

School Board Work Session

Tuesday, August 2, 2022 4:30 PM

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

I. Call to Order - Chair Cindy Nordstrom

II. Conduct Pledge of Allegiance - Chair Cindy Nordstrom

III. Integrity: Aligning our actions with our values and beliefs

III.A.

- Policy

III.B.

- Staff Handbook
- Special Education Handbook
 - <https://sites.google.com/isd917.org/2022-2023parent-guardhandbook>
- DCALS Handbook
 - <https://sites.google.com/isd917.org/parentguardianandstudenthandbo>

III.C.

- Proposed Superintendent's goals for 2022-2023

III.D.

- Aligning work session and Board meetings to Core Values

IV. Adjournment - Chair Cindy Nordstrom



Intermediate School District 917

Purposeful. Personalized. Partners.

1300 145th Street East, Rosemount, MN 55068

(651) 423-8229 * <http://www.isd917.org>

Dr. Michael Favor

TO: School Board
FROM: Dr. Michael Favor
DATE: August 2, 2022
RE: First reading on annual policies

The policies listed below are on for a first reading. These are annual review policies.

- 410 Family and Medical Leave – Read III.J and X.D. Minor changes throughout.
- 413 Harassment and Violence – adopt MSBA language
- 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse – adopt MSBA language
- 415 Mandated Reporting of Maltreatment of Vulnerable Adult- adopt MSBA language
- 506 Student Discipline – minor changes
- 514 Bullying Prohibition – minor changes
- 522 Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process – adopt MSBA language
- 524 Internet Acceptable Use Safety Policy – adopt MSBA language
- 616 School District System Accountability – no changes. FYI MSBA Policy 616 is vastly different.

ISD 917 Vision

Intermediate School District 917 models an innovative culture with diverse pathways serving students and families through equitable practices with highly trained staff.

ISD 917 Core Values

Collaboration * Empathy * Innovation * Stewardship * Communication * Integrity * Personalization * Equity * Diversity

410 FAMILY AND MEDICAL LEAVE POLICY

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

III. DEFINITIONS

A. “Covered active duty” means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a)(13)(B).

B. “Covered servicemember” means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

- C. “Eligible employee” means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her **USERRA (Uniformed Services Employment and Reemployment Rights Act)** covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee’s pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee’s fulfillment of his or her USERRA-covered service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district’s intention to rehire the employee after the break in service. 
- D. “Military caregiver leave” means leave taken to care for a covered servicemember with a serious injury or illness.
- E. “Next of kin of a covered servicemember” means the nearest blood relative other than the covered service member's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered a covered servicemember’s next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember’s only next of kin.
- F. “Outpatient status” means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
1. a military medical treatment facility as an outpatient; or
 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- G. “Qualifying exigency” means a situation where the eligible employee seeks leave

for one or more of the following reasons:

1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
2. to attend military events and related activities of a covered military member;
3. to address issues related to childcare and school activities of a covered military member's child;
4. to address financial and legal arrangements for a covered military member;
5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
7. to attend post-deployment activities related to a covered military member;
8. to address parental care needs; and 
9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.

H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

1. inpatient care in a hospital, hospice, or residential medical care facility; or
2. continuing treatment by a health care provider.

I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.

- J. **“Child” means a biological, adopted, or fostered child, stepchild, legal ward, or child of a person standing in loco parentis, who is either under age 18 or age 18 or older and “incapable of self-care because of a mental or physical disability” at the time that FMLA leave is to commence.**
- K. “Veteran” has the meaning given in 38 U.S.C. § 101. 

IV. LEAVE ENTITLEMENT

A. Twelve Week Leave under Federal Law

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
 - a. birth of the employee’s child and to care for such child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee’s spouse, son, daughter, or parent with a serious health condition;
 - d. the employee’s serious health condition makes the employee unable to perform the functions of the employee’s job; and/or
 - e. any qualifying exigency arising from the employee’s spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
2. For the purposes of this policy, “year” is defined as a rolling 12-month period measured backward from the date an employee’s leave is to commence.
3. An employee’s entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A “serious health condition” typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider,

as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.

5. A “serious injury or illness,” in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
 - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member’s office, grade, rank, or rating; and
 - b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:
 - (1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember’s office, grade, rank, or rating; or
 - (2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
 - (3) a physical or mental condition that substantially impairs the covered veteran’s ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
 - (4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the

Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.
7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
10. The school district requires that all employees requiring a leave of absence for more than five days submit a leave of absence request form to the Benefits Specialist in human resources. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable.

The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.

11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.
13. The school district requires the employee to use any accrued paid leave (PTO, sick, personal, and vacation) congruently with any part of the 12-week period of FMLA Leave. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent is responsible for developing directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twelve Week Leave under State Law

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a.

or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed by the employer. The employee may qualify if he or she has worked for the school district for at least 12 months and has worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the leave. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the employer so that the total leave does not exceed 12 weeks, unless agreed by the employer, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the employer reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

C. Twenty Six Week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.

5. The school district requires the employee to substitute accrued paid leave for any part of the 26-week period. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:
 1. take leave for the entire period or periods of the planned medical treatment; or
 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
 1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
 2. If the **employee** begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's



return from leave would occur during the last two weeks of the semester.

3. If the **employee** begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.

- D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations. This may include the obligation to continue the employee's health insurance and other benefits if the employee qualified for FMLA leave up to the point that the instructional employee was placed on the involuntary leave extension.

VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

- A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.
- B. This policy will be reviewed at least **annually** for compliance with state and federal law.

Legal References: Minn. Stat. §§ 181.940-181.944 (Parenting Leave)
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
38 U.S.C. § 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin "M" (Statutory Provisions Which Grant Leaves to Licensed as well as Non-Licensed School District Employees – Family and Medical Leave Act Summary)

413 HARASSMENT AND VIOLENCE

[Note: State law (Minnesota Statutes section 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minnesota Statutes section 363A (MHRA). This policy complies with that statutory requirement and addresses the other classifications protected by the MHRA and/or federal law. While the recommendation is that school districts incorporate the other protected classifications, in addition to sex, religion, and race, into this policy, they are not specifically required to do so by Minnesota Statutes section 121A.03. The Minnesota Department of Education (MDE) is required to maintain and make available a model sexual, religious, and racial harassment policy in accordance with Minnesota Statutes section 121A.03. MDE's policy differs from that of MSBA and imposes greater requirements upon school districts than required by law. For that reason, MSBA recommends the adoption of its model policy by school districts. Each school board must submit a copy of the policy the board has adopted to the Commissioner of MDE.]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
1. an act done with intent to cause fear in another of immediate bodily harm or death;
 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, when the conduct:
1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 3. otherwise adversely affects an individual's employment or academic opportunities.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
1. "Disability" means, with respect to an individual who
 - a. a physical sensory or mental impairment that materially limits one or more major life activities of such individual;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 2. "Familial status" means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor's legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
 3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
 5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. "Sexual orientation" means having or being perceived as having an emotional,

physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.

7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. Sexual Harassment; Definition
1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
 2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of

sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, section 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
 - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's Protected Class.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of

harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates _____ as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.¹
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

¹ In some school districts the superintendent may be the human rights officer. If so, an alternative individual should be designated by the school board.

- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights or another state or federal agency, 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 Minnesota Statutes chapter 260E may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

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

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)

MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status
Nondiscrimination)

Adopted: _____

MSBA/MASA Model Policy 414

Orig. 1995

Revised: _____

Rev. 2022

**Harassment and Violence Policy 413 Orig. 5/1/2007
Board Approved 10/2/2018
Annual Board Review August 2, 2022, first reading**

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

[Note: This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. Ch. 260E requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event that:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. "Child" means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Juvenile Safety and Placement) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being maltreated or has been maltreated within the preceding three years.
- E. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the

child's culture.

- F. "Neglect" means the commission or omission of any of the acts specified below, other than by accidental means:
1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health care, medical, or other care required for the child's physical or mental health when reasonably able to do so;
 2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
 3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child's own basic needs or safety, or the basic needs or safety of another child in his or her care;
 4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
 5. prenatal exposure to a controlled substance as defined in state law used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
 6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 6, Clause (5);
 7. chronic and severe use of alcohol or a controlled substance by a person responsible for the care of the child that adversely affects the child's basic needs and safety; or
 8. emotional harm from a pattern of behavior that contributes to impaired emotional functioning of the child, which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.

- G. "Nonmaltreatment mistake" occurs when: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the

counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

- H. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- I. "Physical abuse" means any physical injury, mental injury (under subdivision 13), or threatened injury (under subdivision 23), inflicted by a person responsible for the child's care on a child other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 125A.0942 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions that are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions that result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances that 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 result in sickness or internal injury, or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379, including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- J. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes maltreatment of a child and contains sufficient content to identify the child and any person believed to be responsible for the maltreatment, if known.
- K. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- L. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a current or recent position of authority

(as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor that constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation that requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

- M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm; (2) been found to be palpably unfit; (3) committed an act that resulted in an involuntary termination of parental rights; (4) , or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative.

IV. REPORTING PROCEDURES

- A. A mandated reporter shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.
- B. An oral report shall be made immediately by telephone or otherwise., The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment, and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.

- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, plus costs and reasonable attorney fees. Knowingly or recklessly making a false report also may result in discipline.

[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]

V. INVESTIGATION

- A. The responsibility for assessing or investigating reports of suspected maltreatment rests with the appropriate state, county, or local agency or agencies. The agency responsible for assessing or investigating reports of maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged offender, and any other person with knowledge of the maltreatment for the purpose of gathering facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of the alleged offender or parent, legal guardian, or school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian, or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged offender is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable, and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged offender is believed to be a school official or employee, the school

district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.

- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)

Minn. Stat. § 609.379 (Reasonable Force)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Adopted: _____ MSBA/MASA Model Policy 415
Orig. 1995
Revised: _____ Rev. 201522

Mandated Reporting of Maltreatment of Vulnerable Adult Policy 415
Orig. 12/17/1996
Annual Board Review July 7, 2020
Annual Board Review August 2, 2022

Formatted: Font: Bold, Font color: Text 1
Formatted: Right
Formatted: Font: Bold, Font color: Text 1

415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

[Note: This policy reflects the mandatory law regarding reporting maltreatment of vulnerable adults and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to ~~fully~~ comply fully with Minnesota Statutes section § 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

A. "Abuse" means:

- 1. An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in Minnesota Statutes sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in Minnesota Statutes section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in Minnesota Statutes section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in Minnesota Statutes sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.
- 2. Conduct which is not an accident or therapeutic conduct as defined in Minnesota Statutes section 626.5572 which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons

against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under Minnesota Statutes section 245.825.

3. Any sexual contact or penetration as defined in Minn. Stat. § 609.341 between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.

4. The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another.

Abuse does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 2.

B. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

C. "Common entry point" means the entity responsible for receiving reports of alleged or suspected maltreatment of a vulnerable adult and designated by the Commissioner of the Minnesota Department of Human Services as the MN Adult Abuse Reporting Center (MAARC).

D. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

E. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

F. "Mandated Reporters" means a professional or professional's delegate while engaged in education. any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.

G. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.

H. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.

I. Neglect also means the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to

maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by ~~Minn. Stat. §Minnesota Statutes section~~ 626.5572, Subd. 17.

J. "School personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.

K. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under ~~Minn. Stat. Ch. Minnesota Statutes chapter~~ 245A, except as excluded under ~~Minn. Stat. §Minnesota Statutes section~~ 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or whether any type of service is received, possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to ~~adequately~~ provide adequately for the person's individual's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall, to the extent possible, identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose not public data, as defined under ~~Minn. Stat. §Minnesota Statutes section~~ 13.02, to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered

by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy ~~shall~~ should appear in school personnel handbooks ~~where~~ as appropriate.
- B. The school district will develop a method of discussing this policy with employees ~~where~~ as appropriate.
- C. This policy ~~shall~~ should be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. § 13.02 (~~Government Data Practices; Collection, Security, and Dissemination of Records; Definitions~~)
[Minn. Stat. Ch. 245A \(Human Services Licensing\)](#)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)
Minn. Stat. § 609.232 ~~34~~ (~~Crimes Against Vulnerable Persons~~ Adults; Definitions)
~~Crimes Against the Person~~
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
[MSBA/MASA Model Policy 515 \(Protection and Privacy of Pupil Records\)](#)

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, **Minnesota Statutes sections** ~~Minn. Stat. §§~~ 121A.40-121A.56.

In view of the foregoing and in accordance with **Minnesota Statutes sections** ~~Minn. Stat. §~~ 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents or guardians, community members, and such other individuals and organizations

as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents or guardians responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents or guardians. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Administrator. The school administrator is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The administrator shall give direction and support to all school personnel performing their duties within the framework of this policy. The administrator shall consult with parents or guardians of students conducting themselves in a manner contrary to the policy. The administrator shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents or guardians. An administrator, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- F. Parents or Legal Guardians. Parents or guardians shall be held responsible for the

behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

IV. STUDENT RIGHTS

All students have the right to an education and the right to learn.

V. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures; except when a manifestation of disability has been determined;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;

- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VI. CODE OF STUDENT CONDUCT

- A. The following are examples of potential unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of profanity or obscene language, or the possession of obscene materials;
 - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
 - 4. Violation of the school district's Hazing Prohibition Policy;
 - 5. Attendance problems including, but not limited to, truancy, absenteeism,

- tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
 7. Opposition to authority using physical force or violence;
 8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment Policy;
 9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
 10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
 11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
 12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
 13. Violation of the school district's Weapons Policy;
 14. Violation of the school district's Violence Prevention Policy;
 15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
 16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
 17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
 18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where

there is a risk of fire, except where the device is used in a manner authorized by the school;

19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, radios, phones, including picture phones; wearable technology, or smart watches.
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy, and the Student Transportation Safety Policy of their home district;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district' Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang

membership;

31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Sexual and/or racial abuse and/or harassment; THIS ONE IS NOT IN THE MSBA POLICY. Leave or take out?
38. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
39. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
40. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
41. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
42. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
43. 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;

44. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
45. Violation of the school district's one-to-one device rules and regulations;
46. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
47. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

VII. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, administrator, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent or guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent ~~or Guardian~~ contact;
- D. Parent ~~or Guardian~~ conference;
- E. Removal from class;
- F. In-school suspension;

- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;

R. Saturday school; This is in MSBA Policy – in or out? See IX.C.7.b...it is also referenced here.

- R. Expulsion under the Pupil Fair Dismissal Act;
- S. Exclusion under the Pupil Fair Dismissal Act; and/or
- T. Other disciplinary action as deemed appropriate by the school district.

VIII. REMOVAL OF STUDENTS FROM CLASS

- A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student’s parents or guardians. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student’s conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. “Removal from class” and “removal” mean any actions taken by a teacher, administrator, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

This is in MSBA Policy – do we need it??

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

B. Procedures for Removal of a Student from a Class

Teachers have the responsibility to attempt to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement or proactive strategies, offering options from the student's Positive Behavior Support Plan (PBSP), assigning consequences, or contacting the student's parents or guardian. The IEP and/or PBSP shall drive decisions regarding the removal of special education students from a class or activity. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class. "Removal from class" and "removal" mean any actions taken by a teacher, administrator, or other school district employee to prohibit a student from continuing to participate in a class or activity with the student's peers. Students who are asked to leave a class by a teacher shall be sent or escorted to the office or other designated area.

C. Responsibility for and Custody of a Student Removed From Class

A teacher removing a student receiving special education services from class is required to have the student escorted to the school office or other designated area by either the teacher, a paraprofessional, or other staff and verify his or her arrival as soon as practicable. For a student receiving special education services, the student's PBSP or agreed-upon conditional procedures plan will be followed and the case manager will be notified. General education students shall be sent to the office or other designated area. If a student who is removed from class fails to report to the designated area, the teacher will report this to the building administrator.

D. Procedures for Return of a Student to a Class From Which the Student Was Removed

Students who are removed from class may return to class the same day, or the next school day, unless the administration (or in the case of student receiving special education services, the IEP team and the administrator) deems additional action or requirements for return are necessary. A general education student may return to class after a conference with the appropriate administrator or teacher, and/or the parent or guardian. At the time of this conference a definite plan of action shall be established, including a review of any existing special education services. A student may return to the class or the activity after becoming calm, demonstrating regulated behavior and meeting with staff as needed to reenter. At this time a plan of action appropriate to the incident and reentry to class shall be developed with the special education student. Staff and the case manager shall meet afterwards, if necessary, to review the student's PBSP.

E. Procedures for Notification

In typical circumstances, parents or guardians shall receive notification of the student's removal from class for students under 18 years of age, or for students receiving special education services 18 or older, or as provided in the IEP. At a minimum, a parent or guardian will be notified if a student is removed from class more than ten (10) times. Students and parents or guardian are informed by the program administrator or designee of the resulting disciplinary action and readmission plan, if any, consistent with state and federal law. Students and their parents or guardian shall be notified of the need to hold a meeting to modify the

IEP or PBSP, as appropriate. Seclusionary time out notification shall be made as required by the IEP or PBSP. If emergency restrictive procedures have been implemented, the parent or guardian shall be notified by the student's teacher, a school social worker, school psychologist, behavior specialist, or program administrator according to the district's restrictive procedures plan.

F. Students With Disabilities: Special Provisions

If a student receiving special education services is removed from class, at the time of reentering the class or activity the student's case manager and other staff shall determine whether there is a need for a team review of the adequacy of the student's IEP and PBSP, if any, and the need for any additional assessment. If the student does not have a PBSP a Functional Behavioral Assessment may be considered. When necessary a manifestation determination hearing shall be held to assess the impact, if any, of the student's disability upon the student's conduct.

G. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises

School Board Policy **417 Chemical Use and Abuse 6.12 (Students and Chemical Dependency)** addresses chemical abuse problems of students while on school premises. The school social worker is the program contact person who would refer the student or parent or guardian to assessment resources.

IX. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive general or special education instruction during that dismissal period.
2. If a student’s total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student’s parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian’s expense. The purpose of this meeting is to attempt to determine the student’s need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct,

except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the student to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
6. The program administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After program administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;

- b. assign the student to attend school on Saturday as supervised by the administrator or the administrator's designee; and
 - c. petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.
8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, **Minnesota Statutes sections** ~~Minn. Stat. §§~~ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
 9. The program administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
 10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
 11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, **Minnesota Statutes sections** ~~Minn. Stat. §§~~ 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or

guardian.

5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, **Minnesota Statutes sections** ~~Minn. Stat. §§~~ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to [Minnesota Statutes sections Minn. Stat. § 121A.49](#). The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective

date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

X. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with **Minnesota Statutes section** ~~Minn. Stat. §~~ 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents or guardians to provide a sympathomimetic medication for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, administrator or other school district official may provide additional notification as deemed appropriate.

XII. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, **Minnesota Statutes chapter** ~~Minn. Stat. Ch.~~ 13.

XIII. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent or guardian shall, consistent with federal law, conduct a manifestation determination and determine whether the child's

behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XIV. DISTRIBUTION OF POLICY

The school district will notify students and parents or guardians of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents or guardians at the commencement of each school year and to all new students and parents or guardians upon enrollment by publication in the parent/student handbook. This policy shall also be available upon request in each administrator's office.

XV. REVIEW OF POLICY

The administrator and representatives of parents or guardians, students and staff in each school building shall confer at least **annually** to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.60(Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)

Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, section 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

514 BULLYING PROHIBITION POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

negate the prohibitions contained in this policy.

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

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

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

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

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

III. DEFINITIONS

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

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

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

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.

- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

- E. “On school premises, on school district property, at school functions or activities,

or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

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

IV. REPORTING PROCEDURE

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

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible

for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with **Minnesota Statutes section** ~~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 515 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 506 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 **Minnesota Statutes section** ~~Minn. Stat. § 121A.031~~ and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

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

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal)

of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (**Title IX Sex Nondiscrimination Policy**)
~~Student Sex Nondiscrimination~~) MSBA/MASA Model Policy 524
(Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Adopted: _____

MSBA/MASA Model Policy 522

Orig. 1995

Revised: _____

Rev. 2022

Student Sex Nondiscrimination Policy 522

Orig. 10/5/2005

Board Approved 10/2/18

Board Reviewed 7/9/19

Annual Board Review August 2, 2022, first reading

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

[Note: On May 6, 2020, the U.S. Department of Education, Office for Civil Rights (OCR), released the long-awaited final rule amending Title IX regulations at 34 Code of Federal Regulations part 106. These regulations, which went into effect on August 14, 2020, are the first Title IX regulations applicable to sexual harassment and are applicable to complaints by both school district students and employees. The extensive regulations will require districts to revise their policies and procedures with respect to sexual harassment and ensure that administration and staff are trained on the new requirements.

The final rule requires school districts to provide notice of its nondiscrimination policy and grievance procedures, including how to file or report sexual harassment and how the school district will respond to the following groups: applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the school district. 34 Code of Federal Regulations section 106.8(b). The provisions of this policy generally conform to the requirements of the new regulations].

I. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with

the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

The school board hereby designates Don Budach, 1300 145th Street East, Rosemount, MN 55068, 651-423-8426, don.budach@isd917.org as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020, and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
 - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an

education program or activity of the school district with which the formal complaint is filed.

- G. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
 - 1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 - 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 - 3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 United States Code section 12291).
- L. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- M. "Title IX Personnel" means any person who addresses, works on, or assists with the school district's response to a report of sexual harassment or formal complaint, and

includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

1. "Title IX Coordinator" means an employee of the school district that coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
2. "Investigator" means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
4. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

[NOTE: It is recommended that school districts designate a primary Title IX Coordinator and at least one alternate Title IX Coordinator so that the alternate can undertake Title IX Coordinator responsibilities in the event the primary Title IX Coordinator is a party to a complaint or is otherwise not qualified under this policy to serve in that role in a particular case.]

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However,

equality or parity with respect to supportive measures provided to complainants and respondents is not required.

2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code section 1232g, FERPA regulations, 34 Code of Federal Regulations part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

[NOTE: The Title IX regulations require reasonably prompt timeframes for conclusion of the grievance process, but do not specify any particular timeframes. The time periods below are suggested. School districts may establish their own district-specific timeline, although it is recommended that legal counsel be consulted before adjusting time periods.]

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.

2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.

- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;

4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

[NOTE: The interrelationship between the Title IX regulations authorizing the emergency removal of student and the Minnesota Pupil Fair Dismissal Act (MPFDA) is unclear at this time. School districts should consult with legal counsel regarding the emergency removal of a student. At a minimum, it is recommended that school districts provide alternative educational services, as defined in the MPFDA, to any student so removed under the Title IX regulations.]

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but

only after a formal complaint has been received by the school district.

- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the school district's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the school district; or
 - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

[NOTE: For example, school districts are reminded of the obligation under Minnesota Statutes section 122A.20, subdivision 2, to make a mandatory

report to the Minnesota Professional Educator Licensing and Standards Board concerning any teacher who resigns during the course of an investigation of misconduct.]

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

[NOTE: The Title IX regulations do not require school districts to conduct live hearings as part of the decision-making phase of the grievance process. Accordingly, this Policy does not include procedures for a live hearing. If a school district desires to create such procedures, legal counsel should be consulted.]

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the

other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.

- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker 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 incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
 - C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
 - D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
 - E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the school district's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
 - 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 - 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 - 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
 - 4. Notice of the school district's grievance procedures and grievance process

contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

[NOTE: School districts should consider amending their respective retention schedules to reflect the recordkeeping requirements discussed below].

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
 - 1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 - 2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
 - 3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 - 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

- B. The school district must also maintain for a period of seven calendar years records of:
 - 1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
 - 2. Any appeal and the result therefrom;
 - 3. Any informal resolution and the result therefrom; and
 - 4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. §§ 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act ("Clery Act"))

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status
Nondiscrimination)

Adopted: _____

MSBA/MASA Model Policy 524

Orig. 1996

Revised: _____

Rev. 2022

ISD 917 Internet Acceptable Use and Safety Policy 524

Annual Board Review July 7, 2020

Board revised December 7, 2021

Board annual review, August 2, 2022, first reading

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

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

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

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

under other applicable laws.

V. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
 2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
 5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
 6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

[Note: School districts should consider the impact of this paragraph on

present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
7. 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 system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without

authorization from the appropriate school district official.

10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
 - C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER Need to choose an option here.

[Note: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts seeking technology revenue pursuant to Minnesota Statutes section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]

ALTERNATIVE NO. 1

[Note: For a school district that does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under Minnesota Statutes section 125B.15.]

All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall

not discriminate based on viewpoint.

[Note: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to restrict student access to such materials.]

ALTERNATIVE NO. 2

[Note: Technology revenue is available to school districts that meet the additional condition of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.]

- A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.
- B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

ALTERNATIVE NO. 3

[Note: School districts that receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy that contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.]

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
 - D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
 - E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

[Note: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).

- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district

resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:

1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
1. the technology provider's employees or contractors have access to educational data only if authorized; and
 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
1. any location-tracking feature of a school-issued device;

2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 2. the activity is permitted under a judicial warrant;
 3. the school district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVI. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall

conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. ___, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194(2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff’d* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee’s Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Adopted: _____

MSBA/MASA Model Policy 616

Orig. 1997

Revised: _____

Rev. 202219

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

[Note: ~~Minn. Stat. § Minnesota Statutes section~~ 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of ~~Minn. Stat. §Minnesota Statutes section~~ 120B.11.]

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process ~~which that~~ promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law ~~will requires~~ a new level of accountability for the school district. The school district ~~will established~~ a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also ~~will established~~ a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

- 1. The school board has established school district-wide goals ~~which that~~ provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic

Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.

2. The Advisory Committee ~~is will be~~ established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under ~~Minn. Stat. §Minnesota Statutes section~~ 123B.147, ~~Subd. 3~~, and teacher evaluations under ~~Minn. Stat. §Minnesota Statutes section~~ 122A.40, ~~Subd. 8~~, or 122A.41, ~~Subd. 5~~.

[Insert Local Cycle in this space]

- C. Implementation of Graduation Requirements

1. The Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By [date] of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.
3. The Advisory Committee shall meet the following criteria:
 - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents. Included in its membership should be:
 - a. The Director of Curriculum (or similar educational leader)

- b. Principal
- c. School Board Member
- d. Student Representative
- e. One teacher from each building or instructional level
- f. Two parents from each building or instructional level
- g. Two residents without school-aged children, non-representative of local business or industry
- h. Two residents representative of local business or industry
- i. District Assessment Coordinator (if different from "a." above)

[Note: This Advisory Committee composition is a model only.]

- 5. Translation services should be provided to the extent appropriate and practicable.
- 6. The Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

- E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting

- 1. Consistent with ~~Minn. Stat. §~~Minnesota Statutes section 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district

success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.35 (Student Academic Achievement Levels and Growth)
Minn. Stat. § 120B.36 (School Accountability; ~~Appeals Process~~)
Minn. Stat. § 122A.40, ~~Subd. 8~~ (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, ~~Subd. 5~~ (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements Agreement)
Minn. Stat. § 123B.147, ~~Subd. 3~~ (Principals)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 ~~00-3501.0815~~ (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

Intermediate School District 917 supports the importance of creating educational opportunities for all Minnesota youth to enter the workforce as highly qualified individuals. We recognize our role as an intermediate school district in assisting our member districts to achieve the World’s Best Workforce Strategic and Accountability Plans.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for Minnesota independent school districts. Intermediate School District 917 will support its member school districts which establish a system of transition to the graduation requirements of the Minnesota Academic Standards.

III. DEFINITIONS

- A. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- B. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

Legal References: 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: ISD 917 Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

What are “protected classes”?

Defined as: “A class or group of people who are protected against discrimination as a result of being a member of a protected class.”

The 10 Federally “Protected Classes” are:

- **Race** (Civil Rights Act of 1964, Title VII)
- **Religion** (Civil Rights Act of 1964, Title VII)
- **National Origin/Citizenship** (Civil Rights Act of 1964, Title VII)
- **Age** (those over 40) (Age Discrimination in Employment Act of 1967)
- **Sex** (Male/Female) (Equal Pay Act of 1963 and the Civil Rights Act of 1964, Title VII)
- **Pregnancy** (Pregnancy Discrimination Act of 1978)
- **Familial Status** (Married/Children) (Civil Rights Act of 1964, Title VII and Family Medical Leave Act of 1993)
- **Disability** (Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990/Amended 2008)
- **Military or Veteran** (Vietnam Era Veterans’ Readjustment Assistance Act of 1974 and Uniformed Services Employment and Reemployment Rights Act of 1994)
- **Genetic Information** (Genetic Information Nondiscrimination Act of 2008)



Intermediate School District 917

Purposeful. Personalized. Partners.

1300 145th Street East, Rosemount, MN 55068

(651) 423-8229 * <http://www.isd917.org>

Intermediate School District 917

Staff Handbook

2022-2023



The information in this handbook is a reference.

District policy, negotiated labor agreements, and federal, state, and local laws are summarized.

Please refer to legal documents for specifics.

All staff members are responsible for reading and following all ISD 917 policies and procedures, including this handbook and information linked in this document.

This summary of district procedures supersedes any earlier district handbooks.

Table of Contents

[Welcome from the Superintendent](#)

[Welcome from the Board Chair](#)

[Mission, Vision, Core Values, Motto, & Strategic Directions](#)

[ISD 917 At a Glance](#)

[Intermediate School Districts](#)

[Key Dates in ISD 917 History](#)

[Programs Locations & School Times](#)

[ISD 917 Organizational Chart](#)

[ISD 917 2022-2023 Academic Calendar](#)

[Staff Commitments](#)

- [Collaboration](#)
 - [District Collaborations](#)
 - [Site Collaborations](#)
 - [Strategic Partners](#)
- [Empathy](#)
 - [Memorandum of Agreement](#)
- [Innovation](#)
 - [Professional Development](#)
 - [Educator License Renewal](#)
 - [Outside/Additional Employment for Licensed Staff](#)
- [Stewardship](#)
 - [Health & Safety](#)
 - [Crisis Management](#)
 - [Bloodborne Pathogens](#)
 - [COVID-19](#)
 - [Work-Related Accident Reports & Workers' Compensation](#)
 - [Working with Students](#)
 - [Student Handbooks](#)
 - [Student Supervision](#)
 - [Wellness](#)
 - [Learning & Working Environment Free from Harassment and Violence](#)
 - [Employee-Student Relationships](#)
 - [Student Discipline](#)
 - [Search of Student Lockers, Desks, Personal Possessions, & Person](#)
 - [Bullying Prohibition](#)
 - [Staff Notification of Violent Behavior By Students](#)
 - [Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds](#)

- [Mandated Reporting of Child Neglect or Physical or Sexual Abuse](#)
 - [Student Injury/Accident](#)
 - [SafeSchools Training](#)
 - [AlertUs Mobile App](#)
 - [School Safety Drills and Emergency Evacuation of Buildings](#)
 - [Indoor Air Quality](#)
 - [Allergens & Chemical Sensitivity](#)
 - [Smoking Restrictions](#)
 - [Drug-Free Workplace/Schools](#)
 - [Weapons](#)
 - [Emergency Closings](#)
 - [Transportation](#)
 - [Parking](#)
 - [Visitors](#)
- [Human Resources, Payroll, & Benefits Information](#)
 - [Contracts/Master Agreements](#)
 - [Job Postings](#)
 - [Background Checks](#)
 - [Paychecks](#)
 - [District Identification](#)
 - [Employee Access Center: Pay Information System](#)
 - [Absence Reporting & Leave Requests](#)
 - [Resignations](#)
 - [Employee Benefits](#)
 - [Insurance Coverage](#)
 - [Tax Sheltered Annuities and Deferred Compensation](#)
 - [Direct Deposit](#)
 - [Employee Assistance Program](#)
- [Purchasing & Reimbursement](#)
- [Gifts](#)
- **[Communication](#)**
 - [Communications with Staff](#)
 - [Staff Directory](#)
 - [Communications with Students & Families](#)
 - [Confidentiality](#)
 - [Technology for Communication](#)
 - [Acceptable Use of Technology](#)
 - [Google Suite](#)
 - [Website](#)
 - [Infinite Campus](#)
 - [Social Media](#)
 - [Phones & Voicemail](#)
 - [Walkie Talkies](#)
 - [Cell Phones](#)

- [Tech Support](#)
 - [District Branding](#)
- **[Integrity](#)**
 - [Curriculum, Instruction, & Assessment](#)
 - [ISD 917 Staff Code of Ethics](#)
 - [Staff Expectations & Responsibilities](#)
 - [Employee Dress Code](#)
 - [Staff Attendance](#)
- **[Personalization](#)**
 - [Individual Education Plans](#)
 - [Section 504](#)
 - [Person-First Language](#)
 - [Alternative Learning](#)
 - [Career & Technical Education](#)
- **[Equity](#)**
 - [Lenses of Equity](#)
 - [Absent Narratives](#)
 - [Public Education](#)
 - [Hazing Prohibition](#)
 - [Disability Nondiscrimination](#)
 - [Gender Identity](#)
- **[Diversity](#)**
 - [Service Animals in Schools](#)
 - [Pledge of Allegiance](#)
 - [Staff & Student Recognition](#)

[ISD 917 Glossary](#)

Welcome from the Superintendent!



Greetings! My name is Dr. Michael Favor, and I am proud to be entering my second year as the Superintendent of Intermediate School District 917. I am excited about the 2022-2023 school year, and I look forward to partnering with you to serve our students, families, and community.

At ISD 917, we belong to each other. We demonstrate this through the continuous improvement of our systems, structures, policies, and practices to strengthen our relationships and connections and lead to transformative change. We illustrate it by centering our students' humanity in our decision-making and engaging our own and each other's humanity in the work we do individually and collectively.

Thanks to the collaborative efforts of our staff, students, families, administrators, and School Board, we have an incredible district-wide Strategic Plan to center our work this school year. Each of us plays an important role in realizing our district vision - modeling an innovative culture with diverse pathways serving students and families through equitable practices with highly trained staff.

This handbook is designed to support each of us to implement our district's Strategic Directions and Core Values so we can be purposeful, personalized partners for our students, families, and each other.

I appreciate each and every one of you. Thank you for all you do.

Sincerely,
Dr. Michael Favor
Superintendent of ISD 917

Learn more about ISD 917 & the Role of the Superintendent at:

www.isd917.org

https://www.isd917.org/about/school_board/policies/300_administration

<https://www.facebook.com/intermediate917>

<https://www.instagram.com/intermediate917/>



Welcome from the Board Chair!

Welcome to our 2022-23 School Year, ISD 917 Staff !

We know that you are ready to provide high quality, equitable and specialized programming for all the students who join us this year. As an Intermediate School District, you provide innovative culture with diverse pathways to serve the students and families. As your school board, we represent the nine member districts and collaborate with administration to support our ISD 917 District Motto of *Purposeful. Personalized. Partners.* We provide governance and trust that our ISD 917 administrators provide the managerial skills and tasks the district needs.



Thank you in advance for your commitment and dedication to our core values.

- **Collaboration:** Working together to achieve more collectively.
- **Empathy:** Considering and respecting the perspective and needs of member districts, students, families and staff.
- **Innovation:** Ongoing improvement of programs and services.
- **Stewardship:** Managing financial and human resources carefully and responsibly.
- **Communication:** Multi-dimensional, transparent conversation focused on sharing information and creating a positive learning and working environment.
- **Integrity:** Aligning our actions with our values and beliefs.
- **Personalization:** Building on the strengths and addressing the unique needs of individual students.
- **Equity:** Intentionally providing opportunities while removing barriers at all levels of the organization.
- **Diversity:** Appreciating and valuing everyone's unique selves.

We believe in these core values and we believe in you!!!

Cheers to a great 2022-23!!!!

Cindy Nordstrom
Intermediate School District 917 Board Chair



Learn more about the ISD 917 School Board at:

https://www.isd917.org/about/school_board

https://www.isd917.k12.mn.us/about/school_board/policies

[https://www.isd917.org/about/school_board/policies/200 the school board](https://www.isd917.org/about/school_board/policies/200_the_school_board)

Mission, Vision, Core Values, Motto, & Strategic Directions

Mission (= Our Core Purpose)

In partnership with member districts, Intermediate School District 917 provides high quality, equitable, and specialized programming to meet the needs of all students.

Vision (= What We Intend to Create)

Intermediate School District 917 models an innovative culture with diverse pathways serving students and families through equitable practices with highly trained staff.

Core Values (= Drivers of Our Words and Actions)

- **Collaboration:** Working together to achieve more collectively.
- **Empathy:** Considering and respecting the perspective and needs of member districts, students, families and staff.
- **Innovation:** Ongoing improvement of programs and services.
- **Stewardship:** Managing financial and human resources carefully and responsibly.
- **Communication:** Multi-dimensional, transparent conversation focused on sharing information and creating a positive learning and working environment.
- **Integrity:** Aligning our actions with our values and beliefs.
- **Personalization:** Building on the strengths and addressing the unique needs of individual students.
- **Equity:** Intentionally providing opportunities while removing barriers at all levels of the organization.
- **Diversity:** Appreciating and valuing everyone's unique selves.

Strategic Directions (= Focus of Our Improvement Efforts)

- Increase student achievement and engagement
- Support and lead staff through continuous improvement
- Deepen engagement of stakeholders through quality, equitable communication practices
- Increase social-emotional learning and skills for students and staff
- Increase support for ALL through inclusive practices

District Motto

Purposeful. Personalized. Partners.

ISD 917 At a Glance

Member Districts:

SSD 6 - South Saint Paul Public Schools
 ISD 191 - Burnsville-Eagan-Savage School District
 ISD 192 - Farmington Area Public Schools
 ISD 194 - Lakeville Area Public Schools
 ISD 195 - Randolph Public Schools
 ISD 197 - West Saint Paul-Mendota Heights-Eagan Area Schools
 ISD 199 - Inver Grove Heights Community Schools
 ISD 200 - Hastings Public Schools
 ISD 271 - Bloomington Public Schools

ISD 917 School Board consists of a board member from each member district

Secondary Programs <i>10th-12th grades</i>		Special Education Programs <i>Birth to Age 21</i> <i>(depending on program)</i>
Career & Technical Education (CTE)	Dakota County Alternative Learning School (DCALS)	
Computer Technology Construction Trades Fundamental Chef Graphic Design Mechatronics Medical Careers Transportation	DCALS-Main DCALS-North	CASE: Customized Alternative Solutions for Education DASH: Developmental Disabilities, Academics, Socialization, & Health Services IDEA: Intra-Dakota Educational Alternative PACES: Program Alternative for Communication, Education, and Socialization SUN: Students with Unique Needs TEA: Therapeutic Education Alternative TEA-ECSE: Therapeutic Education Alternative-Early Childhood Special Education TESA: Transitional Education Service Alternative DHH: Deaf/Hard of Hearing Resource Care & Treatment Educational Services Itinerant Services
<u>Location:</u> Dakota County Technical College (DCTC) in Rosemount	<u>Locations:</u> DCALS-Main: Dakota County Technical College (DCTC) in Rosemount DCALS-North: West Saint Paul	<u>Locations:</u> Throughout south metro suburbs (see Program Locations & School Times)

Intermediate School Districts

Intermediate School Districts, including ISD 917, were established by the Minnesota Legislature in **1969** and are governed by [Minnesota Statute Chapter 136D](#), under Postsecondary Education. They are defined as, “cooperative program[s]...that offer integrated services for secondary, postsecondary, and adult students in the areas of vocational education, special education, and other authorized services.”

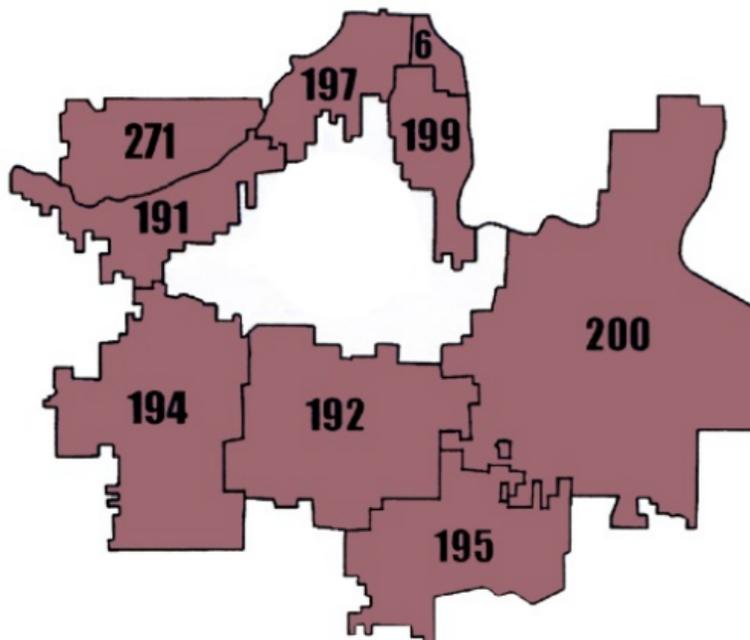
ISD 917 is also governed by Minnesota Statute, [chapters 120 through 129C](#) on PreK-12 education.

There are **four Intermediate School Districts** in Minnesota:

- [Intermediate School District 917](#) (southeast metro)
- [Intermediate School District 916](#) (northeast metro)
- [Intermediate School District 287](#) (west metro)
- [Intermediate School District 288](#) (southwest metro)

ISD 917 serves special education, career & technical education, and/or alternative learning needs of 9 member districts while sharing space and partnering with [Dakota County Technical College](#) (DCTC) where our district office and some academic programs are located. Other programs are located in 25 sites throughout the southeast metro area. Some spaces are owned by ISD 917, while others are leased from member districts.

ISD 917 Member Districts



Key Dates in ISD 917 History

- 1969 - Intermediate School District 917 established by the Minnesota Legislature
- 1970 - ISD 917 School Board established
- 1972 - Amendments added to U.S. Constitution strengthening educational rights for all students
- 1973 - Rosemount campus opened for shared use by DCTC and ISD 917
- 1970 - Harold Grudem hired as founding Superintendent of ISD 917 (1970-1982)
- 1972 - Special Education Director Curt Thorstenson began his tenure with ISD 917 (1972-1984)
- 1970 - Superintendent Donald McGuire began his tenure with ISD 917 (1982-1989)
- 1972 - Special Education Director Dan Sullivan began his tenure with ISD 917 (1984-2008)
- 1982 - DASH program established
- 1983 - IDEA & TESA programs established
- 1986 - PACES program established
- 1986 - DCALS program established as a night school before transitioning to day school
- 1989 - Superintendent Roger Norsted began his tenure with ISD 917 (1989-2000)
- 1993 - Sunset Act of 1993
- 1995 - Establishment of Minnesota State Colleges and Universities separated ISD 917 & DCTC
- 1995 - ISD 196 ended ISD 917 member district status
- 2000 - Superintendent Bill Larson began his tenure with ISD 917 (2000-2005)
- 2003 - IDEA program established
- 2007 - SUN program established
- 2008 - Superintendent Dr. John Christensen began his tenure with ISD 917 (2005-2018)
- 2008 - Special Education Director Melissa Schaller began her tenure with ISD 917
- 2008 - Alliance Education Center established
- 2009 - TEA program established
- 2011 - ISD 271 joined ISD 917 as a member district
- 2013 - Cedar School established
- 2016 - Superintendent Mark Zuzek began his tenure with ISD 917 (2018-2021)
- 2017 - CASE program established
- 2018 - Perkins Act V reauthorized
- 2018 - ECSE TEA program established
- 2019 - DCALS South opened
- 2020 - Michael Berndt confirmed as DCTC President after 2 years as Interim President
- 2021 - Superintendent Dr. Michael Favor began his tenure with ISD 917
- 2021 - President Biden visited DCTC
- 2022 - Governor Walz visited ISD 917
- 2022 - DCTC & ISD 917 Joint Powers Agreement revised
- 2022 - DCALS South site closed

Program Locations & School Times

Location	Address	Program	Phone #	School Hours	Emergency Closure Follows
Akin Road Elementary	5231 195th St West Farmington, MN 55024	PACES	651-460-170	7:40am - 2:10pm	ISD 192
Alliance Education Center (AEC)	14300 Biscayne Avenue West Rosemount, MN 55068	CASE	651-423-8100	8:00am - 2:25pm	ISD 917
		IDEA		7:45am - 2:10pm	
		SUN		7:45am - 2:10pm	
Bloomington Transition Center (BTC)	2575 W 88th Street, Door 10 Bloomington, MN 55431	DASH	952-681-6118	7:45am - 2:20pm	ISD 271
		SUN			
		TESA			
Boeckman Middle School	800 Denmark Avenue Farmington, MN 55024	PACES	651-460-1401	8:40am - 3:30pm	ISD 192
Cedar School	2140 Diffley Road Eagan, MN 55122	SUN	952-707-4000	7:45am - 2:10pm	ISD 917
Christina Huddleston Elementary	9569 175th Street West Lakeville, MN 55044	PACES	952-232-3100	8:50am - 3:20pm	ISD 194
Concord Education Center	9015 Broderick Boulevard Inver Grove Heights, MN 55076	SUN	612-902-9300	7:45am - 2:10pm	ISD 917
Dakota County Technical College (DCTC)	1300 145th Street East Rosemount, MN 55068	District Office	651-423-8229	Not Applicable	ISD 917
		CTE	651-423-8458	Shift #1: 7:45am - 10:00am Shift #2: 10:15am - 11:55am Shift #3: 12:30pm - 2:05pm	
		DCALS-Main	651-423-8447	7:40am - 2:15pm	
		TESA	651-423-8401	7:45am - 2:20pm	
DCALS-North	150 East Marie Avenue West St. Paul, MN 55118	DCALS-North	651-332-5570	7:45am - 2:35pm	ISD 917
Farmington High School	20655 Flagstaff Avenue Farmington, MN 55024	PACES	651-252-2501	8:10am - 2:55pm	ISD 192

Hastings High School	200 General Sieben Drive Hastings, MN 55033	DASH	651-480-7470	7:30am - 2:20pm	ISD 200
Inver Grove Heights Middle School	8167 Cahill Avenue Inver Grove Heights, MN 55076	DHH	651-306-7200	Inactive for 2022-2023	ISD 199
Juvenile Services Center	1600 Highway 55 West Hastings, MN 55033	New Chance Riverside	651-438-4980	7:45am - 3:00pm	ISD 917
Lakeville North High School	19600 Ipava Avenue West Lakeville, MN 55044	DASH PACES	952-232-3600	8:02am - 2:37pm	ISD 194
Lebanon Education Center	5800 149th Street Apple Valley, MN 55124	TEA	952-431-4062	7:45am - 2:10pm	ISD 917
Lincoln Center Elementary	357 9th Avenue North South St. Paul, MN 55075	DHH	651-457-9426	8:20am - 2:55pm	SSD 6
McGuire Middle School	21220 Holyoke Avenue West Lakeville, MN 55044	PACES	952-232-2201	8:09am - 2:45pm	ISD 194
Options	151 West Burnsville Parkway, Suite 100 Burnsville, MN 55337	Options	952-564-3000	8:30am - 3:30pm	ISD 917
Pine Bend Elementary	9875 Inver Grove Trail Inver Grove Heights, MN 55076	TEA	651-306-7701	8:15am - 2:15pm	ISD 199
Pinecrest Elementary School	975 12th Street W Hastings, MN 55033	DASH	651-480-7280	8:00am - 2:30pm	ISD 200
Pond Family Center	9600 Pond Avenue South Bloomington, MN 55420	TEA	612-870-7422	9:25am - 1:25pm	ISD 271
Riverview Elementary School	4100 208th Street West Farmington, MN 55024	TEA	651-460-1600	9:00am - 1:00pm	ISD 192
Simley High School	2920 80th Street East Inver Grove Heights, MN 55076	DHH	651-306-7000	8:30am - 3:20pm	ISD 199
Two Rivers High School	1897 Delaware Avenue Mendota Heights, MN 55118	DASH	651-403-7100	8:30am - 3:04pm	ISD 197

ISD 917 Organizational Chart

SSD 6 South Saint Paul Public Schools	ISD 191 Burnsville-Eagan-Savage School District	ISD 192 Farmington Area Public Schools	ISD 194 Lakeville Area Public Schools	ISD 195 Randolph Public Schools	ISD 197 West Saint Paul-Mendota Heights-Eagan Area Schools	ISD 199 Inver Grove Heights Community Schools	ISD 200 Hastings Public Schools	ISD 271 Bloomington Public Schools
Superintendent Brian Zambreno	Superintendent Dr. Theresa Battle	Superintendent Jason Berg	Superintendent Dr. Doug Van Zyl	Superintendent Mike Kelley	Superintendent Dr. Peter Olson-Skog	Superintendent Dave Bernhardson	Superintendent Bob McDowell	Superintendent Eric Melbye
ISD 917 Board Member Wendy Felton	ISD 917 Board Member Lesley Chester	ISD 917 Board Member Hannah Simmons	ISD 917 Board Member Kathy Lewis	ISD 917 Board Member Lisa Ehleringer	ISD 917 Board Member Byron Schwab	ISD 917 Board Member Cindy Nordstrom	ISD 917 Board Member Lisa Hedin	ISD 917 Board Member Tom Bennett

ISD 917 Superintendent
Dr. Michael Favor

Executive Director of Business Services <i>Nicolle Roush</i>	Executive Director of Student Services <i>Dr. Melissa Schaller</i>		Communications, Innovation, & Public Relations Coordinator <i>Marci Levy-Maguire</i>
Administrative Assistant <i>Amy Alexander</i> Purchaser/Buyer <i>Barb Schmitz</i> Payroll Specialist <i>Audrey Weiler</i> Accounts Payable <i>Vickie Bjerke</i> <i>Mary Kay Distad</i> Accountant <i>Teri Welch</i>	Director of Teaching & Learning <i>Dr. Brooke Peterson</i> Administrative Assistant <i>Julie Illa</i>		Executive Assistant to the Superintendent & School Board <i>Linda Berg</i> Technology Coordinator <i>Cory Langenfeld</i>
	Assistant Director/ Principal (Alliance Education Center) <i>Shannon Brennan</i> Assistant Director/ Principal (Cedar School) <i>Jennifer Olson</i> Assistant Director/ Principal (Concord Education Center) <i>Jamie Dalbesio</i> Assistant Director/ Principal (DCTC) <i>Don Budach</i> Assistant Director/ Principal (Lebanon Education Center) <i>Jennifer Hetland</i> Assistant Director (Lincoln Center) <i>Taylor Thomas</i>	Secondary Programs Principal (CTE & DCALS) <i>Chris Devine</i> Information Management <i>Lynda Hurt</i> <i>Kristin Kustrich</i>	
Human Resources Coordinator <i>Lauren Kelly</i> Benefits Specialist <i>Jake Edlund</i> Human Resources Assistant <i>Brooke Strumberger</i> Talent Acquisition Specialist <i>Jessica Huss</i>			

Secondary Programs Staff Directory

Principal
Chris Devine

Dean
Erin Mahnke

DCALS

CTE

DCALS-Main

DCALS-North

Counselor
Norm Smith

Counselor
Rachael Opseth

Counselor
Carmen Eaton

Academic Liaison
Aimee Boone

Administrative Assistant
Betsy Eskierka

Administrative Assistant
Betsy Cook

Administrative Assistant
Julie Black

DCALS-Main Teachers

DCALS-North Teachers

CTE Teachers

English Language Arts
Tim Davis

English Language Arts
Alla Boulos

**Computer Networking, Repair, &
Gaming; Mechatronics; Video Game
Animation & Design**
Dale Engman

Math
Pam Biegler
Kim Wald

Math
Jessica Dippel
Cindy Hougo

Construction Trades
??

Physical Education
Stefanie Soukup

Science
Cindy Hougo

Fundamental Chef
Becky McNamera-Rachuy

Science
Rob Keech

Social Studies
Don Williams

Graphics
Anna Busch

Social Studies
Erin Hale-Sanford

Heavy Duty Truck
Tom LeDoux

Special Education
Matt Bruns
Darrell Pipo
Jessica Peltier

Medical Careers
Becky McNamera-Rachuy

Total Auto Care
Tony Vilelli

360 Communities
Chris Miller

TECHNICAL TUTORS
Danny Hoffman
Maureen Vetell
Darla Donnelly

Special Education Programs Staff Directory

TO BE ADDED

ISD 917 2022-2023 Academic Calendar

Approved by ISD 917 School Board on 7/12/22

8/23/22 - 1st Year Licensed Staff PD

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8/24/22 - 1st & 2nd Year Licensed Staff PD

8/29/22 - 8/30/22 - All Licensed Staff PD

8/31/22 - All Staff PD

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

2/20/23 - Holiday observance (No school for students or staff)

9/1/22 - All Staff PD

9/2/22 - All Licensed Staff PD

9/5/22 - Holiday observance (No school for students or staff)

9/6/22 - 1st Day of School

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3/2/23 - Evening Open House/Conferences (CTE & DCALS only)

3/24/23 - PD for CTE & DCALS (No school for CTE & DCALS students ONLY)

3/27/23 - 3/31/23 - Spring Break (No school for students or staff)

10/6/22 - Evening Open House/Conferences (CTE & DCALS only)

10/19/22 - All Staff PD (No school for students)

10/20/22 - 10/21/22 - MN Education Association Conference (No school for students or staff)

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4/7/23 - Holiday observance (No school for students or staff)

4/13/23 - Evening Conferences for special education

4/14/23 - Licensed staff PD for Special Education ONLY (No school for special education students)

11/10/22 - Evening Conferences (Special Education Only)

11/11/22 - Daytime Conferences (Special Education)/PD (CTE & DCALS) (No school for students)

11/24/22 - 11/25/22 - Holiday observance (No school for students or staff)

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5/29/23 - Holiday observance (No school for students or staff)

12/23/22 - 12/30 - Winter Break (No school for students or staff)

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6/7/23 - DCALS Graduation

6/8/23 - Last Day of School

6/9/23 - .5 Licensed Staff Day

6/9/23 - 6/19/23 - JSC in session

6/20/23 - .5 Licensed Staff Day (JSC ONLY)

1/2/23 - Holiday observance (No school for students or staff)

1/16/23 - Holiday observance (No school for students or staff)

1/23/23 - Licensed staff PD (No school for students)

JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	8/1	8/2	8/3	8/4	

7/5/23 - 8/4/23 - JSC in session

2022-2023 Academic Calendar Days

	Special Education Students	CTE & DCALS Students	Special Education Licensed Staff	CTE/DCALS Licensed Staff	Non-Licensed Staff
August	0	0	3	3	1
September	19	19	21	21	20
October	18	18	19	19	19
November	19	19	20	20	19
December	16	16	16	16	16
January	19	19	20	20	19
February	19	19	19	19	19
March	18	17	18	18	18
April	18	19	19	19	18
May	22	22	22	22	22
June	6	6	6.5	6.5	6
TOTAL	174	174	183.5	183.5	177
			1st Year Licensed Staff = +2		*Paraprofessionals in member district buildings follow member district PD calendars (see below)*
			2nd Year Licensed Staff = +1		
			All Licensed Staff = +1.5 for evening events		

DCALS Main MOD/Quarter/Semester Dates

	1st Day	Last Day	Total # of School Days/ MOD	Quarter	Total # of School Days/ Quarter	Semester	Total # of School Days/ Semester
MOD #1	9/6/22	9/23/22	14	1	45	1	85
MOD #2	9/26/22	10/14/22	15				
MOD #3	10/17/22	11/10/22	16				
MOD #4	11/14/22	12/2/22	13	2	40	2	89
MOD #5	12/5/22	12/22/22	14				
MOD #6	1/3/23	1/20/23	13				
MOD #7	1/24/23	2/10/23	14	3	42	2	89
MOD #8	2/13/23	3/3/23	14				
MOD #9	3/6/23	3/23/23	14				
MOD #10	4/3/23	4/21/23	14	4	47	2	89
MOD #11	4/24/23	5/12/23	15				
MOD #12	5/15/23	6/8/23	18				
TOTAL							174

Paraprofessional Professional Development Dates

District	PD Date
ISD 917	8/31/22 9/1/22 10/19/22
SSD 6	10/14/22
ISD 192	10/14/22 *10/19/22 For ECSE TEA
ISD 194	10/19/22
ISD 197	10/3/22
ISD 199	12/2/2022 *10/19/22 For ECSE TEA
ISD 200	11/28/22
ISD 271	1/17/2023 *10/19/22 For ECSE TEA

Staff Commitments

As a public school district in Minnesota, we expect each staff member to follow all federal, state, and district legislation, policies, outlined procedures, et cetera regarding education in the United States, Minnesota, and ISD 917.

Relevant legislation includes, but is not limited to:

- Federal Legislation:
 - [Every Student Succeeds Act \(ESSA\)](#)
 - [Individuals with Disabilities Education Act \(IDEA\)](#)
 - [Section 504 of the Rehabilitation Act of 1973](#)
 - [Perkins Career and Technical Education Act](#)
 - [Civil Rights Act of 1964](#)
 - [Family Educational Rights and Privacy Act \(FERPA\)](#)
- Minnesota State Legislation:
 - [Minnesota Statute Chapters 120 through 129C](#) (PreK-12 Education)
 - [Minnesota Statute Chapter 136D](#) (Higher Education)
 - [Code of Ethics for Minnesota Teachers](#)
 - [Code of Ethics for School Administrators](#)
 - [Student Data Privacy Act](#)
 - [Women's Economic Security Act](#)

Guidance and direction for staff come from multiple sources, including, but not limited to:

- United States Department of Education
- Minnesota Legislature
- Minnesota Department of Education
- ISD 917 School Board & Administration

Intermediate School Districts operate on a fee-for-service basis. Revenue to fund student services is generated by tuition billing. The schools belong to the public they serve for the purpose of providing educational opportunities to all. All assets, resources, and funds are managed on behalf of the public's interest.

ISD 917 School Board Policies are located at https://www.isd917.org/about/school_board/policies.

**All staff members are responsible for reading and following
ALL ISD 917 policies and procedures,
including this handbook and information linked in this document.**

COLLABORATION

Working together to achieve more collectively.

- The unique nature of our district puts collaboration at the heart of our work. Our staff commit to being team players, bringing a positive attitude to work each day, learning the responsibilities of your team members, and attempting to resolve problems closest to the source of the issue. Effective collaboration requires each staff member to know and implement district policies and practices for staff, students, and families.
- **District Collaborations:**
 - **Joint Powers Agreement with Dakota County Technical College (DCTC):**
 - The Joint Powers Agreement between ISD 917 and DCTC the roles and responsibilities of each organization so ISD 917 can continue program planning, development, and offerings without interruption or adverse impact upon changes to state, federal, or Minnesota State Colleges & Universities (MNSCU) funding or policy decisions or changes.
 - **Joint Powers Agreement with Dakota County:**
 - The Joint Powers Agreement with Dakota County authorizes ISD 917 to work in cooperation with the county to develop and implement a coordinated effort to evaluation exploration activities to support increased graduation rates, connect successful education and vocational training to career opportunities to support an independent living wage, and provide youth with a continuum of educational and career supports to increase employability and decrease poverty.
 - **Member District Collaboratives of Superintendents, Special Education Directors, & Business Managers:**
 - Each group meets regularly throughout the school year to collaborate across member districts.
 - **Leadership Team:**
 - District leaders and staff who work together over time to serve students by implementing the ISD 917 Strategic Plan and School Board policies and developing and/or revising district systems, structures, policies, and practices to ensure positive working and learning environments throughout the district.
 - **Educational Administrative Team (EAT):**
 - District and site leaders who work together over time to...
 - **COVID Return to Learning Team:**
 - District and site leaders, including School Nurses, who work together to review recent COVID-19 data and guidance from multiple sources and update procedures for the school district.
 - **CTE Advisory Committees:**

- Minnesota requires local Perkins V funds recipients (districts who use funding for Career & Technical Education (CTE) and Work-Based Learning (WBL) programs) to create and use local “advisory committees” with employer members, as well as representation of parents/caregivers, educators, community members and students.
 - Advisory committees are essential to ensuring program relevance and quality, providing students and school districts with new opportunities and resources, and connecting students and educators with the larger regional, state and national employment communities.
 - **Dakota County Perkins Consortium:**
 - One of 26 Perkins consortia in Minnesota formed to to promote collaborative planning and implementation of Career and Technical Education programs through the Perkins federal grant.
 - Coordinated by a Consortium Coordinator from among the staff at ISD 917
 - Consortium members include: ISD 917, Dakota County Technical College (DCTC), Bluesky Online Charter School, Farmington Area Public Schools (ISD 192), Hastings Public Schools (ISD 200), Inver Grove Heights Schools (ISD 199), Northfield Public Schools (ISD 659), Randolph Public Schools (ISD 195), South St. Paul Public Schools, (SSD 6), West St. Paul-Mendota Heights-Eagan Area Schools (ISD 197)
- **Strategic Partners:**
 - In addition to our nine member districts, ISD 917 partners with numerous strategic partners to build on our strengths and meet the diverse needs of our students, families, and staff.

Strategic Partners	
<u>Partner:</u>	<u>Learn More At:</u>
Dakota County	https://www.co.dakota.mn.us/
Dakota County Technical College (DCTC)	https://www.dctc.edu/
Intermediate School District 287	https://www.district287.org/
Intermediate School District 288	http://swmetro.k12.mn.us/

Intermediate School District 916	https://www.916schools.org/
Metropolitan State University (MSU)	https://www.metrostate.edu/
Minnesota Humanities Center (MNHC)	https://www.mnhum.org/
TeamWorks International	https://www.teamworksintl.net/
360 Communities	https://360communities.org/
University of St. Thomas	https://www.stthomas.edu/

EMPATHY

Considering and respecting the perspective and needs of member districts, students, families and staff.

- **Memorandum of Agreement**

- First established in 1970, the Memorandum of Agreement between the nine member districts of ISD 917 outlines the following (excerpts):
 - Purpose: To jointly and cooperatively deliver educational services through ISD 917 for the benefit of the member districts and students
 - Member Representatives: Each member shall have one representative on the Board who shall be appointed by the school board of such member and shall serve for three years.
 - Board Powers: To function as an entity separate and apart from any of the members in furtherance of their joint interests and intentions; to [support ISD 917] to serve as the best resource of specialized services to ensure that each member district can meet the unique learning needs of its students

INNOVATION

Ongoing improvement of programs and services.

- **Professional Development:**

- Professional development is a cornerstone of innovation, and we encourage our staff members’ continuous professional growth. Please review our district [academic calendar](#) and your [contract](#) for specific information on district-supported professional development for your position.

- Workshop Week & Professional Development Days:
 - Professional development activities during workshop week and dedicated professional development days are designed to strengthen relationships among ISD 917 staff while providing individuals and teams with the information, learning, training, resources, etc. needed to effectively meet our job responsibilities, increase collective efficacy, and support positive working and learning environments.
- Professional Learning Communities (PLCs):
 - Collaborative teams of ISD 917 educators learn and work collectively to develop and work toward achieving student-centered SMARTE goals, assess collective effectiveness based on evidence of student learning, and use results to inform and improve professional practices so all students learn at high levels.
 - SMARTE:
 - S = Strategic & specific
 - M = Measurable
 - A = Attainable
 - R = Rigorous & relevant
 - T = Time-bound
 - E = Equitable
- Mentoring & Cognitive Coaching for Probationary Employees:
 - ISD 917 employees working under the [Teachers' Contract](#) will be paired with a continuing contract employee who will serve as a mentor and a continuing contract employee who has been trained as a cognitive coach.
- New for 2022-2023:
 - Teacher Mentorship & Retention of Effective Teachers Program:
 - ISD 917 has received funding to jointly develop a program in partnership with Metro State University and the Minnesota Humanities Center to fully fund up to five FREE graduate credits for up to 24 Teachers of Color and American Indian Teachers (TOCAIT) throughout ISD 917 and our member districts.
 - Learn more [here](#).
- **Educator License Renewal:**
 - The Continuing Education Committee follows Professional Educator Licensure and Standards Board (PELSB) rules to evaluate continuing education activities and recommend renewal of five-year licenses and the teaching verification needed for initial continuing licensure.
 - Each teacher who is renewing a five year license is required to complete 125 clock hours with specific training in the areas of: positive behavioral interventions; modification, accommodation, or adaptation of curriculum, instruction, or materials

for students with special needs; reading preparation; mental illnesses; suicide prevention; cultural competency; and district-approved training in meeting the needs of English Language Learners.

- Learn more at <https://sites.google.com/isd917.org/ceu/home>.
- Teachers may submit license renewal applications any time after January 1 of the year in which the license expires. Teachers may not teach without a current license or approved PELSB permission/variance. It is the responsibility of every teacher to maintain a current license at all times.

- **Outside/Additional Employment for Licensed Staff:**

- ISD 917 recognizes the right of employees to seek additional employment outside of their district position.
- In the event a licensed staff person seeks employment outside of their position with ISD 917 that requires utilization of their professional license, the licensed staff person must inform their supervisor of this work. Working for another employer that requires an employee to utilize their license and results in an employee's total FTE between the two employers to total beyond a 1.0 full-time equivalent (FTE) or 1480 hours, requires pre-approval from the Minnesota Department of Education (MDE) for the purpose of reporting for funding in the Special Education Data Reporting (SEDRA) system.
- Further, per MDE, employees who use their license in working for more than one employer must keep a detailed record of their schedule for submission to MDE to allow review to ensure that contractual obligations for the entities for whom the employee is providing services do not overlap. Failure to take all steps for outside employment may result in MDE refusing to provide funding to one or both of the districts for whom the staff member is working and may impact the employee's compensation and result in disciplinary action, which may include termination of employment.

STEWARDSHIP

Managing financial and human resources carefully and responsibly.

- **Health & Safety**

- Your supervisor will review your site-based Emergency Procedures with you and the staff at your site. In emergency situations, all staff are expected to follow the provided Emergency Procedures. Review the plan for your location and know your role and responsibilities in each situation.
- Your primary responsibility is the safety of your students and yourself. Therefore, you should always conduct yourself in a safety conscious manner and encourage fellow staff to do likewise.

- Your role may require you to be a member of a Crisis Response Team. If so, your supervisor will provide you with additional information about your additional roles and responsibilities.
- **Crisis Management:**
 - Excerpts from ISD 917 Crisis Management Policy 806
 - The school district has developed an Emergency Procedures Handbook for each of the sites which provides procedures for responding to a wide range of natural and man-made crisis situations. The handbooks include roles for school district administrators, staff, and community/county agencies in addressing emergencies.
 - The Emergency Handbooks are available for administrator and staff reference in each school/program office.
 - The school district will conduct reviews of this policy and the crisis management plan as required by state and federal law.
- **Bloodborne Pathogens**
 - Universal precautions will be observed in the District to prevent contact with blood or other potentially infectious materials. All blood or other potentially infectious material will be considered infectious regardless of the perceived status of the source individual.
 - Employees who work in situations where it is reasonably anticipated that skin, eye, mucous membrane or parenteral contact with blood or other potentially infectious materials may result from the performance of the employee's duties, must participate in an annual training session, report exposures, and, upon new hire, sign a district form informing us if you have received or are declining the Hepatitis B immunization.
 - Any employee who has an exposure incident, which is contact of blood or other potentially infectious material with the employee's eye, mouth, mucous membrane or non-intact skin (including a human bite), must [report the incident](#) to health office staff or to their administrator.
 - Additional information is available at https://www.isd917.org/about/health_wellness_and_safety_committee/Blood_bornePathogens.
 - Possible Exposure to Body Fluids/Bloodborne Pathogen:
 - Follow the guidelines for assessment of possible exposure and post exposure instructions found in the Bloodborne Pathogens Program [Bloodborne Pathogens Control Plan](#) Some forms may need to be completed and returned to the ISD 917 School Nurse. Please read the directions carefully.

- **COVID-19**
 - As COVID-19 continues to impact our lives, ISD 917 will continue to do its best to support our students, staff, and families through this global pandemic through policy, procedure, and practices.
 - [ISD 917 COVID-19 Face Covering Policy 808](#) outlines the district's policies for face coverings for employees, students, and other persons (including visitors, guests, contractors, etc.) present on school property.
 - Our [ISD 917 Returning to Learning Guide](#) provides the most up-to-date information for our district.
 - The [COVID-19 page](#) on our website provides current Dakota County COVID-19 levels and masking guidance for ISD 917.
 - For specific questions regarding the impacts of COVID-19 on your work or role, please contact your supervisor.
- **Work-Related Accident Reports and Workers' Compensation**
 - Any employee sustaining an injury as part of fulfilling a job responsibility should *immediately* report the accident or injury to their supervisor. The employee must:
 - Call 911 in an emergency.
 - Call the Nurse Care Line (844-847-8708),
 - Complete the [Mandatory Incident Report for Staff](#) and [Information and Privacy Statement](#) forms
 - Forward the forms to Amy Alexander (Administrative Assistant for the Executive Director of Business Services) at amy.alexander@isd917.org within 24 hours of the incident. Employees who need medical treatment should seek treatment at a facility of their choice.
 - For any medical appointments, work with your workers' compensation representative.
 - The employee must return a workability report stating their restrictions or clearance to return to full duties filled out by their medical provider to their supervisor and Amy Alexander (Administrative Assistant for the Executive Director of Business Services) at amy.alexander@isd917.org before returning to work.
 - For additional information, see https://www.isd917.org/for_917_staff/district_forms/worker_s_compensation_process_and_forms.
- Excerpts from [ISD 917 Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions Policy 420](#)
 - Students with communicable diseases shall not be excluded from attending school in their usual daily attendance setting so long as their health permits

and their attendance does not create a significant risk of a transmission of illness to students or employees of the school district. Employees with communicable diseases shall not be excluded from attending to their customary employment so long as they are physically, mentally and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district.

- **Working with Students**

- ISD 917 is here to serve students and their families, and we take pride in the professionalism of our staff. At all times, staff members must maintain personal and professional boundaries with students.
- **Student Handbooks:**
 - All ISD 917 staff members should know and enforce the policies and procedures outlined in the ISD 917 Student Handbooks for their programs.
 - **Special Education Student & Family Handbook**
 - **Secondary Education Student & Family Handbook**
- **Student Supervision:**
 - Teachers and their assistants are responsible for the education and supervision of students at all times. Appropriate hand-offs must be communicated clearly among staff.
- **Wellness:**
 - Excerpts from the [ISD 917 533 Wellness Policy](#):
 - The school board recognizes that nutrition promotion and education, physical activity, and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and education.
 - The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- **Learning & Working Environment Free from Harassment and Violence:**
 - Excerpts from [ISD 917 School Board Policy 413: Harassment and Violence](#)
 - The school district seeks to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, and disability. It prohibits any form of harassment or

violence against a student, teacher, administrator, or other school district personnel and will act to investigate all complaints and discipline or take appropriate action against anyone who violates this policy.

○ **Employee-Student Relationships:**

- Excerpts from [ISD 917 School Board Policy 423: Employee-Student Relationships](#)
- The school district is committed to an educational environment in which all students are treated with respect and dignity. ISD 917 employee-student relationships are governed by Policy 423 at all times, whether on or off duty and on or off of school district locations. All students will be treated with respect, courtesy and consideration, and in a professional manner. All employees must be mindful of their authority and influence over students. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.

○ **Student Discipline:**

- [ISD 917 Student Discipline Policy 506](#) outlines a Code of Student Conduct and permissible actions for progressive discipline. Staff members are encouraged to speak with their supervisor prior to administering disciplinary measures.
- Excerpts from [ISD 917 Student Discipline Policy 506](#)
 - All students are entitled to learn and develop in a setting which promotes respect of self, others, and property.
 - Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place.
 - The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience.
 - All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent.
- Professional Crisis Management (PCM) - Many of our Special Education staff members receive specialized training in [PCM](#) to support the safety of students and staff during crisis situations. Your supervisor will provide further details if this training is necessary for your position.

- **Search of Student Lockers, Desks, Personal Possessions, & Person**
 - [ISD 917 Policy 502 Search of Student Lockers](#) outlines policies for ISD 917 school officials. Included in this policy are the following:
 - School lockers and desks are the property of the school district and can be inspected at any time by school officials for any reason, at any time, without notice, without student consent, and without a search warrant.
 - The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.
 - "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law.
 - School officials will always strive to maintain sensitivity and respect in administering this policy. Searches will be completed in a manner that minimizes student embarrassment and disruption of the school day.
- **Bullying Prohibition:**
 - [ISD 917 Bullying Prohibition Policy 514](#) outlines the general statement of policy, definitions, reporting procedure, school district action, prohibition of retaliation or reprisal, training and education, and notice requirements regarding the prevention of bullying and actions to investigate, respond to, and remediate and discipline for those acts of bullying which have not been successfully prevented.
- **Staff Notification of Violent Behavior By Students:**
 - [Intermediate School District Policy 529 Staff Notification of Violent Behavior by Students](#) provides information on: 1) the circumstances in which data should be provided to classroom teachers and other school staff members with legitimate educational interest about students with a history of violent behavior, and 2) procedures for staff notification.
- **Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds:**
 - Excerpts from [ISD 917 School Board Policy 532 Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds](#):
 - The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school

activities. In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy.

- If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds. If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.
 - If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.
 - The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.
- **Mandated Reporting:**
 - Excerpts from [ISD 917 Mandated Reporting of Child Neglect or Physical or Sexual Abuse Policy 414](#)
 - Per MN Statute, all ISD 917 school personnel are mandated reporters of suspected child neglect or physical or sexual abuse. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child has been neglected or physically or sexually abused within the preceding three years.

- **Student Injury/Accident:**
 - Any employee with knowledge of an injury to any student is required to notify a school nurse or administrator as soon as possible. The student injury/accident report form is to be completed. If the injury was the result of student behavior, an additional form may be required.
 - Per ISD 917 Licensed School Nurse discretion, the student injury report form may need to be sent to the Business Office in order to be processed with the insurance company.
- **SafeSchools Training:**
 - [Chapter 122A](#) of the Minnesota statutes requires school district employees to conduct annual training activities. ISD 917 uses the [SafeSchools](#) system for online training. Learn more at <https://www.isd917.org/cms/One.aspx?portalId=1174347&pageId=5340019>.
 - ***Every staff member is required to complete SafeSchools courses during work hours before October 1st of each school year.*** 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. Mandatory courses may include:
 - Sexual Harassment
 - Bloodborne Pathogens
 - Workplace Bullying
 - Staff Handbook
 - Various health-related courses
 - In addition to the above courses, your supervisor may assign you additional courses that pertain to your job.
 - The teachers' Relicensure Committee has agreed that one clock hour of continuing education credit will be granted for the completion of each SafeSchools course. The District does not require you to print off your certificate, as we keep digital records of your course completion. If you plan to use these trainings for continuing education credits, you are responsible for printing the certificate from SafeSchools.
 - How to Access SafeSchools:
 - SafeSchools is a web-based program and can be accessed on any computer.
 - To access SafeSchools training, visit the District's website: <http://www.isd917.org>
 - Click on "For 917 Staff"
 - Log into the website with your ISD 917 Gmail username and password
 - Select "Safeschools Online Training"
 - SafeSchools login is your e-mail address (no password is required)

- Your required courses are listed for you in SafeSchools. Start with the introduction and work your way through all sections of a given course. The quiz is the final section, and everyone will need to show proficiency at 80% correct (except for Defensive Driving which requires 90% proficiency).
 - There is no time limit for taking the course. You can start and stop during the courses; however, you cannot just go to the quiz. You must review all the sections before taking the quiz. If your score is less than the minimum score, you have to retake the test until you pass. You may take the test over as many times as you wish. The course will be listed as a “course in progress” until you have successfully completed it. For questions on SafeSchools, contact Linda Berg at 651-423-8214 or email linda.berg@isd917.org.
- **AlertUs Mobile App:**
 - At the DCTC site, we use the AlertUs mobile app to send campus alerts directly to your phones and mobile devices. We ask every staff member working at this site to download this app to their mobile device.
 - Directions for set-up:
 - From the Apple App Store or Google Play, download the ALERTUS app.
 - Enter our campus organizational code: *dctcihcc*
 - Enter your *@isd917.org* email address
 - Verify your email address by confirming the email sent to you by AlertUs
 - Select DCTC to receive DCTC alerts
- **School Safety Drills and Emergency Evacuation of Buildings**
 - School Safety Drills: In accordance with [MN Statute 121A.07](#), all educational institutions are required to have a minimum of one tornado, five lockdown, and five fire drills at each school site each 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.
 - See your site-based Emergency Procedures for additional information.
- **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](#) managed by Linda Berg, Executive Assistant to the Superintendent and School Board. The purpose of the plan is to proactively

manage indoor air and provide a healthy and safe indoor environment for students, staff, and community. Staff who have concerns about indoor air quality should direct them to their administrator. They can also complete an [Indoor Air Quality Complaint Form](https://www.isd917.org/about/health_wellness_and_safety_committee/plans_and_tools_for_health_wellness_and_safety_IAQ_Complaint_Form) which is found on the website at https://www.isd917.org/about/health_wellness_and_safety_committee/plans_and_tools_for_health_wellness_and_safety_IAQ_Complaint_Form. The administrator, building custodian, IAQ Coordinator may be involved in an investigation of the concern.

- **Allergens and Chemical Sensitivity**

- Fragrances/Scents: Exposure to fragrances and other scents can cause sensitive people to experience upper respiratory irritation, asthma, headaches, and other symptoms. ISD 917 requests that all school and work spaces remain free of scented products, including personal care products, strong smelling cleaning supplies, air fresheners, etc.
- Latex: Due to student and staff allergies, it is recommended that latex not be brought into schools or work spaces. This includes non-mylar balloons.
- Food: Due to potentially life-threatening allergies, it is highly recommended that no peanut or nut-containing products be present in common eating areas.

- **Smoking Restrictions**

- Per [ISD 917 Tobacco Prohibition Policy 419 and ISD 917 Drug-Free Workplace/Drug-Free School Policy 418](#), smoking is not permitted in the Main Campus DCTC building, grounds, or any building or vehicle owned/leased by Intermediate School District 917. Please check with your administrator as to smoking restrictions for the building in which you work. Smoking cessation programs may be available through ISD 917 health insurance programs.

- **Drug-Free Workplace/Schools**

- Per [ISD 917 Drug-Free Workplace/Drug-Free School Policy 418](#), the use of alcohol, toxic substances, medical cannabis, and controlled substances without a physician's prescription, as well as paraphernalia associated with controlled substances, is prohibited before, during, and after school hours at school or in any other school location.
- [ISD 917 School Board Policy 417 Chemical Use and Abuse](#) outlines expectations for the school district to provide students and employees with an instructional program to prevent chemical abuse and dependency. It also provides a protocol for reporting chemical use and abuse.

- **Weapons**

- Excerpts from [ISD 917 Policy 501 School Weapons](#):
 - No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided

in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

- No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
 - No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.
 - “School Location” includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school related functions are conducted, and anywhere students are under the jurisdiction of the school district.
- **Emergency Closings**
 - Emergency closings will be communicated to staff, students, and families via direct email, phone, text, and/or website post.
 - The unique nature of our district means that, on occasion, some sites will be closed and others will be open.
 - Directions for staff are outlined in [Intermediate School District 917 Policy 820 Provisions for the Closing of Schools Due to Inclement Weather or Other Exigency](#)
 - **Transportation**
 - Many of you drive as part of your position with the district. For some, you drive your personal vehicle; for others, you drive a district vehicle.
 - Student transportation in ISD 917 is governed by [ISD 917 Student Transportation Policy 709](#). All drivers must abide by federal, state, and local motor vehicle regulations, laws, and ordinances, as well as ISD 917 Policy 709.
 - If an employee has two texting violations in the last three years, they will be ineligible to drive for work purposes. Texting and driving is deemed as dangerous by our insurance carrier as drinking and driving. Please be safe, and don't text and drive!

- **Parking**

- Free parking is available at all ISD 917 sites for staff members.
- Staff who work at multiple ISD 917 and/or member district sites should contact their supervisor for information on parking at those locations.
- At DCTC:
 - For ISD 917 staff working in the ISD 917 Administrative Offices and educational programs located inside of Dakota County Technical College (DCTC), there are both free and paid options.
 - Free parking: Parking is available in the West lot of the DCTC building and the lot on the East side of the DCTC building that is closer to the building than the designated ISD 917 lot.
 - Paid parking: During the third week in August, DCTC holds a lottery for designated stalls in the gated lot on the North side of the DCTC building at a yearly fee (\$210 per year at the employee's expense, though cost subject to change). For information on the DCTC gated lot lottery or to enter your name into the lottery, please contact Amy Alexander at Amy.Alexander@isd917.org or 651-423-8229.
 - If an ISD 917 staff member whose work site is not at DCTC and is attending a meeting of short duration (two hours or less), you may park in the visitor lot North side of the DCTC building, if space is available..
 - If you are visiting the DCTC site, please park in the East parking lot furthest from the DCTC building. It is designated for Intermediate School District 917 use.

- **Visitors:**

- [ISD 917 Policy 903 Visitors to School District Buildings and Sites](#) outlines district policies regarding visitors, including students participating in post-secondary enrollment options (PSEO).
- Excerpts from [ISD 917 Policy 903 Visitors to School District Buildings and Sites](#):
 - The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.
 - The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and

employees and free of activity that may be disruptive to the student learning process or employee working environment.

- Human Resources, Payroll, & Benefits Information

- **Contracts/Master Agreements**

- Master Agreements for all collective bargaining units can be found on the website at [Union Contracts](#).

- **Job Postings**

- Job vacancies are posted on the District's website via the Frontline (formerly AppliTrack) applicant tracking system at <https://www.applitrack.com/isd917/onlineapp/default.aspx?all=1>.
- Internal candidates for a position should submit a letter of interest and an updated application via Frontline (formerly Applitrack). Some bargaining units have specific criteria to be considered. Employees should check their collective bargaining agreement for more information. Successful candidates must provide official transcripts and proof of licensure, if in a position for which a license is required.
- Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered to be finalists for a position. Finalist means an individual selected for an interview prior to selection. The following personnel data that is collected on current and former applicants is public: veteran's status, relevant test scores, job history, education and training, and work availability.

- **Background Checks**

- Per [ISD 917 Employment Background Checks Policy 404](#), the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district or such other background checks as provided by this policy. The school district may also elect to do background checks of volunteers, independent contractors and student employees in the school district.

- **Paychecks**

- Payroll checks are distributed through direct deposit to employees' bank accounts on the 15th and the last day of each month, or the day prior to a weekend or holiday, which includes the normal payroll date.
- Additions or changes to direct deposit must be submitted via [paper form](#) with supporting account verification documentation to Audrey Weiler, Payroll Specialist, in the Business Office. Forms are available on the website at <https://www.isd917.org/cms/One.aspx?portalId=1174347&pageId=5359408>.
- To view and/or print your paystubs, follow the directions for the EAC on the upcoming page.

- Payroll checks must be picked up in-person at the ISD 917 Business Office on pay day. They will not be mailed.
- **District Identification**
 - All school district personnel are required to have and to wear a photo ID when working at or visiting a school site during student-contact hours. Employees who have lost or damaged their ID cards (\$10 replacement fee) or have had a name change should arrange for a replacement.
 - District Photo Identification cards are taken at Dakota County Technical College in the District Administrative Office. Please contact Lauren Kelly, HR Coordinator, at Lauren.Kelly@isd917.org for assistance.
 - Some ISD 917 sites may require additional badges. If so, your supervisor will let you know.
- **Employee Access Center: Pay Information System**
 - Intermediate School District 917 has adopted the [eFinancePlus Employee Access Center \(EAC\) system](#) to provide employees with all information regarding your pay stub, leave balances, personal information (address, phone number, etc.), tax withholdings, W-2s, and other information on a secure website. You can access, change, and print information from any computer, anytime, anywhere (though specific browsers may be needed).
 - To access your information on the EAC:
 - Click or enter <https://isd917.efp.sourcewelltech.org/employeeaccess>
 - Your User ID is your ISD 917 email address ([firstname.lastname@isd917.org](#))
 - Your initial User Password is the last four digits of your social security number (SSN)
 - You will be required to change your password upon logging in for the first time. New Passwords require eight alphanumeric characters with at least one special character.
 - You will also be asked to set up three security questions out of 10 predetermined questions.
 - If you have any questions, please contact:
 - Brooke Strumberger, Human Resources Assistant, at Brooke.Strumberger@isd917.org or 651-423-8206.
 - Audrey Weiler, Payroll Specialist at Audrey.Weiler@isd917.org or 651-423-8245
- **Absence Reporting & Leave Requests:**
 - All absence reporting and leave requests are made through Frontline at <https://login.frontlineeducation.com/login?signin=f4447bd8d2d81dd025911a9cfe658fbb&productId=ABSMGMT&clientId=ABSMGMT#/login>

- You will receive Frontline login information from the administrative assistant of your program or site.
- Please consult your employment contract for information regarding your available leave.
- **Resignations**
 - The more notice that a professional can provide the District about their departure plans, the better. Standard expectation for support/unlicensed positions is at least two weeks' written notice to your supervisor, however, some contracts require more notice or have specific timelines.
 - As per [Minnesota Statute 122A.40](#), subdivision 7, licensed staff working under the Teacher contract on a continuing contract with the District are required to submit their written resignation prior to April 1. If an agreement for the terms and conditions of employment for the succeeding school year has not been adopted prior to March 1, the teacher's right to resign extends to the 30th calendar day following School Board adoption of the collective bargaining agreement. If an agreement for the terms and conditions of employment for the succeeding school year has not been adopted prior to the end of the last agreement (June 30), the teacher's right to resign for the upcoming school year ends on July 15th.
 - Teachers who do not submit their resignations in a timely manner may not be released from their contracts.
- **Employee Benefits**
 - **WORK WITH JAKE TO UPDATE WITH 2022-2023 INFO**
 - Insurance Coverage:
 - Benefits enrollment must be done through PlanSource. You will receive an email to your ISD 917 account from PlanSource with your login information.
 - You are eligible for benefits on the first day of the month following your date of hire.
 - Open enrollment for the next calendar year occurs in late October of November.
 - Tax Sheltered Annuities and Deferred Compensation Plan:
 - Per ISD 917 Tax Sheltered Annuities and Deferred Compensation Plan, any employee may participate in qualified tax deferred annuity and tax deferred compensation plans via a salary reduction agreement.
 - Forms and information are available on our website at https://www.isd917.k12.mn.us/for_917_staff/employees_benefits/tax_sheltered_annuities.
 - Employees may use a district approved 403b/457 Plan Provider. 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 for specific benefits for their employee group.
- Direct Deposit:
 - In accordance with [MN Statute section 471.426](#), ISD 917 requires all district employees to sign up for direct deposit. All documentation for direct deposit must be submitted in paper-form with account verification for security reasons. The District does not accept direct deposit changes over email or phone. Please submit the change form for direct deposit at least three (3) weeks before the intended change. It is recommended that employees do not close your previous account prior to confirming that your pay will be deposited into the new account. The direct deposit enrollment form can be found on the ISD 917 [website](#).
 - Employee Assistance Program:
 - All of us experience times when a personal problem or crisis affects the way we function at work and home. ISD 917 has partnered with a vendor to provide FREE, confidential assessment, short-term counseling, referral, and follow-up for you and your family.
 - A licensed counselor will assist you in assessing your situation, finding options, making choices, or locating further help. The program provides help in many areas including relationship issues, alcohol and other drug problems, work concerns, loss and grief, financial and legal concerns, depression, anxiety, and many other life challenges.
 - See https://www.isd917.k12.mn.us/for_917_staff/employees_benefits/employee_assistance_program_e_a_p for more information.
- Purchasing & Reimbursement:
 - **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.

- ISD 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.
- Purchasing Guidelines:
 - When are quotes needed for purchasing?
 - Under \$999.00 no quotations are needed.
 - \$1,000 to \$24,999 two written quotes are required by the purchasing department
 - \$25,000 to \$174,999 three written quotes are required by the purchasing department.
 - Any purchase of \$175,000 or greater must follow formal Sealed Bid guidelines:
 - 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
 - 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.
- Purchasing Process:
 - Ensure the purchase or contract for goods or services is within the approved budget.
 - Complete a [Purchase Requisition form](#).
 - Employee completes a purchase requisition form for goods or services needed and attaches all supporting documentation necessary to place the order or service required.
 - Employee forwards completed requisition to their supervisor for approval and any additional routing, then the requisition is forwarded to the Purchasing Department.
 - The purchase requisition is carefully reviewed by the Buyer, Barb Schmitz (barbara.schmitz@isd917.org) for the following:
 - All necessary signatures
 - Appropriate budget codes
 - Dollar amount (see Guidelines above);
 - 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

- Requisition data entered electronically into the E-Finance system, creating a Purchase Order
- Purchase order and encumbrance summary is processed by Purchasing Department
- Purchase order is placed to vendor, via fax, e-mail, internet, postal service or confirmed by phone
- Orders are shipped to DCTC warehouse unless other is indicated on purchase requisition
- Once order has been received, packing slips are initialed by requisitioner and sent to Accounts Payable.

○ **Expense Reimbursement:**

- If you have work expenses (i.e., mileage) which are authorized by [ISD 917 Policy 412 Expense Reimbursement district policy](#) and approved by your supervisor, fill out the [2022 Mileage Reimbursement Form 7-1-2022](#) and submit it to your supervisor.
- You can find additional information and forms at https://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.
- Timeliness for submitting reimbursement requests for expenditures along with proper documentation is critical. Any expenditures turned in after 60 days from the occurrence date are reported as taxable income as required by the IRS.

● **Gifts:**

- Excerpts from [Intermediate School District 917 Acceptance of Gifts Policy 706](#)
 - It is the policy of this school district for the school board to accept gifts only in compliance with state law. If the school board agrees to accept a gift, it shall be the property of the school district unless otherwise provided in the agreed upon terms.

COMMUNICATION

Multi-dimensional, transparent conversation focused on sharing information and creating a positive learning and working environment.

- **Directory Information:**

- Staff member contact information is available on our [website](#) “Contact Us” Quick Link.
- School Board member contact information is available at https://www.isd917.org/about/school_board/school_board_members.
- Student and family contact information is available in Infinite Campus.

- **Website:**

- Our website is updated regularly on an ongoing basis. Please forward questions, content, and/or concerns to marci.levy-maguire@isd917.org and cory.langenfeld@isd917.org.
- School Board directory information, policies, and meeting dates, agendas, and minutes can be found at https://www.isd917.org/about/school_board.
- Academic program Information can be found at <https://www.isd917.org/programs>.
-
- The [For 917 Staff](#) section at https://www.isd917.org/for_917_staff (which requires you to log in with your ISD 917 Google credentials) houses many forms and informational resources for staff.
- COVID-19 information can be found at <https://www.isd917.org/covid-19>.

- **Communications with Staff:**

- Superintendent Monthly Update:
 - 2nd Wednesday of each month (or day after monthly Board meeting): Staff will receive an emailed update from the Superintendent’s office, including Board Notes that summarize discussions and decisions from the monthly Board meeting.
- Executive Director of Student Support Services:
 - 3rd Thursday of each Month: Each month, a district- wide Smore newsletter is sent to staff with updates from Special Education and Teaching and Learning.
- Human Resources:
 - Quarterly: Each quarter, a district-wide newsletter is sent to staff with updates on a variety of topics pertaining to Human Resources.

- **Communications with Students & Families**

- Ongoing Communications:
 - Instructors will contact parents on a regular basis regarding their child's program. Parents are encouraged to reach out to teachers before or after the school day via phone if possible or using email. Students are generally only allowed to make phone calls 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.

- Conferences/Open Houses:
 - Conferences/Open Houses provide a time for staff to connect with students and their families regarding academic and social-emotional progress and performance as well as college &/or career readiness. Site leaders will provide additional information on details and logistics.
 - Secondary Programs Conference/Open House Dates:
 - 10/6/22 (evening)
 - 3/2/23 (evening)
 - Special Education Conference Dates:
 - 11/10/22 (evening) & 11/11/22 (daytime)
 - 4/13/22 (evening)
- **Confidentiality:**
 - Confidentiality is one of the most critical and important aspects of your job at ISD 917. This topic falls under [federal legislation](#), Minnesota state legislation, and ISD 917 policies. These include, but are not limited to, [Family Educational Rights and Privacy Act \(FERPA\)](#), [Chapter 13: Government Data Practices](#), and numerous [ISD 917 School Board Policies](#).
 - It is your legal and ethical responsibility to observe both the rights of students, families, and staff, with or without disabilities, in regard to data privacy.
 - In addition to the guidelines and requirements outlined in the above, we require all ISD 917 staff members to follow the below guidelines. If you have any questions about the below or about confidentiality, please contact your supervisor.
 - Excerpts from [ISD 917 Public and Private Personnel Data Policy 406](#)
 - All data on individuals collected, created, received, maintained or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district. All other data on individuals is private or confidential.
 - Excerpts from [ISD 917 Protection and Privacy of Pupil Records Policy 515](#)
 - The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students pursuant to the requirements of [20 U.S.C. § 1232g, et seq., \(Family Educational Rights and Privacy Act \(FERPA\)\) 34 C.F.R. Part 99](#) and consistent with the requirements of the [Minnesota Government Data Practices Act](#), [Minnesota Statutes, Chapter 13](#), and [Minnesota Rules Parts 1205.0100-1205.2000](#).

- “Legitimate educational interest” includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person’s need to know in order to: Perform an administrative task required in the school or employee’s contract or position description approved by the school board; Perform a supervisory or instructional task directly related to the student’s education; Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid; or Perform a task directly related to responding to a request for data.
- Excerpts from [ISD 917 Policy 722 Public Data Requests](#)
 - The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 (MGDPA), and Minn. Rules Parts 1205.01001205.2000 in responding to requests for public data. All requests for public data must be made in writing directed to the ISD 917 Superintendent.
- Excerpts from [ISD 917 Protection and Privacy of Student Records Policy 515](#)
 - The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.
 - “Directory information” means information contained in an education record of a student which; would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student’s name; date of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name of the student’s parent(s).
- Excerpts from [ISD 917 Subpoena of a School District Employee Policy 408](#)
 - The MN Government Data Practices Act (MGDPA) classifies all educational data, except directory information, as private data on individuals. It also states that private data on individuals may not be released, except pursuant to informed consent by the subject of the data or a parent/guardian of the subject of the data is a minor, or pursuant to a valid court order. A subpoena is not a court order under the MGDPA. Any employee who receives a subpoena for any purpose related to employment is to inform the building administrator or designated supervisor when the employee receives the subpoena. The building administrator or designated supervisor shall immediately inform the superintendent that the employee has received a subpoena.

- **Technology for Communication**

- **Acceptable Use of Technology, Equipment, & Materials**

- As a staff member of ISD 917, you will use a variety of technology, equipment, and materials in your work.
- Student and employee acceptable use of district computer systems and the internet, including electronic communications, is outlined in [ISD 917 Internet Acceptable Use and Safety Policy 524](#).
 - Excerpts from [ISD 917 Internet Acceptable Use and Safety Policy 524](#)
 - The school district technology system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities.
 - No user has any right or expectation of privacy in anything that is created, sent, received, or stored on ISD 917-owned software or hardware.
 - See the above policy for specific unacceptable activities.

- **Google Suite: Gmail (email), Google Calendar, Contacts, etc.**

- Your ISD 917 Google and Gmail account will be set up by the Technology Department within one week of your start date and upon communication that all new hire employment paperwork has been received by the Human Resources department.
- To access your ISD 917 email:
 - Go to google.com → click Gmail on the top right
 - Make sure you are signed out of any other Google accounts, then log in to Gmail your isd917.org account
 - Your username is: legalfirstname.lastname@isd917.org
 - Your password for the initial login is: Winter-17
 - Upon first login, you will be asked to change your password.
- The same username and password will give you access to multiple Google apps.
- To setup Gmail, Google Calendar, and Google Contacts on your cell phone:
 - Launch Settings from your Home screen
 - Click Mail, Contacts, Calendars
 - Click Add Account
 - Click Google
 - Enter your name, Gmail email address, password, and a descriptive name
 - Select which services you want to leave on for sync: Mail, Calendars, and Notes
 - Click Save

- **Website:**

- The [ISD 917 website](http://www.isd917.org) is located at www.isd917.org.
- In 2022, ISD 917 switched to a new website template, and we are continuing to update the site to communicate more effectively within and outside of our district.
- The ISD 917 website is available to the public, except for the [For 917 Staff](#) section which requires staff to log in with their Google credentials to access staff-only resources. You can log in at any time, but you will be prompted to log in upon attempting to enter the For 917 Staff page.
 - To log in to the ISD 917 website:
 - Go to www.isd917.org
 - In the top, dark grey bar, click Login (next to the Search bar)
 - Log in with your ISD 917 Google credentials
 - To log in from the [For ISD 917 Staff](#) page:
 - Go to https://www.isd917.org/for_917_staff
 - Click “Login” in the body of the webpage
 - Log in with your ISD 917 Google credentials
- Website Calendars:
 - All website calendars are available to the public and should include important dates for our students, staff, families, School Board, and/or member districts.
 - District Calendar: The district calendar is found at https://www.isd917.org/about/district_calendars. Please forward all important dates and activities for the district calendar to marci.levy-maguire@isd917.org.
 - Program Calendars: Each ISD 917 academic program has an aligned public web calendar designed for communication with students, families, and staff for that specific program. These calendars will be managed at each site by the Assistant Director or their delegate.
- The website is managed by Marci Levy-Maguire, our Communications, Innovation, & Public Relations Coordinator, and Cory Langenfeld, our Technology Coordinator. Please contact Marci at marci.levy-maguire@isd917.org for questions about website content Please contact Cory at cory.langenfeld@isd917.org for questions about website technology.

- **Infinite Campus**

- ISD 917 uses [Infinite Campus \(IC\)](#) as a Student Information System to collect, store, and share enrollment, directory, scheduling, etc. information for students. We also use IC for communications with students, families, and staff.

- **SpEd Forms**
 - ISD 917 uses [SpED Forms](#) for special education due process documents, etc.
- **Social Media**
 - ISD 917 currently maintains a Facebook account (<https://www.facebook.com/intermediate917/>) and an Instagram account (<https://www.instagram.com/intermediate917/>) to publicize our programs, promote events, and celebrate our students, staff, and families.
 - The ISD 917 social media accounts are managed by Marci Levy-Maguire, our Communications, Innovation, & Public Relations Coordinator. Please invite her to capture activities in action at your sites and/or share photos, stories, updates, and ideas with her at marci.levy-maguire@isd917.org
 - Square, well-lit photos of people work best.
 - Our students' confidentiality is extremely important to us, so please confirm that any student about whom we will be sharing information or images has a signed Media Release in Infinite Campus.
 - If staff members do not want their images shared on social media or our website, please communicate that information to your supervisor and/or team and contact marci.levy-maguire@isd917.org directly.
 - Our social media accounts are open to the public, and we encourage an interactive environment where others can post their thoughts and provide valuable feedback on our school district.
 - If someone posts inappropriate content, we have the ability to delete posts or ban users (as a last resort). Responding to negative feedback in a positive way can actually help our community see how proactive we are in taking steps to resolve issues.
 - If you "like" the school's Facebook page, other users will not have access to your personal account, though they will see your name and profile photo. If you choose to comment on a post, they will also be able to see that post.
- **Phones & Voicemail**
 - Please communicate your work phone number and/or extension to families and/or relevant parties so they can contact you.
 - Due to the district having 25 sites, many of which are housed in other school districts, each ISD 917 site has a unique phone system. Specific information about phone and voicemail logistics will be provided at your site.
 - All ISD 917 phone extensions are attached to voicemail systems that can be accessed on the phone itself or forwarded to your computer.
 - Voicemail should be checked daily, and phone calls returned within 24 hours of your return to work.

- Please be cautious of private or confidential student or staff information on voicemails to or from you. Promptly delete incoming voicemail messages, and
- Teachers should communicate their work extension numbers to the parents of their students. All employees are expected to check voicemail messages daily and to return calls promptly (typically within 24 hours or upon return to work). Voicemail messages are also to be deleted promptly.
- Personal voicemail greetings are to be courteous, concise and professional. Voicemail users should include an indication of when messages will be picked up/returned and/or how to reach the employee personally. During summer break or other vacation periods, personal greetings should be changed to announce that voicemail is not being monitored and to direct callers to the main office.
- **Walkie Talkies:**
 - Depending on your role, you may be asked to use a walkie talkie for communications during the school day.
 - Walkie talkies allow staff to communicate effectively while minimizing disruption to the learning environment, and they are important tools in crisis situations.
 - Walkie talkies may be handheld or require an earpiece or headset.
 - Your supervisor or a site representative will provide specific guidelines for using walkie talkies at your site.
 - It is of primary importance that walkie talkies are used appropriately to support safety, a positive learning and working environment, and student confidentiality.
- **Cell Phones:**
 - ISD 917 recognizes that cell phones are pervasive in current society and are used for a wide variety of purposes.
 - While at work, cell phones are **only** to be used on breaks.
 - You should not have your cell phone on you while working with students. Please keep it in a secure location where it will not get damaged (i.e. locker, etc.).
 - During professional development/training, please refrain from using your cell phone and put it on vibrate/silent. If there is an emergency, please step out of the room before answering and inform your supervisor or trainer.
- **Technology Support**
 - For technology assistance, submit an online Information Technology (IT) Help Request form through <https://isd917.zendesk.com/hc/en-us/requests/new>.
 - You can also contact Cory Langenfelf, Technology Coordinator, at cory.langenfelf@isd917.org or 651-423-8290.

- **District Branding:**

- In 2022, ISD 917 updated our Mission, Vision, Core Values, and Strategic Directions as part of revising our Strategic Plan. We also added a new district motto, refreshed our [website](#), and updated our logo to reflect the positive light we shine on our students, staff, families, member districts, and community. In addition to the color scheme we have had in place for a number of years, we have added an additional color to brighten up the palate. We ask all staff to use the below information in official communications from ISD 917.

- Motto:

- Purposeful. Personalized. Partners.

- Logo:

- [ISD 917 Logo 2022.png \(transparent background\)](#)
- [ISD 917 Logo 2022.png \(white background\)](#)
- [ISD 917 Logo 2022.svg \(for electronic communications\)](#)



- Colors:

Red: #851e1e

Chalky Black: #231f20

Lavender/Periwinkle: #D8CEE6

- Website Font:

- Bitter

INTEGRITY

Aligning our actions with our values and beliefs.

- ISD 917 expects all persons employed by ISD 917 to abide by federal, state and local legislation, ISD 917 School Board policies, and district and site guidance, including, but not limited to, the below ISD 917 Staff Code of Ethics.
- **Curriculum, Instruction, & Assessment**
 - Excerpts from [ISD 917 Policy 601 School District Curriculum and Instruction Goals](#):
 - ISD 917 aligns its curriculum and instruction with all federal and state requirements established by law “under which all learning in the school district should be directed and for which all school district learners should be held accountable” within the scope of the education setting or a student’s Individualized Education Program (IEP). To that end, the district is committed to providing an educational program that ensures all students will receive high quality, effective instruction, and be challenged to reach their maximum potential.
 - School District goals include the following:

- All students will be required to demonstrate essential skills to effectively participate in lifelong learning.
- Prepare students to thrive in a rapidly changing world.
- Foster a love of learning.
- Promote a recognition of each individual's intrinsic value and capacity to contribute to society.
- Ensure that the curriculum used is equitable, inclusive, and reflective of all students, especially students from historically marginalized groups.
- Each ISD 917 Principal/Assistant Director shall adopt a comprehensive, continuous improvement plan to support and improve learning and teaching that is aligned with state and federal regulations...[and] shall include...Academics, Social-Emotional Learning, and Equity.
- Teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence.
- Excerpts from [ISD 917 Policy 603 Curriculum Development](#):
 - Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.
 - A district advisory committee shall provide assistance at the request of the Director of Teaching and Learning. The advisory committee membership shall include teacher, support staff, member district representation, and administration representation.
 - The Director of Teaching and Learning shall be responsible for:
 - Curriculum development
 - Determining the most effective way of conducting research on the school district's curriculum needs
 - Establishing a long range curriculum development plan
 - Determining timelines for periodic reviews of each curriculum area
 - Informing the school board of all state-mandated curriculum changes, as well as recommended discretionary changes
 - Periodically presenting recommended modifications for school board review and approval
 - Developing guidelines and directives to implement school board policy relating to curriculum development
- Excerpts from [ISD 917 Policy 616 School District System Accountability](#):
 - We recognize our role as an intermediate school district in assisting our member districts to achieve the World's Best Workforce Strategic and Accountability Plans.

- **ISD 917 Staff Code of Ethics:**
 - Each ISD 917 staff member assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are outlined throughout this handbook and other documents and reflect the [Code of Ethics for Minnesota Teachers](#), the Minnesota [Code of Ethics for School Administrators](#), and district policies and procedures.
 - At ISD 917, ALL STAFF:
 - Shall provide professional education services in a nondiscriminatory manner.
 - Shall make reasonable effort to protect the student from conditions harmful to health and safety.
 - Shall take reasonable action to provide an atmosphere conducive to learning
 - In accordance with state and federal laws, shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
 - Shall not use professional relationships with students, parents, and colleagues to private advantage.
 - Shall not deliberately suppress or distort subject matter.
 - Shall not knowingly falsify or misrepresent records or facts relating to their own qualifications or to another staff member's qualifications.
 - Shall not knowingly make false or malicious statements about students, students' families, staff, or colleagues.
 - Shall not accept gratuities, gifts, or favors that impair professional judgment, nor offer any favor, service, or item of value to obtain special advantage.
 - Shall not engage in conduct involving dishonesty, fraud, or misrepresentation in the performance of professional duties.
- **Staff Expectations & Responsibilities:** Click here for a summary of [Staff Expectations and Responsibilities](#)
- **Employee Dress Code:**
 - ISD 917 employees act as role models for students. Employees should present a neat, clean appearance and wear closed-toed shoes for their own protection while working with students. Employees should not wear clothing with inappropriate sayings, offensive language, or language that endorses the use of alcohol, tobacco, or drug products.
 - All employees should maintain a professional appearance, which typically **excludes** the following:
 - Grungy sneakers
 - Tank tops
 - Ripped/worn jeans or cutoffs
 - Clothing that exposes the lower back, upper buttocks, midriff, and/or underwear

- Spaghetti straps without shirts underneath
 - Low-cut or see-through clothing that exposes cleavage or exposes legs above the knee
 - Shorts, skirts, or skorts that expose the mid- and upper thigh
 - Flip-Flops and Sandals
 - Baseball caps, unless used as protective equipment
- **Staff Attendance:**
 - Good staff attendance is key to ensuring our students' success and essential to the operation of ISD 917, and student achievement is negatively impacted by absenteeism. We encourage all staff members to maintain good attendance, maintain good personal health, and attend to personal affairs during non-working hours whenever possible. It is an expectation that employees be at work on their scheduled workdays, be on time to work, and adhere to their scheduled breaks and/or lunch periods.
 - Employees are provided with time off for personal illness, bereavement, family illness, jury duty, personal business, FMLA, etc. per their designated employment contract. Employees must use leave only for the purpose for which it is intended. If an employee exhibits excessive absences or an unusual pattern of absences, their administrator will meet with them. Employees may be asked to provide medical documentation for absences. Disciplinary action may result due to excessive absences or utilizing leave for a purpose other than for which it was intended.

PERSONALIZATION

Building on the strengths and addressing the unique needs of individual students.

- Personalization is at the heart of everything we do at ISD 917. We see this in our district Vision and Motto, and we see it every day in our work.
- **Individual Education Plans (IEPs)**
 - Students receiving special education services must have an Individualized Education Program (IEP). The IEP helps students with disabilities with schoolwork and helps them make progress toward graduation according to their individualized goals. Students are eligible for IDEA Part B services if they meet specific state eligibility requirements under one or more of 13 disability categories as defined in Minnesota Rules.
 - Goals of special education per the Minnesota Department of Education (MDE):
 - Provide Free Appropriate Public Education (FAPE) in the least restrictive environment.
 - FAPE is defined as instruction and services that are:
 - Based on eligibility and need.

- Written into an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP).
 - Improve performance on statewide assessments.
 - Increase special education student graduation rates.
 - Coordinate services for students receiving support from more than one agency.
- **Section 504**
 - [Section 504 of the Rehabilitation Act of 1973](#) (34 C.F.R. Part 104) is a federal civil rights statute that assures individuals will not be discriminated against based on their disability. All school districts that receive federal funding are responsible for the implementation of this law.
 - [Section 504](#) protects a student with an impairment that substantially limits one or more major life activities, whether the student receives special education services or not.
 - Examples of physical or mental impairments that may be covered under Section 504 include: epilepsy, AIDS, allergies, vision impairment, broken limbs, cancer, diabetes, asthma, temporary condition due to accidents or illness, ADD/ADHD, learning disabilities, autism, depression, intellectual disability, traumatic brain injury, and post-traumatic stress disorder.
 - Examples of major life activities that can be affected by the student's disability include: learning, thinking, concentrating, reading, speaking, walking, breathing, sleeping, caring for oneself, as well as major bodily functions, including brain function, immune system function, or digestive functions. This is not an exhaustive list.
 - For specific information on 10th graders with Disabilities who wish to take Career and Technical Education (CTE) courses through Postsecondary Enrollment Options (PSEO), see [Alternate PSEO Eligibility Options Policy](#).
- **Person-First Language**
 - At ISD 917, we see the person, not the disability. In general, our district uses person-first terminology to demonstrate respect, acceptance, and inclusion. However, if an individual prefers to be addressed in a different way, we ask you to respect that preference and address them as they wish.
- **Alternative Learning**
 - Our Dakota County Area Learning Centers (DCALS) programs are approved [alternative learning](#) sites through the Minnesota Department of Education. They are designed to provide viable educational options for students who are experiencing difficulty in the traditional system.
 - State-Approved Alternative Programs are governed by these statutes:
 - Graduation Incentives Criteria used to identify at-risk students ([Minnesota Statutes, section 124D.68](#)).

- Continual Learning Plan (CLP) developed annually for each student to outline the steps necessary for grade promotion and/or graduation ([Minnesota Statutes, section 124D.128, Subdivision 3](#)).
 - Information to students and families regarding alternative education options ([Minnesota Statutes, section 124D.68, Subdivision 6](#)).
- **Career & Technical Education**
 - [Career and Technical Education](#) (CTE) programs are a sequence of courses that integrate core academic knowledge with technical and occupational knowledge and skills to provide students a pathway to postsecondary education and careers. CTE teaches transferable workplace skills in applied learning contexts to provide opportunities to explore high-demand career options, and gives students the technology and skills needed for success in adult life.
 - Much of our work is driven by the [Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#) to improve career and technical education and create opportunities to enter high-skill, high-wage, or in-demand employment for all learners. This Act provides an increased focus on the academic achievement of CTE students, strengthens connections to experiential learning and work-based learning opportunities, and increases emphasis on student progress toward earning industry-recognized certificates and postsecondary credentials.

EQUITY

Intentionally providing opportunities while removing barriers at all levels of the organization.

- **Lenses of Equity**
 - At ISD 917, we look at equity through a wide variety of lenses, including:

Race	Gender	Socioeconomics	Disability	Academics	Culture
Equity	Identity	Advantages	Inclusion	Keep bar high	Educated
Disproportionality	Inclusive Language	Full continuum	We serve all	Representation	Inconsistent practices
Immigration Status	Policies	Access	Keep bar high	Curriculum	Language Barrier
Behavior	LGBTQ+	McKinney Vento	Access	Opportunity Gap	Communication
Expectations	Lack of understanding	District differences	Get what they need	Diversify	Awareness
Home vs. School	Inclusive Language	Community Support	Communication	Post-secondary options	Religious special dates
Language Barriers	Disproportionality	Family Role	Medical needs	Multi-age/Multi-grade	Medical views
	Gender roles		Families		
	Cultures		Deficit Thinking		
	Cultural Fluidity				

- **Absent Narratives**

- The Minnesota Humanities Center defines Absent Narratives as: “the lived experiences – the stories, art, music, and histories – of people and place. Absent narratives are not absent from the communities they are a part of, but are often left out, overwritten, absented, by a dominant story.”
- We encourage all staff to consider and find ways to engage Absent Narratives in our communications, planning, reflections, and decision-making.

- **Public Education**

- Per [MN Statute 123B.35](#), 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.
- Per [MN Statute 123B.36](#), school boards may require certain fees. Per [MN Statute 123B.37](#), ISD 917 is not authorized to charge certain fees nor withhold grades or diplomas for nonpayment of student fees.
- Excerpts from [ISD 917 Equal Educational Opportunity Policy 102](#)
 - It is the school district’s policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, or age. The school district also makes reasonable accommodations for students with disabilities.
 - The school district prohibits harassment and discrimination of any based on any of the protected classifications listed above.
 - The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities.
 - This policy applies to all areas of education including academics, coursework, co- curricular and extracurricular activities, or other rights or privileges of enrollment.
 - It is the responsibility of every school district employee to comply with this policy conscientiously.

- **Hazing Prohibition:**

- Excerpts from ISD 917 Hazing Prohibition Policy 526
 - The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or

tolerate hazing. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

- **Disability Nondiscrimination:**

- Excerpts from [ISD 917 Student Disability Nondiscrimination Policy 521](#)
 - The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need services, accommodations, or programs in order that such learners may receive a free appropriate public education (FAPE). A learner who is protected under Section 504 is one who: has a physical or mental impairment that substantially limits one or more of such person's major life activities; or has a record of such an impairment; or is regarded as having such an impairment. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.
- Excerpts from [ISD 917 Student Sex Nondiscrimination Policy 522](#)
 - Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex. Every school district employee shall be responsible for complying with this policy.
 - Title IX Coordinator: Don Budach (don.budach@isd917.org)

- **Gender Identity:**

- Students and staff have the right to be identified by their name, pronoun, and asserted gender in learning spaces, facilities, and extracurricular activities. Students and their guardians must communicate and complete proper documentation with the district to change school records to reflect their name, pronoun, and/or gender identity.

DIVERSITY

Appreciating and valuing everyone's unique selves.

- **Service Animals in Schools:**

- Excerpts from [ISD 917 Policy 535 Service Animals in Schools](#):

- Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.
- In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go.
- When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
 - Is the service animal required because of a disability?
 - What work or tasks is the service animal trained to perform?
- The service animal must be under the control of its handler at all times.
- The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.

- **Pledge of Allegiance:**

- ISD 917 has waived the requirement to recite the Pledge of Allegiance during class at any time. See [ISD 917 Policy 531 The Pledge of Allegiance](#).

- **Staff & Student Recognition:**

- Staff Recognition: ISD 917 staff recognition is governed by [ISD 917 Staff Recognition Program Policy 467](#) which authorizes the administration to develop a program for the recognition of staff members and their contributions to the success of ISD 917 in providing a high quality of education, including:
 - A spring recognition event
 - Recognition awards for years of service
 - Quarterly recognition of individual staff for exemplary service
 - Annual recognition for outstanding service
- Student Recognition:
 - DCALS:
 - Student of the Quarter: 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 is presented a certificate at a special scheduled recognition ceremony following the end of the quarter they are selected and has a photo displayed in the DCALS photo display case.
 - Career & Technical Education (CTE):

- Student of Distinction: 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 is presented a certificate at a special student recognition event with parents/guardians in attendance and has their photo displayed in a photo display case.

Technology Systems for ISD 917 Staff

System Name & Link	Purpose	Used By	Staff Contact
Google	Email Calendar Drive Forms (surveys) Sheets (spreadsheets) Etc.	All Staff	Cory Langenfeld
eFinancePlus Employee Access Center	Update personal info Salary info Benefits info Payroll info Leave banks & requests Tax info	All Staff	Brooke Strumberger Audrey Weiler Amy Alexander
Infinite Campus	Student information system Mass communications with students & families		Cory Langenfeld Kristin Kustrich Betsy Ezkierka
Website	School Board documents Program information and directories Forms	All Staff	Marci Levy-Maguire Cory Langenfeld
Frontline	Absence reporting	All Staff	Amy Alexander
SPED Forms	IEPs	Special Education staff	Dr. Brooke Peterson Shanna Knutson
PowerSchool Perform	Staff Evaluations	All Staff	Dr. Brooke Peterson
ISD 917 License Renewal Site	Continuing Education Unit (CEU) submission & approval for relicensure	Licensed Staff	Jon Mulville

<p><u>ISD 917</u> <u>Instructional</u> <u>Resource Center</u></p>	<p>Curriculum, instruction, and assessment resources for multiple content areas</p> <p>Professional Learning Community (PLC) resources & handbook</p> <p>Instructional Technology resources and training</p>	<p>Licensed Staff Unlicensed Staff Administrators Technology Team</p>	<p>Dr. Brooke Peterson Amanda Peters Eve Thomas Brook Kayleen Taffe</p>
---	---	--	--

ISD 917 Glossary

BCBA: Board Certified Behavior Analyst

Care & Treatment Educational Services: Private day-treatment program for students assigned by the court or referred by another agency or their family.

CASE: Customized Alternative Solutions for Education

Classroom Assistant: A Special Education Assistant assigned to a specific classroom.

CTE: Career & Technical Education

DASH: Developmental Disabilities, Academics, Socialization, & Health Services

DCALS: Dakota County Area Learning Schools

DCTC: Dakota County Technical College

DHH: Deaf/Hard of Hearing Resource

Early/Middle College: A postsecondary enrollment option (PSEO) program specifically designed to allow the student to earn dual high school and college credit with a well-defined pathway leading to a postsecondary degree or credential; designed to serve and support students in the academic middle - especially low-income, English Language Learners, first generation college students, and/or students of color.

Federal Setting III: Students receive special education and related services outside the regular classroom, but in a building with their peers, for more than 60% of the school day.

Federal Setting IV: Public separate facility for children receiving special education and related services for greater than 50% of the school day in public separate facilities.

IDEA: Intra-Dakota Educational Alternative

Independent Study: A competency-based student option for alternative learning students who meet the Graduation Incentives Criteria; a viable options for students who are self-directed and work independently

Itinerant Services: Special education and/or related services provided by staff who travel to member district schools and work with students in their own schools.

Mod: Approximately 3-week modules for DCALS students.

OT: Occupational Therapy

PACES: Program Alternative for Communication, Education, and Socialization

Perkins: A principal source for federal funding to states for the improvement of secondary and postsecondary career and technical education (CTE) programs across the nation

Program Assistant: Under the director of licensed staff, a Program Assistant supports the daily functions of the assigned program and work site.

Purchase Requisition Form: A program's request that the purchasing department purchase or contract for goods or services that are within the approved budget.

Shift: A CTE class period; 3 shifts per day

SUN: Students with Unique Needs

TEA: Therapeutic Education Alternative

TEA-ECSE: Therapeutic Education Alternative-Early Childhood Special Education

TESA: Transitional Education Service Alternative

Technical Tutor:

Staff Expectations & Responsibilities

Professional Responsibilities

Teachers and administrators are professionals. The expectations that follow are inherent to the position of a school district professional. The following is not intended to be all-inclusive but rather suggestive of a professional's responsibilities. Professionals:

- Serve as role models to students by being punctual and maintaining regular attendance
- Follow district policies and procedures
- Dress appropriately
- Communicate frequently with parents through established reporting instruments, conferences, open houses, and as necessary, through notes and personal phone calls
- Supervise students who are using the internet
- Check email and voicemail on a daily basis
- Respond to email and voicemail on a timely basis (generally within 24 hours of receipt or upon return to work)
- Limit personal use of computers, phone, and e-mail to non-student contact time, such as preparation and break periods
- Do not conduct personal business, attend school, or conduct other employment on working hours
- Serve on building and district committees as appropriate
- Attend team meetings and IEP meetings as appropriate

The Sixteen (16) Expectations for Staff

1. Professional and Ethical Standards

1.1. **Be a team player.** Bring a positive attitude to work every day. Communicate effectively and respectfully with students and the members of your team. Get to know the responsibilities of all your team members. Attempt to resolve problems closest to the source of the issue. Maintain open communication and be open to questions and discussion with other staff.

1.2. **Serve as a role model in your dress, speech, and actions.** Dress and act appropriately for your role and personal safety. Cell phones should not be used for personal use during student-contact time. Always use respectful language. Avoid jokes, disrespectful remarks, or attempts at humor that could be considered rude, inappropriate, disruptive or unprofessional. Do not use offensive language or call a student a derogatory name. Do not talk about students or staff in a disrespectful or discourteous way.

1.3. **Teachers and their assistants are responsible for the education and supervision of students at all times.** Appropriate hand-offs must be communicated clearly.

- 1.4. **Be extremely careful regarding a student's personal space.** Refrain from hugging students. Handshakes or other touching may not be welcome or appropriate. Do not restrain a student unless you have completed Professional Crisis Management (PCM) training. Do not strike a student, disrobe a student, conduct a search without appropriate training or without a second person of the same sex as the student in attendance. Never conduct a strip search. When in doubt, do not act until you have spoken with your supervisor.
- 1.5. **Set high expectations for behavior.** Know and enforce the requirements of the District's Student Handbook. This handbook serves as a guide for student conduct and is to be signed by all students and parents or guardians.
- 1.6. **Maintain confidentiality at all times.** Employees, students, and their families have a right to confidentiality and data privacy. You are accountable for what you say and for information you release. Do not speak about a student in front of another student or talk about a student to staff or others in or outside school except on a need-to-know basis. Do not use student names outside of the school setting. Respect other staff members' confidentiality. No identifying information about students or other staff should be posted on personal social media.
- 1.7. **You are a mandatory reporter of suspected maltreatment of minors and vulnerable adults.** The Intermediate School District 917 policy (414) on maltreatment is available on the district website.
- 1.8. **Only have contact with your students during times in which they are enrolled in Intermediate School District 917 programs.** You are not to have dealings with them outside of the school day. Such communications could be confusing to students and reduce your effectiveness with them. It is also inappropriate. Report any student initiated personal contacts, whether by telephone or e-mail or in person, to your program facilitator as soon as possible. If you are responsible for providing respite care to any Intermediate School District 917 student, report it to your supervisor as well.
- 1.9. **Maintain your personal and professional boundaries at all times.** Personal information about your life outside of school is not appropriate and may not be appreciated by students or staff. You are part of the school program and your job is to provide education, support and guidance to students. Establishing "friendships" with students may create unrealistic expectations and interfere with sustaining appropriate boundaries.
- 1.10. **Maintain a respectful and safe workplace.** Inappropriate comments about race, color, religion, age, sex, sexual orientation, marital status, national origin, or other tasteless or improper remarks will not be tolerated. The District also has a zero tolerance Harassment and Violence Policy that is on the district website. An important aspect of this policy is to report to your supervisor if you receive an unwelcome comment or feel threatened in any way. To the extent possible, we want you to feel safe and secure at all times.
- 1.11. **Be dependable.** You are responsible for maintaining good attendance. You are expected to report to work on time, adhere to the time periods established by the District

for any breaks, and remain at the assigned workstation throughout the scheduled work period or until properly relieved. Arriving to work on time will also allow sufficient time for planning and information sharing purposes. Report any absences or leaves timely on AESOP, our time and attendance reporting system. Remember also that leaves are not an entitlement but rather a benefit to be used as necessary. Accumulated leave can help you transcend the period between an injury and disability payments or can be converted to additional health benefits at retirement. Further information on the District's attendance expectations can be found in the Dependability Procedure available on the Intermediate School District 917 website.

2. General Work Rules

2.1. **In emergency situations, all staff are expected to follow Emergency Procedures.**

Review the plan for your location and know your role and responsibilities in each situation. First and foremost, you are responsible for your student's and your own personal safety. Therefore, you should always conduct yourself in a safety conscious manner and encourage fellow staff to do likewise.

2.2. Only use Intermediate School District 917 vehicles when it becomes necessary to transport students as part of your job assignment. All staff who operate ISD 917 vehicles or drive their own personal vehicle for work-related purposes must undergo training provided by the district. All drivers must abide by federal, state, and local motor vehicle regulations, laws, and ordinances. All drivers and occupants of vehicles must wear seat belts. Students are not to be driven in staff's personal vehicles. Staff are to follow the 'Employee Driver Safety' district procedure, which includes the completion of the SafeSchools' Defensive Driving course each year, twice annual motor vehicle reports, and, for those driving personal vehicles, proof of automobile insurance.

2.3. Use Intermediate School District 917 technologies appropriately. This includes Internet access, and District owned software and hardware. No user has any right or expectation of privacy in anything that is created, sent, received or stored by computer including e-mail, fax or voicemail. Do not use Intermediate School District 917 technologies for: illegal activities, wagering, betting, or gambling; harassment and illegal discrimination; fundraising for any purpose unless District sanctioned; commercial activities, e.g., personal for-profit business activities; access, storage or transmission of offensive, racist, sexist, obscene, or pornographic information; promoting political or religious activities; downloading software including games, weather monitoring (e.g. Weatherbug), wallpaper (e.g. Webshots), and screen savers from the Internet unless District-sanctioned, or for any other purpose prohibited by District policy. The acceptable use of technology is further defined on the District website.

2.4. Smoking is not allowed on District property. Therefore, no person may smoke or use tobacco products in any building or vehicle or on grounds owned or leased by the school

district. Smoking cessation programs are available through the District health insurance plan.

2.5. You are responsible for reading and following all District policies and procedures.

If you are unclear about any of these **Sixteen Expectations**, contact your administrator/supervisor as soon as possible for an explanation.





Intermediate School District 917

Parent/Guardian & Student Handbook
Special Education Programs

2022-2023

1300 145th Street East • Rosemount, MN 55068



Dear Parents/Guardians and Students:

Welcome to Intermediate School District 917 special education programs. This website will provide you with important information for the 2022-2023 school year. We encourage you to save this website link for future reference.

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

We look forward to working with you.

Sincerely,

Melissa Schaller, PhD
Executive Director of Student Services

TABLE OF CONTENTS

DISTRICT OVERVIEW	5
SPECIAL EDUCATION ADMINISTRATION	6
SPECIAL EDUCATION PROGRAMS AND SERVICES	7
ALLIANCE EDUCATION CENTER	7
CEDAR SCHOOL	9
CONCORD EDUCATION CENTER	11
ECSE TEA	13
PINE BEND ELEMENTARY	13
POND CENTER	13
RIVERVIEW ELEMENTARY	14
LEBANON EDUCATION CENTER	15
JSC - NEW CHANCE & RIVERSIDE	17
OPTIONS	19
PACES	20
AKIN ROAD ELEMENTARY	20
CHRISTINA HUDDLESTON ELEMENTARY	20
MCGUIRE MIDDLE SCHOOL	21
FARMINGTON HIGH SCHOOL	22
LAKEVILLE NORTH HIGH SCHOOL	22
D/HH RESOURCE	23
LINCOLN CENTER ELEMENTARY	23
INVER GROVE HEIGHTS MIDDLE SCHOOL	24
SIMLEY HIGH SCHOOL	24
DASH	26
PINECREST ELEMENTARY	26
HASTINGS HIGH SCHOOL	26
LAKEVILLE NORTH HIGH SCHOOL	27
TWO RIVERS HIGH SCHOOL	28
BLOOMINGTON TRANSITION CENTER	28
TESA	30
DAKOTA COUNTY TECHNICAL COLLEGE	30
BLOOMINGTON TRANSITION CENTER	30
DISTRICT CALENDARS	32
EMERGENCY CLOSINGS	33
DISTRICT LUNCH PRICES	34
DISTRICT TRANSPORTATION	36
GENERAL INFORMATION	37
ABSENCES AND ATTENDANCE	37

ALLERGENS AND CHEMICAL SENSITIVITY	38
BACKGROUND CHECKS	38
COMMUNICATION	39
CONFERENCES	39
DIRECTORY INFORMATION	39
DRESS CODE	39
EMERGENCY EVACUATIONS/FIRE DRILLS	40
EMERGENCY INFORMATION	40
FIELD TRIPS	40
GENDER IDENTITY	40
HEALTH SCREENINGS	40
ILLNESS - HOME	40
ILLNESS/INJURY - SCHOOL	41
IMMUNIZATIONS	41
INSTRUCTIONAL MATERIALS AND SUPPLIES	41
INTERNET ACCEPTABLE USE	41
LOCKERS AND DESKS	41
MEDIA	42
MEDICATIONS AND SPECIALIZED HEALTHCARE PROCEDURES	42
NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS	43
PLEDGE OF ALLEGIANCE	43
POLICIES	43
RESTRICTIVE PROCEDURES PLAN	43
SCHOOL-SPONSORED STUDENT PUBLICATIONS AND/OR STUDENT PROJECTS	43
SEARCHES	44
SOCIAL MEDIA	44
SOFTWARE INVENTORY & STUDENT DATA ELEMENTS	44
STATE TESTING	44
STUDENT CODE OF CONDUCT	45
TENNESSEN WARNING	45
THIRD PARTY BILLING	45
TRANSPORTATION	45
VISITORS	46

DISTRICT OVERVIEW

PURPOSEFUL. PERSONALIZED. PARTNERS.

Mission-Our Core Purpose:

In partnership with member districts, Intermediate School District 917 provides high quality, equitable, and specialized programming to meet the needs of all students.

Vision-What We Intend to Create:

Intermediate School District 917 models an innovative culture with diverse pathways serving students and families through equitable practices with highly trained staff.

Core Values-Drivers of Our Words and Actions:

- **Collaboration:** Working together to achieve more collectively.
- **Empathy:** Considering and respecting the perspective and needs of member districts, students, families, and staff.
- **Innovation:** Ongoing improvement of programs and services.
- **Stewardship:** Managing financial and human resources carefully and responsibly.
- **Communication:** Multi-dimensional, transparent conversation focused on sharing information and creating a positive learning and working environment.
- **Integrity:** Aligning our actions with our values and beliefs.
- **Personalized:** Building on the strengths and addressing the unique needs of individual students.
- **Equity:** Intentionally providing opportunities while removing barriers at all levels of the organization.
- **Diversity:** Appreciating and valuing everyone's unique selves.

Our Purpose for Special Education Services:

In partnership with our member districts, Intermediate School District 917 provides high-caliber staff and services to meet the unique strengths, gifts, and needs of the students we serve.

SPECIAL EDUCATION ADMINISTRATION

Melissa Schaller, Executive Director of Student Services

Dakota County Technical College
1300 145th Street East
Rosemount, Minnesota 55068
Phone: 651-423-8204 Fax: 651-423-8781
Email: melissa.schaller@isd917.org

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

Dakota County Technical College
1300 145th Street East
Rosemount, Minnesota 55068
Phone: 651-423-8377 Fax: 651-423-8781
Email: julie.illa@isd917.org

Lynda Hurt, Information Management Assistant-Third Party Billing

Dakota County Technical College
1300 145th Street East
Rosemount, Minnesota 55068
Phone: 651-252-4320 Fax: 651-423-8781
Email: lynda.hurt@isd917.org

Kristin Kustrich, Information Management Assistant-MARSS

Dakota County Technical College
1300 145th Street East
Rosemount, Minnesota 55068
Phone: 651-423-8255 Fax: 651-423-8781
Email: kristin.kustrich@isd917.org

Brooke Peterson, Director of Teaching and Learning

Dakota County Technical College
1300 145th Street East
Rosemount, Minnesota 55068
Phone: 651-423-8202 Fax: 651-423-8781
Email: brooke.peterson@isd917.org

SPECIAL EDUCATION PROGRAMS AND SERVICES

ALLIANCE EDUCATION CENTER



Description of Programming

Alliance Education Center (AEC) is a Federal Setting IV school located in Rosemount, Minnesota. AEC houses three separate educational programs through Intermediate School District 917, including Customized Alternative Solutions to Education (CASE), Intra-Dakota Educational Alternative (IDEA), and Students with Unique Needs (SUN) programs. Programs at AEC provide services to students from Kindergarten to grade 12+ who require a low staff-to-student ratio in a separate school site. Instruction in the areas of academics, functional skills, transition, and social skills are offered. There are significant team services for behavior intervention and for students to gain adaptive skills.

Our Approach and Focus

The IDEA program focuses on academics and supporting students to develop appropriate classroom behaviors and self-regulation skills. The SUN program focuses on teaching age-appropriate pro-social behaviors and academics. The CASE program offers an extensive system of support in a wraparound model for students who demonstrate highly-individualized needs.

- High levels of adult support across the

14300 Biscayne Avenue West
Rosemount, MN 55068
Phone: 651-423-8100
Fax: 651-423-8120

School Hours

Student (IDEA&SUN) 7:45 am - 2:10 pm
Student (CASE) 8:00 am - 2:25 pm
Staff 7:30 am - 3:30 pm

ISD 917 Calendar

Emergency Closing Information

Site Leadership

Shannon Brennan
Assistant Director of Special Education/Principal
Phone: 651-423-8150
Email: shannon.brennan@isd917.org

Jackie Pauley
Dean of Special Education
Phone: 651-423-8125
Email: jackie.pauley@isd917.org

Rachel Novy
Lead Teacher (IDEA & SUN programs)
Phone: 651-423-8126
Email: rachel.novy@isd917.org

Justin Hoelscher
Lead Teacher (CASE program)
Phone: 651-423-8161
Email: justin.hoelscher@isd917.org

- program (either a 1:2 ratio or 1:1 ratio)
- Specialized teams of support, including related services, specialized physical education, mental health supports, and a focus on socio-emotional learning

Services and Benefits

Students are provided related services based on needs outlined in their Individualized Education Plans (IEPs) including Speech-Language Therapy, Occupational Therapy, and Developmental Adaptive Physical Education. Transition-based programming is also provided, depending on age. Our program also offers social work and mental health support, including social work groups for students with needs in these areas.

School Meals

Health Services

Transportation

Kay Velure
Administrative Assistant
Phone: 651-423-8151
Email: kay.velure@isd917.org

Sydney Seufer
Administrative Assistant
Phone: 651-423-8100
Email: sydney.seufer@isd917.org

CEDAR SCHOOL



Description of Programming

Cedar School is a Federal Setting IV school located in Eagan, Minnesota. Cedar School houses the Students with Unique Needs (SUN) program. The SUN program focuses on teaching age-appropriate pro-social behaviors and academics. The SUN program provides services to students with unique needs from Kindergarten to grade 12+ who require a low staff-to-student ratio in a separate school site. Instruction in the areas of academics, functional skills, transition, and social skills are offered. There are significant team services for behavior intervention and for students to gain adaptive skills.

Our Approach and Focus

The SUN program focuses on teaching age-appropriate pro-social behaviors and academics. There are two different classroom models for instruction. SUN Group is comprised of a small group of six students served by a team of one teacher with three paraprofessionals. SUN Individual students are assigned their own office space and are provided the opportunity to access additional learning environments for group instruction per their unique needs.

- High levels of adult support across the program (either a 1:2 ratio or 1:1 ratio)

2140 Diffley Road
Eagan, MN 55122
Phone: 952-707-4000
Fax: 952-707-4002

School Hours

Student	7:45 am - 2:10 pm
Staff	7:30 am - 3:30 pm

[ISD 917 Calendar](#)

[Emergency Closing Information](#)

Site Leadership

Jennifer Olson
Assistant Director of Special Education/Principal
Phone: 952-707-4075
Email: jennifer.olson@isd917.org

Amy Swaney
Dean of Special Education
Phone: 952-707-4012
Email: amy.swaney@isd917.org

Pam Severson
Administrative Assistant
Phone: 952-707-4000
Email: pam.severson@isd917.org

- Specialized teams of support, including related services, specialized physical education, mental health supports, and a focus on socio-emotional learning

Services and Benefits

Students are provided related services based on needs outlined in their Individualized Education Plans (IEPs) including Speech-Language Therapy, Occupational Therapy, and Developmental Adaptive Physical Education. Transition-based programming is also provided, depending on age. Our program also offers social work and mental health support, including social work groups for students with needs in these areas.

School Meals

Health Services

Transportation

CONCORD EDUCATION CENTER



Description of Programming

Concord Education Center (CEC) is a Federal Setting IV school located in Inver Grove Heights, Minnesota. The Students with Unique Needs (SUN) program focuses on teaching age-appropriate pro-social behaviors and academics. The SUN program provides services to students with unique needs from Kindergarten to grade 12+ who require a low staff-to-student ratio in a separate school site. Instruction in the areas of academics, functional skills, transition, and social skills are offered. There are significant team services for behavior intervention and for students to gain adaptive skills.

Our Approach and Focus

The SUN program focuses on teaching age-appropriate pro-social behaviors and academics. There are two different classroom models for instruction. SUN Group is comprised of a small group of six students served by a team of one teacher with three paraprofessionals. SUN Individual students are assigned their own office space and are provided the opportunity to access additional learning environments for group instruction per their unique needs.

- High levels of adult support across the program (either a 1:2 ratio or 1:1 ratio)
- Specialized teams of support, including related services, specialized physical education, mental health supports, and a

9015 Broderick Blvd.
Inver Grove Heights, MN 55076
Phone: 612-902-9300
Fax: 612-902-9399

School Hours

Student	7:45 am - 2:10 pm
Staff	7:30 am - 3:30 pm

[ISD 917 Calendar](#)

[Emergency Closing Information](#)

Site Leadership

Jamie Dalbesio
Assistant Director of Special Education/Principal
Phone: 612-902-9311
Email: jamie.dalbesio@isd917.org

Amy Swaney
Dean of Special Education
Phone: 612-902-9357
Email: amy.swaney@isd917.org

Cathy Mattice
Lead Teacher
Phone: 612-902-9344
Email: cathy.mattice@isd917.org

Gina Ashley
Administrative Assistant
Phone: 612-902-9301
Email: gina.ashley@isd917.org

Joleen Witham
Administrative Assistant
Phone: 612-902-9300

focus on socio-emotional learning

Email: joleen.witham@isd917.org

Services and Benefits

Students are provided related services based on needs outlined in their Individualized Education Plans (IEPs) including Speech-Language Therapy, Occupational Therapy, and Developmental Adaptive Physical Education. Transition-based programming is also provided, depending on age. Our program also offers social work and mental health support, including social work groups for students with needs in these areas.

School Meals

Health Services

Transportation

ECSE TEA

Description of Programming

Early Childhood Special Education (ECSE) Therapeutic Education Alternative (TEA) is a therapeutic preschool program. At the core of the program is the understanding that for young children, development occurs in the context of relationships.

Our Approach and Focus

The program uses trauma-informed interventions to support and understand how to meet the emotional needs of each child. While academics are embedded in the program, the focus of the program will be on healthy social-emotional development. A mental health professional and an early childhood special education teacher co-facilitate the program.

Services and Benefits

Students are provided related services based on needs outlined in their Individualized Education Plans (IEPs) including Speech-Language Therapy, Occupational Therapy, and Developmental Adaptive Physical Education. Transition-based programming is also provided, depending on age. Our program also offers mental health professionals for mental health support.

School Meals

Health Services

Transportation

Site Leadership

Jennifer Hetland
Assistant Director of Special Education/Principal
Phone: 651-438-4981
Email: jennifer.hetland@isd917.org



PINE BEND ELEMENTARY

9875 Inver Grove Trail
Inver Grove Heights, MN
Phone: 651-306-7710
Fax: 651-438-4985

School Hours

Student	8:30 am - 2:00 pm
Staff	7:30 am - 3:30 pm

[District 199 Calendar](#)

[Emergency Closing Information](#)



POND CENTER

9600 3rd Ave. South
Bloomington, MN 55420
Phone: 952-681-6238
Fax: 651-438-4985

Melanie Rix
Lead Teacher
Phone: 952-431-8608
Email: melanie.rix@isd917.org

Tara Brenner
Administrative Assistant
Phone: 651-438-4980
Email: tara.brenner@isd917.org

School Hours

Student 9:25 am - 1:25 pm
Staff 7:30 am - 3:30 pm

[District 271 Calendar](#)

[Emergency Closing Information](#)



RIVERVIEW ELEMENTARY

4100 208th St. W.
Farmington, MN 55024
Phone: 651-460-1695
Fax: 651-438-4985

School Hours

Student 9:00 am - 1:00 pm
Staff 7:30 am - 3:30 pm

[District 192 Calendar](#)

[Emergency Closing Information](#)

LEBANON EDUCATION CENTER



Description of Programming

Therapeutic Education Alternative (TEA) offers therapeutic intervention by specially trained mental health professionals in addition to a full range of academic services in an environment with a low staff-to-student ratio. Mental health and educational programming are integrated into the entire school day.

Our Approach and Focus

- High levels of adult support across the program (either a 1:2 ratio or 1:1 ratio)
- Multi-disciplinary teams
- A focus on social-emotional learning
- Individual or Group learning environments

Services and Benefits

Students are provided related services based on needs outlined in their Individualized Education Plans (IEPs) including Speech-Language Therapy, Occupational Therapy, and Developmental Adaptive Physical Education. Transition-based programming is also provided, depending on age. Our program also offers mental health professionals for mental health support.

School Meals

5800 149th Street West
Apple Valley, MN 55124
Phone: 952-431-4062
Fax: 952-431-4063

School Hours

Student	7:45 am - 2:10 pm
Staff	7:30 am - 3:30 pm

[ISD 917 Calendar](#)

[Emergency Closing Information](#)

Site Leadership

Jennifer Hetland
Assistant Director of Special Education/Principal
Phone: 651-438-4981
Email: jennifer.hetland@isd917.org

Melanie Rix
Lead Teacher
Phone: 952-562-5130
Email: melanie.rix@isd917.org

Denise Horvath
Administrative Assistant
Phone: 952-431-4062
Email: denise.horvath@isd917.org

Health Services Transportation	
---	--

JSC - NEW CHANCE & RIVERSIDE



Description of Programming

New Chance is a court-ordered day treatment program in Hastings, Minnesota. The five to seven month program provides individualized education in Math, Science, English, Social Studies, and Physical Education. Students ages 14-18 are provided general and/or special education courses.

Riverside/Juvenile Services Center located in Hastings, Minnesota, is a program that provides general and special education courses in math, science, english, social studies, and physical education. Students are court-ordered to attend this locked, adjudicated facility. Students range in ages from 12-18, and are in attendance from one day to year depending on individual circumstances

Our Approach and Focus

Students with general and special education needs are provided with a curriculum that meets their needs. The school staff works closely with the Dakota County staff to provide a supportive educational environment. There is one teacher, one paraprofessional with a maximum of ten students per classroom.

Services and Benefits

Students are provided related services based on needs outlined in their Individualized Education Plans (IEPs) including Speech-Language Therapy, Occupational Therapy, and Developmental Adaptive

1600 W. Highway 55
Hastings, MN 55033
Phone: 651-438-4980
Fax: 651-438-4985

New Chance School Hours

Student (New Chance)	9:15 am - 3:15 pm
Student (Riverside)	7:45 am - 3:15 pm
Staff	7:00 am - 3:30 pm

[ISD 917 Calendar](#)

[Emergency Closing Information](#)

Site Leadership

Jennifer Hetland

Assistant Director of Special Education/Principal

Phone: 651-438-4981

Email: jennifer.hetland@isd917.org

Melanie Rix

Lead Teacher

Phone: 952-562-5130

Email: melanie.rix@isd917.org

Tara Brenner

Administrative Assistant

Phone: 651-438-4980

Email: tara.brenner@isd917.org

Physical Education.

School Meals

Provided by Dakota County

Health Services

Provided by Dakota County

Transportation

OPTIONS



Description of Programming

Options is a day treatment program, located in Burnsville, Minnesota, that is focused on mental health and substance abuse. Options offers a full range of general and special education courses to students participating in the program.

Our Approach and Focus

Students with general and special education needs are provided with a curriculum that meets their needs. The school staff works closely with the Options staff to provide a supportive education environment. There are two teachers and two paraprofessionals with a maximum of twelve students per classroom.

Services and Benefits

Students are provided related services based on needs outlined in their Individualized Education Plans (IEPs) including Speech-Language Therapy and Occupational Therapy.

School Meals

Provided Through Options Program

[Health Services](#)

[Transportation](#)

151 Burnsville Pkwy., Suite 100
Burnsville, MN 55337
Phone: 952-564-3000
Fax: 651-925-0256

School Hours

Student	8:30 am - 3:30 pm
Staff	7:30 am - 3:30 pm

[ISD 917 Calendar](#)

[Emergency Closing Information](#)

Site Leadership

Jennifer Hetland
Assistant Director of Special Education/Principal
Phone: 651-438-4981
Email: jennifer.hetland@isd917.org

Melanie Rix
Lead Teacher
Phone: 952-562-5130
Email: melanie.rix@isd917.org

Tara Brenner
Administrative Assistant
Phone: 651-438-4980
Email: tara.brenner@isd917.org

PACES

Description of Programming

The Program Alternative for Communication Education and Socialization (PACES) program is designed to meet the needs of students primarily with Autism Spectrum Disorders (ASD), and related neuro-biological disorders. The program addresses the educational and environmental needs through a highly structured environment with a low student/staff ratio delivered in member district school buildings.

Our Approach and Focus

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. Each classroom has a licensed Special Education Teacher and a maximum of 6 students per classroom, along with the teacher are Program and Classroom Assistants to support student needs in the classroom.

Services and Benefits

Students are provided related services based on needs outlined in their Individualized Education Plans (IEPs) including Speech-Language Therapy, Occupational Therapy, and Developmental Adaptive Physical Education. Transition-based programming is also provided, depending on age.

[Health Services](#)

[Transportation](#)



AKIN ROAD ELEMENTARY

5231 195th St. W
Farmington MN 55024
Phone: 651-460-1700
Fax:

Preschool Hours

Student	Hours vary based on age
Staff	7:30 am - 3:30 pm

Elementary School Hours

Student	7:40 am - 2:10 pm
Staff	7:30 am - 3:30 pm

[District 192 Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)



CHRISTINA HUDDLESTON ELEMENTARY

9569 175th St. W
Lakeville MN 55044
Phone: 952-232-3100

Program Leadership

Don Budach

Assistant Director of Special Education/Principal

Phone: 651-423-8426

Email: don.budach@isd917.org

Stephanie Betley

Dean of Special Education

Phone: 651-423-8343

Email: stephanie.betley@isd917.org

Paige Bjerke

Administrative Assistant

Phone: 651-423-8401

Email: paige.bjerke@isd917.org

Fax:

Elementary School Hours

Student 8:30 am - 3:00 pm

Staff 8:05 am - 3:20pm

[District 194 Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)



MCGUIRE MIDDLE SCHOOL

21220 Holyoke Avenue W

Lakeville, MN 55044

Phone: 952-232-2201

School Hours

Student 8:09 am - 2:45 pm

Staff 7:30 am - 3:30 pm

[McGuire School Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)



FARMINGTON HIGH SCHOOL

20655 Flagstaff Avenue
Farmington, MN 55024
Phone: 651-252-2501

School Hours

Student 8:10 am - 2:55 pm
Staff 7:30 am - 3:30 pm

[District 192 Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)



LAKEVILLE NORTH HIGH SCHOOL

19600 Ipava Avenue W
Lakeville, MN 55044
Phone: 952-232-3746 Room 223

School Hours

Student 8:02 am - 2:37 pm
Staff 7:30 am - 3:30 pm

[District 194 Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)

D/HH RESOURCE

Description of Programming

The Deaf/Hard of Hearing Resource Programs (D/HH) are available for students ages 2 - 21 who are deaf or hard of hearing at the preschool, elementary, and secondary levels. Students who attend the D/HH resource programming receive a significant portion of their instruction from a teacher of deaf and hard of hearing in resource or self-contained classrooms with access to the general education as determined by a child's IFSP or IEP team.

Our Approach and Focus

A major emphasis of the program is to support the unique communication and language development need of each child as well as social-emotional development that can be impacted by hearing loss. We offer a nurturing and comprehensive school program that includes:

- The languages of instruction used include American Sign Language and English via spoken English paired with Cued English, the exposure to one or both being determined by a child's IFSP or IEP team.
- Rigorous curriculum and learning materials tailored to students who are Deaf, Hard of Hearing, and DeafBlind with unique needs
- Independence/mainstream support, as well as teaching students to advocate for their needs
- Support for hearing assistive technology (including cochlear implants, hearing aids, etc.)

Services and Benefits



LINCOLN CENTER ELEMENTARY

357 9th Ave N

South St Paul, MN 55075

Phone: 651-288-5871

Fax:

Preschool Hours

Student	Hours vary based on age
Staff	7:30 am - 3:30 pm

Elementary School Hours

Student	8:20 am - 2:55 pm
Staff	7:30 am - 3:30 pm

[District 6 Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)

Students are provided related services based on needs outlined in their Individualized Education Plans (IEPs) including Speech-Language Therapy, Occupational Therapy, Physical Therapy, and Developmental Adaptive Physical Education. Transition-based programming is also provided, depending on age. Our program also offers social work and mental health support as needed.

Health Services

Transportation

Program Leadership

Taylor Thomas

Assistant Director of Special Education/Principal

Phone: 612-666-0473

Email: Taylor.Thomas@isd917.org

Lori Klein

Dean of Special Education

Phone: 507-301-6651

Email: Lori.Klein@isd917.org

Loreen Bohnert

Administrative Assistant

Phone: 651-288-5871

Email: Loreen.Bohnert@isd917.org



INVER GROVE HEIGHTS MIDDLE SCHOOL

8167 Cahill Avenue

Inver Grove Heights, MN 55076

Phone:

Fax:

School Hours

Student 8:30 am - 3:20 pm

Staff 7:30 am - 3:30 pm

District 199 Calendar

Emergency Closing Information

School Lunches



SIMLEY HIGH SCHOOL

2920 80th Street East

Inver Grove Heights, MN 55076

Phone:

Fax:

School Hours

Student 8:30 am - 3:20 pm

Staff 7:30 am - 3:30 pm

[District 199 Calendar](#)[Emergency Closing Information](#)[School Lunches](#)

DASH

Description of Programming

The Developmental Disabilities, Academics, Socialization, and Health Services (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.

Our Approach and Focus

The program focuses on communication, social, motor, and daily living skills as well as functional academics. Each classroom has a licensed Special Education Teacher and a maximum of 6 students per classroom, along with the teacher are Program and Classroom Assistants to support student needs in the classroom. Each classroom is also staffed with a nurse to provide assistance with student specific medical needs.

Services and Benefits

Students are provided related services based on needs outlined in their Individualized Education Plans (IEPs) including Speech-Language Therapy, Occupational Therapy, and Developmental Adaptive Physical Education. Transition-based programming is also provided, depending on age. Our program also offers social work and mental health supports, including social work groups for students with needs in these areas.

Health Services

Transportation

Program Leadership



PINECREST ELEMENTARY

975 12th Street West

Hastings, MN 55033

Phone: 651-480-7320 Rm 42

Fax:

Preschool Hours

Student Hours vary based on age

Staff 7:30 am - 3:30 pm

Elementary School Hours

Student 8:00 am - 2:30 pm

Staff 7:30 am - 3:30 pm

[District 200 Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)



HASTINGS HIGH SCHOOL

(Middle and High School Programs located

Don Budach
Assistant Director of Special Education/Principal
Phone: 651-423-8426
Email: don.budach@isd917.org

Stephanie Betley
Dean of Special Education
Phone: 651-423-8343
Email: stephanie.betley@isd917.org

Paige Bjerke
Administrative Assistant
Phone: 651-423-8401
Email: paige.bjerke@isd917.org

here)

200 General Sieben Drive
Hastings, MN 55033
Phone: 651-480-7521 Rm B119
Fax:

School Hours

Student: 7:20 am - 2:20 pm
Staff: 7:30 am - 3:30 pm

[District 200 Calendar](#)
[Emergency Closing Information](#)
[School Lunches](#)



LAKEVILLE NORTH HIGH SCHOOL

19600 Ipava Avenue W
Lakeville, MN 55044
Phone: 952-232-3746 Rm 223
Fax:

School Hours

Student: 8:02 am - 2:37 pm
Staff: 7:30 am - 3:30 pm

[District 194 Calendar](#)
[Emergency Closing Information](#)

School Lunches



TWO RIVERS HIGH SCHOOL

1897 Delaware Avenue
Mendota Heights, MN 55118
Phone: 651-403-7100
Fax:

School Hours

Student: 8:30 am - 3:04 pm
Staff: 7:30 am - 3:30 pm

District 197 Calendar

Emergency Closing Information

School Lunches



BLOOMINGTON TRANSITION CENTER

2575 W 88th Street, Door 10
Blomington, MN 55431
Phone: 952-681-6118

Fax:

School Hours

Student: 7:45 am - 2:20 pm

Staff: 7:30 am - 3:30 pm

[District 271 Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)

TESA

Description of Programming

The Transitional Education Service Alternative Program (TESA) program serves the transition needs of young adults ages 18-21. Staff, students, families, and community providers work together to identify the student's unique strengths, interests, and develop a plan to provide instructional and community opportunities to meet their transition needs. Areas addressed may include independent living skills, employment skills, academic or functional skills, communication and social skills, self-advocacy, and post-secondary planning. For those students considering post-secondary education following graduation, there are also opportunities to build their skills in preparation for college, including understanding the resources and supports available through disability services.

Our Approach and Focus

There is a strong emphasis on helping students in TESA gain employment in their respective community area. 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.

Services and Benefits

Students are provided related services based on needs outlined in their Individualized Education Plans (IEPs) including Speech-Language Therapy, Occupational Therapy, and Developmental Adaptive Physical Education. Our program also offers social work and mental health support, including social work groups for students with needs in these areas.



DAKOTA COUNTY TECHNICAL COLLEGE

1300 145th Street E

Rosemount, MN 55068

Phone: 651-423-8401

Fax:

School Hours

Student: 7:45 am - 2:20 pm

Staff: 7:30 am - 3:30 pm

[DCTC Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)



BLOOMINGTON TRANSITION CENTER

[Health Services](#)
[Transportation](#)

Program Leadership

Don Budach
Assistant Director of Special Education/Principal
Phone: 651-423-8426
Email: don.budach@isd917.org

Stephanie Betley
Dean of Special Education
Phone: 651-423-8343
Email: stephanie.betley@isd917.org

Paige Bjerke
Administrative Assistant
Phone: 651-423-8401
Email: paige.bjerke@isd917.org

2575 W 88th Street, Door 10
Blomington, MN 55431
Phone:
Fax:

School Hours

Student: 7:45 am - 2:20 pm
Staff: 7:30 am - 3:30 pm

[District 271 Calendar](#)
[Emergency Closing Information](#)
[School Lunches](#)

DISTRICT CALENDARS

[Intermediate School District 917](#)

[Special School District 6, South St. Paul](#)

[Independent School District 191, Burnsville-Eagan-Savage](#)

[Independent School District 192, Farmington](#)

[Independent School District 194, Lakeville](#)

[Independent School District 195, Randolph](#)

[Independent School District 196, Rosemount-Apple Valley-Eagan](#)

[Independent School District 197, Eagan-Mendota Heights-West St. Paul](#)

[Independent School District 199, Inver Grove Heights](#)

[Independent School District 200, Hastings](#)

[Independent School District 271, Bloomington](#)

EMERGENCY CLOSINGS

Intermediate School District 917 students attend schools in several different locations. Please carefully read the following chart concerning school closings for severe weather or other emergency situations. Email and phone alerts from ISD 917 about school closings are available upon request. Please contact your site secretary to sign up.

If Your Student Attends:	School Is Closed When:
Lincoln Center	Special School District 6, South St. Paul is closed
Akin Road Elementary Boeckman Middle School Farmington High School Riverview Elementary	Independent School District 192, Farmington is closed
Christina Huddleston Lakeville North High School McGuire Middle School	Independent School District 194, Lakeville is closed
Two Rivers High School	Independent School District 197, West St. Paul-Mendota Heights-Eagan is closed
Inver Grove Heights Middle School Simley High School Pine Bend Elementary	Independent School District 199, Inver Grove Heights is closed
Hastings High School Pinecrest Elementary School	Independent School District 200, Hastings is closed
Bloomington Transition Center Pond Family Center	Independent School District 271 is closed
Alliance Education Center Cedar School Concord Education Center Dakota County Technical College - DCALS, TESA DCALS North JSC - New Chance and Riverside Lebanon Education Center Options	Intermediate School District 917 is closed
Dakota County Technical College - DCALS, TESA	Dakota County Technical College is closed

DISTRICT LUNCH PRICES

Independent School District 192, Farmington	Breakfast Elementary Lunch Middle School Lunch High School Lunch Adult Lunch	\$1.50 \$2.80 \$2.95 \$3.00 \$4.00
Independent School District 194, Lakeville	Elementary Breakfast Elementary Lunch Middle School Breakfast Middle School Lunch High School Breakfast High School Lunch Adult Breakfast Adult Lunch	\$1.40 \$2.70 \$1.75 \$2.80 \$1.75 \$2.85 \$2.40 \$4.10
Independent School District 197, Eagan-Mendota Heights-West St. Paul	Elementary Breakfast K-4 Secondary 5-12 Breakfast Elementary Lunch K-4 Secondary 5-12 Lunch Milk Adult Breakfast Adult Lunch	\$1.75 \$2.00 \$3.20 \$3.60 \$0.60 \$2.50 \$4.50
Independent School District 199, Inver Grove Heights	Breakfast Elementary Lunch Middle/High School Lunch Milk Adult Breakfast Adult Lunch	Free \$2.40 \$2.60 \$0.45 \$4.25 \$4.25
Independent School District 200	Breakfast Elementary Lunch Middle School Lunch High School Lunch Milk Adult Lunch	\$1.50 \$2.85 \$3.00 \$3.15 \$3.15
Independent School District 271, Bloomington	Breakfast Lunch Milk Adult Lunch	
Alliance Education Center	Breakfast K-12 Lunch	\$1.60 \$3.15

	Milk Adult Breakfast Adult Lunch	\$0.45 \$2.50 \$4.75
Cedar School	Breakfast Elementary Lunch Secondary Lunch Milk Adult Breakfast Adult Lunch	\$1.60 \$2.80 \$2.90 \$0.50 \$2.40 \$4.15
Concord Education Center	Breakfast K-12 Lunch Milk Adult Breakfast Adult Lunch	\$1.60 \$3.15 \$0.45 \$2.50 \$4.75
Dakota County Technical College, TESA & DCALS	Breakfast K-12 Lunch Milk Adult Breakfast Adult Lunch	\$1.60 \$3.15 \$0.45 \$2.50 \$4.75
Lebanon Education Center	Breakfast K-12 Lunch Milk Adult Breakfast Adult Lunch	\$1.60 \$3.15 \$0.45 \$2.50 \$4.75

DISTRICT TRANSPORTATION

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

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

DISTRICT	TRANSPORTATION NUMBER	SPECIAL EDUCATION NUMBER
Special School District 6, South St. Paul	651-451-1375	651-457-9496
Independent School District 191, Burnsville-Eagan-Savage	952-985-7500	952-707-2069
Independent School District 192, Farmington	651-463-8689	651-463-5023
Independent School District 194, Lakeville	952-985-7513	952-232-2011
Independent School District 195, Randolph	507-263-2151	507-645-4773
Independent School District 196, Rosemount-Apple Valley- Eagan	651-423-7685	651-423-7626
Independent School District 197, Mendota Heights-Eagan-West St. Paul	651-403-8321	651-403-7011
Independent School District 199, Inver Grove Heights	651-306-7095	651-306-7821
Independent School District 200, Hastings	651-437-1888	651-480-7016
Independent School District 271, Bloomington	952-681-6300	952-681-6508

GENERAL INFORMATION

ABSENCES AND ATTENDANCE

To call in an absence, call your child's main office number or inform their IEP Case Manager. Please leave the date, student's name, and reason for the absence. Your child's transportation company should also be informed of the absence. This is helpful communication for the home district.

Regular attendance is important to school success.

1. Excused Absences

- A valid excuse for an absence may include religious holiday, family emergency, illness, doctor's visit, mental health/therapy appointment, probation appointment, or court.
- Requests to excuse a student from school for an extended period should be made in advance and in writing. These requests require the approval of the program administrator. The school board permits the school to excuse students for the following reasons:
 - Illness;
 - Serious illness or death in the family;
 - Appointment with a doctor, dentist, or mental health professional when an appointment cannot be made outside the school day;
 - Religious observance; or
 - Special occasions authorized by the assistant director, director, or school superintendent.
 - Before a student leaves the school building, they must report to the office and have a parent/guardian sign the student out.
- After a student has accumulated 10 excused absences a formal letter may be sent to parents or guardians requesting documentation from professionals (doctor, therapist, dentist, etc.) to excuse the absence.
 - If documentation is not provided the student's absence will be recorded as unexcused. Continued unexcused absences will follow the same reporting guidelines as referenced under educational neglect and truancy.

2. Unexcused Absences

- Invalid excuses for an absence may include staying home to babysit, being tired, cold weather, missed bus, work, school refusal, being needed at home, or oversleeping.
- Travel or vacations are not considered an excused absence. Please check with the program administrator before planning travel or vacations to determine if this would impact your child's attendance record.

3. Tardies

- Tardies will be collected if a student is 15 minutes late after the expected start time of the program they attend.
- 3 unexcused tardies may equal 1 unexcused full day, dependent on county truancy guidelines.
- If the student will be tardy, please indicate the approximate time they will be arriving.

4. Notification of Absences or Tardies

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

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

ALLERGENS AND CHEMICAL SENSITIVITY

Exposure to fragrances and other scents can cause sensitive people to experience upper respiratory irritation, asthma, headaches, and other symptoms. ISD 917 requests that all school spaces remain free of scented products including:

- Personal care products
- Strong smelling cleaning supplies
- Air fresheners, etc.

Latex: Due to student and staff allergies, it is recommended that latex not be brought into classrooms. This includes non-mylar balloons.

Food Allergies: Due to potentially life-threatening allergies, it is highly recommended that peanut or nut-containing products not be brought into common eating areas.

BACKGROUND CHECKS

School board policy 404 Employment Background Checks outlines the district practices regarding criminal background checks of all employees who receive an offer of employment from the district. Further, the school district reserves all rights to conduct background checks of current employees or applicants.

COMMUNICATION

Instructors will contact parents on a regular basis regarding their child's program. Parents are encouraged to reach out to teachers before or after the school day via phone if possible or using email. Students are generally only allowed to make phone calls 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.

CONFERENCES

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

DIRECTORY INFORMATION

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

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

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

DRESS CODE

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

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

EMERGENCY EVACUATIONS/FIRE DRILLS

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

EMERGENCY INFORMATION

All students are required to have up-to-date health and emergency information on file at school. This is to include emergency telephone numbers where a parent/guardian can be reached during the school day. In addition, emergency contact information should be provided in case a parent is unavailable. Parents/guardians will also be asked by their transportation office to provide emergency information that will be kept on the school bus.

FIELD TRIPS

During the school year community-based volunteer programming and field trips are planned to different locations in the community to enhance the educational experience. There may be a charge for field trips depending on the activity. Intermediate School District 917 will provide the transportation. Permission is granted through the Online Registration in Infinite Campus. Notification of community-based programming and trips will be provided in advance. Students will not be allowed to participate in community-based programming or field trips unless permission is granted and emergency health forms have been completed and are on file at the school.

GENDER IDENTITY

Students have the right to be identified by their name, pronoun, and asserted gender in learning spaces, facilities, and extracurricular activities. Students and their guardians must communicate and complete proper documentation with the district to change school records to reflect their name, pronoun, and/or gender identity.

HEALTH SCREENINGS

Students will participate in health screenings throughout the year including hearing and vision screening. Students may be screened at the request of a parent or teacher or as part of the 3-year re-evaluation process. Please contact your child's licensed school nurse with any questions.

ILLNESS - HOME

To help reduce the spread of disease throughout the school, we ask families to keep students home from school for the following conditions:

- Fever of 100.0 or greater, remain at home until 24 hours after the fever returns to normal without fever-reducing medication.
- Vomiting and/or diarrhea, remain at home until 24 hours after the last episode.
- Cold symptoms such as a new cough, congestion, nasal drainage, sore throat, decreased appetite, interrupted sleep, and fatigue. We recommend checking with your physician before sending your student back to school.
- Undiagnosed rash until consulting with your physician.
- Red eyes with drainage until consulting with your physician.

In Addition:

- Remain at home for 24 hours after the first dose of antibiotics is started
- Please report any communicable illness such as chickenpox, pink eye, strep throat, Covid-19, influenza, or ringworm to your child's licensed school nurse.

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 emergency contacts will be called. Transportation home and additional medical care are the responsibility of the parent/guardian.

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

Please note that the nurse will also consider:

- If illness results in a need for care that is greater than the staff can provide without compromising the health and safety of other children;
- If a child appears to be severely ill;
- If illness poses a risk of spreading 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*. 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. See the Minnesota Department of Health website for more information on required immunizations. <https://www.health.state.mn.us/people/immunize/basics/readykidswhento.pdf>

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

INSTRUCTIONAL MATERIALS AND SUPPLIES

In some programs, parents are expected to provide supplies. If instructional materials are lost or damaged, a charge may be assessed to the student who lost or damaged the item.

INTERNET ACCEPTABLE USE

Please refer to [ISD 917's policy](#) for internet acceptable use. Acceptance of this policy is included in Online Registration in Infinite Campus.

LOCKERS AND DESKS

Lockers, desks, and storage areas are the property of Intermediate School District 917. At no time does Intermediate School District 917 relinquish its exclusive control of lockers/storage areas provided for the

convenience of students. Inspection of the interior lockers/storage areas may be conducted by school district authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker/storage area may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practical after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an on-going investigation by police or school officials.

MEDIA

During the school year, Intermediate School District 917 may wish to use a photograph, audio recording, or video recording of your child or work they have created for promotional or educational reasons, including, but not limited to: publications, posters, brochures, newsletters, website, social media, radio, and/or television. Permission for this is granted through Online Registration in Infinite Campus.

MEDICATIONS AND SPECIALIZED HEALTHCARE PROCEDURES

Intermediate School District 917 acknowledges that some students may require medication or specialized procedures during the school day. Medications that can be administered to the student before or after school will be the responsibility of the parent/guardian. Medications or procedures that are required during school hours will be administered by school nursing staff or a nurse 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).

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

Requirements for Administration of Medications and Specialized Health Care Procedures:

- Signed authorization/directions from parent/guardian. See [*“Authorization and Request for Administration of Medications”*](#) form;
- Signed authorization from a physician is required for all prescription medications. See [*“Authorization and Request for Administration of Medications”*](#) form. Additionally, non-prescription medications may need a physician or licensed provider authorization at the discretion of the Licensed School Nurse.
- A signed authorization by the provider and parent/guardian for self-carry medications such as inhalers and epi-pens.
- All prescribed medications must be provided with an accurately labeled prescription container;
- All non-prescription medications provided by parents/guardians must be in an original container with a label and directions;
- Administration of medication or special procedures by our member district’s health services for 917 students, will be in accordance with the member district’s policies and procedures.
- Supplies and equipment for authorized procedures must be consistent with the directions/written authorizations.

NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

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

Policy 529, section VI reads as:

VI. PARENTAL NOTICE

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

PLEDGE OF ALLEGIANCE

Intermediate School District 917 has waived the requirement to recite the [Pledge of Allegiance via Board Policy 531](#), in accordance with Minn. Stat. § 121A.11, sub. 3. Intermediate School District 917 programs may be located in districts which recite the Pledge of Allegiance, in which case, the program will defer to the local district practice.

POLICIES

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

RESTRICTIVE PROCEDURES PLAN

The district's Restrictive Procedures Plan can be found [here](#). It is updated annually.

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.

SEARCHES

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

SOCIAL MEDIA

Intermediate School District 917 is active on social media sites (including Facebook, Instagram, Twitter, and YouTube). Permission to post your child's picture on social media sites, should an activity warrant a social media post (ex. School dances, classroom activities, school-wide events, etc.) is granted through Online Registration in Infinite Campus. Please be aware that these sites are viewable to anyone who chooses to follow our social media pages.

SOFTWARE INVENTORY & STUDENT DATA ELEMENTS

Intermediate School District 917 uses a variety of digital tools to support student learning. Technology vendors and software are utilized to support work as we help all students develop the skills necessary to succeed in an ever-changing world. We have an inventory of our curriculum, testing, and assessment tools posted and include an outline of the student data elements within each tool. This list is maintained and communicated annually to all families at the start of the school year. [Click here to view the Software Inventory!](#)

STATE TESTING

Minnesota students take statewide assessments to provide school districts and the public with a snapshot of student learning across classrooms and the district. Two types of assessments are given in Minnesota:

1. Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS). These assessments are given in the spring in the areas of reading, math, and science to provide a snapshot of learning academic standards.
2. English Language Proficiency Accountability Assessments. Students who are identified as English learners (ELs) take the ACCESS or Alternate ACCESS assessment to provide a snapshot of English language development.

Family letters and fact sheets about the statewide assessments can be found at:

<https://education.mn.gov/MDE/fam/tests/>. These documents are also translated into a variety of languages under the Translated Documents section.

Further, Minnesota Statutes, section 120B.31, subdivision 4a, requires the Minnesota Department of Education (MDE) to publish a form for parents/guardians to complete if they refuse to have their student participate in state-required standardized assessments. It includes some basic information to help parents/guardians make informed decisions that benefit their child, school, and community. The form to meet this legislative requirement is included in the appendices of this handbook or you can access it at <https://education.mn.gov/MDE/fam/tests/>

under the Student Participation section. If you choose to complete it, it must be returned to your student's administrator; your student's administrator may require additional information.

[Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information](#)

STUDENT 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.

TENNESSEN WARNING

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

THIRD PARTY BILLING

Minnesota Statutes, section 125A.21, subdivision 2, requires school districts to seek reimbursement from insurers and other third parties for the cost of services provided by a Local Educational Agency (LEA) whenever these services are covered by the child's health insurance. This statute is based on federal regulations and the Individuals with Disabilities Education Act (IDEA). LEAs can enroll with the Minnesota Health Care Programs (MHCP) as an MHCP Individualized Education Program (IEP) provider. Information about Minnesota Health Care Programs can be found at <https://mn.gov/dhs/health-care-coverage/>.

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.

Intermediate School District 917 Secondary Schools

Student Handbook

2022-2023



<p>Dakota County Area Learning School - Main 1300 145th Street East, Rosemount, MN 55068</p>	<p>Dakota County Area Learning School - North 150 Marie Avenue East, West St. Paul, MN 55118</p>	<p>Dakota County Area Learning School - CTE 1300 145th Street East, Rosemount, MN 55068</p>
--	--	---

Administration Welcome	2
Student Rights and Responsibilities	2
Attendance	2
Background Checks	5
Bullying Prohibition	5
Cell Phones	5
Directory of Information	5
Equal Opportunity	5
Fair Treatment	5
Free Speech and Expression	6
Gender Identity	6
Harassment & Violence	6
Hazing Prohibition	6
Learning and Academic Work	6
Medications	6
Non-Discrimination	7
Notification of Violent Behavior by Students	7
Parking / Parking Lot	7
Personal Property and Privacy	7
Pledge of Allegiance/National Anthem	8
Software Inventory and Student Data Elements	8
Student Dress and Appearance	8
Student Records (Infinite Campus Portal)	8
Technology Usage and Safety	9
Visitors and Volunteers	10
Standards of Student Behavior	10
Responses and Levels of Behavior Violations	11
Level I	11
Level II	13

Level IV

16

Glossary of Terms

17

Administration Welcome

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

Welcome to **Dakota County Area Learning School (DCALS)**! My name is Chris Devine and I am the Principal of the Secondary Schools. I am excited that we are able to support your student with their educational journey as we help them find new and exciting pathways! We offer alternative learning environments including Career and Technical Education opportunities to provide students an innovative culture with diverse pathways through equitable practices with highly trained staff. We want to ensure that your student will have the support necessary to successfully complete their pathway and reach their goals. In order for your student to achieve their educational goals it will be the responsibility of your student, your family, and our staff to work together to build a strong and safe environment.

By partnering together we can create a purposeful and personalized learning environment for all students.

Sincerely,

Chris Devine

Principal of Secondary Schools

DCALS - CTE

Student Rights and Responsibilities

Students who attend School District 917 DCALS and CTE have a responsibility to teachers, other staff, and fellow students to participate with purposeful progress towards their educational goals. Students have other rights guaranteed by the Constitution and by state and local laws. The rights and responsibilities in this handbook are not all-inclusive and do not cover every situation that may arise.

Attendance

It is important that students attend school every day to gain the academic knowledge and social/emotional skills to progress through their required classes.

Student's Responsibility: It is the student's right to attend school. It is also the student's responsibility to attend all assigned classes and advisories every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or advisory. Finally, it is the student's responsibility to request any missed assignments due to absence. If a student becomes ill during school, they must go to the office and the office or student will contact the parent or guardian.

Parent or Guardian's Responsibility: It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the students to solve any attendance problems that may arise.

Teacher's Responsibility: It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and advisories. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

Administrator's Responsibility: It is the administrator's responsibility to require students to attend all assigned classes and advisories. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

Attendance:

To call in an absence, call your child's main office number. Please leave the date, student's name, and reason for the absence. Your child's transportation company should also be informed of the absence. This is helpful communication for the home district.

Regular attendance is important to school success.

Excused Absences

- A valid excuse for an absence may include religious holiday, family emergency, illness, doctor's visit, mental health/therapy appointment, probation appointment, or court.
- Requests to excuse a student from school for an extended period should be made in advance and in writing. These requests require the approval of the program administrator. The school board permits the school to excuse students for the following reasons:
 - Illness;
 - Serious illness or death in the family;
 - Appointment with a doctor, dentist, or mental health professional when an appointment cannot be made outside the school day;
 - Religious observance; or
 - Special occasions authorized by the assistant director, director, or school superintendent.

Before a student leaves the school building, they must report to the office and have a parent/guardian sign the student out.

After a student has accumulated 10 excused absences a formal letter may be sent to parents or guardians requesting documentation from professionals (doctor, therapist, dentist, etc.) to excuse the absence.

If documentation is not provided the student's absence will be recorded as unexcused. Continued unexcused absences will follow the same reporting guidelines as referenced under educational neglect and truancy.

Unexcused Absences

- Invalid excuses for an absence may include staying home to babysit, being tired, cold weather, missed bus, work, school refusal, being needed at home, or oversleeping.
- Travel or vacations are not considered an excused absence. Please check with the program

administrator before planning travel or vacations to determine if this would impact your child's attendance record.

Tardies

- Tardies will be collected if a student is 10 minutes late after the start of class.
- 3 unexcused tardies may equal 1 unexcused full day, dependent on county truancy guidelines.

Notification of Absences or Tardies

Parents and guardians must notify the office if their student will be late or tardy.

Truancy/15 day drop

	Action	Person Responsible
<i>Please follow these steps in response to unexcused student absence:</i>		
Day 3	<ol style="list-style-type: none"> 1. Parent/guardian is contacted by the counselor or academic liaison 2. Social worker mails <u>attendance letter</u> home to parent/guardian. 3. Member district is contacted by the lead teacher or program dean. 4. Communication is logged in Campus 	Case Manager Social Worker Counselor/Academic Liaison
Day 5	<ol style="list-style-type: none"> 1. Parent/guardian is contacted by the counselor/academic liaison and offered a meeting. 2. Member district is updated via email by the lead teacher or program dean on attendance status. 3. Communication is logged in Campus 	Counselor Dean Academic Liaison
Day 7	<ol style="list-style-type: none"> 1. <u>Education neglect or truancy is filed</u> and social worker sends <u>attendance letter</u> to parent/guardian. 2. Team meetings are held to problem-solve truancy. Informal intervention plan is developed. 3. Member district is updated by the lead teacher or program dean. 4. Communication is logged in Campus 	Social Worker Dean
Day 10	<ol style="list-style-type: none"> 1. <u>Attendance/truancy letter</u> is sent to parent/guardian by program social worker. 2. Member district is contacted by the program Assistant Director. 3. Communication is logged in Campus 	Social Worker Assistant Director
Day 12	<ol style="list-style-type: none"> 1. Informal intervention plan is adjusted as needed. 2. Assistant Director updates the member district. 3. Case Manager updates parent/guardian. 4. Communication is logged in Campus 	Counselor/Academic Liaison Assistant Director
Day 15	<ol style="list-style-type: none"> 1. Student is dropped from enrollment. 2. Letter is sent home to parent/guardian. 3. Central Intake is informed of 15-day drop by administrative assistant. 4. Communication is logged in Campus 	Social Worker Counselor/Academic Liaison Administrative Assistant

Background Checks

School board policy 404 Employment Background Checks outlines the district practices regarding criminal background checks of all employees who received an offer of employment from the district. Further, the school district reserves all rights to conduct background checks of current employees or applications.

Bullying Prohibition

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. See School District 917 Policy 514 for information on bullying prohibition at https://www.isd917.org/about/school_board/policies/500_instruction

Cell Phones

A student's cell phone should not disrupt instruction. Students must comply with staff requests for the cell phone to be put away or it may be taken away from the student.

Directory of 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 level 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.

Equal Opportunity

Students have the right of equal opportunity, as allowed by law, to participate in all school activities and school education programs for which they are eligible. Students are responsible for following the rules and procedures of the school-sponsored activity in which they participate or others participate. Students may not discourage the participation of other students.

Fair Treatment

Students have the right to due process as defined in the Minnesota Pupil Fair Dismissal Act when involved

in a violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation. Students have the right to be informed of all applicable classroom and school rules, expectations, and procedures. Students are responsible for knowing and following all applicable classroom and school rules, expectations, and procedures. Students have the right to be treated respectfully by district employees and other students. Students are responsible for responding to all directions or questions from staff and for following all laws, policies, rules, and expectations that apply to them. Students are responsible for treating all persons respectfully and respecting the space and freedom of those around them.

Free Speech and Expression

Students have the right to free speech so long as their speech does not violate the rights of others. Students are responsible for expressing opinions, publishing written materials, and distributing literature in such a manner that is not libelous, obscene, discriminatory, or sexually explicit; that does not contain references to alcohol, chemicals, tobacco, or other products that are illegal for use by minors; that does not interfere with the rights of others; that does not disrupt the atmosphere of learning in the school; and that follows school rules and procedures regarding time, place, and manner. Permission of the school principal or designee is required for distribution or posting of paper or electronic materials.

Gender Identity

Students have the right to be identified by their name, pronoun, and asserted gender in learning spaces, facilities, and extracurricular activities. Students and their guardians must communicate and complete proper documentation with the district to change school records to reflect their name, pronoun, and/or gender identity.

Harassment & Violence

The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, gender, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability. See School District 917 Policy 413 for complete information on harassment and violence at https://www.isd917.org/about/school_board/policies/400_personnel

Hazing Prohibition

No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures. See School District 917 Policy 526 for complete information on hazing prohibition at https://www.isd917.org/about/school_board/policies/500_instruction

Learning and Academic Work

Students have the right to attend school and gain an education as provided by law. Attendance at a particular school is a privilege, not a right. Students are responsible for daily attendance, for completing class assignments on time, and for bringing appropriate materials required for class use. Students are responsible for behaving in such a manner that supports learning for all and does not pose a potential or actual danger to themselves or others and that is not disruptive to the learning process for others.

Medications

Intermediate School District 917 acknowledges that some students may require medication or specialized procedures during the school day. Medications that can be administered to the student before or after

school will be the responsibility of the parent/guardian. Medications or procedures that are required during school hours will be administered by school nursing staff or a nurse 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).

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

Non-Discrimination

The Intermediate 917 School Board complies with federal and state laws and regulations prohibiting discrimination and harassment. No person shall, on the grounds of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program or in any terms or conditions of employment. The district's harassment and violence policy (Policy 413) is available online or from the Human Resources Department.

Notification of Violent Behavior by Students

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

Parking / Parking Lot

All students must register their car with information services located in the office at DCALS Main and North when they enroll. Parking violations may result in ticketing, immobilizing, or towing. Questions about parking citations must be directed to the Principal. *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. NOTE: The speed limit in all parking lots is 10 MPH.*

Personal Property and Privacy

Students generally have a right of privacy in their persons and in their personal property on school district grounds and at school-sponsored or associated events. According to Minnesota law, students have the right to use school-owned property (e.g., lockers, desks, computers) for storing appropriate items of personal property with the understanding that all school-owned property is within the exclusive control of the school district and may be searched by school authorities for any reason, at any time, without permission, consent, or requirement for a search warrant. When reasonable suspicion exists to believe a student possesses prohibited items or that a search will uncover evidence of a violation of a school rule or of the law, school officials may conduct a reasonable search of a student's person or property.

Students must not bring onto school district property or to school-sponsored or associated events any item or material that violates school district policy, school rules, or state or federal law, or that would cause, or tend to cause, a disruption or endanger the health or safety of students or other people. Items prohibited include, but are not limited to, stolen goods, weapons and look alike weapons, illegal substances and other illegal items.

The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable 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 ongoing investigation by police or school officials. For more information related to searches, see School District 917 Policy 502, Search of Student Lockers, Desks, Personal Possessions, and Student's Person at: https://www.isd917.org/about/school_board/policies/500_instruction

Pledge of Allegiance/National Anthem

The requirement of the Pledge of Allegiance is waived due to School Board Policy 531. More information can be found online at: https://www.isd917.org/about/school_board/policies/500_instruction

Software Inventory and Student Data Elements

Intermediate School District 917 uses a variety of digital tools to support student learning. Technology vendors and software are utilized to support work as we help all students develop the skills necessary to succeed in an ever-changing world. We have an inventory of our curriculum, testing, and assessment tools posted and include an outline of the student data elements within each tool. This list is maintained and communicated annually to all families at the start of the school year. [Click here to view the Software Inventory!](#)

Student Dress and Appearance

Students have the right to choose their manner of dress and personal grooming unless it presents a clear danger to the student's health or safety, causes an interference with schoolwork, or creates classroom or school disorder. Students are responsible for wearing clothes that are appropriate for school. To maintain a safe learning environment, students' dress cannot:

- Be a health and/or safety hazard
- Be lewd, vulgar, or obscene
- Be sexually explicit
- Be discriminatory
- Display words, emblems, signs, objects, or images that communicate a message that is racist, sexist, or otherwise derogatory
- Display references to alcohol, chemicals, tobacco, or other products that are illegal for use by minors
- Cause harm to school facilities (e.g., shoes that damage floors)

When, in the judgment of the administration, a student's appearance or dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.

Student Records (Infinite Campus Portal)

Students have the right to privacy regarding their school records. Any disclosure of information from student records will be consistent with legal requirements and policy established by the school district.

Students, parents, and guardians have the right to review the student's grades, attendance, assessment data, and other academic records on Infinite Campus Portal at <https://mncloud3.infinitecampus.org/campus/portal/intermediate.jsp>

Technology Usage and Safety

Students must follow the Internet Acceptable Use Policy 524. The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

Student's Responsibility/Technology Code of Ethics: Acceptable use of the school district's computer system, which includes Internet access, electronic technologies, cloud-based tools, and electronic communications, in School District 917 is outlined in School Board Policy 524, which is signed by students and parents/guardians and available on the district website at www.isd917.org. This policy covers use of the school district system on or off district property and/or personal electronic technologies while on district property and/or the district system.

In School District 917, it is important to use information and technology in safe, legal, and responsible ways. We embrace these conditions as facets of being a digital citizen and strive to help students develop a positive digital footprint.

1. Students accessing or using cloud-based tools including, but not limited to, blogs, wikis, podcasts, Google applications, and Odysseyware.
2. Students must select online names that are appropriate and will consider the information and images that are posted online at an age-appropriate level.
3. Students must not log in to the network as another classmate.
4. Students using cloud-based tools must treat these tools as a classroom space. Speech that is inappropriate for class is not appropriate on cloud-based tools. Students are expected to treat others and their ideas online with respect.
5. Assignments on cloud-based tools are like any other assignment in school. Students, in the course of completing the assignment, are expected to abide by policies and procedures in the student handbook, including those policies regarding plagiarism and acceptable use of technology.
6. Student blogs are to be a forum for student expression; however, they are first and foremost a tool for learning. The district may restrict speech for valid educational reasons as outlined in board policy.
7. Students must not use the Internet to harass, discriminate, bully, or threaten the safety of others. If students receive a comment on a blog or other cloud-based tool used in school that makes them feel uncomfortable or is not respectful, they must report this to a teacher, and must not respond to the comment.
8. Students accessing cloud-based tools from home or school, using the district technology system, must not download or install any software without permission, and not click on ads or competitions.
9. Students should be honest, fair, and courageous in gathering, interpreting, and expressing information for the benefit of others. Always identify sources and test the accuracy of information from all sources.
10. Students must treat information, sources, subjects, colleagues, and information consumers as people deserving of respect. Gathering and expressing information should never cause harm or

threaten to be harmful to any person or group of people.

11. Students are accountable to their readers, listeners, and viewers and to each other. Students should admit their mistakes and correct them promptly, while also exposing the unethical information and practices of others.
12. Students shall not record, photograph, or video other students or school employees on school property, on a school bus, or at school-sponsored activities without their knowledge and consent, except for activities considered to be in the public arena (e.g., sporting events, public meetings, academic competitions, or public performances). School social events, activities sponsored by student clubs, team-building retreats, and activities that take place during the school day are not considered to be in the public arena.
13. School board policies concerning acceptable use of electronic technology include the use of these cloud-based tools for school activities including ISD917 Policy 524.
14. Failure to follow this code of ethics will result in academic sanctions and/or disciplinary action. Students who inadvertently access unacceptable materials or an unacceptable Internet site must immediately disclose it to their teacher or a school administrator.

Parent or Guardian Responsibility: Outside of school, parents bear responsibility for the same guidance of Internet and cloud-based tool use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the district technology system and of the Internet from home or a remote location.

Visitors and Volunteers

Parents, guardians, and community members are welcome to make visits to school, provided the visits are consistent with the health, education, and safety of students and employees and are conducted within the procedures and requirements established by the school district in Policy 903, <https://www.isd917.org/about/school-board/policies/900-other>

All visitors (e.g., parents, guardians, volunteers, contractors) must check in and out at the school office or main entrance before proceeding throughout the building. An individual or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees, or the school district.

Standards of Student Behavior

The Student Rights & Responsibilities Handbook explains what staff and schools do to create an environment that supports student learning. It is also a tool to help students and their families understand the consequences for behavior that is not appropriate in school. The information in this handbook helps us all to create safe, respectful, and supportive learning environments. Schools also work to create positive, safe, and respectful learning environments by implementing proactive strategies and programs in which students are taught positive behavioral and social practices. Some programs include:

- Responsive Classroom
- Conscious Discipline
- Restorative Practices
- Conflict Resolution

The Intermediate 917 School Board creates and adopts policies to guide the actions of everyone in the district. The superintendent, with the administrative team, develops procedures to show how these policies will be implemented. Principals and program administrators may add further rules and

procedures necessary for their students, staff, and school community. Teachers and other staff then work with students to set and follow the expectations for how they will work together in each classroom. Adult staff members are held to high standards of behavior and are subject to all applicable laws, school board policies, and human resources' rules and practices.

This handbook applies to incidents and situations that occur on any property owned or controlled by the district or occurring in connection with any activity sponsored by or associated with the district. This handbook may also apply to incidents involving Intermediate 917 students if an unapproved connection or association to the district or its staff is explicitly or implicitly stated or inferred (e.g., hazing).

Responses and Levels of Behavior Violations

This section of the summary divides problem behaviors into four levels of violations with examples of interventions and disciplinary responses. Interventions and restorative responses are opportunities for students to learn appropriate behavior with the goal of facilitating positive behavioral change. Interventions may involve school staff as well as support staff in the broader community. Disciplinary responses may also be used. Every reasonable effort should be made to repair harm and change problem behavior using interventions and the least severe disciplinary responses possible.

These guidelines describe the various administrative actions that may be taken for violations of the school district's rules, policies, procedures, and the law. Interventions and responses shall be enforced within the general guidelines outlined in the Violations Levels 1-4 and the Violations Matrix. A Level 1 violation is the least severe and a Level 4 violation is the most severe. For each violation on the charts that follow, the first (•) is the minimum disciplinary action. The presence of a dot (•) in a given cell in the matrix does not imply or require that an administrator will use a "step by step" progression of increasing severity in dealing with a violation. However, there shall be a logical relationship between the severity and frequency of the offense and the age of the student and the administrative action.

Factors to be considered prior to assigning administrative actions:

- The student's age, maturity, and understanding of the impact of their behavior
- The student's ability and/or willingness to repair the harm caused by the behavior
- Previous interventions and consequences applied
- The circumstances and context, severity, and frequency of the behavior
- The student's Individualized Education Plan (IEP) or 504 plan, if applicable
- Unless otherwise noted, these policies apply to student behavior occurring on any property owned or controlled by Intermediate 917 or occurring in connection with any activity sponsored by or associated with the district.

This consistency guide was established to support administration with incidents of behavior that can occur in a school setting. This guide is a reference and should be used as a general tool, with the understanding that every student is different and every situation is different. The overall goal is to provide a safe and welcoming environment for all students, and provide equitable outcomes for those that are involved in an incident.

Level I

Level I interventions are generally addressed by school staff members with a focus on re-teaching safe and respectful behaviors. Part of a day of dismissal or suspension may occur depending on the severity and frequency of the violation. Note: Please refer to the Glossary for additional terms or definitions.

Examples of Intervention Responses

Level I incidents generally do not result in removal from school but may result in removal depending on the intensity and/or frequency of the behavior.

<p>Interventions aim to correct and teach alternative behavior so students can learn and demonstrate safe and respectful behavior. School staff members can use a variety of classroom management strategies that may include:</p> <ul style="list-style-type: none"> ● Re-teach expected behavior/skill ● Verbal or nonverbal redirection ● Modeling ● Written reflection / apology ● Seat Change ● Teacher / Student Conference ● Daily Progress Sheets ● In class time-out ● Restitution (fix it plan/contract) ● Short-term re-set from class ● Loss of privilege(s) 	<p>Appropriate staff interventions may involve the parent/guardian and other members of the school community. Interventions may include:</p> <ul style="list-style-type: none"> ● Student conference ● Parent/Guardian notification ● Parent / Guardian / Teacher conference ● Parent / Guardian accompanying student to school or class ● Removing, adjusting, or covering up clothing that violates student dress requirements ● Conflict resolution ● Referral ● Contract ● Dismissal or suspension for one day of school <p>*Continuous or severe occurrences may be treated as a violation at a higher level.</p>
---	---

Level I Violations					
Please refer to the Glossary for additional terms or definitions	Levels				Police Notification
	1	2	3	4	
Absence, Tardiness Arriving late to school or to class	*	*			
Absence, Unexcused Unauthorized absence from school	*	*			
Cheating or Plagiarizing Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests and using the ideas or writing of another person including work accessed digitally or altering records	*	*	*		
Damage to Property of Others Willful damage to the property of staff members or others	*	*	*	*	*
Damage to School Property Willfully cutting, defacing, or otherwise damaging in any way, property belonging to or used by the district	*	*	*	*	*
Defiance of Authority Willful refusal to follow directions given by a staff member	*	*	*		
Disruptive Behavior Situations and/or actions that staff members believe interfere with, or have the potential to interfere with, effective learning and/or operations of the school, safety of self and others to or from school, or diverts the bus driver's attention	*	*	*		
Gambling Playing of a game of chance for stakes	*	*			
Interference/Obstruction Any action taken to attempt to prevent a staff member from exercising his/her lawfully assigned duties, including an administrative investigation	*	*			
Language, Inappropriate Swearing, obscenities, or using words in a disrespectful way	*				

Leaving School Grounds Leaving school grounds during school hours without proper clearance	*	*			
Off Limits/Unauthorized Area Accessing areas of the building without permission where students are not permitted or during times of the day they are not permitted	*	*			
Parking Violation Parking in an unauthorized area on school property	*				
Physical Contact Intentional or unintentional physical contact between a student and another individual or individuals that is not age-appropriate and may or may not involve harm (ex., non-age appropriate pushing/shoving, hitting, knocking other individuals over, play fighting). This is distinct from actual fighting.	*	*	*		
Record and Identification Falsification Falsifying or altering signature or data, refusing to give proper identification, or giving false identification to staff	*	*	*		
Student Dress Manner of dress or personal grooming that does not fit within the policies or guidelines of the school or district	*	*			
Teasing and Name Calling A single occurrence of teasing or name-calling with or without the intent to injure, degrade, or intimidate other individuals	*				
Technology Misuse / Violation This includes being off-task, treating technology carelessly, and airdropping materials without permission	*	*	*		
Theft Unauthorized taking or possession of the property of another	*	*			*
Unauthorized Use of School Property The unauthorized or illegal use of school property for non-school sponsored activities	*	*			*

Level II

Level II interventions will result in dismissal from school for part of a day, entire, day, or multiple days. Based on the severity, it may also result in notification of the police. Note: Please refer to the Glossary for additional terms or definitions.

Examples of Intervention Responses

The duration of the dismissal (or removal) is limited as much as is practicable while adequately addressing the behavior. Interventions may include:

- Student conference
- Parent/guardian notification
- Parent/guardian/teacher conference
- In-school community service
- Contract between teacher, student, and parent/guardian
- Referral
- Dismissal or suspension of 1-3 days of school

*A severe or repeated occurrence may be treated as a violation at a higher level.

**Repeated instances of a Level II violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record

Level II Violations					
Please refer to the Glossary for additional terms or definitions	Levels				Police Notification
	1	2	3	4	
Bullying Unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated over time.		*	*	*	
Bullying Using Technology (Cyberbullying) Bullying that takes place online or through technology and may take place in a variety of ways, including but not limited to, verbal bullying, or social bullying		*	*	*	
Disorderly Conduct See full definition in the Glossary		*	*		
Extortion Obtaining money, property, or services another person against their will through coercion, intimidation, or threat of physical harm.		*	*		
Fighting See full definition in the Glassary		*	*	*	*
Fires and False Fire Alarms Tampering or interfering with any fire alarm system or failure to exercise caution, resulting in a fire		*	*		
Gang Activity See full definition in the Glossary.		*	*	*	
Harassment <i>Harassment includes physical or verbal conduct or communication, directed at an individual that is:</i> 1) based on an individual's race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, sexual or affectional orientation, gender identity and expression, familial status, or disability; and 2a) had the purpose or effect of creating an environment that is intimidating, hostile, or offensive with respect to that individual; or 2b) otherwise adversely affects the individual's employment, educational opportunities, or access to a benefit from the school district.		*	*	*	
Language, Abusive Student delivers verbal messages that include offensive or threatening language		*	*	*	
On School Property without Permission Being on school property without permission, including while suspended or expelled; including breaking and entering		*	*		*
Physical Aggression to Staff An intentional act by a student resulting in unwelcome physical contact with staf		*	*		
Pyrotechnics See full definition in the Glossary		*	*	*	*
Reckless or Careless Driving Driving on school property in such a manner as to endanger persons or property		*			
Repeated Misuse of District Technology Resources Purposeful use of district technology resources in a way that violates district policy		*	*	*	

Sexual Behavior Engaging in consensual sexual behavior including, but not limited to, sexual intercourse or sexual penetration, or other sexual contact. Also includes but is not limited to indecent exposure or masturbation		*	*	*	
Theft, Minor Unauthorized taking/possession of the property of another, including but not limited to school supplies, food, etc		*	*		
Theft, Major Unauthorized taking/ possession of the property of another including but not limited to jackets, expensive electronics, etc. (typically, a pattern of behavior has been established)		*	*		*
Tobacco and Tobacco-related Devices, Use/Possession Using tobacco, tobacco-related devices, or electronic cigarettes. Possessing any type of tobacco or tobacco-related device, or electronic cigarette. Tobacco is any product containing, made, or derived from tobacco that is intended for human consumption.		*	*		

Level III

Level III violations will result in the suspension of a student and possible notification of the police. Note: Please refer to the Glossary for additional terms or definitions.

<i>Examples of Intervention Responses</i>
<p>The duration of the dismissal (or removal) is limited as much as is practicable while adequately addressing the behavior. Interventions may include:</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Parent/guardian/teacher conference ● Alternative Learning Placement ● Contract between teacher, student, and parent/guardian ● Referral ● Dismissal or suspension of 1-3 days of school <p>*Incidents at this level may be referred for expulsion depending on the circumstance.</p>

Level III Violations					
Please refer to the Glossary for additional terms or definitions	Levels				Police Notification
	1	2	3	4	
Alcohol, Possession/Use/Under the Influence See full definition in the Glossary			*	*	*
Arson See full definition in the Glossary			*	*	*
Assault Intentionally inflicting bodily harm upon a person (including staff) without the person's consent			*	*	*
Illegal Drugs See full definition in the Glossary			*	*	*
Hazing See full definition in the Glossary			*	*	

Incapacitation Device, Possession, Without Use or Intent to Use See full definition in Glossary			*	*	
Possession, Other Weapon or Object, Not a Firearm and Not Meeting Minnesota Statute Dangerous Weapon Definition, Without Use of Intent to Use as a Weapon Device not manufactured as a dangerous weapon that is capable of producing bodily harm, substantial bodily harm, or fear of bodily harm. Examples include knives with blades under 2.5 inches, box cutters, razor blades, etc. Use or intent must not be present.			*	*	*
Robbery/Extortion Obtaining property from another by force or a threat of force			*	*	*
Threats, Terroristic Threatening directly or indirectly to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly, or vehicle			*	*	*

Level IV

Level IV violations require the principal to notify the police and make a referral for an expulsion to the superintendent or designee. Note: Please refer to the Glossary for additional terms or definitions.

Examples of Intervention Responses

The duration of the dismissal (or removal) is limited as much as is practicable while adequately addressing the behavior. Interventions may include:

- Parent/guardian notification
- Parent/guardian/teacher conference
- Alternative Learning Placement
- Referral
- Expulsion of exclusion (an act of the school board)

Level IV Violations					
Please refer to the Glossary for additional terms or definitions	Levels				Police Notification
	1	2	3	4	
Assault, Aggravated The intentional infliction of substantial bodily harm, or great bodily harm upon another, or committing an act with a firearm, dangerous weapon, or other weapon with intent to cause fear in another of immediate bodily harm or death				*	*
Criminal Act Committing an act on school property or in the course of a school-sponsored or school-associated activity that would be a crime if committed by an adult				*	*
Criminal Sexual Conduct Sexual conduct amounting to a violation includes criminal "sexual contact" of any other sexual act that would be a criminal act if committed by an adult				*	*
Explosive Device Bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage				*	*

Firearm Gun or rifle that fires ammunition by force of explosion or combustion. Does not include BB guns, air guns, or lookalike guns.				*	*
Incapacitation Device, Possession, with Use or Intent to Use A device designed to temporarily immobilize or incapacitate people such as taser, stun guns, or tear gas derivative				*	*
Possession/Use of a Dangerous Weapon Other Than a Firearm A device designed or modified as a weapon that is capable of producing death or great bodily harm. Examples include knife with a blade of 2.5 inches or longer, replica firearms, BB gun, or brass knuckles				*	*
Sexual Violence A physical act of aggression or force or the threat of aggression or force that involves touching another person's intimate parts or forcing a person to touch any person's intimate parts				*	*

Glossary of Terms

Absence

- **Chronic Truancy:** Continued unauthorized absences. Student will be referred to social worker for consideration to file a court petition or referred to the Truancy Intervention Program. Ordinarily, chronic truancy does not warrant dismissal.
- **Tardiness:** Arriving late to school or to class
- **Unexcused:** Unauthorized absence from school or class

Alcohol: Possession, use, or being under the influence of any alcoholic product while on school grounds or at school-sponsored activities. Student may be referred for a chemical use assessment.

Alternative Educational Setting: An action taken by school and district administration to remove the student from the general population and to attend school from home using online resources provided by the school including software, technology, and instructional support. This is a tiered system with the first violation being 15 school days, second moving to 30 school days, and if a third violation occurs it will be at the discretion of the school administrator.

Arson: The intentional destruction of or damage to property by means of fire or explosives. Zero tolerance applies if a combustible or flammable liquid was used.

- **With Accelerant:** any combustible or flammable liquid
- **Without Accelerant:** no combustible or flammable liquid

Assault: Intentional infliction of bodily harm, substantial bodily harm, or great bodily harm upon a person without the person's consent

- **Physical:** Touching or striking of another individual intended to inflict bodily harm to an individual. Do not include minor physical contact
- **Sexual:** Intentional touching of a sexual nature, such as rape, fondling, and molestation. Students of all genders can be victims of sexual assault.

Bodily Harm: Physical pain or injury, illness, or any impairment of physical condition

Bullying/ Harassment: Bullying means any verbal or electronic expression, physical act, or gesture, or pattern thereof, that has the purpose or effect of causing distress to one or more students and which substantially interferes with educational benefits, opportunities, or performance of the student(s) Bullying includes, but is not limited to, conduct against a student 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 his or her person or property

- Violating a student's reasonable expectation of privacy
- Defaming a student
- Intentionally inflicting emotional distress against a student
- Creating a hostile educational environment for a student
- Subjecting a student to intimidation, ridicule, embarrassment, or social isolation

Harassment includes physical or verbal conduct, or communication directed at an individual that is:

1. Based on an individual's race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, familial status, sexual or affectional orientation, gender identity and expression, or disability
2. And has the purpose or effect of creating an environment that is intimidating, hostile, or offensive with respect to that individual; or otherwise adversely affects the individual's employment, educational opportunities, or access to a benefit from the school district

Bullying Using Technology (Cyberbullying): This type of bullying takes place online or through technology (cyberbullying) and may take place in a variety of ways, including but not limited to verbal bullying or social bullying

Bus Suspension: Temporary or long-term prohibition for a student to ride a school bus to school or other events involving riding a school bus.

Bus Violations: Any incidents of unacceptable student conduct on or near any school bus or bus stop. Weapons and other serious violations should be reported using the event type associated with the student's actions, even if they took place on the bus.

Cheating or Plagiarism: Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas or writings of another person including work accessed digitally without appropriate credit

Chemical Health Evaluation: A student may be referred to voluntarily engage in an assessment, completed by a community agency, to determine their level of involvement with alcohol or other chemical use.

Conflict Resolution: A way for two or more parties to find a peaceful solution and negotiate a resolution to a disagreement

Contract: A written behavior agreement signed by the student, teacher or administrator, and/or parent/guardian

Damage to Property of Others: Willful damage to property of staff members and/or others

Damage to School Property: Willfully cutting, defacing, or otherwise damaging in any way any property, real or personal, belonging to or used by the school district. The parent/guardian shall be liable for all damage caused by the student.

Defiance of Authority: Willful refusal to follow directions given by a staff member

Detention: The requirement that a student remain in school or attend school outside of normal class time or school hours

Discrimination: No person shall, on the basis of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, gender identity and expression, or disability, be subjected to discrimination

Dismissal (or Removal from School): An action taken by school administration requiring a student to leave school for up to one full school day

Disorderly Conduct

Whenever a student:

1. Engages in brawling or fighting; or disturbs a lawful assembly or meeting; or engages in offensive, obscene, abusive, boisterous, or noisy conduct or in offensive, obscene, or abusive language tending reasonably to arouse alarm, anger, or resentment in others

2. And the student knows, or has reasonable grounds to know, that such conduct will, or will tend to, alarm, anger, or disturb others or provoke an assault or breach of the peace by others then the student has violated the rule against disorderly conduct.

Disruptive Behavior: Situations and/or actions that staff believe interfere with or have the potential to interfere with effective learning and/or operations of the school

Disruptive Behavior To and From School: Behavior that endangers or harasses students on their way to and from school, or at the bus stop, or diverts the bus driver's attention from driving

Illegal Drugs: This does not include alcohol or tobacco.

- Possession: Possession of an illegal drug on school grounds or during off-campus school activities (including while taking school transportation)
- Use: Use of an illegal drug on school grounds or during off-campus school activities (including while taking school transportation)
- Request/Solicitation: Seeking an illegal drug on school grounds or during off-campus school activities (including while taking school transportation)
- Sale/Distribution: Selling, distributing, or seeking to sell an illegal drug on school grounds or during off-campus school activities (including while taking school transportation)

Exclusion: An action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the current calendar year

Explosive Device: Bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage

Expulsion: A legal act that may be taken by the school board to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled

Extortion: Obtaining money, property, or services another person again against their will through coercion, intimidation, or threat of physical harm

Falsification: Falsifying or altering signature or data, refusing to give proper identification, or giving false identification to staff

Fighting: Two or more persons mutually participate in the use of force or physical violence that may require intervention to end the altercation, physical restraint, or results in injury. Fighting does not include conduct rising to the level of physical assault, nor does it include roughhousing or play fighting.

Firearm: There will be zero tolerance for possession or use of a firearm by any student. Firearms are banned from all property owned or controlled by Intermediate 917. A firearm is a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or force of combustion.

Gambling: Playing a game of chance for money and/or other things of value

Gang Activity: Conduct that is gang-motivated or related to gang membership. A gang is an organized group characterized by turf concerns, special dress or colors, and engagement in delinquent or illegal activity. Examples include, but are not limited to:

- Displaying gang symbols
- Gang paraphernalia
- Participating in the recruitment/initiation of a student into a gang

Great Bodily Harm: Bodily injury that creates a high probability of death, or which causes serious permanent disfigurement, or which causes a permanent or protracted loss or impairment of the function of any bodily member or organ or other serious bodily harm

Hazing: Committing an act against a student, or coercing a student(s) into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Prohibited conduct includes, but is not limited to, any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body. The policy applies to student conduct occurring on or off school property and during and after school hours and does not include the definition of a “gang” or “gang activity.”

Incapacitation Device: A device designed or intended by the manufacturer to be used to temporarily immobilize or incapacitate persons by means of electronic pulse or a current; any pain compliance device; or tear gas or tear gas derivative, or any substance intended to function similar to tear gas

In-School Community Service: An action taken by school administration where a student is required to do voluntary work in order to give back to the community

In-School Suspension: An action taken by school administration to prohibit a student from attending classes for a period of time (more than half of a school day) while remaining under the supervision of school staff during the school day.

In-School Monitoring: A student may stay in school and be allowed to attend classes, but must check in with designated staff at appropriate times. Staff may escort student in the hall or to the restroom when appropriate.

Intent, Intentionally, or Intentional: “With intent to” or “intentionally” or “intentional” means that the student/ actor either has a purpose to do the thing or cause the result specified, or believes that the act, if successful, will cause that result.

Intentional Damage of District Technology Resources: Willful damage to hardware, software, or other equipment

Intervention: An opportunity for students to learn appropriate behavior with the goal of facilitating positive behavioral change. An intervention may involve school staff as well as support staff in the broader community.

Intimate Parts: Includes the primary genital area, groin, inner thigh, buttocks, or breast (as well as the clothing covering the immediate area of the intimate parts)

Language, Abusive: Student delivers verbal messages that include offensive or threatening language

Language, Inappropriate: Swearing, obscenities, or using words in a disrespectful way

Leaving School Grounds, Unauthorized: Leaving school grounds during school hours without proper clearance

Loss of Privilege: An action taken by school administration to prevent a student from participating in an activity or the loss of privilege as a consequence of a violation

Medication Policy Violation: Students using or distributing prescription or non-prescription medication in an unauthorized manner.

Mediation: Students who are in conflict with one another may be asked to participate in a mediation session led by a mediator to resolve the issues causing the conflict.

Mentoring Program: With parent/guardian permission, a student may voluntarily meet with a trusted adult that is available to offer support and guidance. The mentor may be a school staff person or someone from the community. A number of schools have mentor programs.

Minnesota Pupil Fair Dismissal Act: The Pupil Fair Dismissal Act is a state law that protects all students, with or without disabilities, in suspension, expulsion, and exclusion proceedings.

Parent: Student’s legal guardian as listed in Infinite Campus

Parent/Guardian Conference/Notification: Administrative discussion or communication with a parent or guardian to address student academic or behavioral issues

Parking Violation: Parking in an unauthorized area on school property

Physical Aggression (Substantial Bodily Harm): An intentional act by a student resulting in substantial bodily harm. It includes, but is not limited to, kicking and slapping. Students engage in serious physical contact where injury may occur.

Physical Aggression to Staff: An intentional act by a student resulting in unwelcome physical contact with a staff person. It includes, but is not limited to, pushing, slapping and intimidation.

Police Notification: If an administrator believes that a student may have violated a law, the police may be called to file a report and/or to assist as necessary.

Possession/Use

- Dangerous Weapon Other Than a Firearm - There will be zero tolerance for possession or use of a dangerous weapon by any student. A "dangerous weapon other than a firearm" is defined as:
 1. Any device or instrument designed as a weapon and capable of producing death or great bodily harm
 2. Any device modified so that it may be used as a weapon and capable of producing death or great bodily harm
 3. Any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm
 4. Any fire that is used to produce death or great bodily harm
 5. Any knife with a blade equal to or greater than 2.5 inches in length
 6. Any replica firearm, BB gun, or pellet gun
 7. Brass knuckles
- Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition. Other Weapon includes any device or instrument – including any non-conventional weapon – that, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm, or fear of any degree of bodily harm. (Other weapons include knives with blades under 2.5 inches, fake knives, look alike weapons, box cutters, ammunition, etc.) Zero tolerance applies for possession of other weapons with use or intent to use.

Pyrotechnics: Refers to firecrackers, fireworks, smoke bombs, etc. that contain flash powder, gunpowder, blackpowder, or any other explosive compound constructed to produce detonation or deflagration.

Racial or Religious Harassment: Racial or religious harassment consists of physical or verbal conduct or communication relating to an individual's race or religion when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile, derogatory, or offensive employment, educational, or school district environment or
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education or
3. Otherwise adversely affects an individual's employment, educational opportunities, or access to a benefit from the school district

Racial or Religious Violence: Racial or religious violence is a physical act of aggression or assault or the threat of aggression or assault upon another because of, or in a manner reasonably related to, race or religion. Such an act may also constitute a criminal law violation.

Reckless or Careless Driving: Driving on school property in such a manner as to endanger persons or property Record and Identification

Referral for Other or Outside Services: Chemical use assessment, social worker, mental health, etc.

Removal from Class: An action taken by a teacher, principal, or other school district employee to prohibit a student from attending class for a period of time (must be less than half of a day)

Repeated Misuse of District Technology Resources: Purposeful use of district technology resources in a way that violates district policy.

Restitution: Repairing harm or replacing items that were stolen or damaged or providing fair market value by way of compensation or service. It requires a student to pay for or fix damages or misappropriation of property and may be imposed separately or in addition to other sanctions.

Restorative Practice Strategies: Ways to invite students, families, community members, and staff into relationships to build empathy, caring, and communication skills. Restorative practices focus on building a sense of community and on the strengths and capacity of the participants. When restorative practices are successful, all feel safe in the school because deep and lasting relationships are built among stakeholders. Repairing harm circles, restorative chats, peer mediation, and family group conferencing are examples of restorative practice strategies.

Robbery/Extortion: If force or threat of force is not used, see Theft.

Sexual Behavior: Engaging in sexual behavior including, but not limited to, sexual intercourse or sexual penetration, sexual contact, indecent exposure, or masturbation.

Sexual Contact: Includes the consensual and non-consensual touching of another person's intimate parts or forcing a person to touch any person's intimate parts, and committed with sexual or aggressive intent

Sexual Harassment: Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other physical or verbal conduct or communication of a sexual nature when:

1. 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, educational, or school district environment or
2. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education or a benefit from the school district or
3. 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 access to a benefit from the school district

Sexual Violence: Sexual violence is a physical act of aggression or force, or the threat of aggression or force, that involves the touching of another person's intimate parts (as well as the clothing covering the intimate parts), or forcing a person to touch any person's intimate parts.

Student Conference: Administrative discussion or communication with student to address student academic or behavioral issues

Substantial Bodily Harm: Bodily injury that involves a temporary but substantial disfigurement, or that causes a temporary but substantial loss or impairment of the function of any bodily member or organ, or that causes a fracture of any bodily member

Suspension: An action taken by the school administration to prohibit a student from attending school for a period of no more than 10 school days. An additional five days may be added if exclusion or expulsion is being considered, or if the student's presence will create an immediate and substantial danger.

Tardiness: See also Absence

Teasing and Name Calling: A single occurrence of teasing or name calling with or without the intent to injure, degrade, disgrace, or intimidate other individuals

Technology Misuse/Violation: Student engages in inappropriate use of a technology device including and not limited to iPad, mobile device, personal electronic device, camera, computer and/or other. Student removal of a memory card or battery from a camera, phone, or mobile device while it is in the process of being confiscated is considered grounds for disciplinary action by school administration.

Technology, Unauthorized or Inappropriate Use of District Technology Resources: Any act that violates the School Board's Technology Use and Safety Policy or constitutes an unacceptable or illegal use of the school district's computer facilities, systems, networks, or software. This includes sending or posting harmful text or images using the Internet, wireless phones, or other communications devices. This policy applies to student acts occurring on or off school property and during or after school hours using district technology resources. Student consequences include possible loss of technology access privileges, dismissal, police notification, and/or restitution.

Theft: Taking the property of another individual or the school without permission, with the intent of not returning the property to the owner. No force is involved in the taking of the property.

Threats: Any oral, written, or physical threat, sign, or act that conveys intent to cause harm or violence, even if made in jest. This includes threats related to race, religion, or sexual violence.

Threats, Terroristic: Threatening directly or indirectly to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly, vehicle, or otherwise to cause serious public inconvenience, or in reckless disregard of the risk of causing such terror or inconvenience

Tobacco and Other Tobacco-Related Devices, Possession/Use: Students are prohibited from having tobacco, lighters, matches, e-cigarettes, and other tobacco-related devices in their possession. Possession or use of any type of tobacco product by a student will be governed by Minnesota statutes and school board policy regarding Tobacco Free Environment.

Trespassing: Being physically present on school property or at a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises. Being on school grounds during a dismissal or suspension period is considered trespassing.

Unauthorized Use of School Property: The unauthorized or illegal use of school property for nonschool-sponsored activities.

Violation: Doing something prohibited by policy, law, or code of behavior
Warning: An oral or written communication to stop a behavior that interferes with the learning environment or is unsafe

Withdrew: Student withdrew from school district in lieu of or in conjunction with other disciplinary resolutions.



Intermediate School District 917

Purposeful. Personalized. Partners.

1300 145th Street East, Rosemount, MN 55068

(651) 423-8229 * <http://www.isd917.org>

Proposed Superintendent Goals for 2022-2023

August 2, 2022

- **Goal #1:** Identify baseline data, end-of-year goals, & measures of success for all five strategic directions
- **Goal #2:** Amplify student, staff, and family voice in support of all five strategic directions
- **Goal #3:** Align district learning environments and workplace culture to district core values to increase student and staff recruitment, retention, and satisfaction

ISD 917 Vision

Intermediate School District 917 models an innovative culture with diverse pathways serving students and families through equitable practices with highly trained staff.

ISD 917 Core Values

Collaboration * Empathy * Innovation * Stewardship * Communication * Integrity * Personalization * Equity * Diversity