUN	Student Assistant HQ	20140828	20150604	\$20,022.19	175	6.75
ALTHOFF	BARBARA JOANNE	Temp work agreement	Gideon Pond DHH	Program Assistant HQ	20140829	20140829	\$72.36	1	4
BIEGLER	PAMELA JILL	Temp work agreement	DCALS EDOP ONLINE	Math Teacher/DCALS	20140902	20150602	\$4,625.48	37	3
LARSEN	BETSY SUE	Temp work agreement	Lakeville North HS PACES	Spec Ed Teacher-homeboun	20140902	20150112	\$954.47	17	1.25
LARSEN	BETSY SUE	Temp work agreement	Lakeville North HS PACES	Spec Ed Teacher-homeboun	20140902	20150604	\$2,077.38	37	1.25
QUAM	LYNN MARIE	Temp work agreement	Homebound DASH	Occupational Therapist	20140902	20150604	\$330.61	10	1
QUAM	LYNN MARIE	Temp work agreement	Homebound DASH	Occupational Therapist	20140902	20150604	\$413.27	10	1.25
ANDERSEN	KASANDRA LEE	Temp work agreement	Alliance Ed Ctr SUN	Student Assistant HQ	20140917	20150531	\$37.70	8	0.25

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK DAYS	MAX HRS/ DAY
BESKAR	TAMRA MARIE	Temp work agreement	Alliance Ed Ctr SUN	Student Assistant HQ	20140917	20150531	\$33.14	8	0.25
BROLISMA	KAYLA LYNN	Temp work agreement	Alliance Educ Ctr IDEA	Student Assistant HQ	20140917	20150531	\$32.38	8	0.25
NDJAME	MOUHAMED LAMINE	Temp work agreement	Alliance Ed Ctr SUN	Student Assistant HQ	20140917	20150531	\$33.14	8	0.25
SECK	DJIBY	Temp work agreement	Alliance Educ Ctr IDEA	Student Assistant HQ	20140917	20150531	\$33.14	8	0.25
THOMAS	AMANDA KAY	Temp work agreement	Alliance Educ Ctr IDEA	Student Assistant HQ	20140917	20150531	\$32.38	8	0.25
WILKIN	CHRISTINA MARIE	Temp work agreement	Alliance Ed Ctr SUN	Student Assistant HQ	20140917	20150531	\$33.90	8	0.25
WERNER	BETH AILEEN	Temp work agreement	DCALS (DCTC loc)	Info Mgmt Assist II	20140918	20140924	\$655.65	6	2.56333
BARRETT	ANNA CATHLEEN	Temp work agreement	Apple Valley TEA	PCM Training-Paraprofess	20140922	20140924	\$49.71	3	1
ESTIS	ASHLEY MICHELLE	Temp work agreement	Apple Valley TEA	PCM Training-Paraprofess	20140922	20140924	\$48.57	3	1
GAYLORD	TANVA MARIE	Temp work agreement	Cedar School SUN	PCM Training-Paraprofess	20140922	20140924	\$51.99	3	1
HOLLENBECK	TINA	Temp work agreement	Alliance Ed Ctr SUN	PCM Training-Paraprofess	20140922	20140924	\$26.58	3	0.5
JOTHEN	CHANDA DARICE	Temp work agreement	Alliance Ed C Itinerants	Physical Therapist	20140922	20141010	\$607.04	2	8
MINICK	AMBER DAWN	Temp work agreement	Alliance Ed Ctr SUN	PCM Training-Paraprofess	20140922	20140924	\$24.29	3	0.5
NAGLE	SHARLENE LYNN	Temp work agreement	Cedar School SUN	PCM Training-Paraprofess	20140922	20140924	\$48.57	3	1
NDJAME	MOUHAMED LAMINE	Temp work agreement	Alliance Ed Ctr SUN	PCM Training-Paraprofess	20140922	20140924	\$397.68	3	8
ONYVAMBU	COSMAS AVAKA	Temp work agreement	Apple Valley TEA	PCM Training-Paraprofess	20140922	20140924	\$50.85	3	1
SCHEID	ASHLEY ANN	Temp work agreement	Cedar School SUN	PCM Training-Paraprofess	20140922	20140924	\$53.16	3	1
STELLER	NATHANAEI THOMA	Temp work agreement	Cedar School SUN	PCM Training-Paraprofess	20140922	20140924	\$49.71	3	1
KAMMUELLER	LYNN	Temp work agreement	DCALS North	Admin Assistant I	20140925	20140926	\$172.00	2	5
STOESZ	HEATHER LYNN	Temp work agreement	Gideon Pond DHH	Speech/Lang. Pathologist	20140926	20141223	\$1,158.79	4	6
ILLA	JULIE CHRISTINE	Temp work agreement	Youth Transition Program	Admin Assistant II	20141001	20141231	\$2,127.40	55	2
ALLEN	REBECCA LYNN	Temp work agreement	Hilltop Elementary	Student Assistant HQ	20141004	20150418	\$1,165.68	12	6
HARDY	ALEXIS KATELYN	Temp work agreement	Gideon Pond DHH	Classroom Assistant HQ	20141004	20150418	\$1,165.68	12	6
ENGELHARDT-FISCHBEI	KRISTIN L	Temp work agreement	Gideon Pond DHH	ASL Class Instructor	20141006	20141215	\$1,886.35	10	4
SMITH	KATHLEEN ANNE	Temp work agreement	Gideon Pond DHH	ASL Class Instructor	20141006	20141215	\$500.00	10	2
BETLOCK	THOMAS EDWARD	Temp work agreement	Alliance Ed Ctr SUN	PCM Training-Paraprofess	20141007	20141007	\$8.86	1	0.5

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK HRS/ DAY	MAX DAY
HARVEY	SHERRI LYNN	Temp work agreement	Alliance Educ Ctr IDEA	PCM Training-Paraprofess	20141007	20141007	\$21.66	1	1.25
PINNT	KATIE MARIE	Temp work agreement	Alliance Educ Ctr IDEA	PCM Training-Paraprofess	20141007	20141007	\$8.67	1	0.5
ADELMANN	ANGELA ELIZABET	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$20.71	1	1.25
ANDERSON	ABIGAIL J.	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$21.19	1	1.25
ANDERSON	JOEL ANDREW	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$21.19	1	1.25
AUGE	MORGAN MARIE	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$21.19	1	1.25
BEHNKE	STEPHANIE ANN	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$20.24	1	1.25
DAHLBERG	KALLEY ANNE	Temp work agreement	Cedar School SUN	Spec Ed Community Expert	20141023	20141023	\$11.87	1	0.5
DAME	LAUREN CHRISTIN	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$20.24	1	1.25
DECLEENE	SAIGE MARIE	Temp work agreement	Cedar School SUN	Spec Ed Teacher	20141023	20141023	\$12.52	1	0.5
DEMUTH	LANCE A.	Temp work agreement	Cedar School SUN	Program Assistant HQ	20141023	20141023	\$23.09	1	1.25
DONALDSON	JACOB MICHAEL	Temp work agreement	Cedar School SUN	Student Assistant HQ	20141023	20141023	\$20.71	1	1.25
ESTIS	DANIELLE RENEE	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$20.71	1	1.25
FLEES	BRUCE JUDD	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$21.19	1	1.25
FLOW	ALICE LORETTA	Temp work agreement	Cedar School SUN	Program Assistant HQ	20141023	20141023	\$21.66	1	1.25
FRIEDLI-RATZLAFF	HEATHER C.	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$21.19	1	1.25
HERBERT	SAMANTHA E.	Temp work agreement	Cedar School SUN	Program Assistant HQ	20141023	20141023	\$22.15	1	1.25
KNEER	AMBER JANE	Temp work agreement	Cedar School SUN	Program Assistant HQ	20141023	20141023	\$21.66	1	1.25
KUOPPALA	AMANDA MARIE	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$20.71	1	1.25
LINDELIEN	KIMBERLY ANN	Temp work agreement	Cedar Sch IDEAS/SUNTEA	Admin Assistant I	20141023	20141023	\$4.61	1	0.25
LOR	KIA	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$22.15	1	1.25
LUDDEN	SARAH ELLEN	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$20.71	1	1.25
MABERRY	SAVRAJAYNE D.	Temp work agreement	Cedar Sch IDEAS/SUNTEA	Nurse	20141023	20141023	\$25.91	1	1
MANNINEN	MELANIE FAY	Temp work agreement	Cedar School SUN	Spec Ed Teacher	20141023	20141023	\$15.87	1	0.5
NELSON	KAYLA MARIE	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$20.71	1	1.25
NWOKUEKU	PATTUO ELIZABE	Temp work agreement	Cedar School IDEAS/SUN	Spec Ed School Social Wk	20141023	20141023	\$38.17	1	1

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK DAYS	MAX HRS/ DAY
NYGAARD	ADAM PATRICK	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$21.19	1	1.25
OUARD	SELINA ELISA	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$22.61	1	1.25
OLSON	ELISA KATHLEEN	Temp work agreement	Cedar School SUN	Program Assistant HQ	20141023	20141023	\$21.66	1	1.25
PETERSON	JOAN P.	Temp work agreement	Cedar School IDEA	Program Assistant HQ	20141023	20141023	\$32.89	1	1.25
RANDALL	TRACIE LEE	Temp work agreement	Cedar School IDEA	Spec Ed Teacher	20141023	20141023	\$22.46	1	0.5
ROLLINS	SAHCAREION M.	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$21.66	1	1.25
SCHEID	ASHLEY ANN	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$22.15	1	1.25
SEVERSON	PAMELA JEAN	Temp work agreement	Cedar Sch IDEAS/SUN/TEA	Admin Assistant II	20141023	20141023	\$24.98	1	1
SILWAL	ANJANA	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$21.19	1	1.25
STELLER	NATHANAEL THOMA	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$20.71	1	1.25
SULLIVAN	MAUREEN P.	Temp work agreement	Cedar School SUN	Spec Ed Teacher	20141023	20141023	\$16.85	1	0.5
SWANEY	AMY LYNN	Temp work agreement	Cedar School SUN	Spec Ed Teacher-Lead	20141023	20141023	\$23.02	1	0.5
SZOKA	BRENDA JEAN	Temp work agreement	Cedar School SUN	Spec Ed Teacher	20141023	20141023	\$20.35	1	0.5
THOMPSON	ANNE ELIZABETH	Temp work agreement	Cedar School SUN	Spec Ed Teacher	20141023	20141023	\$12.95	1	0.5
VALERIO	STACY LYNETTE	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$23.09	1	1.25
WALSTON	ELIZABETH C.C.	Temp work agreement	Cedar School SUN	Classroom Assistant HQ	20141023	20141023	\$20.71	1	1.25
WEIR	LAURA MARIE	Temp work agreement	Cedar School SUN	Spec Ed Teacher	20141023	20141023	\$14.40	1	0.5
WERTANEN	SUSAN MARIA	Temp work agreement	Cedar School SUN	Program Assistant HQ	20141023	20141023	\$25.76	1	1.25
BOYKIN	SABRINA	Temp work agreement	Gideon Pond DHH	Student Assistant HQ	20141117	20150104	\$1,559.40	23	4
LANDBERG	SUSAN KAY	Temp work agreement	Gideon Pond DHH	Spec Ed Teacher	20141117	20150123	\$16,207.35	40	8
VILINSKIS	KARI MARGARET	Temp work agreement	Cedar School SUN	Program Assistant HQ	20141124	20141202	\$452.25	5	5
GAYLORD	TANYA MARIE	Temp work agreement	Cedar School SUN	PCM Training-Paraprofess	20141201	20141208	\$415.92	6	4
BOHNERT	ANDREW MARK	Temp work agreement	Alliance Ed Ctr SUN	PCM Training-Paraprofess	20141203	20141205	\$48.57	3	1
GUENTHER	JACOB LEE	Temp work agreement	Apple Valley TEA	PCM Training-Paraprofess	20141203	20141205	\$48.57	3	1
SOMMERVOLD	CASSANDRA PHYLL	Temp work agreement	Alliance Educ Ctr IDEA	PCM Training-Paraprofess	20141203	20141205	\$49.71	3	1
TISLAND	ASHLIE ELIZABET	Temp work agreement	Apple Valley TEA	PCM Training-Paraprofess	20141203	20141205	\$48.57	3	1

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK DAYS	MAX HRS/ DAY
VAUGHN	CHERYL ANN	Temp work agreement	Apple Valley TEA	PCM Training-Paraprofess	20141203	20141205	\$48.57	3	1
WILLIAMS	TERANIC SHAREE	Temp work agreement	Apple Valley TEA	PCM Training-Paraprofess	20141203	20141205	\$48.57	3	1
GRAINGER	AMY LOUISE	Temp work agreement	Diamondhead Ed Ctr	Spec Ed Community Expert	20141208	20150605	\$17,395.00	115	6.4
BACH	ANNA MARIE	Temp work agreement	Alliance Ed Ctr SUN	PCM Training-Paraprofess	20141212	20141212	\$16.57	1	1
BETTERLEY	SAMUEL B.	Temp work agreement	Alliance Educ Ctr IDEA	PCM Training-Paraprofess	20141212	20141212	\$16.95	1	1
KASSEL	JAMES SCOTT	Temp work agreement	Alliance Educ Ctr IDEA	PCM Training-Paraprofess	20141212	20141212	\$16.57	1	1
KORMAN	BONNIE KATHERIN	Temp work agreement	Apple Valley TEA	PCM Training-Paraprofess	20141212	20141212	\$16.57	1	1
STROUTH	STEPHANIE ANN	Temp work agreement	Alliance Ed Ctr SUN	PCM Training-Paraprofess	20141212	20141212	\$16.57	1	1
BUHR	AMANDA HELEN	Temp work agreement	Youth Transition Program	Program Assistant HQ	20141217	20141219	\$48.57	3	1
ALTMAN	MARGARET M.	Temp work agreement	Youth Transition Program	NCI Trng-Spec Ed Paras	20141222	20141222	\$16.19	1	1
BUHR	AMANDA HELEN	Temp work agreement	Youth Transition Program	NCI Trng-Spec Ed Paras	20141222	20141222	\$16.19	1	1
BESKAR	TAMRA MARIE	Temp work agreement	Alliance Educ Ctr IDEA	Nurtured Heart Trng-Spec	20150101	20150604	\$122.12	11	0.67
BOWLIN	THERESA MARIE	Temp work agreement	Alliance Ed Ctr SUN	Spec Ed Teacher	20150101	20150604	\$1,879.14	20	2.75
BROLSMA	KAYLA LYN	Temp work agreement	Alliance Educ Ctr IDEA	Nurtured Heart Trng-Spec	20150101	20150604	\$119.32	11	0.67
ELDEEB	SHERREEN ALIA	Temp work agreement	Alliance Ed Ctr SUN	Classroom Assistant HQ	20150101	20150604	\$745.65	20	2.25
PINNT	KATIE MARIE	Temp work agreement	Alliance Educ Ctr IDEA	Nurtured Heart Trng-Spec	20150101	20150604	\$62.91	11	0.33
SCHERER	DANELLE MARIE	Temp work agreement	Alliance Educ Ctr IDEA	Nurtured Heart Trng-Spec	20150101	20150604	\$61.53	11	0.33
BOYKIN	SABRINA	Temp work agreement	Cedar School SUN	Student Assistant HQ	20150105	20150604	\$10,797.15	98	6.5
ILLA	JULIE CHRISTINE	Temp work agreement	Youth Transition Program	Admin Assistant II	20150105	20150327	\$2,011.36	52	2
JOHNSON	LINDSEY MARIE	Temp work agreement	Diamondhead Ed Ctr	Student Assistant HQ	20150105	20150317	\$1,942.80	40	3
MARTIN	KARISSA D.	Temp work agreement	Cedar School SUN	Student Assistant HQ	20150105	20150405	\$6,644.40	56	7
BEATTIE	JEAN MARIE	Temp work agreement	Hastings High Sch DASH	Spec Ed Teacher-homeboun	20150107	20150430	\$426.54	16	1
OLSON	CHARLOTTE ROSE	Temp work agreement	Alliance Educ Ctr IDEA	Spec Ed Teacher	20150109	20150215	\$1,338.08	6	5
GEBHARD	DANIELLE BETH	Temp work agreement	Boeckman MS Farm DHH	Interpreter-Sign Languag	20150112	20150604	\$185.00	5	2
LARSEN	BETSY SUE	Temp work agreement	Lakeville North HS PACES	Spec Ed Teacher-homeboun	20150113	20150223	\$336.87	6	1.25
BARTEL	CARRIE ELLEN	Temp work agreement	Alliance Ed Ctr SUN	Spec Ed Community Expert	20150120	20150430	\$15,200.96	67	8

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK DAYS	MAX HRS/ DAY
ARNESON	BRENDA SUE	Temp work agreement	DCALS (DCTC loc)	Medical Careers-RN-NA/HH	20150123	20150629	\$1,950.00	26	2.5
BOHNERT	ANDREW MARK	Temp work agreement	Alliance Ed Ctr SUN	Classroom Assistant HQ	20150123	20150123	\$13.44	1	0.83
BORCHARDT	MARCIA KAY	Temp work agreement	DCALS (DCTC loc)	Medical Careers-RN-NA/HH	20150123	20150629	\$2,280.00	22	3.4545
JOHNSTON	SUZANNE CHRISTI	Temp work agreement	Gideon Pond DHH	Interpreter-Sign Language	20150126	20150427	\$209.52	12	1
HOELSCHER	JUSTIN DAVID	Temp work agreement	Alliance Educ Ctr IDEA	PCM Training-Paraprofess	20150128	20150128	\$17.33	1	1
KASSEL	JAMES SCOTT	Temp work agreement	Alliance Educ Ctr IDEA	PCM Training-Paraprofess	20150128	20150128	\$16.57	1	1
ENGELHARDT-FISCHBEI	KRISTIN L	Temp work agreement	Gideon Pond DHH	ASL Class Instructor	20150202	20150420	\$1,886.35	10	4
JOHNSON	LINDSEY MARIE	Temp work agreement	Meadowview Elem PACES	Classroom Assistant HQ	20150202	20150327	\$2,768.49	38	4.5
SMITH	KATHLEEN ANNE	Temp work agreement	Gideon Pond DHH	ASL Class Instructor	20150202	20150420	\$500.00	10	2
YOUNG	MATTHEW BRADLEY	Temp work agreement	Apple Valley TEA	Custodial/Maintenance	20150209	20150217	\$369.60	6	4
ZEHNDER	SCOTT MICHAEL	Temp work agreement	Alliance Ed Ctr IDEASUN	Custodial/Maintenance	20150214	20150215	\$142.92	2	3
DARNELL	ALLISON KAYE	Temp work agreement	Alliance Educ Ctr IDEA	Student Assistant HQ	20150217	20150503	\$5,245.56	48	6.75
LARSEN	BETSY SUE	Temp work agreement	Lakeville North HS PACES	Spec Ed Teacher-homeboun	20150224	20150604	\$786.03	14	1.25
AIKA	EDWARD OBWOCHA	Temp work agreement	Cedar School SUN	PCM Training-Paraprofess	20150225	20150227	\$50.85	3	1
BOYKIN	SABRINA	Temp work agreement	Cedar School SUN	PCM Training-Paraprofess	20150225	20150227	\$76.28	3	1.5
BUTTEDAL	ALEXANDRA CHRIS	Temp work agreement	Apple Valley TEA	PCM Training-Paraprofess	20150225	20150227	\$48.57	3	1
DARNELL	ALLISON KAYE	Temp work agreement	Alliance Educ Ctr IDEA	PCM Training-Paraprofess	20150225	20150227	\$388.56	3	8
GAYLORD	TANYA MARIE	Temp work agreement	Cedar School SUN	PCM Training-Paraprofess	20150225	20150227	\$51.99	3	1
HANZLIK	DAVID W.	Temp work agreement	Apple Valley TEA	PCM Training-Paraprofess	20150225	20150227	\$48.57	3	1
HARING	CATTLYN JO	Temp work agreement	Apple Valley TEA	PCM Training-Paraprofess	20150225	20150227	\$49.71	3	1
JONES	LUCAS MANDULEY	Temp work agreement	Apple Valley TEA	PCM Training-Paraprofess	20150225	20150227	\$56.55	3	1
LANGE	KELLIE ANN	Temp work agreement	Alliance Ed Ctr SUN	PCM Training-Paraprofess	20150225	20150227	\$48.57	3	1
MARTIN	KARISSA D.	Temp work agreement	Cedar School SUN	PCM Training-Paraprofess	20150225	20150227	\$50.85	3	1
TIETZ	JESSICA L.	Temp work agreement	Alliance Ed Ctr SUN	PCM Training-Paraprofess	20150225	20150227	\$48.57	3	1
ZEHNDER	SCOTT MICHAEL	Temp work agreement	Alliance Ed Ctr IDEASUN	Custodial/Maintenance	20150301	20150301	\$214.38	1	9
KOEPKE	BETSY LYNN	Temp work agreement	DCTC/Sp Ed Staff	School Psychologist	20150317	20150607	\$4,360.68	50	2

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK DAYS	MAX HRS/ DAY
TENNESSEN	LAURA J.	Temp work agreement	Cedar School IDEA	School Psychologist	20150317	20150607	\$4,112.09	50	2
WESLEY	RENATA R.	Temp work agreement	Alliance Ed Ctr SUN	Classroom Assistant HQ	20150318	20150318	\$24.86	1	1.5
JOHNSON	LINDSEY MARIE	Temp work agreement	Diamondhead Ed Ctr	Classroom Assistant HQ	20150330	20150402	\$194.28	4	3
ILLA	JULIE CHRISTINE	Temp work agreement	Youth Transition Program	Admin Assistant II	20150401	20150630	\$1,972.66	51	2
LAFRANCE	DANIELLE MARIE	Temp work agreement	Alliance Ed C itinerants	Spec Ed Teacher/DAPE	20150406	20150605	\$9,938.88	43.5	8
MANNINEN	MELANIE FAY	Temp work agreement	Cedar School SUN	Spec Ed Teacher	20150406	20150605	\$713.95	9	2.5
MARTIN	KARISSA D.	Temp work agreement	Cedar School SUN	Student Assistant HQ	20150406	20150604	\$4,983.30	42	7
MARTIN	KENDRA NICOLE	Temp work agreement	Cedar School SUN	Student Assistant HQ	20150406	20150605	\$4,871.58	42	7
MARTIN	KIM MARIE	Temp work agreement	Cedar School SUN	Spec Ed Teacher	20150406	20150605	\$1,856.85	24	2.5
WEIR	LAURA MARIE	Temp work agreement	Cedar School SUN	Spec Ed Teacher	20150406	20150605	\$648.17	9	2.5
SARNE	MARTIN MICHAEL	Temp work agreement	Sibley High School DASH	Long Term Sub/Sp Ed Teac	20150407	20150805	\$9,689.44	46	8
BESKAR	TAMRA MARIE	Temp work agreement	Alliance Educ Ctr IDEA	PCM Training-Paraprofess	20150415	20150415	\$20.71	1	1.25
DONKERS	KENDRA LEE	Temp work agreement	Alliance Ed Ctr SUN	PCM Training-Paraprofess	20150415	20150415	\$16.57	1	1
GOLDEN	JOANN CHARLOTTE	Temp work agreement	Alliance Ed Ctr IDEA/SUN	PCM Training-Paraprofess	20150415	20150415	\$21.37	1	1
HOLBROOK	LANA MARIE	Temp work agreement	Alliance Ed Ctr SUN	PCM Training-Paraprofess	20150415	20150415	\$21.81	1	1
NELSON	CHERIE ANN	Temp work agreement	Alliance Educ Ctr IDEA	PCM Training-Paraprofess	20150415	20150415	\$19.74	1	1
NEUMANN	TROY WILLIAM	Temp work agreement	Alliance Ed Ctr SUN	PCM Training-Paraprofess	20150415	20150415	\$16.57	1	1
WESLEY	RENATA R.	Temp work agreement	Alliance Ed Ctr SUN	Classroom Assistant HQ	20150415	20150531	\$49.71	2	1.5
BURGIO	MICHAEL ROBERT	Temp work agreement	Alliance Educ Ctr IDEA	Spec Ed Teacher-homeboun	20150428	20150528	\$1,102.10	22	1.3409
BARTEL	CARRIE ELLEN	Temp work agreement	Alliance Ed Ctr SUN	Spec Ed Community Expert	20150501	20150605	\$4,794.16	24.5	8
PETERSON	MARGO LORRAINE	Temp work agreement	Youth Transition Program	Program Assistant HQ	20150504	20150515	\$43.33	10	0.25
TENNESSEN	LAURA J.	Temp work agreement	Districtwide Staff	School Psychologist	20150513	20150607	\$2,056.05	25	2
DODGE	MICHELLE MARIE	Temp work agreement	Gideon Pond DHH	Interpreter-Sign Languag	20150518	20150526	\$247.59	3	3
TISLAND	MICHAEL JAMES W	Temp work agreement	Apple Valley TEA	Classroom Assst Substitut	20150518	20150604	\$1,473.29	13	7
ARNESON	BRENDA SUE	Temp work agreement	DCALS (DCTC loc)	Medical Careers-RN-Clini	20150521	20150531	\$1,254.00	6	6.33333
BORCHARDT	MARCIA KAY	Temp work agreement	DCALS (DCTC loc)	Medical Careers-RN-Clini	20150521	20150524	\$627.00	3	6.3333

Tuesday, June 30, 2015

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK DAYS	MAX HRS/ DAY
BETLOCK	THOMAS EDWARD	Temp work agreement	Alliance Ed Ctr IDEAS/SUN	Cleaner	20150528	20150604	\$25.58	2	1
HERRMANN	ALISA MARIE	Temp work agreement	Alliance Ed Ctr IDEAS/SUN	Cleaner	20150528	20150604	\$38.37	3	1
TOAY	GRETCHEN ANN	Temp work agreement	DCALS (DCTC loc)	Interpreter-Sign Language	20150603	20150603	\$43.86	1	2
OSTER	TRINA MARIE	Temp work agreement	DCTC/Sp Ed Staff	Student Assistant HQ	20150604	20150604	\$6,998.06	55	6.75
ALLEN	REBECCA LYNN	summer session	Inver Grove Middle Sch	Student Assistant HQ	20150608	20150630	\$841.88	13	4
BLEGLER	PAMELA JILL	Temp work agreement	DCALS EDOP ONLINE	Math Teacher/DCALS	20150608	20150630	\$1,250.13	15	2
CRISSINGER	BRENDA LYNETTE	Temp work agreement	Diamondhead Ed Ctr	Spec Ed Teacher	20150608	20150630	\$763.58	17	1
DEVENOW	PEARL SUSAN	Temp work agreement	Alliance Ed C Ilinerants	Spec Ed Teacher	20150608	20150630	\$104.61	2	1
DEVENOW	PEARL SUSAN	Temp work agreement	Alliance Ed C Ilinerants	Spec Ed Teacher	20150608	20150630	\$313.84	2	3
DOBSON	MEGHAN LOUISE	Temp work agreement	Alliance Ed Ctr IDEAS/SUN	PCM Training-Teachers	20150608	20150617	\$2,465.32	7	8
DULKO	TERESA ANN	Temp work agreement	Alliance Ed C Ilinerants	Teacher of Visually Impa	20150608	20150630	\$194.32	2	2
FRISQUE	SHERILYN FAYE	Temp work agreement	Alliance Ed C Ilinerants	Teacher of Visually Impa	20150608	20150630	\$747.83	8	2
GAYLORD	TANYA MARIE	Temp work agreement	Cedar School SUN	PCM Training-Paraprofess	20150608	20150617	\$623.88	8	4.5
GRAINGER	AMY LOUISE	Temp work agreement	Diamondhead Ed Ctr	Spec Ed Community Expert	20150608	20150630	\$47.28	2	1
HARTMAN	KIMBERLY G	Temp work agreement	Jefferson High Sch-Bloom	Interpreter & Transliter	20150608	20150612	\$365.10	5	3
MATTOS	PATRICIA ANN	Temp work agreement	DCALS (DCTC loc)	Enrollment Coord DCALS	20150608	20150630	\$1,086.58	5	4
PETERSEN	JENNIFER MAE	Temp work agreement	Apple Valley TEA	PCM Training-MHP	20150608	20150630	\$3,739.22	17	4.47
WOOD	FRAN LOUISE	Temp work agreement	Alliance Ed C Ilinerants	Teacher of Visually Impa	20150608	20150630	\$936.66	11	2
ALTHOFF	BARBARA JOANNE	Temp work agreement	Gideon Pond DHH	PCM Training-Paraprofess	20150610	20150612	\$325.62	3	6
GRAINGER	AMY LOUISE	Temp work agreement	Diamondhead Ed Ctr	PCM Training-Teachers	20150610	20150612	\$425.52	3	6
HARDY	ALEXIS KATELYN	Temp work agreement	Gideon Pond DHH	PCM Training-Paraprofess	20150610	20150612	\$339.99	3	7
IDEEN	SARAH CAITLIN	Temp work agreement	Gideon Pond DHH	PCM Training-Teachers	20150610	20150612	\$612.18	3	7
O'DOWD-MALLAM	ALEXANDRA A.	Temp work agreement	Diamondhead Ed Ctr	PCM Training-Paraprofess	20150610	20150612	\$305.10	3	6
OLSON	NANCY MAE	Temp work agreement	Diamondhead Ed Ctr	PCM Training-Paraprofess	20150610	20150612	\$311.94	3	6
WAGNER	KRISTINE ANN	Temp work agreement	Gideon Pond DHH	PCM Training-Paraprofess	20150610	20150612	\$346.32	3	6
DOBSON	MEGHAN LOUISE	Temp work agreement	Alliance Ed Ctr IDEAS/SUN	Spec Ed Teacher-Lead	20150612	20150618	\$528.28	5	2.4

LAST NAME	FIRST NAME	DESCRIPTION	LOCATION	POSITION	START DATE	END DATE	SALARY	MAX# WORK HRS/ DAY	MAX DAY
SAVAGE	DAWN MARIE	Temp work agreement	Gideon Pond DHH	Interpreter & Translator	20150615	20150619	\$405.15	5	3
KUSTRICH	KRISTIN LEE	Temp work agreement	Alliance Ed Ctr IDEAS/SUN	Admin Assistant II	20150617	20150624	\$102.65	2	2.5
KUSTRICH	KRISTIN LEE	Temp work agreement	DCALS (DCTC loc)	Info Mgmt Assist II	20150617	20150630	\$165.84	2	4
STIEL	JANELLYNETTE	Temp work agreement	Alliance Ed Ctr IDEAS/SUN	Admin Assistant II	20150617	20150624	\$94.80	2	2.5

ADDENDUM

**INTERMEDIATE SCHOOL DISTRICT 917
 TEMPORARY EMPLOYMENT AGREEMENT REPORT
 June 1, 2014 through June 30, 2015**

ADDENDUM to 4th quarter 2015 report

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>DESCRIPTION</u>	<u>LOCATION</u>	<u>POSITION</u>	<u>START DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>MAX #WORK DAYS</u>	<u>MAX HRS/ DAY</u>
Berg	Matthew	Temp work agreement	BMS/McGuire PACES	Deliveries/Moves Sp Ed	20150617	20150617	\$ 160.00	8	1
Norrington	Jason	Temp work agreement	BMS/McGuire PACES	Deliveries/Moves Sp Ed	20150617	20150617	\$ 160.00	8	1
Tollefson	Brenda	Temp work agreement	PACES/DASH	Deliveries/Moves Sp Ed	20150616	20150617	\$ 200.00	5	2

Payments Made Fiscal Year 2014-2015 (Staff not On Agreements or Employment Status)

Date Paid	Name	Units Worked	Rate of pay	Total Dates Paid Worked	Reason Paid
District Staff:					
06/15/2015	Bergstrom, Richard			1875.00	Board Stipend Pay
	Cater, Danny			1875.00	Board Stipend Pay
	Clark, Deb			1875.00	Board Stipend Pay
	Clark, Deb	5.00	30.00	150.00	Insurance Meetings Board Member Pay
	Erickson, Robert			1875.00	Board Stipend Pay
	Hill, Ron			1875.00	Board Stipend Pay
	Lewis, Jill			2000.00	Board Stipend Pay
	Mansur, Joanne			1875.00	Board Stipend Pay
	Pressnall, Vanda			1875.00	Board Stipend Pay
	Sausser, Melissa			1875.00	Board Stipend Pay
	Total Board Members			17150.00	
Secondary Staff:					
04/15/2015	Foss, Deanna	87.50	7.00	612.50	9/11/14 to 3/25/15 Stipend - Teachers Absent
	Harper, Terese	27.00	7.00	189.00	9/11/14 to 3/25/15 Stipend - Teachers Absent
	Hoffman, Danny	100.00	7.00	700.00	9/11/14 to 3/25/15 Stipend - Teachers Absent
	McNamara-Rachuy, Becky	126.00	7.00	882.00	9/11/14 to 3/25/15 Stipend - Teachers Absent
04/30/2015	Foss, Deanna	6.00	7.00	42.00	4/9/2015 Stipend - Teachers Absent
	Hoffman, Danny	6.00	7.00	42.00	4/10/2015 Stipend - Teachers Absent
	McNamara-Rachuy, Becky	6.00	7.00	42.00	4/10/2015 Stipend - Teachers Absent
05/15/2015	Foss, Deanna	12.00	7.00	84.00	4/17 & 4/24/15 Stipend - Teachers Absent
	Harper, Terese	18.00	7.00	126.00	4/16; 4/17 & 4/24/15 Stipend - Teachers Absent
	Hoffman, Danny	8.00	7.00	56.00	4/14 & 4/24/15 Stipend - Teachers Absent
	McNamara-Rachuy, Becky	19.50	7.00	136.50	4/16; 4/17; 4/21; 4/22; 4/24/15 Stipend - Teachers Absent
05/31/2015	Harper, Terese	8.00	7.00	56.00	4/28 & 5/7/15 Stipend - Teachers Absent
	Hoffman, Danny	10.50	7.00	73.50	4/27; 5/6 & 5/8/15 Stipend - Teachers Absent
	McNamara-Rachuy, Becky	8.00	7.00	56.00	5/1 & 5/14/15 Stipend - Teachers Absent
06/15/2015	Foss, Deanna	19.75	7.00	138.25	5/13 - 5/15/15 & 5/21/15 Stipend - Teachers Absent
	Harper, Terese	14.00	7.00	98.00	5/14; 5/15 & 5/18/15 Stipend - Teachers Absent
	Hoffman, Danny	12.00	7.00	84.00	5/15 & 5/18/15 Stipend - Teachers Absent
	McNamara-Rachuy, Becky	1.00	7.00	7.00	5/18/2015 Stipend - Teachers Absent
06/30/2015	Foss, Deanna	3.00	7.00	21.00	6/2/2015 Stipend - Teachers Absent
	Hoffman, Danny	1.50	7.00	10.50	5/29/2015 Stipend - Teachers Absent
	Total Secondary			3456.25	
Special Ed Staff:					
04/15/2015	Altman, Margaret	0.75	16.19	12.14	3/24/2015 Training
	Amatullah, Aaneesah	2.00	16.57	33.14	3/17 & 3/24/15 Training
	Bartness, Brianna	0.75	16.57	12.43	3/17/2015 Training
	Bauer, Bev	2.00	19.10	38.20	2/17, 2/24, 3/17 & 3/24 Training
	Birttinen, Tracy	1.50	48.28	72.42	3/12, 3/13 & 3/18/15 Stipend - Lunch Duty
	Cochran, Jim	2.50	51.32	128.30	3/2 to 3/6/15 Stipend - Lunch Duty
	Collins, Kathleen	1.50	16.95	25.43	3/17 & 3/24/15 Training
	Collins, Kathleen	7.00	1.00	7.00	3/11/2015 Stipend - Teachers Absent
	Demuth, Lance	7.00	1.00	7.00	3/13/2015 Stipend - Teachers Absent
	Eldeeb, Sgereen	1.66	16.57	27.51	3/17 & 3/24/15 Training
	Fischer, Ashley	1.00	27.22	27.22	3/10 to 3/12/15 Stipend - Lunch Duty
	Freeburg, Nancy	7.00	1.00	7.00	3/18/2015 Stipend - Teachers Absent
	Hanzlik, David	1.50	16.19	24.29	3/17 & 3/24/15 Training
	Hawkins, Ann	2.00	16.95	33.90	3/17 & 3/24/15 Training
	Heim, Karey	2.50	38.46	96.15	3/16 to 3/20/15 Stipend - Lunch Duty
	Klaustermeier, Jen	7.00	53.33	373.31	01/05 to 03/06/15 Stipend - Lunch Duty
	Klimek, Lorilea	1.50	23.81	35.72	3/17 & 3/24/15 Training
	Kurten, Carol	94.50	1.00	94.50	3/02 to 3/20/15 Stipend - Teachers Absent
	Lang, Sheila	1.00	18.09	18.09	3/17/2015 Training
	Mattice, Cathy	1.66	39.29	65.22	3/23 to 3/27/15 Stipend - Lunch Duty
	Mayes, Ann	3.75	49.29	184.84	3/10 to 3/25/16 Missed Prep Time
	Moga, Brian	1.50	16.57	24.86	3/17 & 3/24/15 Training
	Moga, Brian	7.00	1.00	7.00	3/10/2015 Stipend - Teachers Absent
	Myers, Patricia	0.50	16.95	8.48	3/17/2015 Training
	Norring, Jason	0.50	36.37	18.19	3/11/2015 Missed Prep Time
	Norring, Jason	1.50	36.37	54.56	3/16 to 3/18/15 Stipend - Lunch Duty
	Nutting - Veliz, Shelby	5.50	38.17	209.94	2/9/15 to 3/13/15 Stipend - Lunch Duty
	Nydeggar, Carmen	0.75	16.19	12.14	3/17/2015 Training
	O'Neil, Diana	2.00	48.28	96.56	2/11 to 2/25/15 Stipend - Lunch Duty
	Olson, Char	1.66	44.60	74.04	3/11 to 3/24/15 Stipend - Lunch Duty
	Olson, Courtney	0.75	16.95	12.71	3/17/2015 Training
	Olson, Courtney	7.00	1.00	7.00	3/9/2015 Stipend - Teachers Absent
	Olson, Elisa	7.00	1.00	7.00	3/11/2015 Stipend - Teachers Absent
	Pauley, Jackie	1.66	29.20	48.47	3/16/15 to 3/20/15 Stipend - Lunch Duty
	Pena, Kasey	1.50	16.95	25.43	3/17 & 3/24/15 Training

Payments Made Fiscal Year 2014-2015 (Staff not On Agreements or Employment Status)						
Date Paid	Name	Units Worked	Rate of pay	Total Paid	Dates Worked	Reason Paid
	Peterson, Margo	1.50	17.33	26.00	3/17 & 3/24/15	Training
	Peterson, Sheri	3.25	41.54	135.01	3/17 to 3/25/15	Stipend - Lunch Duty
	Saintey, Richard	8.58	30.90	265.12	1/12 to 2/28/15	Stipend - Lunch Duty
	Sather, Brenda	1.50	44.94	67.41	3/16 & 3/23/15	Missed Prep Time
	Sather, Brenda	1.50	44.94	67.41	3/12 & 3/18, 3/19/15	Stipend - Lunch Duty
	Seelig, Sharon	0.50	29.61	14.81	3/4/2015	Training
	Staples, Ann	1.75	23.81	41.67	3/17 & 3/24/15	Training
	Stiff, Teresa	1.50	23.81	35.72	3/17 & 3/24/15	Training
	Toay, Gretchen	5.50	21.93	120.62	3/9; 3/18 & 3/19/15	Extra Work
	Wagner, Kris	0.50	19.24	9.62	3/17/2015	Training
	Weber, Angelyn	1.50	16.57	24.86	3/17 & 3/24/15	Training
	Weis, Colleen	2.66	35.94	95.60	3/16 to 3/25/15	Stipend - Lunch Duty
	Zehnder, Scott	7.00	35.73	250.11	3/13, 3/14 & 3/23/15	Overtime
04/30/2015	Birttnen, Tracy	2.00	48.48	96.96	4/6 to 4/9/15	Stipend - Lunch Duty
	Bohnert, Andrew	4.00	1.00	4.00	4/7/2015	Stipend - Teachers Absent
	Donaldson, Jake	1.00	16.57	16.57	4/6 & 4/7/15	Extra Work
	Donaldson, Jake	56.00	1.00	56.00	3/6 to 3/26/15	Stipend - Teachers Absent
	Fischer, Ashley	1.00	27.22	27.22	4/6 to 4/9/15	Stipend - Lunch Duty
	Kurten, Carol	20.25	1.00	20.25	3/23 to 3/26/15	Stipend - Teachers Absent
	Lor, Kia	1.00	17.72	17.72	4/6 & 4/7/15	Extra Work
	Nickleby, Jason	2.00	300.00	600.00	9/1 to 3/27/15	Teacher Mentor Stipend
	Regan, Amber	6.00	1.00	6.00	4/15/2015	Stipend - Teachers Absent
	Schlieve, Lara	28.00	1.00	28.00	4/7 to 4/10/15	Stipend - Teachers Absent
	Sommervold, Cassandra	7.00	1.00	7.00	4/6/2015	Stipend - Teachers Absent
	Szoka, Brenda	4.00	40.70	162.80	2/11 to 3/26/15	Missed Prep Time
	Szoka, Brenda	2.00	40.70	81.40	2/11 to 3/26/15	Stipend - Lunch Duty
	Wagner, Kris	2.00	19.24	38.48	4/7/2015	Extra Work
05/15/2015	Zehnder, Scott	9.50	35.73	339.44	3/28 & 3/30/15	Overtime
	Birttnen, Tracy	1.00	48.28	48.28	4/22 & 4/24/15	Stipend - Lunch Duty
	Black, Rebecca	14.00	1.00	14.00	4/13 & 4/17/15	Stipend - Teachers Absent
	Bohnert, Andrew	0.75	16.19	12.14	4/14/2015	Extra Work
	Cochran, Jim	2.00	51.32	102.64	4/6 to 4/9/15	Stipend - Lunch Duty
	Collins, Kathleen	6.50	1.00	6.50	4/15/2015	Stipend - Teachers Absent
	Demuth, Lance	7.00	1.00	7.00	4/14/2015	Stipend - Teachers Absent
	Erickson, Teri	4.33	47.16	204.20	3/23 to 4/17/15	Stipend - Lunch Duty
	Fischer, Ashley	1.66	27.22	45.19	4/20 to 4/24/15	Stipend - Lunch Duty
	Flom, Alice	1.00	17.33	17.33	4/15/2015	Training
	Gebhard, Danielle	1.50	18.50	27.75	4/20/2015	Extra Work
	Heim, Karey	2.00	38.46	76.92	4/14, 4/16 & 4/21/15	Missed Prep Time
	Heim, Karey	3.00	38.46	115.38	4/15 & 4/20 to 4/24/15	Stipend - Lunch Duty
	Kassel, James	0.50	16.57	8.29	4/14/2015	Extra Work
	Kurten, Carol	4.00	18.09	72.36	4/24/2015	Extra Work
	Mayes, Ann	8.25	49.29	406.64	4/7 to 4/24/15	Missed Prep Time
	Neumann, Troy	0.58	16.57	9.61	4/17/2015	Extra Work
	Norring, Jason	1.25	36.37	45.46	4/14 & 4/15/15	Missed Prep Time
	Norring, Jason	2.50	36.37	90.93	4/20 to 4/24/15	Stipend - Lunch Duty
	Olson, Char	2.50	44.60	111.50	4/14 to 4/24/15	Stipend - Lunch Duty
	Olson, Courtney	6.50	1.00	6.50	3/19/2015	Stipend - Teachers Absent
	Olson, Elisa	7.00	1.00	7.00	4/24/2015	Stipend - Teachers Absent
	Schlieve, Lara	63.00	1.00	63.00	4/13 to 4/24/15	Stipend - Teachers Absent
	Schmitt, Holli	4.00	23.81	95.24	4/24/2015	Extra Work
	Thomas, Taylor	10.50	29.31	307.76	4/13 to 4/24/15	Stipend - Lunch Duty
	Voss, Noel	1.00	33.06	33.06	4/13 to 4/17/15	Stipend - Lunch Duty
05/29/2015	Zehnder, Scott	7.50	35.73	267.98	4/11/2015	Overtime
	Baxter, Jennifer	12.67	1.00	12.67	4/27 & 4/28/15	Stipend - Teachers Absent
	Black, Rebecca	7.00	1.00	7.00	4/30/2015	Stipend - Teachers Absent
	Brink, Miranda	0.75	22.76	17.07	5/1/2015	Extra Work
	Brink, Miranda	0.25	34.14	8.54	5/1/2015	Overtime
	Collins, Kathleen	6.50	1.00	6.50	5/4/2015	Stipend - Teachers Absent
	Demuth, Lance	7.00	1.00	7.00	4/28/2015	Stipend - Teachers Absent
	Freeburg, Nancy	14.00	1.00	14.00	4/24 & 5/8/15	Stipend - Teachers Absent
	Hawkins, Ann	6.75	1.00	6.75	4/21/2015	Stipend - Teachers Absent
	Heim, Karey	0.75	38.46	28.85	4/29/2015	Missed Prep Time
	Heim, Karey	0.50	38.46	19.23	5/8/2015	Stipend - Lunch Duty
	Ledoux, Tom	1.00	450.00	450.00	4/10 to 4/12/15	Co-Curricular Stipend
	Lyons, Pam	13.50	1.00	13.50	4/29 & 4/30/15	Stipend - Lunch Duty
	Maberry, Sayra	1.00	400.00	400.00	fiscal year	Teacher Mentor Stipend
	Moga, Brian	21.00	1.00	21.00	5/5 to 5/7/15	Stipend - Teachers Absent
	Norring, Jason	1.25	36.37	45.46	4/28 & 4/29/15	Missed Prep Time
	Norring, Jason	0.50	36.37	18.19	5/8/2015	Stipend - Lunch Duty
	Olson, Char	1.65	44.60	73.59	4/27 tp 5/8/15	Stipend - Lunch Duty
	O'Neil, Diana	5.00	48.28	241.40	4/13 to 4/17/15; 5/4 to 5/8/15	Stipend - Lunch Duty
	Schlieve, Lara	63.00	1.00	63.00	4/27 to 5/8/2015	Stipend - Teachers Absent
	Schumacher, Gail	1.00	19.86	19.86	5/1 & 5/4/15	Bus Aide

Payments Made Fiscal Year 2014-2015 (Staff not On Agreements or Employment Status)						
Date Paid	Name	Units Worked	Rate of pay	Total Paid	Dates Worked	Reason Paid
	Sommervold, Cassandra	7.00	1.00	7.00	4/28/2015	Stipend - Teachers Absent
	Toay, Gretchen	12.00	21.10	253.20	4/9 to 4/29/15	Extra Work
	Voss, Noel	1.65	33.06	54.55	4/27 to 5/4/15	Stipend - Lunch Duty
	Wagner, Kris	2.00	19.24	38.48	4/28/2015	Extra Work
	Waltman, Michele	13.50	1.00	13.50	5/4 & 5/8/15	Stipend - Teachers Absent
	Weis, Colleen	3.48	35.94	125.07	4/27 to 5/7/15	Stipend - Lunch Duty
	Zehnder, Scott	13.00	35.73	464.49	4/29 & 5/10/15	Overtime
06/15/2015	Bauer, Bev	56.50	1.00	56.50	3-16 to 3-20-15; 5/15; 5/20 & 5/21	Stipend - Teachers Absent
	Baxter, Jennifer	25.00	1.00	25.00	5/11 to 5/13/15 & 5/20/15	Stipend - Teachers Absent
	Brittian, Donna	4.00	400.00	1600.00	All Year	Mentor Stipend
	Cochran, Jim	2.50	51.32	128.30	5/4 to 5/8/15	Stipend - Lunch Duty
	Collins, Kathleen	13.00	1.00	13.00	5/11 & 5/18/15	Stipend - Teachers Absent
	Epps, Dawn	3.00	400.00	1200.00	All Year	Mentor Stipend
	Erickson, Dian	36.00	1.00	36.00	9/5; 11/13; 3/24; 4/14; 4/16 & 4/17	Stipend - Teachers Absent
	Fischer, Ashley	1.33	27.22	36.20	5/18 to 5/22/15	Stipend - Lunch Duty
	Freeburg, Nancy	7.00	1.00	7.00	5/20/2015	Stipend - Teachers Absent
	Frisque, Sherilyn	5.00	400.00	2000.00	All Year	Mentor Stipend
	Hawkins, Ann	6.75	1.00	6.75	5/13/2015	Stipend - Teachers Absent
	Heim, Karey	3.00	38.46	115.38	5/18; 5/21; 5/22; 5/26/15	Missed Prep Time
	Heim, Karey	3.50	38.46	134.61	5/13; 5/18 to 5/22; 5/27/15	Stipend - Lunch Duty
	Hennes, Nicole	2.00	400.00	800.00	All Year	Mentor Stipend
	Kalgren, Ann	1.00	400.00	400.00	All Year	Mentor Stipend
	Klaustermeier, Jen	2.25	53.33	119.99	1/4; 2/3; 5/5/15	Missed Prep Time
	Klaustermeier, Jen	1.50	53.33	80.00	2/18; 3/18; 4/22/15	Stipend - Lunch Duty
	Klaustermeier, Jen	7.50	53.33	399.98	3/23 to 3/27; 4/27 to 5/1; 5/11	Stipend - Lunch Duty
	Klimek, Lorilea	8.50	1.00	8.50	5/12; 5/15/15	Stipend - Teachers Absent
	Kneer, Amber	7.00	1.00	7.00	5/12/2015	Stipend - Teachers Absent
	Korbel-Hughes, Nicole	63.00	1.00	63.00	5/12 to 5/15/15; 5/18 to 5/22/15	Stipend - Teachers Absent
	Kurten, Carol	6.75	1.00	6.75	5/22/2015	Stipend - Teachers Absent
	Mattice, Cathy	1.66	39.29	65.22	5/11 to 5/15/15	Stipend - Lunch Duty
	Mayes, Ann	1.00	200.00	200.00	1/2 year	Mentor Stipend
	Moga, Brian	7.00	1.00	7.00	5/16/2015	Stipend - Teachers Absent
	Morris, Lynn	1.00	450.00	450.00	All Year	Extra Duty Stipend
	Norring, Jason	1.50	36.37	54.56	5/18 & 5/21/15	Missed Prep Time
	Norring, Jason	3.00	36.37	109.11	5/13; 5/18 to 5/22/15	Stipend - Lunch Duty
	O'Neil, Diana	5.00	48.28	241.40	5/11 to 5/15; 5/18 to 5/22/15	Stipend - Lunch Duty
	Pemble, Holly	0.50	41.12	20.56	5/28/2015	Stipend - Lunch Duty
	Pille, Jacky	74.25	1.00	74.25	Various - All year	Stipend - Teachers Absent
	Proulx, Kelli	2.25	38.17	85.88	5/12; 5/22; 5/28/15	Missed Prep Time
	Proulx, Kelli	5.50	38.17	209.94	4/13 to 4/17; 5/11 to 5/15 & 5/21	Stipend - Lunch Duty
	Rasmussen, Shannon	1.00	200.00	200.00	1/2 year	Mentor Stipend
	Renken, Wendi	1.00	400.00	400.00	All Year	Mentor Stipend
	Sinkinson, Jessica	2.00	400.00	800.00	All Year	Mentor Stipend
	Staples, Ann	14.17	1.00	14.17	5/12; 5/15; 5/18/15	Stipend - Teachers Absent
	Swaney, Amy	3.00	400.00	1200.00	All Year	Mentor Stipend
	Toay, Gretchen	11.50	21.10	242.65	5/11 to 5/15/15	Extra Work
	Tollefson, Brenda	1.00	400.00	400.00	All Year	Mentor Stipend
	Tuvey, Sara	1.00	400.00	400.00	All Year	Mentor Stipend
	Vollbrecht, Shelli	4.00	400.00	1600.00	All Year	Mentor Stipend
	Vrieze, Janel	1.00	400.00	400.00	All Year	Mentor Stipend
	Weir, Laura	1.00	400.00	400.00	All Year	Mentor Stipend
	Weis, Colleen	4.50	35.94	161.73	5/4; 5/11 to 5/14; 5/21/15	Missed Prep Time
	Weis, Colleen	3.96	35.94	142.32	5/4 to 5/7; 5/11 to 5/15; 5/18j	Stipend - Lunch Duty
06/30/2015	Allen, Ann	1.00	400.00	400.00	All Year	Mentor Stipend
	Amatullah, Aaneesah	8.00	16.57	132.56	6/8/2015	Training
	Andersen, Kasandra	8.00	18.85	150.80	6/8/2015	Training
	Annoni, Elizabeth	18.00	33.98	611.64	6/10 to 6/12/15	Training
	Antonell, Melissa	8.00	16.57	132.56	6/8/2015	Training
	Asmus, Joan	18.00	42.58	766.44	6/10 to 6/12/15	Training
	Bartel, Carrie	8.00	24.46	195.68	6/8/2015	Training
	Bartness, Brianna	18.00	16.57	298.26	6/10 to 6/12/15	Training
	Baxter, Jennifer	4.50	1.00	4.50	5/27/2015	Teacher Mentor Stipend
	Becker, Linda	5.00	22.79	113.95	5/26 to 6/4/15	Extra Work
	Birttnen, Tracy	18.00	48.28	869.04	6/10 to 6/12/15	Training
	Birttnen, Tracy	3.00	48.28	144.84	5/21; 5/27 & 6/3/2015	Missed Prep Time
	Birttnen, Tracy	3.00	48.28	144.84	5/21 to 6/3/15	Stipend - Lunch Duty
	Bowlin, Theresa	1.50	34.17	51.26	4/13 & 4/14/15	Missed Prep Time
	Bowlin, Theresa	4.00	34.17	136.68	4/13-4/15; 5/4; 5/8; 5/11; 5/14-	Stipend - Lunch Duty
	Bittain, Donna	1.00	400.00	400.00	All Year	Teacher Mentor Stipend
	Carnevale, Corrine	8.00	23.73	189.84	6/9/2015	Training
	Cochran, Jim	18.00	51.32	923.76	6/10 to 6/12/15	Training
	Collins, Kathleen	8.00	16.95	135.60	6/8/2015	Training
	Cramer, Cherry	1.00	450.00	450.00	4/16 to 4/1/15	Co-Curricular Stipend
	DeCleene, Saige	8.00	25.05	200.40	6/8/2015	Training

Payments Made Fiscal Year 2014-2015 (Staff not On Agreements or Employment Status)

Date Paid	Name	Units Worked	Rate of pay	Total Dates Paid Worked	Reason Paid
	Dobson, Meghan	19.00	44.02	836.38 6/10 to 6/12/15	Training
	Dobson, Meghan	16.00	44.02	704.32 6/8 & 6/9/15	Training
	Dobson, Meghan	1.00	400.00	400.00 All Year	Teacher Mentor Stipend
	Eldred, Patricia	1.00	400.00	400.00 All Year	Teacher Mentor Stipend
	Epps, Dawn	8.00	33.70	269.60 6/9/2015	Training
	Erickson, Dian	18.00	26.31	473.58 6/10 to 6/12/15	Training
	Erickson, Dian	5.00	1.00	5.00 5/28/2015	Stipend - Teachers Absent
	Erickson, Teri	2.33	47.16	109.88 5/12 to 5/28/15	Stipend - Lunch Duty
	Erie, Joni	8.00	19.85	158.80 6/9/2015	Training
	Fischer, Ashley	8.00	27.22	217.76 6/9/2015	Training
	Fischer, Ashley	1.33	27.22	36.20 6/1 to 6/4/15	Stipend - Lunch Duty
	Fisher, Karri	18.00	49.29	887.22 6/10 to 6/12/15	Training
	Freeburg, Nancy	7.00	1.00	7.00 5/29/2015	Stipend - Teachers Absent
	Gaylord, Tanya	34.00	17.33	589.22 6/8 to 6/12/15	Training
	Gaylord, Tanya	1.66	17.33	28.77 5/6; 5/12 & 6/2/15	Meeting(s)
	Gebhard, Danielle	1.00	18.50	18.50 5/28/2015	Meeting(s)
	Grainger, Amy	18.00	23.64	425.52 6/10 to 6/12/15	Training
	Hardy, Alexis	18.00	16.19	291.42 6/10 to 6/12/15	Training
	Hartjes, Lindsey	8.00	35.08	280.64 6/8/2015	Training
	Haschig, Ann	8.00	28.12	224.96 6/8/2015	Training
	Hawkins, Ann	18.00	16.95	305.10 6/10 to 6/12/15	Training
	Heim, Karey	18.00	38.46	692.28 6/10 to 6/12/15	Training
	Heim, Karey	1.50	38.46	57.69 6/1 to 6/4/15	Stipend - Lunch Duty
	Helm, Heidi	14.30	32.26	461.32 1/20 to 6/4/15	Stipend - Lunch Duty
	Herrmann, Alisa	8.00	16.95	135.60 6/8/2015	Training
	Ideen, Sarah	18.00	29.15	524.70 6/10 to 6/12/15	Training
	Jones, Patricia	8.00	18.09	144.72 6/8/2015	Training
	Kalgren, Ann	1.00	400.00	400.00 All Year	Teacher Mentor Stipend
	Klimek, Lorilea	18.00	23.81	428.58 6/10 to 6/12/15	Training
	Konen, Crystal	8.00	16.19	129.52 6/9/2015	Training
	Korbel-Hughes, Nicole	77.00	1.00	77.00 5/26 to 6/9/15	Stipend - Teachers Absent
	Kurten, Carol	6.75	1.00	6.75 5/26/2015	Stipend - Teachers Absent
	Lewis, Ashley	8.00	24.20	193.60 6/10/2015	Training
	Manninen, Melanie	8.00	31.73	253.84 6/9/2015	Training
	Martin, Kendra	18.00	16.57	298.26 6/10 to 6/12/15	Training
	Martin, Kim	8.00	30.95	247.60 6/9/2015	Training
	Mattos, Patricia	5.00	400.00	2000.00 All Year	Teacher Mentor Stipend
	Mattson, Shelby	8.00	17.72	141.76 6/9/2015	Training
	Nelson, Kayla	8.00	16.57	132.56 6/8/2015	Training
	Norring, Jason	18.00	36.37	654.66 6/10 to 6/12/15	Training
	Norring, Jason	2.50	36.37	90.93 5/27 to 6/4/15	Stipend - Lunch Duty
	Novy, Rachel	8.00	35.27	282.16 6/9/2015	Training
	Novy, Rachel	4.33	35.27	152.72 5/18 to 6/4/15	Stipend - Lunch Duty
	Nutting-Veliz, Shelby	3.00	38.17	114.51 5/11 to 5/14/15	Stipend - Lunch Duty
	Nwokekuku, Pattijo	8.00	38.17	305.36 6/8/2015	Training
	O'Dowd-Mallum, Alexandra	18.00	16.95	305.10 6/10 to 6/12/15	Training
	O'Neil, Diana	4.00	48.28	193.12 5/26 to 6/4/15	Stipend - Lunch Duty
	Olson, Charlotte	3.50	44.60	156.10 5/22 to 6/4/15	Stipend - Lunch Duty
	Olson, Nancy	18.00	17.33	311.94 6/10 to 6/12/15	Training
	Onyeneho, Jidesfor	18.00	16.57	298.26 6/10 to 6/12/15	Training
	Paulk, Tina	18.00	16.57	298.26 6/10 to 6/12/15	Training
	Petersen, Jennifer	8.00	49.21	393.68 6/8/2015	Training
	Peterson, Joan	8.00	26.31	210.48 6/8/2015	Training
	Robinson, Jane	18.00	24.20	435.60 6/10 to 6/12/15	Training
	Rockenback, Robin	8.00	16.19	129.52 6/8/2015	Training
	Rogers, Kathryn	18.00	17.72	318.96 6/10 to 6/12/15	Training
	Russell, Ember	8.00	16.19	129.52 6/9/2015	Training
	Ruud, Stacey	8.00	16.19	129.52 6/9/2015	Training
	Saintey, Richard	8.00	30.90	247.20 6/8/2015	Training
	Sather, Brenda	8.00	44.94	359.52 6/8/2015	Training
	Sather, Brenda	2.00	44.94	89.88 4/6 to 5/15/15	Missed Prep Time
	Sather, Brenda	3.00	44.94	134.82 4/6 to 5/27/15	Stipend - Lunch Duty
	Savage, Dawn	5.25	27.01	141.80 5/15 - 6/4/15	Extra Work
	Schmit, Kristen	8.00	16.19	129.52 6/8/2015	Training
	Sinkinson, Jessica	8.00	36.37	290.96 6/8/2015	Training
	Sinkinson, Jessica	2.00	400.00	800.00 All Year	Teacher Mentor Stipend
	Sommervold, Cassandra	7.00	1.00	7.00 5/26/2015	Stipend - Teachers Absent
	Staples, Ann	18.00	23.81	428.58 6/8 to 6/12/15	Training
	Staples, Ann	6.75	1.00	6.75 6/3/2015	Stipend - Teachers Absent
	Stromberg, Phianon	8.00	37.92	303.36 6/8/2015	Training
	Swaney, Amy	8.00	46.04	368.32 6/8/2015	Training
	Swaney, Amy	3.00	400.00	1200.00 All Year	Teacher Mentor Stipend
	Szoka, Brenda	1.50	40.70	61.05 5/5 to 5/15/15	Missed Prep Time
	Szoka, Brenda	2.50	40.70	101.75 4/30 to 5/21/15	Stipend - Lunch Duty

Payments Made Fiscal Year 2014-2015 (Staff not On Agreements or Employment Status)

Date Paid	Name	Units Worked	Rate of pay	Total Dates Paid Worked	Reason Paid
	Thompson, Anne	1.00	400.00	400.00 All Year	Teacher Mentor Stipend
	Toay, Gretchen	5.00	21.93	109.65 5/21 to 6/2/2015	Meeting(s)
	Tollefson, Brenda	18.00	50.30	905.40 6/10 to 6/12/15	Training
	Votel, Sharon	1.00	400.00	400.00 All Year	Teacher Mentor Stipend
	Wagner, Kris	18.00	19.24	346.32 6/10 to 6/12/15	Training
	Webb, Heather	18.00	16.95	305.10 6/10 to 6/12/15	Training
	Weber, Angelyn	8.00	16.57	132.56 6/8/2015	Training
	Weirke, Natalie	18.00	16.97	305.46 6/10 to 6/12/15	Training
	Weir, Laura	8.00	28.81	230.48 6/9/2015	Training
	Wertenan, Susan	8.00	20.61	164.88 6/8/2015	Training
	White, Hannah	8.00	23.73	189.84 6/8/2015	Training
	Wilkin, Christina	8.00	16.95	135.60 6/8/2015	Training
	Wood, Fran	1.00	400.00	400.00 All Year	Teacher Mentor Stipend
	Zehnder, Scott	3.50	35.73	125.06 5/29 to 6/4/15	Overtime
	Total Special Edu			57520.73	
	Totfor Apr - June 2015			78126.98	

TO: School Board Members
FROM: John Christiansen
DATE: July 7, 2015
RE: Renewal of Memberships

The renewal rates for the following memberships are listed below.

Membership with Metro ECSU for 2015-2016	\$ 700
Membership with AMSD as an Associate Member for 2015-2016	\$3,500
Membership with MSBA – Association Dues for 2015-2016	\$4,613
Membership with MSBA – Policy Services Renewal for 2015-2016	\$ 625

I recommend approval of these renewals for 2015-2016.

JC:ljb

TO: School Board Members

FROM: John Christiansen

DATE: July 9, 2015

RE: Licensed Substitute Pay Rate 2015/2016

Our licensed substitute pay rate has been \$20 per hour with a typical day of 6.5 to 7 hours for the past several years (\$130 to \$140 per day). We also have a four-hour minimum requirement. Our substitute service, Teachers on Call, provides us with information on the area pay rates and we continue to be competitive. The following is the information they provided on their metro clients for 2014/2015.

District	Teacher Rate	Para Hourly Rate
A.	\$115	Not in TOC contract
B.	\$120	\$13.10
C.	\$100	\$11.31
D.	\$120	\$10.50
E.	\$118	\$13.15
F.	\$115	\$12.37
G.	\$115	\$14.12
H.	\$140	Not in TOC contract
Out of Metro Sp. Ed. District	\$140	\$13.75
ISD 917	\$130 to \$140	\$16.37

I recommend the substitute rates for 2015/2016 be \$20 per hour for teachers and \$16.37 for program assistants (first step rate on the groups' salary schedule).

To: ISD 917 School Board Members
John Christiansen, Superintendent

From: Nicolle Roush, Business Manager

Date: July 14, 2015

Re: FY16 ISD 917 board approved meal prices

Information:

- Intermediate School District 917 has renewed our participation in the National School Lunch Program for FY16. Our Lunch Program operates at three of our locations: Alliance Education Center, Dakota County Technical College and Apple Valley satellite program.
- ISD 917 is contracting with ISD #196 to provide our breakfast and lunch meals. The contract price per meal ISD 917 pays FY16 will remain **\$2.30** per breakfast and increase by \$0.10 to **\$3.55** per lunch.
- ISD 917 FY15 current breakfast prices are \$1.50 for students, \$2.40 for adults; lunch prices are \$2.55 for students and \$4.60 for adults with an additional milk charge of \$0.45.
- ISD #917 is required to have board approval of our student and adult breakfast and lunch prices at these three locations. Below, I have provided the comparison prices set by our member districts and ISD 196. *Indicates pricing not yet updated for FY16.

Member District	Student Breakfast Prices (high school)	Student Lunch Prices (high school)	Adult Breakfast	Adult Lunches	Additional milk
*6	\$ 1.35	\$ 1.90	\$ 1.70	\$ 3.50	\$ 0.35
191	\$ 1.40	\$ 2.50	\$ 2.00	\$ 3.60	\$ 0.50
192	\$ 1.35	\$ 2.75	\$ 1.65	\$ 3.55	\$ 0.40
194	\$ 1.60	\$ 2.50	\$ 2.10	\$ 3.70	\$ 0.45
195	\$ 1.60	\$ 2.60	\$ 1.90	\$ 3.40	\$ 0.50
196	\$ 1.50	\$ 2.55	\$ 1.95	\$ 3.60	\$ 0.40
197	\$ 1.85	\$ 2.80	\$ 2.00	\$ 3.80	\$ 0.50
*199	\$ 1.10	\$ 1.95	\$ 1.65	\$ 3.40	\$ 0.35
200	\$ 1.30	\$ 2.80	\$ 1.80	\$ 3.60	\$ 0.50
271	\$ 1.55	\$ 2.80	\$ 2.25	\$ 3.60	\$ 0.45
Average	\$ 1.46	\$ 2.52	\$ 1.90	\$ 3.58	\$ 0.44

Recommendation: Taking into consideration the Dakota County averages and contract prices ISD 917 pays to our food vendors, I am recommending the board approve the following FY16 pricing:

Student Breakfast **\$1.50**, Student Lunch **\$2.65 (.10 increase)**, Milk **\$0.45**
Adult Breakfast **\$2.40**, Adult Lunch **\$4.60**

TO: School Board Members
FROM: John Christiansen
DATE: July 9, 2015
RE: Administrative Operational Actions and Goals for 2015-2016

Each year we develop Administrative Operational Actions and Goals to help us focus on making progress toward our Strategic Directives. At our July meeting, I would like us to discuss ideas for our 2015-2016 goals. My purpose in having this on the Board agenda is to begin the dialogue so we can finalize our goals in August or September.

Attached are the Operational Actions and Goals we had for 2014-2015 and our Strategic Directives document to stimulate our thoughts.

I look forward to our discussion of ideas at the board meeting.

JC:ljb

Administrative Operational Actions and Goals 2014-2015

1. Implement, evaluate, and refine the new educator development and evaluation process (EDEP) for Intermediate School District 917. (SD #3, #4) **Implementation has gone smoothly.**
2. Identify the additional direct and indirect costs of implementing the educator development and evaluation process (EDEP) compared to the direct and indirect costs prior to the 2014-2015 fiscal year. Develop a report of the increased expenses and prior expenses compared to the one year only revenue established in the 2014 legislative session. (SE #4) **The direct cost was for mentors, cognitive coaching and coach training. _____ The indirect cost is added time for supervisors and peer review.**
3. Continue development and implementation of the DCALS/DCTC Transportation Academy in collaboration with the DCTC transportation department and MNSCU transportation director. (SD #2, #4) **A DCTC automotive light maintenance and repair program is now part of the redesigned 917 Careers Academy.**
4. Continue implementation and expansion of the DCALS Project Based Learning options to improve student motivation and credit completion. (SD #2) **Successfully implemented with increasing enrollment and business participation.**
5. Expand our involvement at DCALS with our local trades and apprenticeship training programs to increase student awareness of the career opportunities in the regional work force. (SD #2, #4) **Successfully expanded with additional expansion planned for 2015-2016.**
6. Convene a study team to develop a proposal for a career academy model of programming that would integrate our alternative learning centers, our career and technical secondary education programs, and appropriate post-secondary programs at DCTC. (SD #4, #5) **Completed.**
7. Implement new requirements under the Affordable Care Act (ACA) to collect and report new payroll and insurance information. The ACA requires employers to count and report employee's hours on a continual basis to determine eligibility for an offer of insurance coverage. The ACA also mandates additional reporting requirements regarding benefits and employee status. We will be collaborating with the TIES consortium to select a software vendor to manage tracking of this new employee information. (SD #4) **Work plan continues to be implemented with success. Our modification factor for 2015-2016 is 1.81.**
8. Continue the implementation of the work plan for workers' compensation claims control and reduction of lost work time. Our current experience modification is 2.15 and our goal is to reduce it to below 2.0. The variables we work on are safety training for staff, support o staff who are injured and return to work plans which can improve recovery time and reduce district financial liabilities. (SD #4) **The first year of the plan is included in the 2015/2016 budget.**
9. Develop a three-year plan of projected expenses and revenues for effective utilization of authorized uses of the increase in the levy authority for Safe Schools. (SD #4) **Excellent progress was made in 2014-2015 and service capacity is expanding in 2015-2016.**
10. Continue to implement and evaluate the roles and responsibilities of behavior support staff, including licensed psychologist and board certified behavior analyst, across district programs to

increase student academic engagement. (SD #2) **Several positive changes were approved in licensing requirements in the 2015 legislative session. Staff recruitment for 2015-2016 is progressing well with appropriately licensed new hires.**

11. Explore and implement additional strategies to recruit and retain quality special education staff and support the lobbying efforts of the Intermediate School Districts, AMSD, MSBA, MASA, and MASE for legislation to create more flexible paths for alternative licensing procedures. (SD #5) **New space has been secured and will open in August 2015.**
12. Research options for relocating programming from the Apple Valley Business Center to a facility with more appropriate space configurations and interior finishes to meet our programming needs. (SD #4, #5) **Positive feedback from users has been received and future improvements are being planned.**
13. Conduct surveys of website users to gather input about their experience on the new website. Utilize the new feedback and the website user focus group input collected in the spring of 2014 to refine the new website features. (SD #1, #3) **Facilitator proposals from communications and marketing professional are being submitted to the district for consideration for developing a plan to be completed in our 2015/2016 fiscal year.**
14. Develop a marketing/communications action plan to enhance the regional awareness of student programs and opportunities at Intermediate School District 917. (SD #1)

Board Approved 9/2/14



Strategic Directives

2013-2016

Intermediate School District 917

***.....to serve as
the best resource.....***

(from the District 917 mission statement)

Directives for Intermediate School District 917

Board Approved December 3, 2013

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Introduction

This document identifies strategic directives to guide decision-making and to help the organization be more responsive to learners and effective in delivering educational services.

Our reasoning is simple: the Intermediate is a complex organization operating within a complex environment. These directives are to bring clarity and focus to the work of District 917 because all staff must operate with a shared vision, mission, and sense of priorities.

This is a flexible document. It will change and evolve as staff, families, students, member school districts, and our communities help shape District 917's work.

One should read this document carefully and consider it a frame of reference for Intermediate School District staff as they work to meet the needs of students and the school districts served by 917. In addition, this document is designed to serve as a communication tool to present and bring clarity to the educational services provided by Intermediate School District 917.

THE CASE FOR ACTION ***(Why directives are needed?)***

Since the passage of the reauthorization in 2001 of the federal IDEA law known as No Child Left Behind, the public policy spotlight across the nation has been focused on public education. For many reasons and because of a host of issues, Minnesota and the federal government have enacted a number of major policy initiatives, some of which have had dramatic effects on Intermediate, as well as K-12, school districts. Because of these and other challenges, all school districts continue to face a wide range of critical issues.

The intermediate districts' mission is to provide assistance to their member districts to address many of these challenges.

Superintendents are faced with:

- challenging financial situations because of uncontrolled variables that affect their district's revenue and expenses
- a public, state and federal government, demanding increased accountability in all areas of education – especially student performance on reading, writing and math assessments
- an increasing number of “disenfranchised” students who are at risk of not graduating or who are dropping out
- growing special education costs and increased numbers of low-incidence disabilities demanding customized services
- increasing legal expenses
- reductions in all categories of staff
- increasing numbers of students needing cultural adaptations
- increasing numbers of students with significant mental health needs
- a wide range of opinions from business leaders, industry leaders, education administrators, teachers, and parents regarding the role of secondary career and technical programs as pathways to careers and college
- implementation of more prescriptive state legislation for principal and teacher evaluation
- legislative debate on roles and procedures for schools related to bullying prevention and control

Special education directors are faced with:

- attrition and shortage of instructional and support staff in several intense student needs programs
- federal and state mandates specifying services to be delivered as well as implementation regulations
- significant paperwork requirements

- an intensely cost-conscious environment that can create adversarial positions when determining student needs and the cost of delivering services
- parents desire for specialty services delivered close to home
- an increasing number of students with multiple and complex needs
- legislative policy changes for use of restraint and seclusion techniques in schools

917 board members and District 917's administration are faced with:

- planning and implementing building adaptations and long-term maintenance projects within limited revenue structures for owned or leased facilities
- requests from member districts to add services without additional funding sources
- member district leadership changes because of retirements and periodic leadership changes
- financial uncertainty because of the financial challenges of its members and legislative changes that have modified revenue sources
- arranging space to house expanding programs for students with complex needs and services and maintaining current space needs in appropriate locations
- a decrease in the number of students participating in technical program opportunities due to enrollment restrictions at some member districts
- member district decisions that are based upon local economic factors not a programs quality or cost effectiveness
- the challenge of starting new career and technical programs that address industry demands and student needs without a source of "startup" funding
- a shift in student career and technical enrollment toward more students with special needs which creates the need to modify career and technical curriculum without lowering academic standards
- recruiting staff in all areas with appropriate licensure and excellent teaching competency
- recruiting licensed and competent substitute staff
- adapting to the increasingly complex needs of students served in our in special education programs
- staying current with parent/student rights due to ever changing case law
- increased requirements for documentation and record keeping
- providing for the safety and security of students and staff

Intermediate District 917 is committed to providing successful learning opportunities for students and support functions for districts. The scope and scale of changes facing the students, educators, and districts we serve requires that we continuously review and modify our operational goals and action plans to respond to these changes. District 917 is committed to ensuring that the strategic directives will guide our decisions.

* * * * *

DISTRICT 917'S BELIEF STATEMENTS
(What do we believe?)

Intermediate School District 917 delivers educational services based on the following belief statements:

- We believe every student can learn. Achieving student educational outcomes is the heart of our work. We are focused on producing success directly with each learner.
- We believe in providing quality educational services, resulting in the desired outcomes for school districts and others concerned with student success.
- We believe in functioning in a flexible and adaptive manner. We constantly build skills so that we can respond to our customers' changing circumstances and needs.
- We believe in the delivery of quality educational services. We build on what is successful and improve what is not.
- We believe in staff excellence. We recognize and support the skills, energy, enthusiasm, effectiveness and intellect our employees bring to their work. We strive to remove practices and beliefs that hinder staff effectiveness.
- We believe ISD 917 operates in cost effective manner. We are conscious of both costs and benefits in delivering services valued by our customers.
- We believe in the importance of setting ethical standards and high expectations for our students and ourselves.
- We believe in creating and maintaining a positive reputation. We want our customers to have a clear understanding of our unique contribution to student achievement and school district success.
- We believe that our employees should be remunerated and valued in a way that is commensurate with industry standards.
- We believe in providing member districts the services and programs they need to meet the educational needs of students whose needs are best met by the intermediate school district.

* * * * *

OUR MISSION
(Why do we exist?)

Intermediate School District 917 serves as a quality, cost effective resource for member school districts committed together to success for all learners.

“Serves” means

We are a service organization; we bring an attitude of service to everything we do.
We assess and continually improve customer satisfaction.

“Quality” means

We are accountable for excellent, cost-effective programs.
Member school districts turn to us as a “first resource” when seeking external resources.

“Resource” means

We provide or facilitate the means to achieve success for each learner.
As partners of the referring school district, community or county agency, we find solutions to identified learner needs.

“Member school districts” means

These are the principal customers for whose benefit we exist.
We actively listen to understand and respond to their needs relative to student learning.

“Success” means

We are accountable to member school districts for learner success.
We know and report student achievement and growth.

“All learners” means

We are a resource for any learner, currently birth to 21, with identified needs.
Learners are not necessarily “bound” to a school building.
We also support the families of these learners.

“Cost effective” means

We always look for solutions and strategies balancing the responsibility to achieve quality programs and services in the most cost effective manner.

* * * * *

OUR VISION
(What we intend to become)

Intermediate School District 917 will be a community of students, families, teachers, staff members, school districts, regional organizations and associations actively engaged in ensuring student learning success.

- Effectively addressing students’ needs is the center of our work. We will deliver services that promote educational excellence and provide what is needed to address individual learner needs. We are known for our creative solutions to changing and emerging student learning needs and our commitment to customer satisfaction and cost containment.
- School districts are confident that District 917 listens, responds, and adapts to their needs and the needs of their students.
- The leaders of our organization constantly seek to improve and expand the services and opportunities offered by District 917. Everyone who works at District 917 is committed to continuous improvement and professional development. Leaders forge partnerships among organizations — public, private or non-profit — that support learner success and our own financial stability.
- Student and staff environments are areas of creativity that stimulate learning. The environments in which we educate are safe, secure, clean and appropriate for delivering programs and services of high quality.
- We are responsive to families’ wishes to keep students in educational environments that are close to their homes and home schools. District 917’s educational programs and services are designed for mobile delivery, to the extent possible, and adaptable to host sites be they homes, schools, libraries, online or in accessible and desirable community locations.
- Families, school districts and businesses throughout Dakota County and the southern metropolitan area view the programs and services of District 917 as high quality, in terms of the models used to serve changing student needs, staff competency use of appropriate technology, and facilities. District 917’s programs and services are respected for their cost-effectiveness and integrity.

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STRATEGIES, ACTIONS, AND PROGRESS INDICATORS

(How do we progress?)

The following strategies, actions, and progress indicators are intended to assist us in setting priorities, allocating resources and making choices.

Strategic Directive 1: Heighten the trust and confidence of all school districts served by Intermediate School District 917.

Actions:

1. Host leadership meetings of superintendents, directors, and key building/district contact professionals.
 - a. Share recent legislative developments, MDE activities, and pertinent data regarding common educational interests.
 - b. Facilitate discussions promoting best practice.
 - c. Share current literature and research encouraging creative and innovative approaches to shared problems.
2. Develop new and maintain existing relationships with key staff in participating districts.
 - a. Create a network in which each student remains connected to his/her home school, program, and individual contact person.
 - b. Create and maintain an updated staff list of all key contact staff for each participating district.
3. Establish a concept of a continuous flow of data regarding student achievement with home districts and parents.
 - a. Continue to monitor and communicate class performance, credit attainment, and attendance to all involved schools, programs, contacts and parents.
4. Promote the “individualized” approach in meeting student needs.
 - a. Focus student intake meetings on students rather than program offerings.
 - b. Promote and encourage parental involvement in the design of individual learning plans for all students.
5. Seek, gather, and analyze feedback from member districts regarding their level of satisfaction and the level of service provided:

Progress Indicator (Area 1):

1. Increased positive ratings over time on surveys from member districts, parents, staff, 917 staff, MDE, County and others collaborating with ISD 917.

Strategic Directive 2: Increase achievement of all learners served.

Actions:

1. Expand the scope of online learning opportunities for DCALS and students in other 917 programs;
2. Develop a variety of systematic approaches to gather student achievement data to enhance instruction and learning;
3. Provide staff development opportunities, focusing on strategies that enhance student performance;
4. Develop and administer common assessments within all classes to provide assurance of alignment of outcomes and instruction as well as to provide the data necessary to identify best instructional practice;
5. Adopt and implement curriculums that align with state standards and measure student progress;
6. Promote best practices in providing programming for students with disabilities including providing instruction tailored to disability areas and considering age and grade;
7. Research and implement a variety of models to address students in need of alternative approaches to education;
8. Enhance our model to support transitional needs of students ages 18 through 21.
9. Promote and support the use of assistive technology to supplement instruction.

Progress Indicators (Area 2):

1. Compare assessment data from all common assessments and monitor changes in overall student academic achievement .
2. Compare student course taking and credits earned to assess student progress.
3. Compare pre and post assessments in the appropriate skill areas of reading and writing and mathematics.

Strategic Directive 3: Improve staff leadership skills and the culture of collaboration throughout the Intermediate District.

Actions:

1. Continue/expand the use of Professional Learning Communities as an improvement model for the staff of 917 as part of the educator evaluation plan;
2. Provide training opportunities for member district or regional district staff.

Progress Indicators (Area 3):

1. Track and report formal data gathered from participating districts' survey's on ISD 917 programs, services, customer relations, and professional leadership.
2. Track and report participants feedback on evaluations from training and development opportunities.

Strategic Directive 4: Use resources strategically to advance our mission.**Actions:**

1. Emphasize and maintain a focus on responsible approaches to the use of state and district funds.
2. Educate all stakeholders of the full cost of service delivery.
3. Study current funding formulas and legislation initiatives to maximize available funds.
4. Develop and foster partnership opportunities with community organizations/programs to enhance services and learning opportunities for students.
5. Maintain and expand the connection with DCTC in providing learning opportunities for secondary programs and articulation to post-secondary programs.
6. Work with DCTC, IHCC, and University of Minnesota in exploring the development of programs for all secondary students which focus on the needs of the 21st Century.
7. Support staff development efforts for the implementation of the legislative mandated educator evaluation and development processes.
8. Continue and expand the curriculum development process which focuses on standards and skill development.
9. Include student performance as an element of the staff development/evaluation process.

10. Monitor staffing ratios and class sizes to be in compliance with Minnesota Special Education Rules.
11. Continually assess member district needs and assets to avoid duplication and provide needed services.

Progress Indicators (Area 4)

1. Review annual audit results and identify trends to monitor over time.
2. Analyze expenditures in areas targeted for development and improvement.

Strategic Directive 5: Structure ourselves so that we can adapt to our changing environment.

Actions:

1. Look to the future and assume a pro-active approach to meeting the needs of learners beyond special education and secondary alternative credit restoration programs.
 - a. Monitor the opportunities presented in the vision of the University of Minnesota in regard to the development of the UMore Park Area. Intermediate School District 917 is an existing organization that is currently functioning as a regional center of educational services. Involvement in the educational component of the UMore Park Development is a logical concept to pursue.
 - b. Communicate the importance of assuming a proactive approach to providing collaborative services to learners in member districts.
2. Carefully examine enrollment/participation trends in all programs to inform decisions on the allocation of available resources.

Progress Indicators (Area 5)

1. Monitor and compare the time invested in managing existing program issues and planning for future program development.
2. Establish specific, time-oriented goals reflecting movement toward future program development.
3. Document all formal communications, planning sessions, and proposals as evidence to a commitment to futuristic planning.

IN SUMMARY...

These strategic directives, in every sense, are a work in progress and are intended to support a dynamic process that will forever be changing. The strategic directives are part of a living document that will never be completed or finished. Based on continuous review of progress data, the directives and actions will continue to be revised and adapted to meet the needs of our learners and the school districts we serve.

Dakota County Area Learning School (DCALS, Tech) & DCALS North
“Home of Career and Technical Education”

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

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

- Dakota County Area Learning School
- Dakota County Area Learning School North
“Home of Career and Technical Education”

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 and DCALS North are rewarding and enjoyable. We believe you can succeed! I look forward to working with you to make 2015-2016 a great year!

Eric J. Van Brocklin
Secondary Principal

Please notice: we will refer in this handbook:

DCALS-Tech; 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 and DCALS North 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 PrincipalEric Van Brocklin651-423-8259

PROGRAMS AND INSTRUCTORS (Tech)

Computer Networking Technology/

Computer Service and RepairTBD651-423-8418

Career Exploration & Evaluation Program.....

.....Scott Teskey.....651-423-8499

Construction TradesPaul Landwehr651-423-8347

Food Industry CareersCherry Cramer651-423-8225

Fundamental Chef TrainingPatricia LeBeau.....651-423-8441

Graphic CommunicationsTrina Walter.....651-423-8365

Heavy Duty Truck MechanicsTom Ledoux.....651-423-8334

Medical CareersCarol Lundquist651-423-8449

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

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

Enrollment Coordinator Patti Mattos651-423-8263

Pam Biegler-Math.....651-423-8228 Adam Rachuy-Soc. St..651-423-8257

..... John Borup-Soc. St.....651-423-8310

Erin Hale-Sanford-Soc.St.651-423-8376 Emily Mateo-English...651-423-8344

Erin Mahnke-Science.....651-423-8393 Lynn Morris-Math.....651-423-8358

Aaron Evans-Spec. Ed.....651-423-8778

DCALS North.....Fax 651-332-5572

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

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

Laura Wavra-English.....651-332-5570

Eric Van Brocklin-Principal651-423-8259

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

SECONDARY SUPPORT STAFF -- Room 2-406

Carl Perkins.....Stephanie Meinke651-423-8499

Guidance Counselor.....John Pereda.....651-423-8287

Secretaries:

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

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

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

Technical Tutors:

Deana Foss.....Therese Harper.....Dan Hoffmam.....Becky McNamara Rachuy

***Please check www.isd917.k12.mn.us 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”
2015-2016
Student Calendar

September 8	First Student Day
October 8.....	DCALS/DCALS North/CTE Parent Conferences 3:30-7:30 p.m.
October 14.....	Teacher In-Service-No School
October 15-16	MEA-No School
November 6	Teacher In-Service - No School
November 25.....	Teacher In-Service-No School
November 26-27	Thanksgiving - No School
December 24 –January 1.....	Winter Break - No School
January 4	School Resumes
January 18	No School
January 22.....	Teacher In-Service-No School
February 12-13.....	Teacher In-Service - No School
February 15	President’s Day - No School
March 15	DCALS and DCALS North Conferences 3:30 – 7:30 p.m.
March 21-March 25	Spring Break- No School
April 1.....	Teacher In-Service-No School
May 12	DCALS- Tech Student Recognition Night
May 30	Memorial Day - No School
June 8	DCALS and DCALS North-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.

You are NOT required to attend DCALS (Tech) when your home high school is closed or not in session.

CLASS SCHEDULE

Classes begin and end as follows:
Farmington only 1st shift 7:30 – 9:05

	DCALS (Tech)	DCALS Classes	DCALS North
Shift I	8:00 am – 10:00 am	7:40 am – 9:00 am	8:30 am-9:45 am
Shift II	10:15 am-11:55 am	9:10 am-10:25 am	9:50 am-11:05am
		10:35 am-11:55am	11:10 am-12:25pm
Shift III	12:30 pm - 2:05 pm	12:30 pm-1:45pm	1:00 pm-2:15 pm
		1:50 pm-2:15 pm(Advisory)	2:20 pm -2:55 pm(Advisory)

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 (STC) Office (Room 2-406).

ARTICULATION CREDITS

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

ATTENDANCE AND RETENTION PROCEDURES

Attendance:

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

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

Absences:

DCALS does NOT have excused or unexcused absences.

Absences will negatively influence your grade.

DCALS Parent Portal TIES:

Parent/guardians have the access to secure any timely information about their student's attendance and grades. There will be a link to Parent Portal on www.isd917.k12.mn.us.

Your home school (**DCALS-Tech**) 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-Tech**). DCALS and DCALS North 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 effect 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-Tech), DCALS and/or DCALS North 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-TECH).

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-Tech**) and/or academic points for that day.

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

BULLYING AND CYBER-BULLYING

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

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

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

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

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

CAMPUS ACCESS

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

COMPUTERS, NETWORK, AND INTERNET

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

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

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

Use of computers, network and Internet

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

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

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

DISABILITY NON-DISCRIMINATION DISTRICT 917

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

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

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

Don Budach 504/ADA Coordinator	Special Education Assistant Director DCTC Main Campus 651-423-8426
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Brenda Tollefson Alternate	Special Education Lead Teacher DCTC Main Campus 651-423-8343
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Meghan Dobson Alternate	Special Education Lead Teacher Alliance 651-423-8100
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Nicolle Roush Alternate	Business Manager DCTC Main Campus 651-423-8227
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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 Office, Room 2-405.

This 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.k12.mn.us 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.

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

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

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

DISCIPLINE OFFENSES & POTENTIAL CONSEQUENCES

ALCOHOL AND OTHER DRUGS

Offense - Possession

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

Consequence

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

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

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

1. Minimum suspension of five (5) days;
2. Conference with parent/guardian;
3. Referral to building multi-disciplinary chemical awareness team for assessment;

4. Dismissal from program may be recommended; and
5. Police will be notified.

Offense - Sale

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

Consequence

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

ASSAULT

1. Offense

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

Consequence

A minimum suspension of one (1) day.

2. Offense

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

Consequence

A minimum suspension of three (3) days.

3. Offense

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

Consequence

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

4. Offense

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

Consequence

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

5. Offense

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

Consequence

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

BOMBS

Offense

Bomb threats (See Weapons Policy.)

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

Consequence

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

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

BUS RULES

Offense

Breaking bus rules of transporting district or of Bus Company.

Consequence

Minimum consequences include one or more of the following: denial or disruption of transportation privileges upon notification of the parents/guardians. Consultation with the appropriate local school district transportation department and home school administrator (**Tech**) 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, and violation of program dress codes.

Consequence

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

FIRE ALARMS

Offense

Improper activation of fire alarms.

Consequence

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

GAMBLING

Offense

Gambling or possession of gambling paraphernalia.

Consequence

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

HAZING

Offense

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

Consequence

Minimum consequences include one or more of the following: verbal warning,

suspension of one (1) day or recommendation or dismissal.

PAGERS AND ELECTRONIC COMMUNICATION DEVICES

Offense

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

Consequence

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

PARKING/DRIVING

Offense

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

Consequence

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

HARASSMENT

Intermediate District 917 maintains a firm policy prohibiting all forms of discrimination. Religious, racial or sexual harassment or violence against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances and other forms of religious, racial or sexual harassment by any student, teacher, administrator or other school personnel, which create an intimidating, hostile or offensive environment, will not be tolerated under any circumstances. If any student feels he/she is being discriminated against because of race, religion, sex, national origins or any other reason, he/she should report such discrimination to the building administrators or the counselor. It will then be forwarded to the Human Resources Officer for further investigation. A copy of the complete harassment policy is available and printed in the ISD 917 Policy Book which can be picked up at the School Office or can be accessed on the district website; www.isd917.k12.mn.us.

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, etc.;

3. “Depantsing”, bra snapping, etc.;
4. Writing harassing comments in textbooks, notebooks, 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.

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, verbal warning, one (1) day suspension, ticketing by law enforcement official, home school (**Tech**) notification.

TRESPASSING

Offense

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

Minimum Consequence

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

TRUANCY

Offense

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

Consequence

Minimum consequences include one or all of the following:

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

VANDALISM

Offense

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

Consequence

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

VERBAL and WRITTEN ABUSE

Offense

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

Consequence

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

DRESS CODE

Expectations

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

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

- Students will not be allowed to wear clothing which declares membership in a group that has as one of its primary activities the commission of criminal acts, or acts that would be criminal if the student were an adult.
- No article of clothing can convey intimidation, obscene, racial, discriminatory or violent messages, nudity, profanity, liquor or tobacco 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-Tech**), or you have obtained a driving/riding permit. Any violation of this policy will be referred to Principal and your home school (**DCALS-Tech**) for appropriate action. Before a student may drive/ride in a private vehicle to DCALS, a driving/riding permit must be obtained. Driving/riding permits can be obtained from the DCALS Office, Room 2-405. Once the form is signed, bring it to Administrative office for processing where you will be issued a permanent parking sticker. The Dakota County Technical College (DCTC) and the City of West St. Paul (DCALS North) has established parking and traffic regulations for the campus. All students must follow these regulations, or they are subject to ticketing, denial of parking privileges or referral to police. A copy of District 917’s parking and traffic regulations can be obtained from the Administration office, Room 2-406, or the Campus Sheriff’s Office, Room 2-709.

EMERGENCY EVACUATION OF BUILDING AND FIRE DRILLS

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

EVALUATION AND GRADES

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

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

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

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

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

The Dakota County Area Learning School grading scale:

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

FEES

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

FOOD AND BEVERAGES

Food and beverages are allowed only in designated areas of the Dakota County Technical College (DCTC), DCALS and DCALS North. 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 197 and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor or other employees of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after schools hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will

discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

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

IV. REPORTING PROCEDURES

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

V. SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation

of hazing.

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

VI. REPRISAL

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

VII. DISSEMINATION OF POLICY

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

HEALTH SERVICES

Intermediate School District 917 has a nurse on duty in the Health Service Room, 1-501. A nurse is on duty at all times and will assist you in case of an emergency or sudden illness.

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

INSURANCE

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

LOCKERS AND DESKS

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

LOST AND FOUND

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

NON-DISCRIMINATION POLICY

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

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

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

NUISANCE AND HAZARDOUS ITEMS

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

PARKING

DCALS parking is in the outermost East lot. All vehicles must display a parking permit. A permit, to hang from the rear view mirror, will be issued for vehicles parking on a regular basis. A pink permit, placed on the dash of your car, will be issued for temporary parking. Parking violations may result in ticketing, immobilizing, or towing. Questions about parking citations must be directed to the Campus sheriff's Office, Room 2-709. ***Parking a vehicle on ISD 917 (DCALS North) 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.k12.mn.us. 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
Human Rights Officer
Special Education Assistant Director
DCTC
651-423-8150

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

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

Brenda Tollefson
Alternate
Special Education Lead Teacher
DCTC Main Campus
651-423-8343

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

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

SAFETY

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

Violation of Safety Rules & Eye Safety Regulations:

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

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

2nd Offense: Instructor/teacher will complete a Behavior Incidence Report and the student will have a conference with the Principal, which **may** result in a suspension from DCALS.

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

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

SCHOOL SPONSORED STUDENT PUBLICATIONS AND/OR STUDENT PROJECTS

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

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

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

SEARCHES

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

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

SEVERE WEATHER/TORNADO PROCEDURE

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

SMOKING AND TOBACCO USE POLICY

DCALS and DCALS North are smoke free campuses (including e-cigarettes).

STUDENT AWARDS

Student of Distinction – DCALS (Tech)

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/DCALS North

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 (**Tech**) contact person.

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

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

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

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

STUDENT ORGANIZATIONS' CODE OF CONDUCT

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

STUDENT RECORDS

Records:

DCALS maintains records on each student including:

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

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

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

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

Directory Information

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

Student's name	Dates of enrollment
Date of birth	Grade levels completed
Major Field of study	Degrees and awards received

Participation in officially recognized activities

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

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

Rights of Minors

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

Tennessee Warning

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

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

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

VISITORS

Building Visitors

All secondary program visitors must register in the DCALS office, Room 2-406 **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 in Room 2-406; or DCALS North 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/DCALS North who wish to visit a secondary program must:

1. Secure a DCALS visitor form, obtain forms from Enrollment Coordinator or Principal, Room 2-406;
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 (**Tech**);
4. Have parent/guardian of visitor sign the visitor form;
5. Bring the completed form to DCALS on the date of the visit and;
6. Register as a school visitor;
7. Proceed to the program area.

Students not following this procedure will be referred to Principal and may be asked to leave. NOTE: Dakota County Area Learning School and DCALS North is not an appropriate setting for young children; therefore, outside arrangements for child care must be made prior to your visiting the DCALS and DCALS North campus.

WEAPONS POLICY **CONCEAL AND CARRY LAW**

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

Possession of a Firearm (or Explosive Device)

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

Student Reporting

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

Weapons

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

- All firearms, whether loaded or unloaded, etc.;

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

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

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

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

Procedures and Consequences, Violation by Students

The procedures and consequences for the offenses are:

- (a) Confiscation of the weapon (if it can be done safely) and notification of police and request assistance if needed;
- (b) Notification of the Superintendent or designee;
- (c) Holding an administrative conference with student(s), which will:
 - i. Inform the student of the policy provision that has been violated;
 - ii. Confront the student with the allegations;
 - iii. Provide an opportunity for the student to respond to the allegations; and
(An administrative conference is not immediately required where the student presents an immediate and substantial danger to self or to surrounding persons or property.)
- (d) Notify the parent/guardian;
- (e) Initially, suspension from school for up to ten (10) days;
- (f) Recommendation to the Superintendent of expulsion or exclusion. The Superintendent will review the recommendations and, based upon factors including, but not limited to, the surrounding circumstances, student's discipline record, or presence or suspected

- presence of disability, will determine whether to forward the recommendation to the School Board for expulsion or exclusion proceedings; and
- (g) Referral to the criminal justice or juvenile delinquency system when appropriate.

Violation by Other Youths and Adults, Including Employees

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

Administrative Discretion Regarding Possession

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

Authorized Instructional and Work-Related Equipment and Tools

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

Exceptions

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

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

Photo Media Release
2015-2016

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

We are requesting your permission to use your student(s) photo and/or name. Before we can use the photo or student's name, your permission is required. If you consent, please complete this form and return it to the program teacher.

Dakota County Area Learning School Program:

Program Instructor/Teacher:

I hereby authorize the Dakota County Area Learning School to use my student's name and/or photographs or videos for the purpose of providing information on Academic and/or Secondary Technical Center (**Tech**) programs to the public

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

2015– 2016

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

2015-2016 DCALS and DCALS North 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 Dakota County Area Learning School, and Dakota County Area Learning School North.

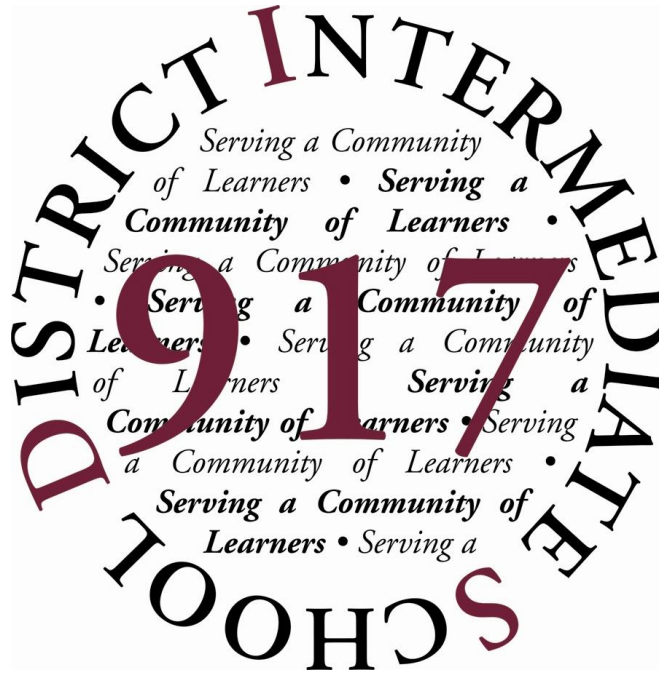
Print Name _____

Student Signature _____

Program (**Tech**) _____

Home High School (**Tech**) _____

Date _____



Intermediate School District 917

Parent/Guardian & Student Handbook (Draft)

Special Education Programs

2015-2016

1300 145th Street East • Rosemount, MN
www.isd917.k12.mn.us



Dear Parents/Guardians and Students:

Welcome to Intermediate School District 917 Special Education Programs. This handbook will provide you with important information for the 2015-2016 school year. We encourage you to save it for future reference.

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

Intermediate School District 917 special education staff members look forward to working with you.

Sincerely,

Melissa Schaller
Director of Special Education

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SPECIAL EDUCATION SERVICES OVERVIEW

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

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

Philosophy of Special Education:

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

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

SPECIAL EDUCATION PROGRAMS AND SERVICES

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

DAKOTA COUNTY ALTERNATIVE LEARNING SCHOOL (DCALS) and (DCALS-North)

Special education services are provided to students enrolled in DCALS as determined by students' individualized education plans.

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, adapted physical education, occupational and physical therapy as well as other specialists are available, as determined by the IEP team. In this setting, students also utilize assistive technology to support their IEP goals. The current DASH Program sites include Henry Sibley High School in Mendota Heights, Lakeville North High School in Lakeville and three Hastings locations, Christa McAuliffe Elementary, Hastings Middle School and Hastings High School.

DEAF AND HARD OF HEARING ITINERANT (D/HH) Intermediate School District 917 provides a variety of services for deaf and hard of hearing students. In the itinerant program, services are delivered to students and families in their home school districts and ISD 917 site-based programs, and are either provided in the school and/or in the home setting. Teachers of the deaf and hard of hearing also provide support and in-service to general education teachers and other related personnel. Related services such as audiology, interpreting/transliterating, tutoring, and note-taking are also available to students as needed. If a student who is deaf or hard of hearing needs alternative or more intensive services than can be provided in an itinerant model, a resource program is available at the preschool, elementary, and secondary levels.

DEAF AND HARD OF HEARING RESOURCE (D/HH) Center-based programs are available for deaf and hard of hearing students at the preschool, elementary, and secondary levels. In general, students who attend the center-based resource program receive a significant portion of their academic instruction by a teacher of the deaf and hard of hearing in a self-contained classroom. The languages of instruction used include American Sign Language and English via cued and spoken English, the exposure to one or both being determined by a child's IEP team. Students participate in general education classes as appropriate. Support services in the areas of speech and language, audiology, and interpreting/transliterating are available as needed.

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

enrolled in the IDEA Program. Other related services are available according to a student's needs. The IDEA Program's largest school setting is at Alliance Education Center in Rosemount. In addition a high school satellite classroom is offered at Lebanon Education Center located in Apple Valley.

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

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

PHYSICAL & HEALTH DISABILITIES (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, in-service training to staff, adaptation of materials, and training to students in the areas of assistive technology, work completion, and organizational skills.

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

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

STUDENTS WITH UNIQUE NEEDS (SUN) This program provides services to students with unique needs who require a low staff-to-student ratio. Classrooms are located at Alliance Education Center in Rosemount, and at Cedar School in Eagan. 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 1 teacher with three paraprofessionals. The other model is our individualized setting serving six students each with

their own office space as well as a space for group work. The group is served by a teacher and six paraprofessionals. The SUN Program also works in cooperation with various public and private agencies to meet students' individual needs.

THERAPEUTIC EDUCATION ALTERNATIVE (TEA) The Therapeutic Education Alternative (TEA) Program serves students from grades K-12 who have complex educational, mental health, and behavioral needs. The principle behind the program is to integrate mental health and educational programming into the entire school day. The service model focuses on attachment and relationship to assist with co-regulation. Students coming to the TEA program need to have a diagnostic assessment completed by a mental health professional prior to intake. Students in the TEA program receive individualized educational services as well as direct mental health services daily. There are two different classroom models to address the varying levels of student need. One model is a small group setting of approximately eight students served by a team consisting of the teacher, mental health practitioner and two paraprofessionals. The other model is an individualized setting serving six students, each with their own office space as well as a space for group work. The group is served by a team consisting of a teacher, mental health practitioner, and six paraprofessionals. Students receive their education from a special education teacher and their mental health services from a mental health practitioner. All the staff at the TEA program (teachers, paraprofessionals and mental health practitioners) work toward helping the students progress in both areas. Related services of DAPE, speech, and occupational therapy, are also provided. This program is located at the Lebanon Education Center in Apple Valley.

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

VISUALLY IMPAIRED ITINERANT (VI) Services are provided to blind and visually impaired students 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, in-service training to 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.

YOUTH TRANSITION PROGRAM (YTP) YTP is a mental health day treatment program operated by Life Span, Inc. Intermediate School District 917 provides the general and special education services for students enrolled in the program. Course offerings include: English, mathematics, social studies and science.

PROGRAM LOCATIONS AND SCHOOL TIMES**Alliance Education Center (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: 7:45-2:05

Anthony Louis Center

1517 Highway 13 East
 Burnsville, MN 55337
 Office: 952-890-8879
 Fax: 952-890-8920
 School Hours: 8:00-12:00

Boeckman Middle School (PACES)

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

Cedar School (IDEA & SUN)

2140 Diffley Road
 Eagan, MN 55122
 Main Office: 952-707-4000
 Fax: 952-707-4002
 School Hours: 7:50-2:10

Century Middle School (D/HH)

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

Cherry View Elementary (PACES)

8600 175th Street West
 Lakeville, MN 55044
 Rm. 205: 952-232-3250
 Main Office: 952-232-3200
 Fax: 952-232-7245
 School Hours: 9:25-3:55

Christa McAuliffe Elementary (DASH)

1601 West 12th Street
 Hastings, MN 55033
 Rm. 117: 651-480-7406
 Main Office: 651-480-7390
 Fax: 651-480-7392
 School Hours: 8:45-3:25

**Dakota County Technical College
(DCALS & TESA)**

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

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

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

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

202 West Burnsville Parkway
 Burnsville, MN 55337
 Rms. 8, 12
 Main Office: 952-895-6610
 Fax: 952-707-6262
 School Hours: 9:00-1:45

Farmington High School (PACES)

20655 Flagstaff Avenue
 Farmington, MN 55024
 Rm. 1308 651-252-2628
 Main Office: 651-252-2501
 Fax: 651-252-2520
 School Hours: 8:20-3:05

Gideon Pond Elementary (D/HH)

613 East 130th Street
 Burnsville, MN 55337
 Rms. 105, 105A, 106, 205, 205A, 206, 206A
 Main Office: 952-707-3090
 Fax: 952-707-3096
 School Hours: 8:30-2:55

Hastings High School (DASH)

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

Hastings Middle School (DASH)

1000 West 11th Street
 Hastings, MN 55033
 Rm. 116: 651-480-7092
 Main Office: 651-480-7060
 Fax: 651-480-7064
 School Hours: 7:55-2:50

Henry Sibley High School (DASH)

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

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

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

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

19600 Ipava Avenue West
 Lakeville, MN 55044
 Rm. 120D: 952-232-3674 (D/HH)
 Rm. 243: 952-232-3756 (DASH)
 Rm. 245: 952-232-3758 (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, IDEA)

5800 149th Street
 Apple Valley, MN 55124
 Main Office: 952/431-4062
 Fax: 952/431-4063
 Hours: 7:50-2:10

McGuire Middle School (PACES)

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

Meadowview Elementary (PACES)

6100 195th Street West
 Farmington, MN 55024-9614
 Rm. 1-6: 651-460-3116
 Main Office: 651-460-3100
 Fax: 651-460-3110
 School Hours: 9:00-3:30

Options

151 West Burnsville Parkway, Suite 100
 Burnsville, MN 55337
 Office: 952-564-3000
 Fax: 952-847-4966
 School Hours: 8:00-3:30

Lifespan/Youth Transition Program (YTP)

12425 River Ridge Boulevard, Suite 200
 Burnsville, MN 55337
 Main Office: 651-438-4980
 Fax: 651-438-4985
 School Hours: 8:00-2:00

SPECIAL EDUCATION ADMINISTRATION

Melissa Schaller, Director of Special Education

Dakota County Technical College
1300 East 145th Street East
Rosemount, Minnesota 55068
Phone: 651/423-8204 Fax: 651/423-8776
Email: melissa.schaller@isd917.k12.mn.us

Ann Wengeler, Secretary to the Director of Special Education

Dakota County Technical College
1300 145th Street East
Rosemount, Minnesota 55068
Phone: 651/423-8377 Fax: 651/423-8376
Email: ann.wengeler@isd917.k12.mn.us

Lynda Hurt, Information Management Secretary

Dakota County Technical College
1300 145th Street East
Rosemount, Minnesota 55068
Phone: 651/423-8255 Fax: 651/423-8776
Email: lynda.hurt@isd917.k12.mn.us

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

Dakota County Technical College
1300 East 145th Street East
Rosemount, Minnesota 55068
Phone: 651/423-8426 Fax: 651/423-8052
Email: don.budach@isd917.k12.mn.us

Amy Alexander, Secretary to the Assistant Director of Special Education-DASH, PACES & TESA

Dakota County Technical College
1300 145th Street East
Rosemount, Minnesota 55068
Phone: 651/423-8401 Fax: 651/423-8776
Email: amy.alexander@isd917.k12.mn.us

Denise Horvath, Secretary to the Assistant Director of Special Education-DASH, PACES & TESA

Dakota County Technical College
1300 145th Street East
Rosemount, Minnesota 55068
Phone: 651/423-8515 Fax: 651/423-8776
Email: denise.horvath@isd917.k12.mn.us

Jennifer Hetland, Assistant Director/Principal-Anthony Louis, JSC, Options & YTP

Juvenile Service Center
1600 Highway 55
Hastings, Minnesota 55033
Phone: 651/430-4981 Fax: 651/438-4985
Email: jennifer.hetland@isd917.k12.mn.us

Julie Illa, Secretary to the Assistant Director of Special Education-Anthony Louis, JSC, Options & YTP

Juvenile Service Center
1600 Highway 55
Hastings, Minnesota 55033
Phone: 651/438-4980 Fax: 651/438-4985
Email: julie.illa@isd917.k12.mn.us

Kitri Larson Kylo, Assistant Director/Principal-Audiology, Deaf/Hard of Hearing, Interpreters, Physical & Health Disabilities, Physical Therapy & Visually Impaired

Gideon Pond Elementary School
613 East 130th Street
Burnsville, Minnesota 55337
Phone: 952/707-3091 Fax: 952/707-3096
Email: kitri.kyllo@isd917.k12.mn.us

Lori Bohnert, Secretary to the Assistant Director of Special Education-D/HH

Gideon Pond Elementary School
613 East 130th Street
Burnsville, Minnesota 55337
Phone : 952/707-3090 Fax : 952/707-3096
Email : loreen.bohnert@isd917.k12.mn.us

Sara Pratt, Assistant Director/Principal-IDEA & SUN

Alliance Education Center
14300 Biscayne Avenue
Rosemount, Minnesota 55068
Phone: 651/423-8150 Fax: 651/423-8120
Email: sara.pratt@isd917.k12.mn.us

Kay Velure, Secretary to the Assistant Director of Special Education-IDEA & SUN

Alliance Education Center
14300 Biscayne Avenue West

Rosemount, Minnesota 55068
Phone: 651/423-8151 Fax: 651-423-8120
Email: kay.velure@isd917.k12.mn.us

**Janell Stiel, Secretary to the Assistant Director of Special Education-
IDEA & SUN**

Alliance Education Center
14300 Biscayne Avenue West
Rosemount, Minnesota 55068
Phone: 651/423-8100 Fax: 651/423-8120
Email: janel.stiel@isd917.k12.mn.us

Dave Stoll, Assistant Director/Principal-IDEA, SUN, & TEA

Cedar School
2140 Diffley Road
Eagan, Minnesota 55122
Phone: 952/707-4075 Fax: 952/707-4002
Email: david.stoll@isd917.k12.mn.us

**Pam Severson, Secretary to the Assistant Director of Special Education-
IDEA, SUN & TEA**

Cedar School
2140 Diffley Road
Eagan, Minnesota 55122
Phone: 952/707-4000 Fax: 952/707-4002
Email: pam.severson@isd917.k12.mn.us

**Richelle Gernes, Secretary to the Assistant Director of Special Education-
IDEA, SUN & TEA**

Lebanon Education Center
5800 149th Street West
Apple Valley, MN 55124
Phone: 952/431-4062 Fax: 952/431-4063
Email: richelle.gernes@isd917.k12.mn.us

DISTRICT CALENDARS

INTERMEDIATE SCHOOL DISTRICT 917 2015 - 2016 SCHOOL YEAR

Date	Note
September 8, 2015	First Day for Students
October 7, 2015	Teacher In-Service Day at Cedar School Only 2 hour <i>Early Release (12:10 Student Dismissal)</i>
October 14, 2015	Teacher In-Service Day <i>No School</i>
October 15 - 16, 2015	Minnesota Education Convention <i>No School</i>
November 3, 2015	Teacher In-Service Day/Conferences <i>At Cedar School Only</i>
November 6, 2015	Teacher In-Service Day/Conferences <i>No School (School in session at Cedar School)</i>
November 25, 2015	Half Day Teacher In-Service Day <i>No School</i>
November 26 – 27, 2015	Thanksgiving Break <i>No School</i>
December 2, 2015	Teacher In-Service Day at Cedar School Only 2 hour <i>Early Release (12:10 Student Dismissal)</i>
December 24, 2015 - January 1, 2016	Winter Break <i>No School</i>
January 18, 2016	Martin Luther King Jr. Day <i>No School</i>
January 22, 2016	Teacher In-Service Day <i>No School DCALS/DCALS North students only</i>
February 3, 2016	Teacher In-Service Day at Cedar School Only 2 hour <i>Early Release (12:10 Student Dismissal)</i>
February 15, 2016	President's Day <i>No School</i>
March 9, 2016	Teacher In-Service Day at Cedar School Only 2 hour <i>Early Release (12:10 Student Dismissal)</i>
March 21 – 25, 2016	Spring Break <i>No School</i>
April 1, 2016	Teacher In-Service Day/Conferences <i>No School DCALS/DCALS-North students only</i>
April 8, 2016	Teacher In-Service Day/Conferences <i>No School</i>
April 18, 2016	Teacher In-Service Day/Conferences <i>No School</i>
May 3, 2016	Teacher In-Service Day at Cedar School Only 2 hour <i>Early Release (12:10 Student Dismissal)</i>

May 30, 2016	Memorial Day <i>No School</i>
June 9, 2016	Last Student Day

Intermediate School District 917 TEA & IDEA Lebanon Education Center, IDEA & SUN Cedar School, IDEA & SUN Alliance Education Center, TESA, JSC, Anthony Louis Center, Options and YTP follow this calendar.

**SPECIAL SCHOOL DISTRICT 6, SOUTH ST. PAUL
2015- 2016 SCHOOL YEAR**

Date	Note
September 8, 2015	First Day for Students <i>Grades 1 - 12</i>
October 15 - 16, 2015	Minnesota Education Convention <i>No School</i>
October 23, 2015	Staff Development <i>No School</i>
November 13, 2015	Staff Development <i>No School</i>
November 26 – 27, 2015	Thanksgiving Break <i>No School</i>
December 4, 2015	Staff Development <i>No School</i>
December 23, 2015 - January 1, 2016	Winter Break <i>No School</i>
January 18, 2016	Martin Luther King, Jr. Day <i>No School</i>
January 22, 2016	Staff Development <i>No School</i>
February 15, 2016	Staff Development <i>No School</i>
March 11, 2016	Staff Development <i>No School</i>
March 21 – 25, 2016	Spring Break <i>No School</i>
April 22, 2016	Staff Development <i>No School</i>
May 30, 2016	Memorial Day <i>No School</i>
June 9, 2016	Last Student Day/Graduation

**INDEPENDENT SCHOOL DISTRICT 191, BURNSVILLE-EAGAN-SAVAGE
2015 - 2016 SCHOOL YEAR**

Date	Note
September 8, 2015	First Day for Grades 1-10 (except at Nicollet)
September 9, 2015	First Day for Students in Grades: 11 th & 12 th at Burnsville High School 8 th & 9 th at Nicollet Junior High
September 10, 2015	First Day for Students in Kindergarten
October 12, 2015	Professional Day for Staff <i>No School</i>
October 13 – 14, 2015	Parent/Teacher Conferences <i>No School</i>
October 15 – 16, 2015	Minnesota Education Convention <i>No School</i>
November 9, 2015	Professional Day <i>No School</i>
November 26 – 27, 2015	Thanksgiving Break <i>No School</i>
December 23, 2015 – January 1, 2016	Winter Break <i>No School</i>
January 18, 2016	Martin Luther King, Jr. Day <i>No School</i>
January 25, 2016	Professional Day for Staff <i>No School</i>
February 15, 2016	President's Day <i>No School</i>
March 23, 2016	Professional Day for Staff <i>No School</i>
March 24 - 25, 2016	Parent/Teacher Conferences <i>No School</i>
March 28 – April 1, 2016	Spring Break <i>No School</i>
May 30, 2016	Memorial Day <i>No School</i>
June 9, 2016	Last Student Day

The Intermediate School District 917 D/HH Pre-school Program/DEC and D/HH Resource Program/Gideon Pond Elementary Programs follow this calendar.

**INDEPENDENT SCHOOL DISTRICT 192, FARMINGTON
2015 - 2016 SCHOOL YEAR**

Date	Note
September 8, 2015	First Day for Students
October 8, 2015	2 Hour Early Release <i>All Schools</i>
October 15 – 16, 2015	Minnesota Education Conference <i>No School</i>
November 25 – 27, 2015	Thanksgiving Break <i>No School</i>
December 4, 2015	Staff Development <i>No School</i>
December 24, 2015 – January 1, 2016	Winter Break <i>No School</i>
January 18, 2016	Martin Luther King, Jr. Day <i>No School</i>
January 21, 2016	Early Release <i>High School Only</i>
January 29, 2016	Staff Development <i>No School</i>
February 15, 2016	President's Day <i>No School</i>
March 3, 2016	Early Release <i>Elementary & Middle School Only</i>
March 11, 2016	Staff Development <i>No School</i>
March 25 – April 1, 2016	Spring Break <i>No School</i>
May 30, 2016	Memorial Day <i>No School</i>
June 7, 2016	Last Student Day <i>Elementary Only</i>
June 9, 2016	Last Student Day/Early Release <i>Middle & High School Only</i>

Intermediate School District 917 PACES/Meadowview Elementary, Boeckman Middle School and Farmington High School follow this calendar.

**INDEPENDENT SCHOOL DISTRICT 194, LAKEVILLE
2015 - 2016 SCHOOL YEAR**

Date	Note
September 8, 2015	First Day for Students <i>Grades 1 - 12</i>
September 30, 2015	Late Start
October 7, 2015	Late Start
October 15 – 16, 2015	Minnesota Education Convention <i>No School</i>
November 6 - 9 2015	Teacher In-service/Workshop <i>No School</i>
November 25 - 27, 2015	Thanksgiving Break <i>No School</i>
December 24, 2015– January 1, 2016	Winter Break <i>No School</i>
January 18, 2016	Martin Luther King, Jr. Day <i>No School</i>
January 25, 2016	Teacher In-service/Workshop <i>No School</i>
February 3, 2016	Late Start
February 10, 2016	Late Start
February 15, 2016	President's Day (Potential Make Up Day) <i>No School</i>
April 1, 2016	Teacher In-service/Workshop <i>No School</i>
March 21 – 26, 2016	Spring Break <i>No School</i>
April 15, 2016	Holiday (Potential Make Up Day) <i>No School</i>
May 30, 2016	Memorial Day <i>No School</i>
June 7, 2016	Last Student Day

Intermediate School District 917 D/HH Resource Program/Century Middle School, PACES/ Cherry View Elementary, McGuire Middle School and DASH, D/HH, PACES/ Lakeville North High School will follow this calendar.

**INDEPENDENT SCHOOL DISTRICT 195, RANDOLPH
2015 - 2016 SCHOOL YEAR**

Date	Note
September 8, 2015	First Day for Students
October 15 – 16, 2015	Minnesota Education <i>No School</i>
November 13, 2015	Parent Conferences <i>Early Dismissal at 12:30 pm</i>
November 25 – 27, 2015	Thanksgiving Break <i>No School</i>
December 23, 2015 – January 1, 2016	Winter Break <i>No School</i>
January 18, 2016	Martin Luther King, Jr. Day/Teacher Workshop <i>No School</i>
January 25, 2016	Teacher Workshop/In-service <i>No School</i>
February 15, 2016	President's Day <i>No School</i>
March 4, 2016	Conferences/Teachers' Workshop/In-service <i>No School</i>
March 25 – 28, 2016	Spring Break <i>No School</i>
May 30, 2016	Memorial Day <i>No School</i>
June 3, 2016	Last Student Day

**INDEPENDENT SCHOOL DISTRICT 197, EAGAN-MENDOTA HEIGHTS-WEST ST. PAUL
2015 – 2016 SCHOOL YEAR**

Date	Note
September 8, 2015	First Day for Students
September 25, 2015	Staff Development <i>No School</i>
October 15 – 16, 2015	Minnesota Education Convention <i>No School</i>
November 12, 2015	Staff Development <i>No School</i>
November 13, 2015	End of Quarter 1 <i>No School</i>
November 25, 2015	Conference Comp Day <i>No School</i>
November 26 – 27, 2015	Thanksgiving Break <i>No School</i>
December 23, 2015	Conference Comp Day <i>No School</i>
December 24, 2015–January 1, 2016	Winter Break <i>No School</i>
January 18, 2016	Martin Luther King, Jr. Day <i>No School</i>
January 26, 2016	Staff Development <i>No School</i>
January 29, 2016	End Of Quarter 2 <i>No School</i>
February 15, 2016	President's Day <i>No School</i>
March 25, 2016	End Of Quarter 3 <i>No School</i>
March 26 – April 1, 2016	Spring Break <i>No School</i>
April 29, 2016	Staff Development <i>No School</i>
May 30, 2016	Memorial Day <i>No School</i>
June 9, 2016	Last Student Day

Intermediate School District 917 DASH/Henry Sibley High School follow this calendar.

**INDEPENDENT SCHOOL DISTRICT 199, INVER GROVE HEIGHTS
2015 - 2016 SCHOOL YEAR**

Date	Note
September 8, 2015	First Day for Students
October 9, 2016	Early Release
October 14, 2015	Parent/Teacher Conferences <i>No School</i>
October 15 – 16, 2015	Minnesota Education Convention <i>No School</i>
November 26 – 27, 2015	Thanksgiving Break <i>No School</i>
December 4, 2015	Staff Workshop <i>No School</i>
December 23, 2015 – January 1, 2016	Winter Break <i>No School</i>
January 15, 2016	Early Release
January 18, 2016	Martin Luther King, Jr. Day <i>No School</i>
January 29, 2016	Parent/Teacher Conferences <i>No School for K-5 Only</i>
February 12, 2016	Early Release
February 15, 2016	President's Day <i>No School</i>
March 11, 2016	Staff Workshop <i>No School</i>
March 25 – April 1, 2016	Spring Break <i>No School</i>
April 29, 2016	Parent/Teacher Conferences <i>No School for 6-12 Only</i>
May 27, 2016	Early Release
May 30, 2016	Memorial Day <i>No School</i>
June 9, 2016	Last Student Day

**INDEPENDENT SCHOOL DISTRICT 200, HASTINGS
2015 - 2016 SCHOOL YEAR**

Date	Note
September 8, 2015	First Day of School - <i>Grades 1 – 5 & 9</i>
September 9, 2015	First Day of School - <i>Grades 6 - 8 & 10 -12, & Kindergarten</i>
October 14, 2015	Elem. & MS Conferences/HS Workshop <i>No School</i>
October 15 – 16, 2015	Minnesota Education Convention <i>No School</i>
November 25, 2015	HS Conferences/Elem & MS Workshop <i>No School</i>
November 26 - 27, 2015	Thanksgiving Break <i>No School</i>
December 23, 2015 – January 1, 2016	Winter Break <i>No School</i>
January 18, 2016	Martin Luther King, Jr./Staff Development <i>No School</i>
January 22, 2016	MS Conferences/Elem. & HS Workshop <i>No School</i>
February 12, 2016	Elem. Conferences/MS & HS Workshop <i>No School</i>
February 15, 2016	President's Day <i>No School</i>
March 5, 2016	Staff Development <i>Early Release</i>
March 4, 2016	HS Conferences/ Elem. & MS Workshop <i>No School</i>
March 21 – 28, 2016	Spring Break <i>No School</i>
April 15, 2016	Staff Development <i>Early Release</i>
May 20, 2016	Staff Development <i>Early Release</i>
May 30, 2016	Memorial Day <i>No School</i>
June 9, 2016	Last Day of School

Intermediate School District 917 DASH/Christa McAuliffe Elementary, Hastings Middle School and Hastings High School follow this calendar.

**INDEPENDENT SCHOOL DISTRICT 271, BLOOMINGTON
2015 – 2016 SCHOOL YEAR**

Date	Note
September 1, 2015	First Day of School
September 1, 2015	Modified Schedule for Kindergarten
October 14, 2015	Staff Development <i>No School</i>
October 15 – 16, 2015	Minnesota Education Convention <i>No School</i>
November 23 - 24, 2015	Parent/Teacher Conferences <i>No School</i>
November 25 – 27, 2015	Thanksgiving Break <i>No School</i>
December 2, 2015	Parent/Teacher Conferences K - 12 <i>No School</i>
December 21, 2015 – January 1, 2016	Winter Break <i>No School</i>
January 18, 2016	Martin Luther King, Jr. Day <i>No School</i>
January 25, 2016	Staff Development <i>No School</i>
February 15, 2016	President's Day <i>No School</i>
March 7 - 8 , 2016	Parent Teacher Conferences K-12 <i>No School</i>
March 21 – 25, 2016	Spring Break <i>No School</i>
May 30, 2016	Memorial Day <i>No School</i>
June 3, 2016	Last Student Day

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.

If Your Student Attends:	School Is Closed When:
DEC-DHH Preschool Gideon Pond Elementary	Independent School District 191, Burnsville-Eagan-Savage is closed
Boeckman Middle School Meadowview Elementary Farmington High School	Independent School District 192, Farmington is closed
Christa McAuliffe Elementary School Hastings High School Hastings Middle School	Independent School District 200, Hastings is closed
Henry Sibley High School	Independent School District 197, West St. Paul-Mendota Heights-Eagan is closed
Alliance Education Center *Anthony Louis Center Cedar School – SUN Dakota County Technical College - DCALS, DCALS-N & TESA JSC, New Chance and Riverside Lebanon Education Center Options YTP	Intermediate School District 917 is closed
Dakota County Technical College - DCALS & TESA	Dakota County Technical College is closed
Century Middle School Cherry View Elementary Lakeville North High School McGuire Middle School	Independent School District 194, Lakeville is closed

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

DISTRICT LUNCH PRICES

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

Independent School District 191, Burnsville-Eagan-Savage

Breakfast	\$1.40
Elementary Lunch	\$2.40
Secondary Lunch	\$2.50
Milk	\$0.50
Adult	\$3.60

Independent School District 192, Farmington

Breakfast	\$1.35
Elementary Lunch	\$2.55
Secondary Lunch	\$2.75
Milk	\$0.40
Adult	\$3.55

Independent School District 194, Lakeville

Breakfast	\$1.60
Elementary Lunch	\$2.35
Middle School Lunch	\$2.45
High School Lunch	\$2.50
Milk	\$0.45
Adult	\$3.70

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

Breakfast	\$1.85
Elementary Lunch	\$2.40
Jr. & Sr. High Lunch	\$2.80
Milk	\$0.50
Adult	\$3.80

Independent School District 199, Inver Grove Heights

Breakfast	\$1.10
Elementary Lunch	\$1.80
Middle School Lunch	\$1.90
High School Lunch	\$1.95
Milk	\$0.35
Adult	\$3.40

Independent School District 200, Hastings

Breakfast	\$1.25
Elementary Lunch	\$2.40
Middle School Lunch	\$2.55
High School Lunch	\$2.70
Milk	\$0.45
Adult	\$3.50

Alliance Education Center

Breakfast	\$1.50
K-12 Lunch	\$2.65
Milk	\$0.45
Adult	\$4.60

Dakota County Technical College

TESA & DCALS	
K-12 Lunch	\$2.65
Milk	\$0.45
Adult	\$4.60

TEA–Apple Valley

K-12 Lunch	\$2.65
Milk	\$0.45
Adult	\$4.60

IDEA/SUN–Cedar School

Breakfast	\$1.40
Elementary Lunch	\$2.40
Secondary Lunch	\$2.50
Milk	\$0.45
Adult	\$3.60

DISTRICT TRANSPORTATION

Home 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
Independent School District 6, South St. Paul	Transportation: 651-451-1375 Special Education: 651-457-9496
Independent School District 191, Burnsville-Eagan-Savage	Transportation: 952-707-2069 Special Education: 952-707-2082
Independent School District 192, Farmington	Transportation: 651-463-8689 Special Education: 651-463-5023
Independent School District 194, Lakeville	Transportation: 952-985-7513 Special Education: 952-232-2011
Independent School District 195, Randolph	Transportation: 507-263-2151 Special Education: 507-645-4773
Independent School District 196, Apple Valley-Eagan-Rosemount	Transportation: 651-423-7863 Special Education: 651-423-7626
Independent School District 197, Eagan-Mendota Heights-West St. Paul	Transportation: 651-403-8320 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: 651-480-7019
Independent School District 271, Bloomington	Transportation: : 952-681-6508 Special Education: 952-681-6504

GENERAL INFORMATION

ABSENCES

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

ALLERGENS AND CHEMICAL SENSITIVITY

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

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

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

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

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

ATTENDANCE

Regular attendance is important to school success. It is expected that a student's attendance will be regular and he or she will be on time unless prevented by illness, religious observance, family emergency (please call the school), or severe weather. An explanation by phone message or note from the parent/guardian is required when a student is tardy or absent. A phone or email message the morning (before the start of the school day) of the absence/tardy is preferred. This lets the school staff know that parents/guardians are aware of the tardiness or absence of the student. The following information should be given: date, student name, homeroom number or teacher, and reason for the absence/tardy. If the student will be tardy, please indicate approximate time s/he will be arriving and if they will need a school lunch ordered.

COMMUNITY FIELD TRIPS

During the school year student trips are planned to different locations in the community to

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

CONFERENCES

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

DIRECTORY INFORMATION

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

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

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

DRESS CODE

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

- Clothing should be comfortable and appropriate for the age and sex of the student. Pants, skirts and shorts cannot be worn below the top of the hips. Wallet chains and similar accessories are also not acceptable school dress.
- Students should be dressed to be comfortable in warm weather. Revealing clothing, such as tight and/or short shorts, halter and tube tops, and any clothing that reveals a bare midriff are to be reserved for after-school wear.
- Written messages or pictures on clothing must be appropriate for school. They cannot display messages of a discriminatory, sexual, or violent nature. Shirts with tobacco, drug, or alcohol messages or logos are not acceptable.
- Appropriateness will be decided by the school administration and other clothing will be available.
- Gang-related clothing and symbols will not be allowed in school.
- Outerwear, such as headgear, windbreakers, jackets, coats, gloves and scarves may not

be worn indoors during the school day. If a student feels cold indoors, s/he should bring a sweater to school.

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.

EMERGENCY INFORMATION

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

EXCUSING STUDENTS FROM SCHOOL

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

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

FOOD AND BEVERAGES

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

GROUND 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.

HOMEWORK

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

ILLNESS (HOME)

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

- **Fever** of 100.5 (orally) or higher and behavior change (increased irritability, fatigue, inability to sleep) or other sign and symptoms of illness (i.e. cough, sore throat, rash, vomiting, head ache, diarrhea);
- **Diarrhea or vomiting** in previous 24 hours unless the diarrhea or vomiting is determined to be caused by a non-communicable condition and the child is not at risk of dehydration;
- **Eye drainage** with more than a tiny amount of green or yellow discharge and eyes are red or pink, itchy and irritated.

In general, follow the 24-hour rule to send your child back to school. Please keep your child home 24 hours after: fevers, diarrhea, vomiting, starting antibiotics or treating for lice.

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

Please refer to the Intermediate School District 917 website: <http://www.isd917.k12.mn.us/> for further information regarding contagious conditions and making determinations regarding whether a child may attend school in the article, *"Information about Common Childhood Diseases"*.

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 Emergency Information Form will be called. Transportation home and additional medical care is the responsibility of the parent.

In the event 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, parent/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:

- **Inability of child** to participate comfortably in activities as determined by the school staff due to illness;
- **Rash** with fever and/or behavioral changes;
- **Draining sores** that can not be covered;

- **Head lice** until treated and 24 hours;
- **Bad colds (upper respiratory infections)** with coughing and yellow/green nasal drainage or sputum;
- **Abdominal pain** that continues for more than two hours or intermittent pain associated with fever or other signs or symptoms.

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 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, the immunizations are not necessary; however, it is necessary to submit the date the child had the disease (month/year). Starting September 1, 2010, for children enrolling in kindergarten and seventh grade, Minnesota schools can no longer accept a parent/guardian's signature as proof that a child has had the chickenpox. Instead, a doctor will need to sign a form saying that the child does not need to get immunized for chickenpox. If the student has never been vaccinated for Varicella, two immunizations must be given three months apart.

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

INSTRUCTIONAL MATERIALS AND SUPPLIES

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

LOCKERS AND DESKS

Lockers, desks and storage areas are the property of Intermediate School District 917. At no time does Intermediate School District 917 relinquish its exclusive control of lockers/storage areas provided for the convenience of students. Inspection of the interior lockers/storage areas may be conducted by school district authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker/storage area may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rule. 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 designee 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).

Medications must be FDA approved; no dietary or herbal supplements will be administered.

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 procedure 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 prescriptive medications. See *“Authorization and Request for Administration of Medications”* form. Additionally, non-prescriptive 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-prescriptive medications provided by parent must be in an original container with label and directions;
- Health service administration of medication or procedures by our member district's health services for 917 students, will be in accordance to member district's policy and procedures.
- Supplies and equipment for authorized procedures must be consistent with the directions/written authorizations.

PLEDGE OF ALLEGIANCE

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

District 917 programs may be located in districts which recite the Pledge of Allegiance, in which case the program defers to the local district practice.

REFERRAL PROCESS

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

SAFETY

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

SCHOOL-SPONSORED STUDENT PUBLICATIONS AND/OR STUDENT PROJECTS

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

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

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

SEARCHES

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

STUDENT ORGANIZATIONS' CODE OF CONDUCT

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

TELEPHONE CALLS

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

Education Center and at Dakota County Technical College.

TENNESSEN WARNING

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

TRANSPORTATION

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

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

VISITORS

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

SELECTED SCHOOL DISTRICT POLICIES AND PROCEDURES

411 BULLYING PROHIBITION POLICY

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

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

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

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

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

III. DEFINITIONS

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

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

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

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

departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

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

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a

report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be

consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 4. The incidence and nature of cyberbullying; and
 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.

- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
 Minn. Stat. § 120B.232 (Character Development Education)
 Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
 Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.69 (Hazing Policy)
 Minn. Stat. § 124D.10 (Charter School)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
 34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: Policy 413, Harassment and Violence
 Policy 423, Employee Student Relationships
 Policy 6.1, Student Conduct

Revised August 19, 2014

413 HARASSMENT AND VIOLENCE

I. Purpose

The purpose of this policy is to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

II. General Statement of Policy

- A. It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.
- B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)
- C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. Religious, Racial and Sexual Harassment and Violence Defined

- A. Sexual Harassment; Definition
 - 1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or 413-2 condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

- c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.
 2. Sexual harassment may include but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment; Definition

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

C. Religious Harassment; Definition

Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

D. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

E. Racial Violence; Definition

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

F. Religious Violence; Definition

Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

G. Assault; Definition

Assault is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of, or attempt to, inflict bodily harm upon another; or

3. the threat to do bodily harm to another with present ability to carry out the threat.

IV. Reporting Procedures

- A. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the administrator of each site or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent.
- B. In each program site, the principal, director, or assistant director is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the site level. Any adult school district personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately.
- C. Upon receipt of a report, the administrator must notify the school district human rights officer immediately, without screening or investigating the report. The administrator may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the administrator to the human rights officer. If the report was given verbally, the administrator shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the administrator. If the complaint involves the administrator, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In the District, the school board designates Don Budach as the school district human rights officer to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves the human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- F. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible,

consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

V. Investigation

- A. By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. School District Action

- A. Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. Reprisal

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VIII. Right to Alternative Complaint Procedures

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. Harassment or Violence as Abuse

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. Dissemination of Policy and Training

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
- B. This policy shall be given to each school district employee and independent contractor at the time of entering into the person's employment contract.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References

- Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
- Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
- Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
- 42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)

Cross References

- MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
- MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
- MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
- MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
- MSBA/MASA Model Policy 506 (Student Discipline)
- MSBA/MASA Model Policy 525 (Violence Prevention)

Approved: May 1, 2007

490 ACCEPTABLE USE AND INTERNET SAFETY POLICY FOR INTERMEDIATE SCHOOL DISTRICT 917**I. Purpose**

The purpose of this policy is to set forth policies and guidelines for access to the school district computers, computer systems and acceptable use of the Internet.

II. General Statement of Policy

In making decisions regarding access to the school district computers, computer systems and to the Internet, users are expected to use the district systems to further educational and personal goals consistent with the mission of the school district and school policies. Uses, which might be acceptable on a user's private personal account or another system, may not be acceptable on this limited purpose network.

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

III. Unacceptable Uses of Computers, Network and Internet

A. The following uses of the school district computers, computer systems and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to transmit or receive, access, review, upload, download, store, print, post or distribute materials that use inappropriate language, such as but not limited to: obscene, abusive, profane, vulgar, threatening, and disrespectful, pornographic, obscene or sexually explicit material.
2. Users will not use the school district system to knowingly or recklessly post false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
4. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not tamper with, modify or change the school district system software, hardware or wiring in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person. Users will not post private information about another person or themselves.
 6. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user.
 7. Users will not use the school district system to violate copyright laws or usage licensing agreements, and will not plagiarize works they find on the Internet.
 8. Users will not use the school district system for the conduct of a business, for unauthorized commercial purposes or for financial uses unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 9. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district computer system or any other system through the school district computer system, attempt to log in through another person's account other than those assigned to the user. Messages and records on the school district computer system may not be encrypted without the permission of appropriate school authorities.
 10. It is prohibited to allow someone else to use your network password.
- B. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately close the inadvertent site.

IV. Consistency with Other School Policies

Use of the school district computer system and the use of the Internet shall be consistent with school district policies and the mission of the school district. Occasional use of the district computer system for personal communications is acceptable but will be monitored for abuse and impact on job productivity.

V. Limited Expectation of Privacy

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only **limited privacy** in the contents of **personal files** on the school district system.

- B. Routine maintenance, random sampling of use, and monitoring of the school district system may lead to a discovery that a user has violated this policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or or school district policy.
- D. System users should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minnesota Statutes, Chapter 13 (the Minnesota Government Data Practices Act).
- E. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

VI. Internet Use Agreement

The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents/guardians and employees of the school districts.

This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.

The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office.

VII. Instant Message Services and Chat Rooms

Use of Instant Message Services and participation in Internet chat room conversations on school computers is limited to educational purposes only and occurs in secure educational environments.

VIII. Electronic Mail

The MIS department will be responsible for providing an electronic mail system that will facilitate internal and external communication for conducting school district business. All messages should pertain to school business.

The MIS department will be responsible for providing procedures, documentation, and in-service training for all users of the Electronic Mail System.

IVX. Limitation on School District Liability

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

X. User Notification

1. All users shall be notified of the school district policies relating to "Acceptable Use and Internet Safety Policy."
2. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

XI. Parents/Guardians' Responsibility: Notification of Student Internet Use

1. Parents/guardians are responsible for monitoring their student's use of the school district computer system and of the Internet if the student is accessing the school district computer system from home or a remote location.
2. Parents/guardians will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents/guardians the option to request alternative activities not requiring Internet access.

Cross Reference MSBA Policy 524
Legal Reference: Statute 125B.22

Board Approved 5/18/99
Board Revised 12/4/01
Board Revised 5/6/03
Revised: 5/1/2007
Revised: 4/3/12

**INTERMEDIATE SCHOOL DISTRICT 917
INTERNET USE AGREEMENT – EMPLOYEE**

SCHOOL DISTRICT EMPLOYEE

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

User's Full Name: _____

User Signature: _____

Date: _____

Intermediate School District 917
ACCEPTABLE USE AND INTERNET SAFETY
PERMISSION FORM

Student Section

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

Student
Name:

First	Last	MI
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Student Signature Date

Parent or Guardian Section

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

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

Parent/Guardian
Name:

First	Last	MI
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Parent/Guardian Signature Date

Supervising Teacher

(Must be signed if teacher supervises students who use district computers and access the Internet.)

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

Teacher's Name (please print)

First Last

Teacher's Signature Date

6.12 STUDENTS AND CHEMICAL DEPENDENCY

The District 917 School Board recognizes alcoholism or other chemical dependency as a treatable disease. The concern with chemical dependency is directed to its effects on the student's educational performance. In accordance with a general concern for the student as an individual as well as a future worker, the School Board has adopted the following policy statement regarding chemical dependency:

This policy assures that no student with alcoholism or other chemical dependency will have his/her student status affected for seeking and/or accepting diagnosis and treatment. Referral for diagnosis and/or treatment may be based on unsatisfactory educational performance or behavior.

The School Board recognizes that chemical dependency by another member of the immediate family can create stress for the student which is detrimental to educational performance. Where the chemical dependency of a family member negatively affects a student's school performance, the School District will assist the student and/or the student's parent or legal guardian in locating and identifying appropriate counseling services. All contacts with non-school agencies for the purpose of diagnosis and/or treatment of chemical dependency will be considered confidential.

The confidential nature of the medical records of students with alcoholism or other chemical dependency will be preserved in the same manner as all other medical records.

If the student is a minor, the School District shall communicate with and work through the student's parents or legal guardian.

This policy shall in no way limit the application and authority of the school district pursuant to the Pupil Fair Dismissal Act.

District 917 Administration shall develop procedures to implement the above policy.

Board Approved 11/20/79
Revised 12/4/01

600 STUDENTS**6.15 WELLNESS****I. PURPOSE**

The purpose of this policy is to assure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.
- B. The school environment should promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The school district encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing school district nutrition and physical activity policies.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. GOALS**A. Physical Activity**

- 1. Through district curriculum district 917 will educate students to recognize that physical education is an essential component of the educational process and that good health fosters student achievement.
- 2. Provide opportunities to strengthen the skills and knowledge needed to maintain a healthy lifestyle through the district's physical education and health curricula.

3. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television;
4. Teachers will be encouraged to develop opportunities for physical activity that can be incorporated into subject lessons and are encouraged to provide short, physical activity breaks during class.

B. Nutrition Education and Promotion

1. Through district curriculum district 917 will provide nutrition education that follows national and state standards and focuses on understanding the relationship between personal behavior, individual health and the impact of food choices.
2. Provide nutrition education that is developmentally appropriate, culturally relevant and includes participatory activities.
3. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte [snack] lines, vending machines, fundraising events, concession stands, and student stores.
4. Teachers will be encouraged to incorporate nutritional information into subject lessons when appropriate.

IV. NUTRITION GUIDELINES

A. Foods and Beverages

1. All foods and beverages made available on campus (including concessions and a la carte cafeteria items) will be consistent with the current USDA Dietary Guidelines for Americans.
2. Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines.
3. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.
4. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
5. The school district will provide students access to hand washing or hand-sanitizing before they eat meals or snacks.

6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
7. Food will not be used as a reward or punishment for academic performance or behavior. Per the Americans with Disabilities Act, special Consideration will be given for students with an Individual Education Plan, 504 accommodation or with special health and dietary requirements.

B. School Food Service Program/Personnel

1. The school district will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.
2. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.
3. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Communications with Parents

1. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

V. IMPLEMENTATION AND MONITORING

- A. After approval by the school board, the wellness policy will be implemented throughout the school district.

- B. District 917 will maintain a Health and Wellness Committee to support the goals of the Wellness Policy. The committee will compile data reported from schools to assess compliance with the Wellness Policy and report to the superintendent on the progress made by the district in attaining the goals of the Wellness Policy.
- C. School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.
- D. The school district's food service program administrator will annually inform the community about district progress in attaining the goals of the Wellness Policy.
- E. The superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the school board.

Legal References: 42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
 42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
 P.L. 108-265 (2004) § 204 (Local Wellness Policy)
 7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
 7 C.F.R. § 210.10 (School Lunch Program Regulations)
 7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: Minnesota Department of Education, www.education.state.mn.us
 Minnesota Department of Health, www.health.state.mn.us
 County Health Departments
 Action for Healthy Kids Minnesota, www.actionforhealthykids.org

Board Approved: October 6, 2009
 Board Approved: April 7, 2014

6.31 STUDENT DISCIPLINE POLICY FOR ELEMENTARY AND SECONDARY

(For the complete policy, please go to the district website at www.isd917.k12.mn.us.)

The school board of District 917 believes that all students have the right to a learning environment that is conducive to the learning process and safe for students and staff members. Therefore, the school board directs the Secondary program and the Special Education program to develop appropriate guidelines and review procedures for student behaviors and procedures for student discipline that are consistent with the Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, Minnesota Statutes Chapter 125A, Minnesota Rules Chapter 3525 and current school board policies.

While students may be removed from class, dismissed, suspended, expelled and excluded in accordance with applicable law, the school board of District 917 promotes the use of positive approaches to behavioral interventions.

An employee or agent of a public school district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct. Thus, teachers, administrators, and other school employees shall not strike or spank a pupil with or without an object, or use unreasonable physical force against a student such as to cause bodily harm or substantial emotional harm to reform unacceptable conduct or as punishment. School employees may use reasonable force when it is necessary under the circumstances to restrain a student from causing bodily harm or death to another.

Police will be involved wherever laws have been broken.

Written rules governing student conduct, prepared by the administration and consistent with school board policy, shall be presented to each student or to the parent or guardian as appropriate.

6.316.1 CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. Any student who engages in any of these activities shall be disciplined in accordance with this policy. The minimum consequence for each violation is a verbal warning. (See p. 29, 6.316). This policy applies to all school buildings, school grounds and school property, school-sponsored activities or trips, school bus stops, school buses, school vehicles, school contracted vehicles or any other vehicles approved for school district purposes, the area of entrance or departure from school premises or events, and all school related functions. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students or employees.
1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Hazing;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violent opposition to authority;
7. Using, possessing or distributing tobacco or tobacco paraphernalia;
8. Using, possessing, distributing or being under the influence of alcohol or other intoxicating substances or look-alike substances;
9. Using, possessing, distributing or being under the influence of narcotics, drugs or other controlled substances, or look-alike substances, except as prescribed by a physician;
10. Using, possessing or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
11. Using, possessing or distributing weapons, or look-alike weapons or other dangerous objects;
12. Violation of the school district Weapons Policy;
13. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
14. Possession, use or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function by explosion;
15. Possession, use or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
16. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
17. Violation of any local, state or federal law as appropriate;

18. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
19. Possession of nuisance devices or objects which cause distractions including, but not limited to pagers, radios and phones;
20. Violation of school, bus or transportation rules or the school bus safety policy;
21. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
22. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
23. Possession or distribution of slanderous, libelous or pornographic materials;
24. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected or minority group or which connotes gang membership;
25. Criminal activity;
26. Falsification of any records, documents, notes or signatures;
27. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
28. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment, plagiarism or collusion;
29. Impertinent or disrespectful language toward teachers or other school district personnel;
30. Sexual and/or racial abuse and/or harassment;
31. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

32. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
33. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
34. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people;
35. Physical or verbal threats, including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
36. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;
37. Violation of school rules, regulations, policies or procedures;
38. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interfere with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

Board Approved 11/21/95

6.316 OFFENSES AND POTENTIAL CONSEQUENCES

Listed below are Intermediate School District 917 categories of student discipline and potential consequences for infraction of those policies. These rules do not preclude the application of Building/District rules to individual students, especially those attending in a regular education school building.

Discipline situations that arise which are not covered by these guidelines will be handled on a case-by-case basis as allowed by Minn. Stat. §§ 121A.40 to 121A.56. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations at a particular school may call for an adjustment in the discipline policies to the school or district's needs and will be handled on a case-by-case basis.

Each offense listed may result in any or several of the following consequences depending upon the circumstances, including the pupil's prior disciplinary offenses. At a minimum, a verbal warning shall be given for each infraction. The specific form of discipline or action chosen in a particular case is within the discretion of the school district acting in compliance with applicable state and federal laws.

1. Verbal warning;
2. Parent/guardian and/or student conference with school staff and/or administration;
3. Removal from class;
4. Dismissal from school for one (1) day or less;
5. Suspension under the Pupil Fair Dismissal Act;
6. Referral to in-school or outside support services;
7. Administrative transfer to another school or return to home school district so long as transfer is not a significant change in placement as defined under Minnesota law;
8. Review of placement type and location for disabled students;
9. Expulsion or exclusion under the Pupil Fair Dismissal Act;
10. Suspension from extra-curricular activities;
11. Detention or restriction of privileges;
12. In-school suspension;
13. Revised class schedule or program change;
14. Assignment to alternative program;

15. Referral to law enforcement authorities;
16. Restitution; and
17. Other disciplinary action as deemed appropriate by the school district.

6.316(a) WEAPONS POLICY

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

1. Possession of a Firearm (or Explosive Device)

Any person having a firearm (which includes explosive devices) on their person or in an area subject to their control in a school environment, will be subject to the same procedures and consequences listed under the consequences and procedures for possession of a weapon. In addition, firearm possession will result in an expulsion for a period of one calendar year (12 month period) consistent with Minn. Stat. § 121A.44. The school board will require expulsion if the parent waives their right to an expulsion hearing or if it is determined through an expulsion hearing that student did in fact bring or possess a firearm in a school environment. The school board may modify this expulsion requirement on a case-by-case basis pursuant to Minnesota or federal law. Unlawful possession of a firearm must be reported to the proper authorities (e.g., area police) as soon as possible.

2. Student Reporting

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

3. Weapons

The district takes a position of "Zero Tolerance" on use or possession of the following objects:

- All firearms, whether loaded or unloaded, etc.*

- Other guns of all types including air guns, pellet, B-B, stun, look-alike, and non-functioning guns that could be used to threaten others.
- Knives, switchblades or automatically opening blades, daggers, swords, razors, or similar objects.
- Artificial knuckles or other objects designed to be worn over the fist or knuckles.
- Blackjacks, clubs, nunchucks, throwing stars, or similar objects.
- Explosives**
- Poisons, chemicals, or substances capable of/causing bodily harm.***
- Bow and arrows, sling-shots, or similar objects.
- Incendiary devices.
- Any other device or instrument used to intimidate, threaten or inflict harm.
- Any device or instrument meeting federal or state definitions of a weapon.

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

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

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

4. Procedures and Consequences. Violation by Students

The procedure and consequences for the offenses are:

- (a) Confiscation of the weapon (if it can be done safely), notification of police and request assistance if needed,
- (b) Notification of the superintendent or designees,
- (c) Holding an administrative conference with student(s), which will:
 - i. Inform the student of the policy provision that has been violated.
 - ii. Confront the student with the allegations.
 - iii. Provide an opportunity for the student to respond to the allegations, (An administrative conference is not immediately required where the student presents an immediate and substantial danger to self or to surrounding persons or property.)
- (d) Notify the parent/guardian,
- (e) Immediate suspension from school,
- (f) Recommendation to the superintendent of expulsion or exclusion. The superintendent will review the recommendations and, based upon factors including, but not limited to, the surrounding circumstances, student's discipline record, or presence or suspected presence of disability, will determine whether to forward the recommendation to the school board for expulsion or exclusion proceedings consistent with provisions of the Pupil Fair Dismissal Act and Minnesota law.

5. Violation by Other Youths and Adults, Including Employees

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

6. Exception Regarding Possession

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

7. Authorized Instructional and Work-Related Equipment and Tools

While this policy represents a "zero tolerance" position on weapons and/or look-alike weapons, it is not meant to interfere with instruction or use of appropriate equipment and tools by employees and students. Such

equipment, when properly used and stored, shall not be considered a weapon for purposes of this policy. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, the guidelines and consequences of this policy will take effect.

8. Exceptions

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

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

6.77 DNR-DNI ORDERS

I. PURPOSE

The school district recognizes that it is serving students with complex health needs. The school district also recognizes that school district staff may be confronted with requests to withhold emergency care of a student in the event of a life-threatening situation at school or school activities or be presented with Do Not Resuscitate/Do Not Intubate (DNR-DNI) orders. The purpose of this policy is to provide guidance to school district staff in these situations.

II. GENERAL STATEMENT OF POLICY

- A. The primary mission of the school district is education. DNR-DNI Orders are medical documents. School district staff will not accept or honor requests to withhold emergency care of DNR-DNI orders (including AED's). The school district will not convey such orders to emergency medical personnel.
- B. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.
- C. School district staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities.
- D. The parent/guardian will be notified of the emergency as soon as possible.
- E. Notwithstanding this school district policy, IEP and § 504 teams must do individual emergency health plans for students when indicated in keeping with state and federal law.
- F. School district staff will not provide DNR-DNI orders to emergency responders.
- G. Parents/guardians who request that emergency care be withheld for their child or who present DNR-DNI Orders, shall be advised of and shall be given a copy of this policy.

Legal References: 29 U.S.C. § 794 *et seq.* (§ 504 Rehabilitation Act of 1973)
42 USCA §§ 12101-12213 (Americans with Disabilities Act)

Cross References: Policy 06.74, Special Education Health Services

Board Approved 12/4/01
Revised January 4, 2005

DISTRICT REPORTING PROCEDURE REGARDING INAPPROPRIATE STUDENT-TO-STUDENT CONTACT

If a special education student verbally or physically threatens (i.e. abusive language or language threatening to harm and/or inappropriate touch such as spitting, hair pulling, kicking or hitting with an opened or closed hand) another student, the following procedures will be followed:

- The special education student's Individualized Education Plan (IEP) team will consider developing a behavioral intervention plan approved by the parents for dealing with such inappropriate behavior; and
 - The behavioral intervention plan will be reviewed as appropriate by the teacher and program supervisor to evaluate its effectiveness; and further,
 - If progress cannot be documented, a conference will be held to revise the plan accordingly.
- Such behavior will be charted on a daily log by school staff. Critical incidents or change in patterns will be brought to the attention of the program supervisor;
- A weekly log summarizing the daily data will be compiled by the classroom teacher and a copy placed in the school nurse's office;
- If an injury occurs as a result of physical contact, the student must be seen by school nursing staff. An "Incident Report of Student Injury" also must be completed and discussed with the District 917 program administrator;
- Parents of both parties (student offender and victim) will be informed of all such incidents (whether or not physical harm occurs) on a daily or weekly basis, depending on the frequency of such incidents, and the parental contacts will be documented on the "Parent contact Log" (CA7).



Restrictive Procedures Plan

In accordance with Minnesota Statute 125A.0942, Subd. 1, schools that intend to use restrictive procedures shall maintain and make publicly accessible a restrictive procedures plan for children. The plan specifically outlines restrictive procedures the school intends to use; how the school will implement a range of positive behavior strategies and provide links to mental health services; how the district will provide training on de-escalation techniques; how the school will monitor and review the use of restrictive procedures, including post use debriefings and convening an oversight committee quarterly; and a written description and documentation of the training staff have completed.

Restrictive procedures used in Intermediate School District 917

- Seclusion
Rooms intended for seclusion meet all of 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 or to prevent serious property damage in emergency situations. Staff are trained annually regarding requirements and appropriate implementation as part of evidence-based certification programs including CPI – Crisis Prevention Intervention and PCM – Professional Crisis Management. These evidence-based certification programs not only train 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.
- 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 behavior intervention plan has been developed for the student and the student has failed to respond to those reinforcement techniques.

- The staff who 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 the program's direct supervisor.
- Additionally, in the event prone restraint is utilized, the *MDE Prone Restraint Report Form* will be completed within two working days. This will be submitted to the program's direct supervisor and also to the director of special education.
- The *Post Use Debriefing Form* will be completed by an administrator or designee within two working days of receipt of the *Incident Report Form*.
- Each site will maintain an ongoing record of all reported uses of restrictive procedures.
- Quarterly, each supervisor will convene an oversight committee which will consist of the assistant director /principal, lead teacher, school social worker and school psychologist. 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 nonemergency situations; the need for additional staff training; and proposed actions to minimize the use of restrictive procedures.
- Quarterly reports from site oversight committees will be reviewed by the district oversight committee consisting of the director of special education and the assistant director/principal 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 BIP (Behavior Intervention Plan) but may only use the procedures in situations that constitute an emergency. The IEP and BIP must indicate how the parent wants to be notified when a restrictive procedure is used. The team is expected to debrief after every restrictive procedure and complete the *Incident Report Form*.
- Parental notification
 1. Parents should be notified the same day that a restrictive procedure is used. If this is not possible, there should be written or electronic notification within 2 days.
 2. An IEP meeting must be convened within ten calendar days when restrictive procedures are used on two separate school days within 30 calendar days or when a pattern emerges, and use of restrictive procedures in an emergency are not included in the IEP or BIP or at the request of a parent or the district after restrictive procedures are used. Restrictive procedures must be reviewed at a child's annual individualized education program meeting when the child's individualized education plan provides for using restrictive procedures in an emergency.
 3. An *Incident Report Form* must be completed every time a restrictive procedure is used.

Training

The following employee job classifications are authorized to use restrictive procedures:

- Licensed special education teachers
- Licensed school social workers
- Licensed school psychologists
- Other certified/registered/licensed educational professionals (Behavior Specialists, Autism Specialists)
- Mental health professionals
- 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.k12.mn.us.

- Appendix A Incident Report Form
- Appendix B MDE Prone Restraint Report Form
- Appendix C Post Use Debriefing Form
- Appendix D Training Grid



Minnesota Health Care Programs can give you and your family coverage for most medical services or provide help paying your Medicare premiums, deductibles and copays. How much help you can get depends on the program you qualify for.

Medical Assistance

Medical Assistance (MA) is Minnesota's Medicaid program. There is no monthly cost to enrollees. MA pays for current and future medical bills. MA may also pay medical bills going back three months from when we get your application.

You can have other health insurance and still qualify. MA may help pay for the cost of your other health insurance.

Medical Assistance for Employed Persons with Disabilities (MA-EPD)

MA-EPD gives employed persons with disabilities MA coverage when their income is more than the MA income limit. You must be certified disabled and earn more than \$65 a month. An asset limit of \$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 7-1-15 - 6-30-16

Family size	1	2	3	For each additional person, add
Infants under 2	\$2,775	\$3,756	\$4,737	\$981
Pregnant Women*		\$3,690	\$4,654	\$963
Children 2 through 18	\$2,697	\$3,650	\$4,603	\$953
Parents and caretaker relatives	\$1,304	\$1,765	\$2,226	\$461
Adults age 19 -64 without children	\$1,304	\$1,765	\$2,226	\$461
Adults age 65 and older	\$981	\$1,328	\$1,675	\$347
People who are blind or have a disability	\$981	\$1,328	\$1,675	\$347
*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 7-1-15 - 6-30-16

Family size	1	2	For each additional person, add
Qualified Medicare Beneficiary (QMB)	\$1,001	\$1,348	\$347
Service Limited Medicare Beneficiary (SLMB)	\$1,197	\$1,613	\$416
Qualified Individual (QI)	\$1,345	\$1,813	\$468
Qualified Working Disabled (QWD)	\$1,982	\$2,676	\$694

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 1-1-15 – 12-31-15

Family Size	Income limit
1	\$23,340
2	\$31,460
3	\$39,580
For each additional person, add	\$8,120

There is no asset limit for MinnesotaCare.

What if I do not qualify for a Minnesota Health Care Program but still need coverage?

You may be able to get health care coverage through your work. Ask your employer if they offer health insurance to you and your family. If your employer does not offer affordable health insurance, you may qualify for a tax credit to help you buy health insurance.

Qualified Health Plans (QHP) and MNsure

You may be able to buy Qualified Health Plan (QHP) coverage, with or without a tax credit on MNsure. If you qualify for a tax credit, the tax credit can help pay the monthly premium.

MNsure is Minnesota's health insurance marketplace. You can find, compare, and choose, quality health care coverage that best fits your needs and budget. QHPs are commercial health insurance plans offered by insurance companies. All plans offer preventive services, mental health and substance abuse services, emergency services, prescription drugs and hospitalization. Some plans include more benefits.

Each plan is reviewed by state regulators, certified as a QHP and approved to be sold on MNsure.

You are able to enroll in a QHP during the open enrollment period of November 15, 2014 through February 15, 2015. 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 www.dhs.state.mn.us/healthcare or call your local county agency to get the application.

The people listed below should apply for Medical Assistance (MA) by filling out the Minnesota Health Care Programs Application for Certain Populations (DHS-3876). Use this application if you:

- Are a child in foster care.
- Are 65 years of age or older.
- Receive Supplemental Security Income (SSI).
- Only want to apply for a Medicare Savings Program.
- Are applying for Medical Assistance for Employed Persons with Disabilities (MA-EPD).

Go to www.dhs.state.mn.us/healthcare 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 www.dhs.state.mn.us/healthcare 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 1-855-366-7873.
- Contacting an assister in your area. Visit www.mnsure.org or call 1-855-366-7873 for an assister network list.
- Calling your local county agency.

Attention. If you need free help interpreting this document, ask your worker or call the number below for your language.

ملاحظة: إذا أردت مساعدة مجانية لترجمة هذه الوثيقة، اطلب ذلك من مشرفك أو اتصل على الرقم 1-800-358-0377.

កំណត់សំគាល់ ។ បើអ្នកត្រូវការជំនួយក្នុងការបកប្រែឯកសារនេះដោយឥតគិតថ្លៃ សូមសួរអ្នកកាន់សំណុំរឿង របស់អ្នក ឬហៅទូរស័ព្ទមកលេខ 1-888-468-3787 ។

Pažnja. Ako vam treba besplatna pomoć za tumačenje ovog dokumenta, pitajte vašeg radnika ili nazovite 1-888-234-3785.

Thov ua twb zoo nyeem. Yog hais tias koj xav tau kev pab txhais lus rau tsab ntaub ntwav no pub dawb, ces nug koj tus neeg lis dej num los sis hu rau 1-888-486-8377.

ໂປຣຕຊາບ. ຖ້າຫາກ ທ່ານຕ້ອງການການຊ່ວຍເຫຼືອໃນການແປເອກະສານນີ້ພໍລີ, ຈົ່ງຖາມພະນັກງານກຳກັບການຊ່ວຍເຫຼືອຂອງທ່ານ ຫຼື ໂທໂທ 1-888-487-8251.

Hubachiisa. Dokumentiin kun bilisa akka siif hiikamu gargaarsa hoo feete, hojjettoota kee gaafadhu ykn afaan ati dubbattuuf bilbilli 1-888-234-3798.

Внимание: если вам нужна бесплатная помощь в устном переводе данного документа, обратитесь к своему социальному работнику или позвоните по телефону 1-888-562-5877.

Digniin. Haddii aad u baahantahay caawimaad lacag-la'aan ah ee tarjumaadda qoraalkan, hawl wadeenkaaga weydiiso ama wac lambarka 1-888-547-8829.

Atención. Si desea recibir asistencia gratuita para interpretar este documento, comuníquese con su trabajador o llame al 1-888-428-3438.

Chú ý. Nếu quý vị cần được giúp đỡ dịch tài liệu này miễn phí, xin gọi nhân viên xã hội của quý vị hoặc gọi số 1-888-554-8759.

LB1-001 (3-13)

ADA1 (12-12)

This information is available in accessible formats for individuals with disabilities by calling 651-431-2670, toll-free 800-657-3739, or by using your preferred relay service. For other information on disability rights and protections, contact the agency's ADA coordinator.

STUDENT/PARENT AGREEMENT

<p>HANDBOOK I have received a copy of the parent/guardian student handbook. I understand and agree to follow the policies and procedures identified for Intermediate School District 917 Special Education Programs.</p>	<p>YES NO <input type="checkbox"/> <input type="checkbox"/></p>
<p>PERMISSION FOR PHOTOS, SLIDES, VIDEOTAPES, YEARBOOK Intermediate School District 917 periodically uses slides and videotapes when presenting information to other persons interested in our special education programs. Parties who might view such media could include other special education personnel, students, parents, Board of Education members or other personnel directly associated with our programs. We are requesting your permission to take and use your child's photograph for the above purpose. Before we will proceed to use your child's photo, we need your signed permission.</p>	<p>YES NO <input type="checkbox"/> <input type="checkbox"/></p>
<p>COMMUNITY-BASED PROGRAMMING 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 <input type="checkbox"/> <input type="checkbox"/></p>
<p>COMMUNITY-BASED VOLUNTEER PROGRAMMING 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 <input type="checkbox"/> <input type="checkbox"/></p>
<p>ACCEPTABLE USE AND INTERNET SAFETY PERMISSION FORM 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 <input type="checkbox"/> <input type="checkbox"/></p>

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Revised 6-12-09



Intermediate School District 917

Staff Handbook

2015-2016

1300 145th Street East • Rosemount, MN 55068
www.isd917.k12.mn.us

Intermediate School District 917

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 2015

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WELCOME

Welcome and congratulations on being a member of the Intermediate School District 917 community. I hope your experience as a member of the ISD 917 staff is rewarding, challenging, and enjoyable. Our mission to serve the many needs of the students from our member districts is ever changing and requires us to modify and adapt our services frequently. Our attitude and philosophy is to meet the needs of each student as the member districts seek service, rather than offering rigidly structured programs to “choose from.” Our attitude and philosophy of flexibility and adaptation is what makes our services unique.

As a staff member of ISD 917, you will need information on many topics. This handbook is designed to be a resource to the many topics and situations you may encounter as an employee of ISD 917. The handbook is not designed to include all of the details of a topic but is intended to be a starting point that leads you to the needed information. In many instances there will be a reference to a website that will provide the in-depth details you are seeking. You are also encouraged to contact your supervisor or other appropriate staff member if the information you are seeking is not sufficiently addressed in the handbook or website.

The processes and procedures described in the handbook help us as staff in ISD 917 to be consistent and efficient in our work as a team. We are an excellent Intermediate School District because we have excellent staff who are committed to working together for the success of all learners. I thank all of you for the work that each of you do each day.

Dr. John M. Christiansen – Superintendent

INTERMEDIATE SCHOOL DISTRICT 917 INFORMATION

Intermediate School District 917 is one of Minnesota’s three intermediate school districts created by the state legislature in the late 1960’s. The 917 school board was organized in March of 1970, with one board member from each of the nine member school districts: Bloomington, Burnsville/Eagan/Savage, Farmington, Hastings, Inver Grove Heights, Lakeville, Randolph, South St. Paul, and West St. Paul/Mendota Heights/Eagan.

The board meets once a month on the first Tuesday in the 917 Board Room at Dakota County Technical College. The meeting agenda is posted at several district locations prior to the meeting. Agendas and minutes can be found on the website at www.isd917.k12.mn.us.

The Superintendent of Intermediate School District 917 is **Dr. John Christiansen**.

Other district administrators and their areas of responsibility are:

- **Eric Van Brocklin, Secondary Principal**
DCALS (Dakota County Area Learning School – “Home of Career and Technical Education”), and DCALS NORTH
- **Nicolle Roush, Business Manager**
- **Melissa Schaller, Director of Special Education**
Leadership of district special education programming for students birth through age 21 for our member districts in Dakota County
- **Jennifer Hetland, Assistant Director/Principal of Special Education**
Juvenile Services Center (JSC) including Riverside and New Chance, Anthony Louis, Options, Youth Transition Program (YTP), Occupational Therapy, Speech/Language Pathology, DAPE, Assistive Technology and State Assessments
- **Dave Stoll, Assistant Director/Principal of Special Education**
IDEA Satellite, SUN Satellite, TEA Satellite,
- **Kitri Larson Kylo, Assistant Director/Principal of Special Education**
Deaf and Hard of Hearing, Audiology, Visually Impaired, Physical and Health Disabilities, Physical Therapy and Due Process
- **Don Budach, Assistant Director/Principal of Special Education**
TESA, DASH, PACES, DCALS-Special Education
- **Sara Pratt, Assistant Director/Principal of Special Education**
Alliance Education Center (IDEA and SUN)
 - **Key:**
 - IDEA - Intra Dakota Educational Alternative
 - SUN - Students with Unique Needs
 - TEA - Therapeutic Education Alternative
 - TESA - Transition Education Service Alternative
 - DASH - Dakota Alternative for Severely Handicapped
 - PACES - Program Alternative for Communication, Education and Socialization
 - DCALS - Dakota County Alternative Learning School
 - DAPE - Developmentally Appropriate Physical Education
 - DCALS STC – Secondary Technical Center
- **Cory Langenfeld, Technology Coordinator**

Mission Statement of Intermediate School District 917

Intermediate School District 917 serves as the best resource for school districts committed together to success for all learners.

Sixteen Expectations for Staff

I. Professional and Ethical Standards

1. **Be a team player.** Bring a positive attitude to work everyday. Communicate effectively 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.
2. **Serve as a role model in your dress, speech, and actions.** Dress and act appropriately for your role and personal safety. Always use respectful language. Avoid jokes, off-color remarks or attempts at humor that could be considered rude, inappropriate, disruptive or unprofessional. Do not use offensive language or call a student a derogatory name. Do not talk about students or staff in a disrespectful or discourteous way.
3. **Teachers and their assistants are responsible for the education and supervision of students at all times.** Appropriate hands off must be communicated clearly.
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 Crisis Prevention Institute (CPI) training. Do not strike a student, disrobe a student, conduct a search without appropriate training or without a second person of the same sex as the student in attendance, or conduct a strip search. When in doubt, do not act until you have spoken with your supervisor.
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.
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. Respect other staff members' confidentiality. Review the District's data privacy requirements by viewing the training module that is part of the Annual Mandatory Training available on the district website.

7. **You are a mandatory reporter of suspected maltreatment of minors and vulnerable adults.** The District 917 policy on maltreatment is available on the district website.
8. **Only have contact with your students during times in which they are enrolled in 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 District 917 student, report that to your supervisor as well.
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.
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.
11. **Be dependable.** You are responsible for maintaining good attendance. You are expected to report to work on time, adhere to the time periods established by the District for any breaks, and remain at the assigned work station throughout the scheduled work period or until properly relieved. Arriving to work on time will also allow sufficient time for planning and information sharing purposes. Report any absences or leaves timely on AESOP, our time and attendance reporting system. Remember also that leaves are not an entitlement but rather a benefit to be used as necessary. Accumulated leave can help you transcend the period between an injury and disability payments or can be converted to additional health benefits at retirement. Further information on the District’s attendance expectations can be found in the Dependability Procedure available on the 917 website.

II. General Work Rules

12. **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.
13. **Only use District 917 vehicles when it becomes necessary to transport students as part of your job assignment. Staff must undergo training provided by the district to operate district vehicles.**

14. **Use 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 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. Weather bug), wallpaper (e.g. Web Shots), 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.
15. **Smoking is not allowed on District property.** Therefore, no person may smoke or use a tobacco product in any building or vehicle or on grounds owned or leased by the school district. Smoking cessation programs are available through Medica.
16. **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 as soon as possible for an explanation.

Best wishes for a successful school year!

Code of Ethics of the Education Profession

Adopted by the National Education Association Representative Assembly 1975

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

PRINCIPLE I: COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

PRINCIPLE II: COMMITMENT TO THE PROFESSION

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education professional directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

Code of Ethics for Minnesota Teachers

Adopted by the Minnesota Board of Teaching

Each teacher upon entering the teaching 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, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Minnesota Board of Teaching.

Standards of professional conduct are as follows:

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

Code of Ethics for Administrators

Adopted by the Minnesota State Board of Education prior to 2001

NOTE: The following Code of Ethics was adopted by the State Board of Education. The State Board of Education was abolished and in 2001 the Board of School Administrators was created by the legislature. The Board of School Administrators has not yet adopted a Code of Ethics.

The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct.

Implicit to adopting this ethical code is the belief that each administrator is significant to the successful accomplishment of the school's mission and that an environment of collaboration, cooperation, and respect for each other's role and responsibility must be maintained.

A school administrator shall:

1. Provide professional educational services in a nondiscriminatory manner.
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. Not misuse professional relationships with students, parents, and caregivers, staff or colleagues to private advantage.
5. Disclose confidential information about individuals only when a compelling professional purpose 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 administrator'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 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 for the position or when a school district is granted a variance by the State Board of Education under Minnesota Statutes, section 121.11, subdivision 7b.
10. In filling positions requiring licensure, shall employ, recommend for employment, 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.

IMPORTANT INFORMATION FOR ALL EMPLOYEES

Accident Reports/Workers' Compensation

Any employee sustaining an injury as part of fulfilling a job responsibility should immediately report the accident or injury to the school nurse (if available) and their immediate administrator. Reportable injuries include blood borne pathogen exposure incidents. The employee's administrator/ employee must further complete the "First Report of Injury Report" and the "Information and Privacy Statement". [The First Report of Injury Form and Information and Privacy Statement must be completed and filed with the Business Manager's Administrative Assistant in the Business Office within 24 hours. These forms are found on the district website at \[www.isd917.k12.mn.us\]\(http://www.isd917.k12.mn.us\), 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 clinic the "Worker Compensation Address" information for billing purpose. 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
- Return signed *Information and Privacy Statement* to your supervisor within 24 hours from the date received from your supervisor
- If medical attention is necessary, inform your treating doctor that recovery at work opportunities are available to accommodate your physical abilities
- At the time of clinic visit, have the doctor complete the required *Workability Report* and return to your supervisor
 - The district provided form can be used or the form can be a clinic form (it should include the clinic name, address and phone number)
- Provide the clinic with *Workers Compensation Insurance Provider Information* for billing purposes
- Provide the Workability Report to your Supervisor same day or within 24 hours of receipt
- If restrictions are imposed in the *Workability Report*, report to work on the next scheduled shift. Follow your doctor's orders and restrictions at home and at work.
- Visit the doctor at the conclusion of restrictions to assure release.

Possible Exposure to Body Fluids/Bloodborne Pathogen

Follow the guidelines for assessment of possible exposure and post exposure instructions found in bloodborne pathogen post exposure packet, located at either work site or on district web site. In addition to above, please follow directions closely as to what forms need to be completed and returned to 917 licensed school nurse (LSN).

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.

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. Once notified of an on-the-job injury or illness, the administrator/employee must complete a First Report of Injury for Workers' Compensation.
2. The employee must be seen and evaluated by this/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.

Attendance/Reporting Absences via AESOP

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 and be on time to work. Regular attendance optimizes instruction for students and is essential to the operation of the school district.

Employees are provided with time off for personal illness, bereavement, family illness, jury duty, personal business, FMLA, etc. Employees must use leave for the purpose for which it is intended. Just as students are expected to maintain regular attendance, employees are 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.

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 District 917's policy that you are required to enter your absence request on the Aesop system for the following types of absences: child care leave, surgeries, medical leaves, jury duty, vacation, non-duty days, personal leave, funeral leave, floating holidays, workshops, meetings, time off without pay or other special situations.

To report your absence go online to AESOP. See below for Aesop instructions. For detailed instructions on using Aesop, staff can access the employee user guide by logging on to Aesop at www.aesoponline.com and clicking on Quick Start User Guide.

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 *****

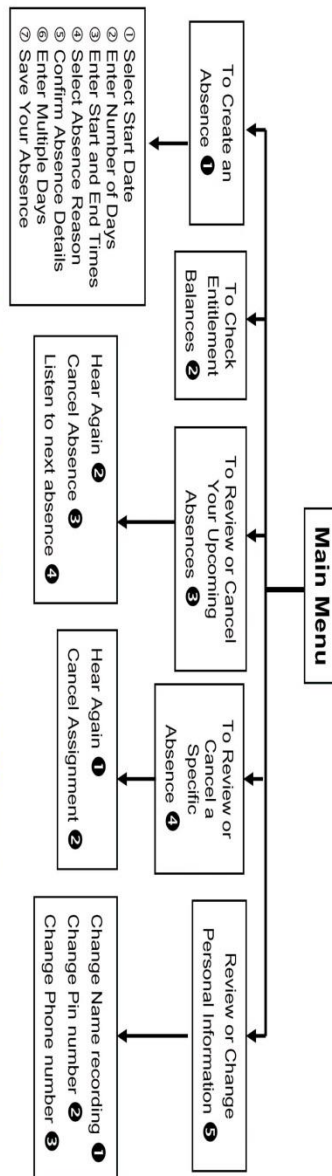
Special Things to Note

- 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

Calendar - Intermediate School District 917

Intermediate School District 917 2015-2016 Calendar

(Cedar School, Riverside/New Chance, AEC, TESA, Options, Anthony Louis Center, DCALS/DCALS North, TEA, YTP)

July 2015				
Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Teacher Days 0
Student Days 0

August 2015				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Teacher Days 1
Student Days 0

September 2015				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Teacher Days 20.5
Student Days 17

October 2015				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Teacher Days 20
Student Days 19

November 2015				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Teacher Days 18.5
Student Days 17

December 2015				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Teacher Days 17
Student Days 17

January 2016				
Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Teacher Days 19
Student Days 18
Sec SpEd 19

February 2016				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

Teacher Days 20
Student Days 20

March 2016				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Teacher Days 18
Student Days 18

April 2016				
Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Teacher Days 21
Student Days 20
Sec SpEd 19

May 2016				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Teacher Days 21
Student Days 21

June 2016				
Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Teacher Days 7.5
Student Days 7

185 Total Teacher Days*
174 Total Student Days

- No school for staff or students
- Staff in-service/Conferences-No school all students
- DCALS/DCALS North staff in-service
- No school DCALS/DCALS North students only
- First and Last Day of School
- 1/2 day teacher in-service day-No school all students
- Special Ed conference day - no school special ed students
- DCALS/DCALS North school day
- JSC in session only

August 31-Sept 4	Five In-Service Days (No school for students)	January 22	DCALS/DCALS North staff in-service No school DCALS/DCALS North students only
September 7	Labor Day (No school for staff/students)	February 15	President's Day (No school staff/students)
September 8	First Student Day	March 21-25	Spring Break (No school for staff/students)
October 14	Teacher In-service Day – No school students	April 1	DCALS/DCALS North staff in-service No school DCALS/DCALS North students only
October 15-16	Education Minnesota Conference (No school for staff/students)	April 8 & 18	Special Ed staff in-service/conferences - No School for special ed students
November 6	Teacher In-service Day/Conferences - No school students	May 30	Memorial Day (No school for staff/students)
November 25	½ day teacher in-service day-No school all students	June 9	Last Student Day
November 26-27	Thanksgiving (No school for staff/students)	June 10	Last Day teacher in-service day
December 24–Jan 1	Winter Break (No school for staff/students)		
January 18	Martin Luther King Day (No school staff/ students)		

1. Staff assigned to District 917 special ed programs housed in schools that have regular K-12 programs will follow the calendar of the host district.
2. An additional .5 staff day is counted for evening Open House/Parent Night (Sept or Oct depending on program and site).
3. 2 night sessions = 1 teacher day (Special Ed has evening conferences in November and April, DCALS/DCALS North have student of distinction, graduation or other night events).
4. Itinerant staff work calendars will be confirmed by the Director of Special Education.
5. Juvenile Services Center only: July 6 - August 6, 2015 (24 days staff and students).
6. Juvenile Services Center only: June 10 - 20, 2016
7. Juvenile Services Center only: July 5 - August 5, 2016
8. Special ed Extended School Year will be Monday –Thursday, July 7 – 30, 2015 (Staff prep day July 6, 2015)
9. *Note: First year teachers work 187 duty days which includes August 27 and 28, 2015. Second year teachers work 186 duty days which includes August 28, 2015.

	Students	Teachers	Quarters for DCALS and DCALS North		
Aug.	0	1	First	September 8 – November 5	40 days
Sept.	17	20.5	Second	November 9 – January 21	43 days
Oct.	19	20	Third	January 25 – April 8	48 days
Nov.	17	18.5	Fourth	April 11 – June 9	43 days
Dec.	17	17	Semesters for Special Ed sites that follow the 917 calendar		
Jan.	18/19	19	First	September 8 – January 22	84 days
Feb.	20	20	Second	January 25 – June 9	90 days
Mar.	18	18			
Apr.	20/19	21			
May	21	21			
June	7	7.5			
Nights		1.5			
Totals	174	185			

Change Form for Name and Address

If you have an address or name change please fill out a Change Form located at www.isd917.k12.mn.us, For 917 Staff, District Forms, HR and Payroll Forms. Return to **Personnel** as soon as possible. Legal documentation is required for name changes.

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.k12.mn.us or call 651-423-8214.

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.

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

Dress Code

Employees in a school district act as role models for students. Employees should present a neat, clean appearance. 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 or worn jeans
- Cutoffs
- Clothing that exposes the lower back and upper buttocks and/or underwear
- Spaghetti straps without shirts underneath
- Low-cut or see-through clothing that exposes cleavage
- Shorts
- Flip flops
- Clothing that exposes the midriff
- Baseball caps

E-mail Login Instructions for ISD 917 Main Campus

The following are the steps you need to follow to log on and check your e-mail:

Call Cory Langenfeld at 651-423-8290 to get your user name and password.

1. Turn on Computer.
2. Enter your username. Your username is your first initial and your last name.
Example: If your name is Cory Langenfeld
Your username is: clangenfeld
3. Enter your password.
4. Click OK. Now you will be logged in.

There are two ways to check your e-mail.

By Internet: Open Internet Explorer or go to <http://www.isd917.k12.mn.us/owa>

Enter username and password. User names must be in this format:

Example: isd-917/clangenfeld.

By using web access, e-mail can be checked anywhere internet access is available.

By Outlook Client: (This option can only be used if you are in the ISD 917 Main Campus).

If you need assistance call Cory Langenfeld, Technology Coordinator, 651-423-8290.

E-mail Retrieval from Home or Off Main Site

The following are the steps you need to follow if you are not at the DCTC location or you are at home to check your e-mail.

1. Call Cory Langenfeld at 651-423-8290 to get your username and password.
2. Turn on Computer.
3. Open Internet Explorer (Internet Explorer should be loaded on every computer by Default)
4. Go to the ISD 917 web site with a /owa on the end
Http://www.isd917.k12.mn.us/owa
5. Enter Doman\Username and password. Username is your first initial last name.
Example of username: Cory Langenfeld = isd-917\clangenfeld

By using web access, e-mail can be checked anywhere internet access is available.

Employee Assistance

Employee Assistance is free to all 917 staff and their immediate family members. This service is completely confidential and free. See www.isd917.k12.mn.us, Employee Links, for more information.

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.k12.mn.us, 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.**

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 Team 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.k12.mn.us, under For 917 Staff, 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.

Job Postings

Job vacancies are posted on the District's website via Applitrack. See www.isd917.k12.mn.us, Employment.

Internal candidates for a position should submit a letter of interest and an updated application. 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 a copy of a license (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.

Master Agreements

Master Agreements for all bargaining units can be found on the website at www.isd917.k12.mn.us under Employment, Contracts/Union Groups.

myView - Pay System

What's myView?

Intermediate School District #917 has adopted the TIES myView employee self-service system. With myView, all the information regarding your pay stub, leave, personal, license, expenses, and W-2's will be available on a secure website, where you can access and print from any computer, anytime, anywhere. Pay stubs will be no longer mailed. In accordance with Minnesota Statute section 471.426, the district is requiring all district employees' sign up for direct deposit. The direct deposit enrollment form can be found on the District website, www.isd917.k12.mn.us, 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 - refer to the myView instructions and FAQ. Click on 'For

917 Staff,' Links, and then click on 'myView.' This will bring up the myView login page.

To register for the first time, click on the button 'I haven't registered yet'. Next type in the district number 0917. Type in your 'Employee Self Service Access Key' that was provided to you by payroll. Be sure to type the access key exactly as shown (there are no spaces). **CAUTION: Never save your password on the computer.** Be sure to write down your user name and password and keep it in a secure place. The next time you access myView, you will login using your user name and password you just created.

Who do I call if I have questions?

Contact your administrator or Becky Edson at 651-423-8245.

Parking at Dakota County Technical College

The east parking lot furthest from the DCTC building is designated for District 917 use. This lot is used by the Secondary Career and Technical students and the Dakota County Area Learning Center students. District 917 staff, whose job site is not at DCTC, may park in this lot also. A purple hang tag is available from Val Whitmer, Business Office, and must be used when you park in this lot.

Staff whose job site is DCTC will be issued a parking sticker that will provide access to the lots on the west side of the DCTC building and the lots on the east side of the DCTC building closer to the building than the District 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. For information on the DCTC gated lot lottery (\$200 fee), please contact Lynda McPherson at DCTC, 651-423-8407.

If a District 917 staff member, whose job site is not at DCTC, is attending a meeting of short duration (two hours or less), on a space available basis, parking in the visitor lot on the north side of the DCTC building is permitted.

Paychecks

Payroll checks are distributed through direct deposit to employees' bank accounts on the 15th and the **last day** of each month, or the Friday prior to a weekend which includes the normal payroll date. Please turn your direct deposit form in to Becky Edson in the Business Office. Forms are available on the website at www.isd917.k12.mn.us, For 917 Staff, District Forms, HR and Payroll Forms, Direct Deposit Form. To view and/or print your paystubs, follow the directions for myView.

Payroll checks will no longer be mailed for employees who have not enrolled in direct deposit. Pay checks must be picked up in person at the District 917 Business Office on pay day between the hours of 7:30 a.m. to 4:00 p.m.

Photo ID

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 contact their administrator. Photo ID's are taken at Dakota County Technical College. Please contact Val Whitmer at 651-423-8229 in the Business Office for assistance. **If your work at AEC or Cedar, please get your ID at that location. Cedar staff have two badges, one for 917 and one for 191.**

Professional Responsibilities

Teachers and administrators are professionals. The expectations that follow are inherent to the position of a school professional. The following is not intended to be all-inclusive but rather suggestive of a professional's responsibilities. Professionals:

- Serve as role models to students by being punctual and maintaining regular attendance
- Follow district policies and procedures
- Dress appropriately
- Communicate frequently with parents through established reporting instruments, conferences, open houses, and as necessary, through notes and personal phone calls
- Supervise students who are using the internet
- Check e-mail and voicemail on a daily basis
- Respond to e-mail and voicemail on a timely basis (generally within 24 hours of receipt or upon return to work)
- Update website at least annually
- Limit personal use of computers, phone and e-mail during working hours
- Do not conduct day trading, attend school or conduct other employment on working hours
- Serve on building and district committees as appropriate
- Attend child study meetings and IEP meetings as appropriate

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.
 1. Employee completes a purchase requisition form for goods or services needed and attaches all supporting documentation necessary to place the order or service required.

2. Employee forwards completed requisition to their administrator for approval and any additional routing, then the requisition is forwarded to the Purchasing Department.
- B. The Requisition is carefully reviewed by the Buyer for the following:
1. All necessary signatures;
 2. Appropriate budget codes;
 3. Dollar amount (see Guidelines below);
 4. 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;
 5. Requisition data entered electronically into TIES finance system, creating a Purchase Order;
 6. Purchase order and encumbrance summary is processed by Purchasing Department;
 7. Purchase order is placed to vendor, via fax, e-mail, internet, postal service or confirmed by phone;
 8. Orders are shipped to DCTC warehouse unless other is indicated on purchase requisition;
 9. 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.
- B. \$1,000 to \$24,999 two written quotes are required to be established by the purchasing department.
- C. \$25,000 to \$50,000 three written quotes are required to be established by the purchasing department.
- D. Any purchase exceeding \$50,000 must follow formal Sealed Bid guidelines:
 1. 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;
 2. 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.

Resignations

Generally speaking, the more notice that a professional can provide the district about their departure plans, the better. As per Minnesota Statute 122A.40, subdivision 7, licensed teachers with a continuing contract 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 board adoption of the collective bargaining agreement. Resignation is effective as of June 30 and the teacher's right to resign for the year that is about to begin ends on July 15th. Teachers who do not submit their resignations in a timely manner may not be released from their contracts.

SafeSchools

Periodically, we are required by statute to conduct training activities for various employee groups, and in some instances, all staff. The system is called SafeSchools and it is linked on our website.

There are numerous courses available through SafeSchools. Not all of these are statutory requirements, but all could be beneficial to staff based upon their work assignment. We have consulted with our administrators and determined which courses are most appropriate for various employee groups.

The teachers' Relicensure Committee has agreed that one clock hour of continuing education credit will be granted for each in-service completed online. After completion of training, the employee can print off a certificate for verification. Please call Lynn Morris at (651) 423-8358 if you have questions regarding these continuing ed credits.

Below are step-by-step instructions for accessing SafeSchools. You may do this from a district computer or, if you would like, you can access SafeSchools from home or any other computer. If you choose to take a SafeSchools course outside of normal work hours, it will be on your own time and will not be eligible for timesheet payment.

Every staff member is required to complete Sexual Harassment and Blood Borne Pathogens training annually. These courses must be completed by October 1, 2015. In addition, your administrator may have assigned you additional courses that pertain to your job.

- See the district's website at <http://www.isd917.k12.mn.us>
- Click on For 917 Staff
- Log in with your daily computer password to get into "For 917 Staff".
- Then log in to Safeschools Online Training.
- Login for SafeSchools is your e-mail address.
- No password is required
- Complete all courses listed.

The classes which you are required to complete are listed here. Please choose the course you would like to start with. Start with the introduction and work your way through all sections. The Quiz is the final section and everyone will need to show proficiency at 80% correct. 90% proficiency for Defensive Driving.

*** There is no time limit for taking the course. You can start and stop during the courses and always come back and finish. You cannot just go to the QUIZ and take it though. You must review all the sections. The quiz is usually only about 10 questions.

When you are finished and passed, it will say “Congratulations! You’ve completed this course. Get a certificate of completion.” If your score is less than the minimum score, then you have to retake the test until you pass. You may take the test over as many times as you wish.

If you have questions, you may contact Linda Berg at 651-423-8214 or email linda.berg@isd917.k12.mn.us.

Printing Your Certificate

Once you passed the required course, you may print your “Certificate of Completion” if you wish. If you need **Continuing Education Credits**, **print the certificate** so you have it for your file. The District Office does not keep these certificates so if you need them for continuing education credits, this is your responsibility to print them and keep them.

Smoking Restrictions

Smoking is not permitted in the Main Campus DCTC building, grounds, or any building or vehicle owned/leased by District 917. Please check with your administrator as to smoking restrictions for the building in which you work.

Voicemail

Teachers should communicate their work extension numbers to the parents of their students. All employees are expected to check voice mail messages daily and to return calls promptly (typically within 24 hours or upon return to work). Voice mail messages are also to be deleted promptly.

Personal voice mail greetings are to be courteous, concise and professional. Voice mail 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 voice mail is not being monitored and to direct callers to the main office.

PUBLIC LAWS/DISTRICT POLICIES

This summary is **NOT** exhaustive of all public laws and policies pertaining to education. This section is provided for general informational reference only. Full policies can be found at www.isd917.k12.mn.us, under 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.

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 parental 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. The form was included in your New Employee Packet.

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 your administrator. See www.isd917.k12.mn.us, For 917 Staff, Health & Wellness and Safety Committee, Bloodborne Pathogens.

Bullying Prohibition Policy – District Policy 411

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

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 health care 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 LeAnn Wright, Benefits Administrator at Corporate Health Systems, Inc. (CHS) 952-873-7124, of triggering events that allow for continued health care coverage. See www.isd917.k12.mn.us, Employee Benefits, Flex Benefits Information and Forms for a link to the CHS website.

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 State Board of Education guidelines implementing this policy.

Human Rights Officer and Alternates

Human Rights Officer	Don Budach 651-423-8426	Special Education Assistant Director/Principal DCTC Main Campus
Alternate	Eric Van Brocklin 651-423-8259	Secondary Lead Principal DCTC Main Campus
Alternate	Meghan Dobson 651-423-8125	Special Education Lead Teacher Alliance Education Center
Alternate	Brenda Tollefson 651-423-8343	Special Education Lead Teacher DCTC Main Campus
Alternate	Nicolle Roush 651-423-8227	Business Manager DCTC Main Campus

It is the responsibility of the instructional administration to incorporate processes into all regular review and selection of curriculum – materials and experiences – through which it may be determined whether there is evidence of racism, sexism, or religious discrimination.

Election Day - MN Statute 204c.03

Except for regularly scheduled classes, a public elementary or secondary school may not hold a school-sponsored event between 6:00 PM and 8:00 PM on the day that a major political party precinct caucus or a regularly scheduled election is held in any political subdivision in which that school is located.

E-mail and Electronic Devices - MN Statute 13.05 – Policy 490

E-mail is intended for educational and organizational communication. The use of e-mail for private purposes is strongly discouraged. Employees are responsible for the content of e-mails they send. They are also responsible for the appropriate handling of e-mail they receive. If an employee receives e-mail that is inappropriate, the employee should place the e-mail 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 e-mail has been deleted by the user, there likely is still a record of it in the computer. E-mail users should **NOT** send candid and informal messages that they would never put in a memo or a letter. E-mail indiscretions may fall under the Minnesota Government Data Practices Act.

Emergency Closings – District Policy 466

When the start of a school day is delayed due to an emergency, and unless directed otherwise, staff members are expected to report to work at their usual time or as soon as practical 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.

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 nonexempt (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 broadcast on WCCO-Radio AM 830, 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 eye wear is provided to protect the employee. For more information on Personal Protection Equipment, written plans can be found on the website at www.isd917.k12.mn.us, under For 917 Staff, Health, Wellness, & Safety Committee.

Family and Medical Leave Act (FMLA)

The District will provide up to twelve weeks of unpaid leave in a twelve-month (July 1 – June 30) 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 seriously ill son or daughter, spouse, or parent; or
- For an employee's own serious illness.

Regular full-time and part-time employees who have been employed for at least one year and who have worked at least 1,250 during the preceding 12 months when the leave starts are eligible. Spouses who are both employed by the District are limited to a combined total of 12 work weeks 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. Contact Payroll at 651-423-8245 for more information or to request forms. For the complete policy go to the district website www.isd917.k12.mn.us, and click on About, School Board, Policies.

Gifts/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, a misinterpretation or misapplication of a District policy or regulation adoption 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 time lines are described in individual master agreements. See www.isd917.k12.mn.us, For 917 Staff, Employee Contracts and Classifications.

Generally, if an employee believes there is a basis for a grievance, the employee needs to discuss it within a short time (10 days for non-contract items) with his or her administrator. The administrator shall make a written response, again within a short time (7 days for non-contract items). In the event the employee is not satisfied with the disposition of the alleged grievance by the administrator, the employee needs to submit a copy of the original grievance and a copy of the first written response to the Superintendent (again with 10 days), who may appoint a designee to hear the grievance at Level II (again within 7 days).

Internet Use – District Policy 490

Staff is expressly prohibited from using District Internet resources to access, upload, download or distribute any material that violates ISD 917's violence/harassment or respectful behavior policies; violates any local, state, or federal statute; access another person's materials, information or files without the implied or direct permission of that person; violates copyright laws; or use for unauthorized commercial purposes and financial gain. The use of the internet for private, non-educational purposes is strongly discouraged. **A form was included with your new employee packet to fill out, sign and return to Personnel.**

Mandated Reporting of Child Abuse, Sexual Abuse and Neglect - MN Chapter 626 – Policy 6.361

“Subd 3. Persons mandated to report: A person who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years, shall immediately report the information to the local welfare agency, policy department, or the county sheriff if the person is “a professional or professional’s delegate who is engaged in the practice of the healing arts, social services, hospital administration, psychological or psychiatric treatment, child care, education, or law enforcement.” Effective August 1, 2002, a mandated reporter who knows or has reason to believe that two or more children not related to the perpetrator have been physically or sexually abused by the same perpetrator within the preceding ten years must also report to the appropriate agency.

A school employee must report to the appropriate agency. It is not sufficient to report only to your immediate administrator. It is not the employee’s responsibility to determine the validity of a given report. It is the duty of every mandated reporter to report.

Any person mandated to report who fails to do so shall be guilty of a misdemeanor. Any mandated reporter who fails to report abuse of the nature specified as of August 1, 2002, is guilty of a gross misdemeanor.

School personnel suspecting child abuse, sexual abuse, or neglect by individuals who are not employees of the district shall report the situation to either the appropriate law enforcement agency or the appropriate county welfare agency and notify his/her immediate administrator of such action.

Effective July 1, 1999, the Minnesota Department of Education or the local police department are agencies responsible for assessing and investigating child maltreatment allegations that occur in the school setting by employees of the District. A person who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically abused within the preceding three years by school staff in the school setting, shall immediately report the information to the police or the Minnesota Department of Education.

An oral report must be made within 24 hours of receiving the information. A written report must be filed within 48 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. If a child resides in Dakota County or if the alleged abuse occurs in a school located in Dakota County, the employee should report to **Dakota County Child Protection 952-891-7459**.

Notice of Privacy Practices

See www.isd917.k12.mn.us, 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. The agreements are available on the district website at www.isd917.k12.mn.us, Employment, Contracts/Union Groups.

Patriotic Observances - MN Statute 120A.42

The governing body of any district may contract with any of the teachers thereof 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's 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 be devoted to a patriotic observance of that holiday.

Teachers should check with their administrator regarding the school's practice for meeting this requirement.

Personnel Records

All evaluations and files generated within a school district relating to each individual employee shall be available during regular school business hours to each individual employee upon a written request. The employee shall have the right to reproduce any of the contents of the files at the employee's expense and to submit for inclusion a response to any material contained therein; provided, however, a school district may destroy such files as provided by law.

All file material to be included in an employee's personnel file must be forwarded to Personnel by June 30 of the year of occurrence.

Probationary Period for Teachers

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 certificated employee may or may not be renewed as the Board shall see fit, provided that written notice be given before July 1.

Generally speaking, program assistants have a three-year probationary period. Employees should consult their respective master agreements for specific wording. See Master Agreements at www.isd917.k12.mn.us, For 917 Staff, Employee Contracts and Classifications.

Prohibition Against Corporal Punishment, Child Abuse, Sexual Abuse, and Neglect – District Policy 414

ISD 917's Board of Education recognizes child abuse and inappropriate discipline as

critical problems for learners, the educational system, and society. This School District will be actively involved because children and youth are at risk in the learning process when they are abused or inappropriately disciplined.

The Board is committed to promoting healthy human relationships and positive role models regarding appropriate use of power. Students are a priority, and no physical or emotional harm is to come to them during the teaching-learning process.

District employees or agents of the District are required by law to refrain from causing or inflicting upon a pupil the use of corporal punishment. Punishment means, "conduct involving physical force and infliction of bodily pain. It also means conduct involving cruelty or unreasonable force that causes substantial emotional harm." District employees are required by law to refrain from emotional maltreatment.

Child abuse includes: sexual abuse; neglect; violent behavior or domestic assault by a parent or caregiver within the sight or sound of the child; chronic and severe use of alcohol or a controlled substance by a parent or guardian that adversely affects the child's basic needs and safety; emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child and physical abuse.

Physical abuse includes, but is not limited to, the following acts when done in anger or without regard to the child's safety:

- Throwing, kicking, burning, biting, or cutting a child
- Striking a child with a closed fist
- Shaking a child under age 3
- Striking or other actions which result in any non-accidental injury to a child under 18 months
- Interference with a child's breathing
- Threatening a child with a weapon striking a child under age one on the face or head
- Purposely giving a child poison, alcohol, dangerous, harmful or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child or other substances that substantially affect the child's behavior, motor coordination, or judgment or that results in sickness or internal injury, or subjects the child to medical procedures that would be unnecessary if the child were not exposed to the substance.
- Unreasonable physical confinement including but not limited to tying, caging or chaining.

District employees are encouraged to use the following in teaching, counseling, coaching, caretaking, and administrative roles:

- Manage the learning climate so as to create a balance of power among educators and learners
- Inform parent or guardian regarding behavior problems in the classroom

- Meet with parents or guardians regarding behavior problems
- Identify behaviors of concern and refer students to someone who may be able to diagnose and/or address problems
- Recommend counseling or other appropriate professional services
- Physically restrain a student who is hurting others or self
- If necessary, *reasonable force* may be used.

“Reasonable physical force may be used to quell a disturbance, to obtain possession of weapons or dangerous objects on the pupil or within the immediate control of the pupil, to defend oneself or others, or to prevent harm to another person or school property.” (Minnesota 1989 session laws, Chapter 114)

Reasonable force may be used by a teacher “in the exercise of lawful authority to restrain or correct such child or pupil” or . . . “when necessary to restrain the child from self injury or injury.”

The School District will take such disciplinary action it deems necessary and appropriate, including warning, suspension, or immediate discharge to end child maltreatment and inappropriate discipline by educators and prevent its recurrence. Employees may be referred for treatment of violent behavior tendencies, or referred for learning positive behavior management for classroom and school.

The District also recognizes that it has an obligation to support and protect employees from unjust accusations. The District recognizes and supports the legal due process concept that all are presumed innocent until proven guilty. The District will specifically support the employee through use of the District’s Employee Assistance Program and/or other counseling if needed. The District will ensure enforcement of the student discipline policies and procedures and cooperate with law enforcement officials in prosecution of students for juvenile or adult criminal offenses.

Public Personnel Data - MN Statute 13.43 – Policy 406

The following personnel data on current and former employees, volunteers, and independent contractors of a statewide system is public: name, actual gross salary, salary range, contract fees, actual gross pension, the value and nature of employer paid fringe benefits, the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary, job title, job description, education and training background, previous work experience, date of first and last employment, the existence and status of any complaints or charges against the employee, whether or not the complaint or charge resulted in a disciplinary action, the final disposition of any disciplinary action together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district, work location, work telephone number, badge number, honors and awards received, payroll time sheets except to the extent that release of time sheet data would reveal the employee’s reasons for the use of sick or other medical leave.

Public School Fee Law - MN Statute 120.71

Public school education shall be free and no pupil shall be denied an education because of economic inability to furnish educational books and supplies necessary to complete educational requirements necessary for graduation. . . . School boards do have the right . . . to make certain charges and to establish fees in areas considered extra curricular, non-curricular or supplementary to the requirements for the successful completion of a class or educational program.

Respectful Behavior

Staff, parents, students and community members should be treated in a manner, which enhances self-esteem and supports the dignity of the individual. Creating a positive climate is critical to the achievement of the district's mission. To create this positive climate, every individual must act with respect, defined as "to value one's self and to act out of consideration for others." Staff consequences for disrespectful behavior may result in discipline.

Section 504 of the Rehabilitation Act

It is the responsibility of the District to identify and evaluate learners whom, within the intent of Section 504, need special services, accommodations, or programs in order to receive the required free appropriate public education. A learner who is protected under Section 504 is one who has a physical or mental impairment that substantially limits one or more major life activities, including learning, has a record of such impairment, or is regarded as having such impairment.

SEE ALSO

Additional state laws are cited in the following District policies and procedures:

Removal of Students from Class, Policy 6.312 and 6.315b, MN Statute 127.41
Reporting chemical abuse, Policy 418, MN State 126.037
Reporting child abuse, Policy 6.36 and 6.361, MN Statute 626.556
Sexual, religious, racial harassment, Policy 413, MN Statute 127.46
Teacher Probation, Policy 458, MN Statute 125.12

Staff-Student Relationships – District Policy 423

This policy applies to all school district employees at all times, whether on or off duty, and on or off school district locations. At all times teachers 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 the district website). 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. Payroll will inform non-exempt (hourly) employees before September 20th of each year as the amount of match available.

See www.isd917.k12.mn.us, For 917 Staff, Employee Benefits, Tax Sheltered Annuities for additional information.

Teacher Forms

Forms such as Lane Changes, Clock Hour Approvals, etc, can be found at www.isd917.k12.mn.us; For 917 Staff, District Forms, Teacher Forms.

Teacher License Renewal

The Continuing Education Committee follows Board of Teaching 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 instruction preparation, and understanding the key warning signs of early-onset mental illnesses in children and adolescents. A handbook on licensure and recertification is available from the relicensure committee. Teachers may submit license renewal applications anytime after January 1 of the year in which the license expires. Teachers may not teach without a current license or approved Board of Teaching waiver. It is the responsibility of every teacher to maintain a current license at all times. Failure to do so may result in discipline.

Tobacco Free Environment – District Policy 419

Smoking and the use of tobacco products by students, staff, visitors and tenants, is prohibited on School District property. This shall include school buildings, grounds, and school-owned vehicles.

Transporting Students – District Policy 6.93

Transporting students as a regular part of your position requires that standards are met that authorize individuals to operate type III vehicles.

Requirements include:

- Valid, Class D License submitted to administrator so that a copy of the driver's motor vehicle report can be obtained. *More than three (3) moving violations in three years will cause you to be ineligible to drive;
- Reports to district of any moving violations within ten (10) days;
- Agreement to submit to random drug and alcohol testing;
- Passing MnDOT physical exam (only if your sole responsibility is to transport students).

Violence/Harassment – District Policy 413

The School District prohibits any form of violence or harassment. Violence is a "physical or verbal act of aggression towards individuals or property." Harassment is "participating in or conspiring for others to engage in intentional conduct in a manner that would cause a reasonable person under the circumstances to feel oppressed, persecuted, or intimidated" through words or actions that negatively impact a person as defined by race, color, sex, disability, religion, creed, national origin or culture, age, marital status, sexual orientation, socio-economic status, 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 activity or event must report the alleged acts immediately to a principal, administrator, or to the Personnel Department.

APPENDIXES

Important Information About Your COBRA Continuation Coverage Rights – Appendix A

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 losses 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 Kelly Kalash, Corporate Health Systems, Inc. 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 Kelly Kalash Benefits Administrator at Corporate Health Systems, Inc.** 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?

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 post-marked, 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 **Kelly Kalash, Corporate Health Systems, Inc.** 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 resubmitted 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: Intermediate School District #917, Attn: **Corporate Health Systems, Attn: Kelly Kalash, 15153 Technology Drive, Suite B, Eden Prairie, MN 55344-2273**

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:

Kelly Kalash, Benefits Administrator
15153 Technology Drive, Suite B
Eden Prairie, MN 55344-2273
Phone: 952-873-7118

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.

Keep Your Plan Informed of Address Changes

In order to protect your and your family's rights, you should keep Diane Jeffries, Personnel, at Intermediate School District #917 and Corporate Health Systems informed of any changes in your address and the addresses of family members.

***** ATTENTION *****

**Intermediate School District 917 Policy Against Religious, Racial,
And Sexual Harassment And Violence – Appendix B**

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.k12.mn.us, 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 Assistant Director/Principal, DCTC Main Campus 651-423-8426
Eric Van Brocklin	Secondary Technical Center Principal, DCTC Main Campus 651-423-8259
Brenda Tollefson, Alternate	Special Education Lead Teacher, DCTC Main Campus 651-423-8343
Megan Dobson, , Alternate	Special Education Lead Teacher, Alliance Education Center 651-423-8125
Nicolle Roush, Alternate	Business Manager, DCTC Main Campus 651-423-8227
Patti Mattos, Alternate	DCALS Teacher, Main Campus 651-423-8263

Notice of Privacy Practices - Appendix C
Issued by Intermediate School District #917
April 14, 2007

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

April 14, 2003

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 right under the Minnesota Government Data Practices Act and the federal Health Insurance Portability and Accountability Act (HIPAA). These laws protect your privacy but also let us give information about you to others if the law requires it. We may tell you before we give the information. These laws require us to keep your health information private and to give you notice of our legal duties and practices to protect private information. We must follow the terms that we have agreed to in this notice. However, we can choose to change the terms of this notice. If we change the terms of this notice, those changes will be applied to all present and future information that we collect about you. We will tell you if we change the terms of this notice.

Why do we ask you for this information?

- To help you get health insurance coverage
- To collect money from other agencies, like insurance companies, if they should pay for your care

Do you have to answer the questions we ask?

Generally, the law does not say you have to give us this information.

What will happen if you do not answer the questions we ask?

We need the information about you to access and coordinate insurance benefits for you. Without the information, we may not be able to help you.

With whom may we share information about you?

We may give information about you to the following agencies if they need it for investigations or to help you or help us help you. We don't always share information about you with these people. If you have questions about when we give these people information, contact the Business Office at District 917.

- Mental health centers
- Health care providers
- State hospitals or long-term care facilities
- Insurance companies to check benefits you or your children may get
- Hospitals, if you, a friend or relative has an emergency and we need to contact someone
- Internal Revenue Service
- Social Security Administration
- Minnesota Department of Economic Security
- Minnesota Department of Revenue
- Minnesota Department of Veteran Affairs
- Guardian, conservator or person who has power of attorney for you

- Anyone else the law says we can give the information to

You have the right to information we have about you

- You may ask if we have any information about you and get copies. You may have to pay for the copies.
- You may give other people permission to see and have copies of private information about you.
- If we have collected health information about you, we may use it only for the purposes that we have listed in this notice.
- You may question the accuracy of any information we have about you.
- You have the right to ask us to share health information with you in a certain way or in a certain place. For example, you may ask us to send health information to your work address instead of your home address. You must make this request in writing. You do not have to explain the basis for your request. If we find that your request is reasonable, we will grant it.
- You can ask us to restrict uses or disclosure of your health information. Your request must be in writing. You must explain what information you want to restrict from being disclosed and to whom you want these restrictions to apply. You can request to end these restrictions at any time by calling us or by writing to us. We are not required to agree to your restrictions.
- You have the right to receive a record of the people or organizations that we have shared your health information with. We must keep a record of each time we share your health information for six years from the date it was shared. This record started on April 14, 2003. It will NOT include those times we have shared your information in order to pay or bill for your health care services, or to run our programs. If you want a copy of this record, you must send a request in writing to our Privacy Official.
- If you do not understand this information, you may ask to have it explained to you.

What if you believe the information we have about you is wrong?

Send your concerns in writing, telling us why the information is not accurate or complete. You may send your own explanation of the facts you disagree with. Your explanation will be attached any time that information is shared with another agency.

Filing Complaints About Your Health Information Privacy Rights

If you believe that your health information privacy rights have been violated, you may file a complaint. Write to the Business Office, or to the U.S. Department of Health and Human Services, at the address below. **We cannot deny you services or treat you badly because you have filed a complaint against us.**

Intermediate School District #917
1300 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

Notice To Employee Of Workers' Compensation – Appendix D

.....
Intermediate School District #917 is no longer enrolled in Comprehensive Managed Care (CMC) workers compensation certified managed care plan.

What does this mean to you the employee?

Effective July 1, 1999, if you are injured at work, you can receive necessary medical care related to your injury at your own attending clinic.

You are not obligated to seek a designated clinic to be treated for a worker-related injury. If possible, please seek treatment at the Apple Valley Medical Clinic. You must, however, maintain communication with Intermediate School District #917 and RTW, Inc. regarding workers' compensation claims. A first report of injury form still needs to be filed and submitted to the Business Office as in the past. If seeking medical attention, a work-ability report needs to be filled out by the attending physician and submitted to Intermediate School District #917 as well as submitted to RTW, Inc.

You may contact your employer Valorie Whitmer at 651-423-8229
(Employer's workers' compensation contact)
for additional information on workers' compensation.

Billing procedures have changed. The attending clinic needs to send all work-related injury billings to:

RTW, Inc.
P.O. Box 390327
Minneapolis, MN 55439

Telephone: (800) 789-2242
Fax: (800) 563-3364; (952) 838-3700

Note: If prescriptions are needed, the first step is to call First Scripts at **1-800-791-2080** to find out where the closest networked pharmacy is to you. When you go to the pharmacy, advise the pharmacist upon prescription presentation that this will be handled by First Script and s/he will call First Script at the above number for approval and processing.

You may contact the Department of Labor and Industry for further information regarding workers' compensation at the following numbers:

Twin City Area: (651) 284-5005

Outside the Twin Cities Area 1-800-342-5354

Indoor Air Quality Management Plan

Intermediate School District 917

Dakota County Technical College

1300 145th Street East

Rosemount, Minnesota 55068

July, 2015

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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 2015-2016 school year:

DISTRICT OWNED SPACE

Alliance Education Center

14300 Biscayne Avenue
Rosemount, MN 55068
651-423-8100

DISTRICT LEASED SPACE

Apple Valley (TEA)

5800 149th Street West
Apple Valley, MN 55124
952-431-4063

Dakota County Area Learning School North (DCALS-North)

150 E. Marie
West St. Paul, MN 55118
651-332-5570

SPACE OCCUPIED WITHIN ANOTHER PUBLIC SCHOOL DISTRICT

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

Christa McAuliffe Elementary (DASH)

1601 West 12th Street
Hastings, MN 55033
651-480-7406

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

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

Diamondhead Education Center (D/HH)

202 W. Burnsville Parkway
Burnsville, MN 55337

952-895-6610

Gideon Pond Elementary (D/HH)

613 East 130th Street
Burnsville, MN 55337
952-707-3090

Hastings Senior High School (DASH)

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

Hastings Middle School (DASH)

1000 West 11th
Hastings, MN 55033
651-480-7092

Henry Sibley High School (DASH)

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

Lakeville North Senior High School (TESA and DASH)

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

Meadowview Elementary School (PACES)

6100 195th Street West
Farmington, MN 55024
651-460-3100

SPACE OCCUPIED WITHIN OTHER FACILITIES (Public or Private)

Anthony Louis Center

1517 Highway 13 E
Burnsville, MN 55337
952-890-8879

Juvenile Services Center (JSC)

1600 West Highway 55
Hastings, MN 55033
651-438-4980

Options

151 W. Burnsville Parkway, #100
Burnsville, MN 55337
952-564-3000

YTP

100 River Ridge Blvd., Suite 200
Burnsville, MN 55337
952-562-8500

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: John Christiansen, ISD 917 Superintendent, Chair

Telephone: 651-423-8226

Role and functions: Supervision and administration of the IAQ plan.

- To convene regular meetings of District 917 Health, Safety & Wellness Committee.
- To ensure that agendas include IAQ and health/safety issues, concerns, and action plans.
- To oversee building and facility operations.
- To provide assistance in remediating IAQ concerns as they are identified.
- To direct IAQ remediation activities as needed.
- To communicate IAQ issues and status to school administration, staff, students, parents and the media.

Name: Joan Asmus, Licensed School Nurse

Telephone: 651-423-8152

Role and functions:

- To provide overall assistance related to health concerns attributable to IAQ.
- To provide support in monitoring and recognizing trends in reported illnesses that may give warning signs of IAQ or other more serious health problems.

Name: Scott Zehnder, Alliance Education Center, Maintenance Engineer

Telephone: 651-423-8127

Role and functions:

- To ensure facility maintenance is appropriately planned and implemented.
- To provide assistance in remediating IAQ concerns as they are identified.

Name: Contracted Health & Safety Specialist

Role and functions:

- To arrange and/or conduct environmental testing, if warranted.
- To serve as the technical IAQ resource for ISD 917.

Name: ISD 917 Directors/Assistant Directors/DCALS Principal

Role and functions:

- To assist with reporting of IAQ issues and supporting IAQ training and implementation.

III. Building Surveys

A. Walk-Through

A walk-through of all District 917 buildings that house students and/or employees will be conducted annually. The walk-through is done by building custodians, directors/assistant directors, classroom teachers, and nurses, and will evaluate the following:

- Obvious water intrusion problems (interior and exterior)
- Obvious ventilation failures and/or problems
- Obvious building/structural failures and/or problems
- Overall cleanliness of buildings and classrooms
- Assess the need for program improvements and upgrades (e.g. ventilation, carpet, building compounds).

Teachers will evaluate classrooms annually using the checklist in Appendix E. Classrooms located in school buildings covered by another district IAQ plan will also be inspected and the district notified regarding any areas of concern.

Maintenance engineers will evaluate ventilation systems annually using the checklist in Appendix K.

Maintenance engineers will evaluate all building maintenance issues using the checklist in Appendix I at least annually.

B. Ventilation Surveys

Ventilation surveys of all buildings will be conducted annually, and as needed when condition changes occur and time elapses. Reports will 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>, University of Minnesota Extension Service at <http://www.extension.umn.edu/Pesticides/about.html>, 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
Eating
Food and beverage purchases
Food disposal
Recyclable Disposal

Examples:

Refrigerator
Wash basin, hand soap, hand towels
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) 651-423-8152.

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.

XIV. Appendices

APPENDIX A
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 651-423-8564.

APPENDIX B

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 C
INTERMEDIATE SCHOOL DISTRICT 917
HEALTH, WELLNESS & SAFETY
ACTION ITEMS LIST

LOCATION: _____

DATE	ACTION ITEMS	ASSIGNED TO	COMPLETED

****Please write down all Health, Wellness & Safety issues. RETURN this completed form to Linda Berg in District Administration by June 1 of each year.*

APPENDIX D

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	_____

APPENDIX E

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

RETURN TO YOUR SUPERVISOR BY OCTOBER 25, 2015

ISD 917 Indoor Air Quality Teachers' Classroom Checklist and Assessment

Building _____ Room _____ Date _____

SIGNATURE ----Employee Completing the Checklist _____

Yes	No	GENERAL CLEANLINESS	Yes	No	VENTILATION
		Excessive dust on horizontal surfaces?			Univent (vent in ceiling) blocked with papers, stored items, furniture, etc.
		Carpet heavily soiled?			Exhaust fans on during cooking, dishwashing and cleaning, and exhaust fan is working?
		Frequent unpleasant odor?			Ventilation?
		Routine cleaning done and trash removed daily?			Windows able to be opened?
		Food stored in sealed containers?			Ventilation unit operating throughout the school day?
		Rooms vacuumed regularly?			Fume hood/spray booth operating?
		PLANTS			Wood dust collection system operating?
		Large plants (over 6" pots need saucer underneath.) Water drippings contained?			Odors present?
		PESTS			Cabinets under sinks wet?
		signs of rodents?			Gas appliances vented to outside and properly working?
		Insects present?			MOLD/MOISTURE
		DRAINS/SINKS			Wet or damp areas - where?
		Water poured down the UNUSED floor/sink drains at least once a week?			Mold visible? Odors, stains? Check window sills.
		Sinks clean and not clogged?			Chipped or peeling paint or plaster?
		ANIMALS			TEMPERATURE
		Animals in the classroom?			Room warmer than 76 degrees?
		Animal waste accumulates in cages?			Room cooler than 66 degrees?
		School nurse consulted about student allergies?			Students seated in direct sunlight?
		Walls water-stained?			Drafty?
		Carpet water-stained?			CHEMICALS
		Plumbing leaking?			All chemicals clearly labeled?
		MISCELLANEOUS			SDS (Safety Data Sheet) in yellow binder and easily accessible. (If not, make a list of chemicals that need SDS and send to Linda Berg in the District office.) Going online in 2015-2016.
		Electrical panels have 36" clearance from obstructions?			Flammable and corrosive liquids stored separately in approved cabinets?
		Equipment danger zones clearly marked?			Eyewash station operational?
		Machines are properly guarded?			Emergency shower operational?
		First aid kits stocked and accessible?			All chemicals stored properly?
		All exits free of obstructions?			
		Floors are clean and dry?			

If inapplicable, put NA--otherwise answer yes or no.

APPENDIX F

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.)

	<input type="checkbox"/> 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

Intermediate School District 917

Painting Checklist

Name	Room	School
------	------	--------

Date Completed	Signature
----------------	-----------

Instructions:

- 1. Check off each box as you complete the activity.**
- 2. Check the triangle as appropriate or check the circle if you need additional help with this activity.**
- 3. File this checklist for future reference.**

There are many factors to consider before beginning a painting project. Special care should be taken when sanding a surface to prepare for painting, due to the dust released into the air. This dust may contain lead particles. Exposure to excessive levels of lead could affect a child's mental growth, and interfere with nervous system development, which could cause learning disabilities and impaired hearing. In adults, lead can increase the blood pressure.

The type of paint is an important decision. For instance, both solvent-based and water-based paints give off volatile organic compounds (VOCs) that could lead to IAQ problems. Water-based paints produce less VOCs than solvent-based paints, but produce them over a longer period of time.

Durability is important – a relatively low-emitting paint might create more IAQ problems in the long run than a higher emitting paint, if the lower-emitting paint requires repainting more often. In addition, many water-based (even interior paints) have, until recently, used mercury as a fungicide. Any paint that contains mercury should not be used indoors.

Confirm that the painted surface is lead-free before preparing a surface for painting

- Check painting records or old paint cans to determine whether the paint contains lead
- Do an initial screen using a trained lead paint inspector
- If there is lead paint in the existing paint, contact a trained lead-based paint contractor
- No lead in existing paint
- Paint contains lead or testing is needed to determine if lead is in existing paint

Select a low-VOC emitting paint that is free of lead and mercury

- Evaluate existing stock of paint (properly dispose of paints containing lead or mercury or having higher VOC emissions than new paints)
- Evaluate new paint before you purchase it. Express your indoor air quality concerns to paint suppliers and use their technical personnel as a resource. Not all paint suppliers have information on pollutant emissions; consult other sources (e.g., manufacturers) if your paint supplier cannot provide adequate information
- Have selected an appropriate paint
- Need to discuss which paint to use with an IAQ specialist

During exterior painting, minimize occupant exposure to odors and pollutants

- Schedule exterior painting to occur when the building is unoccupied (for example, on weekends or during vacation periods), and allow time for paint odors to dissipate before occupants return to the area. If the area being

Painted areas 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

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

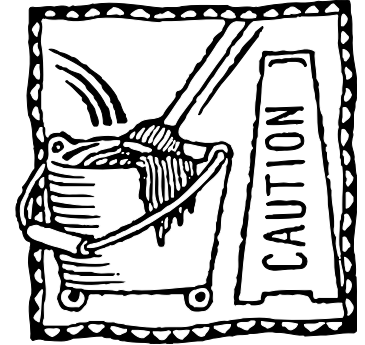
- 4a. Established and followed schedule for vacuuming and mopping floors
- 4b. Cleaned spills on floors promptly (as necessary).....
- 4c. Performed restorative maintenance (as necessary)

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 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 |
| 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

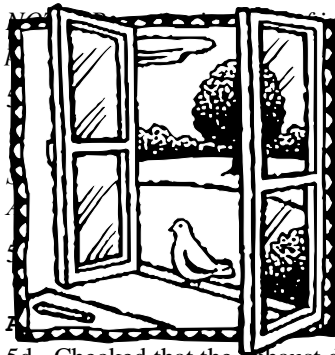
- 5a. Checked (using chemical smoke) that air flows into exhaust fan grille(s)

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:

EMPLOYEE RIGHT TO KNOW

WRITTEN PLAN

Intermediate School District 917

July 2015

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.**

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.

The material safety data sheets are kept at the following location(s) in our district:

- District Administration Office
- Department that the chemical is being used in
- Nurse or emergency personnel at Dakota County Technical College

The SDS sheets are in alphabetical order by trade name in a designated ring binder.

Employees can obtain access to a SDS at any time by opening the yellow ring binders labeled “Material Safety Data Sheets” located in the areas listed above.

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.

An online SDS system using SafeSchools will be implemented within the next two years to be in compliance by June of 2016. This will eliminate all hard copies and SDS sheets will be available online only.

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; Vehicle Services; 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 Sara Pratt, 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.

CONFINED SPACE ENTRY

WRITTEN PLAN

Intermediate School District 917

July 2015

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 John Christiansen 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)

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.

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.

SECONDARY TECHNOLOGY CENTER SAFETY MANAGEMENT

WRITTEN PLAN

Intermediate School District 917

July 2015

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; Vehicle Services; Heavy Duty Truck Technology; Graphic Technology; 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 will be implementing an online SDS system through SafeSchools. This will be fully implemented by June 1, 2016.

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, a complete and up to date chemical inventory and all corresponding material safety data sheets.** 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.

RESPIRATORY PROTECTION

WRITTEN PLAN

Intermediate School District 917

July 2015

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.

HEARING CONSERVATION

WRITTEN PLAN

Intermediate School District 917

July 2015

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 Vehicle Services Occupation 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.

PERSONAL PROTECTIVE EQUIPMENT

WRITTEN PLAN

Intermediate School District 917

July 2015

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; Vehicle Services - 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 Vehicle Services – 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; Vehicle Services – welding and torching.
- Sources of falling objects or potential for dropping objects occur in: Vehicle Service Careers- 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; Vehicle Services-sheet metal; Science.
- Sources of rolling or pinching objects, which could crush the feet, have been observed in: Vehicle Services – 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; Vehicle Services; 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, Vehicle Services, - Shop coats and welding

Fundamental Chef Training and Food Industry Careers, Science, Animal 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 -- Vehicle Services, Heavy Duty Truck Technology Careers, Career Exploration, Food, Graphic Communications Computer

Safety Eyewear -- Computer Repair, Networking, and Video Game Design, Construction

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, Vehicle Services, 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 - Vehicle Services

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.

LOCKOUT/TAG-OUT ENERGY CONTROL

WRITTEN PLAN

Intermediate School District 917

July 2015

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, Vehicle Services, 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

Superintendent John Christiansen has overall responsibility for coordinating safety and health programs in this district. He is the person having overall responsibility for the Lockout/Tag-out Program. John Christiansen 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.

Letter to Bd 7/14/15



Dakota County Area Learning School

Home of Career & Technical Education

Intermediate School District 917 is an Equal Opportunity Educator and Employer

DCALS Office • 651.423.8458 • 651.423.8263 • 651.423.8287 • Fax 651.423.8760

Eric Van Brocklin, Principal

TO: John Christiansen, Supt.
FROM: Eric Van Brocklin, Principal
RE: Lead Teacher position
DATE: July 7, 2015

I am writing to respectfully recommend the following staff member for the lead teacher positions for the 2015-2016 school year.

<u>Name</u>	<u>Comment</u>
Patty LaBeau	Dakota County Area Learning School (Tech)-Replacing Dale Engman (LOA)
EVB	



Division of School Finance
1500 Highway 36 West
Roseville, MN 55113-4266

Long-Term Facility Maintenance Revenue Application Ten Year Expenditure

ED - 02478-01

INSTRUCTIONS: Enter estimated expenditures that are allowable uses of Long-term Facilities Maintenance Revenue under MS 123B.595, Subd. 10, by UFARS Finance Code by fiscal year in the space provided. Finance codes shown for accessibility and deferred capital expenditures and maintenance projects are proposed new Finance codes

District Name: Intermediat School District 917

District # \$917

Date: 7/10/2015

District Contact for Questions on this Spreadsheet:

E-mail: Nicolle.roush@isd917.k12.mn.us

Name: Nicolle Roush, Business Manager

Phone #: (651) 423-8227

	Fiscal Year, Ending June 30th -->	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ESTIMATED EXPENDITURES:											
Health and Safety, Excluding Projects in Finance codes 358, 363 and 366 Costing > \$100,000 per Site											
Finance	Category										
347	Physical Hazards	\$3,807	\$3,902	\$3,999	\$4,099	\$4,202	\$4,307	\$4,414	\$4,525	\$4,638	\$4,754
349	Other Hazardous Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
352	Environmental Health & Safety Management	\$20,593	\$21,107	\$21,635	\$22,176	\$22,730	\$23,299	\$23,881	\$24,478	\$25,090	\$25,717
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Health and Safety Capital Projects	\$24,400	\$25,009	\$25,634	\$26,275	\$26,932	\$27,606	\$28,295	\$29,003	\$29,728	\$30,471
Health and Safety, Projects Costing > \$100,000 per Site											
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Health and Safety Capital Projects \$100,000 or More	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility											
Finance	Category										
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects											
Finance	Category										
368	Building Envelope	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
369	Building Hardware and Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
370	Electrical	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces		\$45,000	\$20,500	\$21,012	\$21,537	\$22,076	\$5,657	\$5,798	\$23,741	\$24,335
380	Mechanical Systems	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$38,000
381	Plumbing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
383	Roof Systems	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$550,000	\$0	\$0	\$0	\$0
384	Site Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Deferred Capital Expense and Maintenance	\$0	\$50,000	\$25,500	\$26,012	\$26,537	\$572,076	\$5,657	\$5,798	\$23,741	\$62,335
	Total Annual 10 Year Plan Expenditures	\$24,400	\$75,009	\$51,134	\$52,287	\$53,469	\$599,682	\$33,952	\$34,801	\$53,469	\$92,806

end of worksheet



DEFERRED MAINTENANCE			Inflation	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
FIN	ISSUE	PROPOSED SOLUTION											
Site Work													
384	Rear Door side walk is heaved up from frost	completed 13-14 school year											
384	Maintenance for Parking Lots (26,400 sq ft)	completed 15-16 school year	26,400										
Exterior Envelope and Roofing													
383	Roof is a 10 year membrane roof.	Replace Roof with higher warranty 20 year roof	39,939 sf						\$ 550,000.00				
383	Minor Roof Repairs	Repairs to roof (allowance)	Allowance	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00						
368	Tuck Pointing	Touch Up and Tuck Point areas as needed	2.50%										
Interior													
379	Many of the interior walls are frequently damaged and need patching (27,000 sq ft)	Line interior of public are sheet rock walls with a fiber glass panel to help reduce repairs. Each class room would require approx. 1500 sf. Complete approx. 4 to 5 rooms per Year	2.50%	\$ 5,000.00	\$ 5,125.00	\$ 5,253.13	\$ 5,384.45	\$ 5,519.06	\$ 5,657.04	\$ 5,798.47	\$ 5,943.43	\$ 6,092.01	
379	Gym floor is VCT. VCT near exterior is going to pop off soon. Floor is a maintenance issue for cleaning marks and looks bad.	Replace floor with Seamless vinyl or equal (4150 sq ft)	2.50%	\$ 25,000.00									
379	Carpet areas become a health concern from spills and stains (16,000 sq ft)	Replace carpet in 4 to 5 rooms per year.	2.50%	\$ 15,000.00	\$ 15,375.00	\$ 15,759.38	\$ 16,153.36	\$ 16,557.19			\$ 17,798.98	\$ 18,243.96	
Mechanical & Electrical													
380	Roof Top units will age and need repair and / or replacement	Repair &/or Replace Units as needed 17 3-4 ton units and 3 10 tons units	2.50%										\$ 38,000.00
Health and Safety District Wide													
352	Environmental Health & Safety f352	includes IAQ coordinator, Bloodborne Pathogion Training, Hepatitis A&B, PPE, Metro ECSU membership etc	2.50%	\$ 20,593.00	\$ 21,107.83	\$ 21,635.52	\$ 22,176.41	\$ 22,730.82	\$ 23,299.09	\$ 23,881.57	\$ 24,478.61	\$ 25,090.57	\$ 25,717.84
347	Physical Hazard Control f347	Personal Protective Equip. in shop areas and Special Education Programs, OSHA for physical and electrical issues etc.	2.50%	\$ 3,807.00	\$ 3,902.18	\$ 3,999.73	\$ 4,099.72	\$ 4,202.22	\$ 4,307.27	\$ 4,414.95	\$ 4,525.33	\$ 4,638.46	\$ 4,754.42
Technology and Security													
DEFERRED MAINTENANCE			Quantity	\$24,400.00	\$75,010.00	\$51,135.25	\$52,288.63	\$53,470.85	\$599,682.62	\$33,953.56	\$34,802.40	\$53,471.44	\$92,808.23



2027	2028	2029	2030	2031	TOTALS
					\$ -
\$ 25,000.00	\$ 25,000.00				\$ 50,000.00
					\$ -
					\$ 550,000.00
					\$ 20,000.00
		\$ 17,200.00	\$ 17,200.00	\$ 17,200.00	\$ 51,600.00
					\$ -
\$ 6,244.31	\$ 6,400.42	\$ 6,560.43	\$ 6,724.44	\$ 6,892.56	\$ 82,594.76
	\$ 31,250.00				\$ 56,250.00
\$ 18,700.06	\$ 19,167.56	\$ 19,646.75			\$ 172,402.23
					\$ -
	\$ 38,950.00		\$ 39,923.75		\$ 116,873.75
					\$ -
\$ 26,360.78	\$ 27,019.80	\$ 27,695.30	\$ 28,387.68	\$ 29,097.37	\$ 369,272.17
\$ 4,873.28	\$ 4,995.11	\$ 5,119.99	\$ 5,247.99	\$ 5,379.19	\$ 68,266.84
					\$ -
					\$ -
\$81,178.43	\$152,782.89	\$76,222.47	\$97,483.86	\$58,569.12	TOTALS

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING DAKOTA COUNTY INTERMEDIATE SCHOOL DISTRICT NO. 917'S LONG TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE INCLUSION OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG TERM FACILITY MAINTENANCE PROGRAM REVENUE

BE IT RESOLVED by the School Board of Intermediate School District No. 917, State of Minnesota as follows:

1. The school board of Dakota County Intermediate School District No. 917 hereby approves a long term facility maintenance program budget for its facilities for the 2016-2017 school year in the amount of \$24,400.00. The various components of this program budget are attached as Exhibit A here to and are incorporated herein by reference and administration is directed to apply to the Commissioner of the Department of Education for approval.
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long term facility maintenance revenue application.
3. It is proposed that the proportionate share of the costs of the intermediate school district's long term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long term facility maintenance program times a formula that weights two components equally between the member districts; total net tax capacity and Adjusted Pupil Units. The long term facility maintenance costs shall be funded through annual levy instead of issuing bonds.
4. Upon receipt of the proportionate share of long term facility maintenance program revenue attributable to the intermediate school district program, a district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

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

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

COUNTY OF DAKOTA

I, the undersigned, being the duly qualified and acting Clerk of Intermediate School District No. 917, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of Intermediate School District No. 917 held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Dakota County Intermediate School District 917's long-term facility maintenance program budget and authorizing the inclusion of the Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this 14th day of July, 2015.

Clerk
Intermediate School District 917

TO: Board Members
FROM: John Christiansen
DATE: July 9, 2015
RE: Board Item I – Review Superintendent Evaluation

Jill Lewis will provide an overview of the composite results of the superintendent evaluation closed session held on June 2, 2015.

The evaluation feedback document has twenty-one criteria based on the job description. The job description categories are board operations, human resources, budget management, state and federal relations, planning and district operations. The rating scale is as follows:

- 1 – Indicates unacceptable performance
- 2 – Indicates improvement needed
- 3 – Indicates meets expectations
- 4 – Indicates very good performance
- 5 – Indicates outstanding performance

The 2015 composite average for the twenty-one criteria is 4.46. The 2014 composite average for the twenty-one criteria was 4.51. The individual criteria average comparison ratings from 2014 to 2015 had eight criteria averages going up, nine criteria averages going down and four stayed the same.

JC:ljb