

Work Session

Tuesday, May 2, 2023 4:45 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. DHH Continuous Improvement - Taylor Thomas

IV. Old Business - Chair Cindy Nordstrom (Stewardship)

IV.A. Review summary of Superintendent's Mid-year evaluation - Chair Nordstrom

V. New Business - Chair Cindy Nordstrom (Collaboration)

V.A. Review Blood Borne Pathogens Plan - Dr. Michael Favor

V.B. Review Annual Wellness Goals - Nicolle Roush

V.C.

- Review LTFM (Long-term Facilities Maintenance) Plan- Nicolle Roush

V.D.

- Review Long-term Facility Plan Revenue Resolution - Nicolle Roush

V.E. Review Levy Allocations for 2023 Payable 2024 - Nicolle Roush

V.F. Review Resolution for Teacher Week - Dr. Michael Favor

V.G. Review Resolution for Nurses' Day- Dr. Michael Favor

V.H. Review Resolution for Interpreters' Day - Dr. Michael Favor

V.I. Review Resolution for Speech Pathologists Day - Dr. Michael Favor

V.J. Review Standards of Effective Practice - Dr. Marci Levy-Maguire

V.K. Review Lead Teachers - Dr. Melissa Schaller

V.L. Review Addition of Registered Behavior Technician Assistants to Paraprofessional Contract - Dr. Melissa Schaller

V.M. Review Board Self Evaluations - Chair Nordstrom

VI. Policies - Supt. Dr. Michael Favor (Integrity)

VI.A. Staff Gender Inclusion - first reading

VII. Adjournment - Chair Cindy Nordstrom



Continuous Improvement Plan 2022-2023

Itinerant Services | Deaf/Hard of Hearing Resource Programs
Taylor Thomas



Deaf/Hard of Hearing Resource Programs

Preschool: 1 classroom

- 7 students
- 1 TDHH
- 1SLP
- 1 PA
- 1 CA

Elementary: 3 classrooms

- 13 students
- 4 TDHH
- 1 SLP
- 1 PA
- 1 CA
- 5 IA
- 3 SLI
- 1 CLT

Middle School: Closed 22-23

High School: 1 classroom

- 7 students
- 2 TDHH
- 4 SLI





Increasing Social Emotional Learning

D/HH Resource Program Goal:

By May 2023, all licensed staff and at least 70% of non-licensed staff in the D/HH resource program will be trained in Brain State Models, the Seven Powers, and Seven Skills of Conscious Discipline with full implementation in at least 75% of the classrooms, as measured by the Conscious Discipline Implementation rubric.

Core Values:

- **Collaboration:** Working together to achieve more collectively
- **Innovation:** Ongoing improvement of programs and services
- **Integrity:** Aligning our actions with our values and beliefs
- **Personalization:** Building on the strengths and addressing the unique needs of individual students
- **Empathy:** Considering and respecting the perspective and needs of member districts, students, families, and staff





Action Steps for 2022-2023 School Year

- Review the Conscious Discipline implementation rubric
- Begin research and select a Universal Screener for Social-Emotional Learning (SEL)
- Implementation of School Family Board and Shout Out System
- Training opportunities with new staff
 - Conscious Discipline 10-Part Series Training
 - Half Day Professional Development
- Weekly Conscious Discipline Refreshers - Peek of Week
- Bi-Weekly Professional Learning Sessions
 - Including use of Story Circles for discussion and reflection

Implementation of Core Values -

- **Collaboration:** Supporting collaboration between licensed and non-licensed staff; adults first
- **Innovation:** Incorporating Brain States and Seven Powers into daily interactions with staff and students
- **Integrity:** Aligning our own actions to Conscious Discipline Powers: Power of Unity and Power of Intention
- **Empathy:** Supporting students in aligning their actions to Conscious Discipline Skills: School Family



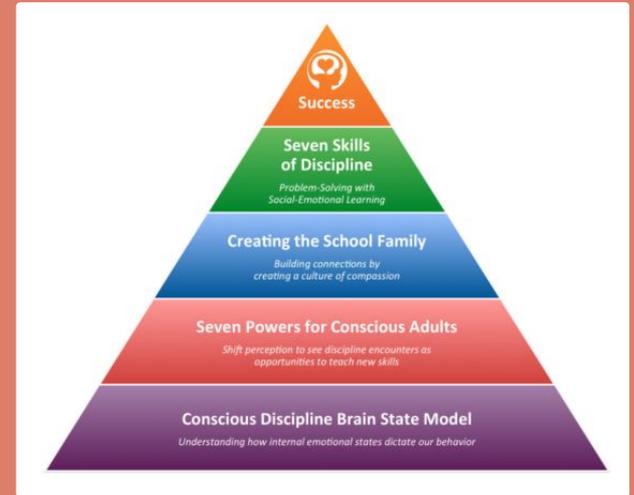
Our Data

- Implemented use of The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) is designed for use across grades K-12.
 - Two Part Rating Scale: Teacher and Student
 - SAEBRS - Completed with 3 students in 1 classroom; high school will implement adult version in 23-24
- Implemented School Family Board
 - Students receive praise by school staff and administrators for demonstrating skills in three areas: academic success, kindness, or self-advocacy
- Implemented Shout-Out System and Refreshers in Peek of The Week
 - Success Alerts for Students and Peer-to-Peer Shout-Outs for Staff
 - Weekly Conscious Discipline Tip
- Training opportunities with new staff
 - Bi-Weekly Professional Learning Sessions
 - Viewed 5 out of 10 Conscious Discipline Training Series Videos
 - Includes use of Story Circles for discussion and reflection

5. Shout Outs and Successes



- This section will be dedicated to Shout Outs for staff and sharing awesome successes for our students. Email Taylor pictures or explanations for both throughout the week or share them at our Power Meetings. The Shout Out Box is in the office for those who would like a written format.
- Shout Out to Lisa from Charity - KAT has been struggling to count backwards 20-10. She went above and beyond and helped the student create a dance to remember the numbers! She took what the student was passionate about and added in learning to make the information stick.
- BL was the Lincoln Center Principal Praise Winner this week!! He was nominated by Nurse Shawnee. He stopped by to tell Lori and I about his accomplishment so we decided to snag a picture with me. He is THRILLED. Way to go BL!





Better together



OUR WHY



Equity
Diversity
+Inclusion

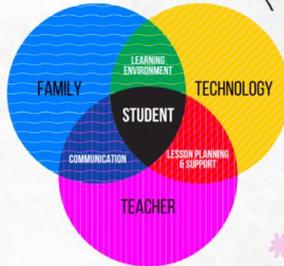


SLP

ISD 917 DEAF/HARD OF HEARING RESOURCE PROGRAM



ASL



LanguageMatters



POSITIVE MINDSET

Braille

"Every Moment is a Language Moment"



Increase Support for All Through Inclusive Practices

Itinerant Programs Goal:

Staff will increase awareness and knowledge of culturally responsive teaching strategies through monthly case studies and self-reflection journaling from a level as determined by the staff post-assessment to a level demonstrating growth in at least 80% of staff as determined by the post-assessment in May 2023.

Core Values:

- **Empathy:** Considering and respecting the perspective and needs of member districts, students, families, and staff
- **Equity:** Intentionally providing opportunities while removing barriers at all levels of the organization
- **Diversity:** Appreciating and valuing everyone's unique selves





Action Steps for 2022-2023 School Year

- Create Self-reflection journal template
- Setting norms for courageous conversations around equity
- Implement Story Circles
- Monthly [Case Study/Article](#) to read and analyze with discussion questions
 - Videos/culture specific information
- Post Survey and Self-Assessment Survey

Implementation of Core Values -

- **Empathy:** Considering and respecting the perspective and acknowledging areas we need growth individually
- **Equity:** Intentionally being conversations to the forefront and supporting students in our member districts
- **Diversity:** Appreciating and valuing everyone's unique selves by being active listeners and asking questions

Our Teams & Data



Audiology: 3

Blind/Visually Impaired: 7

Deaf/Hard of Hearing: 7

Physical Health Disabilities: 5 plus Lead Teacher

Physical Therapists: 5

- Story Circles introduced to all Itinerant Staff in September 2022
- Story Circles completed at first round of staff meetings
- Equity Journals were consistently completed by all itinerant teams for September, October, & November
- Completion varied by team for December, January, February, March, and April - Area for Growth
- Training with all Itinerant Staff completed on April 28th - Story Circles implemented for staff reflection on areas of strength and areas for growth
- Post-Survey/Self-Assessment to be completed by the end of May 2023



Thank You!

Any questions?

2022-23 Superintendent Mid-Year Summary:

The 917 School Board members met in closed session at the end of the April 4, 2023 board meeting to provide feedback for Dr. Favor regarding his Mid-Year Review that he shared during the March 7, 2023 Board Work Session. He is making progress on all three goals for the 2022-23 school year. Overall, the board felt he was proficient on goals #1 and #2 and distinguished/proficient on goal #3. Thank you to all board members for providing feedback and to Dr. Favor for sharing a presentation during the March Board meeting. The board will provide an End-of-Year Review for the 2022-23 Superintendent goals in July 2023.

BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN

Board Approved ~~June 14, 2022~~–May 2, 2023

Table of Contents

	Page
Table of Contents	2
Page	2
BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN	3
INTERMEDIATE SCHOOL DISTRICT 917	3
A. EXPOSURE CONTROL PLAN – OVERVIEW	3
B. PROGRAM ADMINISTRATION	4
C. DEFINITIONS	4
D. EXPOSURE ASSESSMENT/ DETERMINATION	5
F. PERSONAL PROTECTIVE EQUIPMENT AND WORK PRACTICES	8
G. HOUSEKEEPING	9
H. HEPATITIS B VACCINE AND POST-EXPOSURE AND FOLLOW UP	9
I. EXPOSURE INCIDENTS	10
J. INFORMATION AND TRAINING	11
K. RECORDKEEPING	12
L. EVALUATION AND REVIEW OF EXPOSURE CONTROL PLAN	13
M. Appendix	13
Section 1: Bloodborne Pathogens-Post-Exposure to Incident Packet	14
Section 2: Additional Post-Exposure Instructions and Response Actions	14
Form BBP1: Post Exposure: Exposed Employee Declination of Medical Evaluation	15
Form BBP2: Source Individual Consent or Declination for Blood Testing	16
Form BBP3: Cleaning & Disinfecting Procedures for Blood and Body Fluids	18

**BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN
INTERMEDIATE SCHOOL DISTRICT 917**

A. EXPOSURE CONTROL PLAN – OVERVIEW

Most school personnel can reasonably anticipate exposure to blood or other potentially infectious material during their day-to-day work duties. In general, school employees incur a very low risk of exposure to bloody fluids due to the nature of casual contact with individuals in the school environment. However, some employees, especially special education employees, should take extra caution when working with special needs children. Many of these students are more vulnerable to injury, likely to have extraordinary medical needs, be more dependent on adults for personal care, be more involved in risky behaviors, be self injurious and easily agitated and/or combative. It is imperative that all school employees understand the danger of exposure to bloodborne pathogens and ways to minimize their risk.

An exposure incident is defined as a specific eye, mouth, or other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious body fluid that occurs during the performance of an employee's duties or tasks. Work practice controls are used to reduce the risk to the worker by minimizing or eliminating employee exposure incidents to bloodborne pathogens. The bloodborne pathogen (BBP) exposure control plan is the District's written policy for determination of exposure and implementation of procedures relating to control of infectious disease hazards. It is reviewed annually and includes the following components:

- A. Exposure Control Plan Overview/Policy
- B. Program Administration
- C. Definitions
- D. Exposure Determination in the School Setting
- E. Engineering and Work Practice Controls
 - 1. Universal Precautions
 - 2. Hand washing
 - 3. Sharps handling
 - 4. Sharps containers
 - 5. Body fluid clean up
 - 6. Self management
 - 7. First Aid and Health Care
 - 8. Eating, Drinking and Smoking
- F. Personal Protective Equipment & Work Practice
- G. Housekeeping
- H. Hepatitis B Vaccine & Post Exposure
- I. Exposure Incident, Evaluation & Follow Up
- J. Information and Training
- K. Record Keeping
- L. Evaluation and Review of Exposure Control Plan
- M. Appendix
 - 1. OSHA (Occupational Safety and Health Act) Standard 29 CFR 1910.1030
 - 2. Assessment Tool
 - 3. Employee Instructions on Obtaining Hepatitis B Immunizations

POLICY

Intermediate School District 917 is committed to providing a safe and healthful work environment for our entire staff. In pursuit of this endeavor, the following exposure control plan (ECP) is provided to eliminate or minimize occupational exposure to bloodborne pathogens (BBPs) in accordance with OSHA standard 29 CFR 1910.1030, "Occupational Exposure to Bloodborne Pathogens."

B. PROGRAM ADMINISTRATION

The Bloodborne Pathogen Exposure Control Plan will be reviewed annually by staff and approved by the school board.

Supervisors are responsible for exposure control in their work areas. All supervisors are to ensure that proper exposure control procedures are followed.

At the time of an employee's hire, human resources maintains a record of the Hepatitis B vaccination/declination form.

C. DEFINITIONS

Blood: Human blood, human blood components and products made from human blood.

Other Potentially Infectious Materials (OPIM): The following human body fluids are to be considered potentially infectious: semen, vaginal secretions, cerebrospinal fluid, synovial (joints) fluid, peritoneal (abdominal) fluid, amniotic (pregnancy) fluid, saliva in dental procedures, and body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids. OPIMs also include any unfixed tissue or organ other than intact skin from a human (living or dead).

Bloodborne Pathogens: Pathogenic microorganisms that are present in human blood and body fluids that can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV), hepatitis C, Human Immunodeficiency (HIV), malaria, syphilis, and tuberculosis.

Personal Protective Equipment (PPE) and Supplies: Specialized clothing or equipment worn by an employee for protection against a hazard.

Contaminated: The presence or reasonably anticipated presence of blood or other potentially infectious human body fluids on an item or surface.

Decontamination: The use of physical or chemical means to remove, inactivate or destroy bloodborne pathogens on surfaces or objects to the point where they are no longer capable of transmitting infectious particles, and the surface or item is rendered safe for handling, use or disposal.

Engineering controls: Means a control that isolates or removes the bloodborne pathogen hazard from the workplace.

Parental: Piercing mucous membranes or skin barriers through such events as needle sticks, human bites, cuts and abrasions.

Universal Precautions: An approach to infection control where all human blood and certain body fluids are treated as if known to be infectious for HIV, HBV and other bloodborne pathogens.

Exposure Incident: A specific eye, mouth, other mucous membrane, non-intact skin, or parental contact with blood or other potentially infectious material that results from the performance of an employee's duties. An exposure incident includes a human bite.

Occupational Exposure: Means reasonably anticipated skin, eye, mucous membrane, or parental contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.

Regulated Waste: Means liquid, semi-liquid or other potentially infectious materials; contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed; items that are caked with dried blood or other potentially infectious material and are capable of releasing these materials during handling; contaminated sharps; and pathological and micro biological wastes other potentially infectious materials.

SESIP: Sharps with engineered sharps injury protection, defined as a non-needle sharp or needle device used for withdrawing body fluids, or administering medications or other fluids, with a built-in safety feature that reduces the risk of exposure.

Needle-less systems: means a device that does not use needles for the collection or withdrawal of body fluids, the administration of medication or fluids, any other procedure involving the potential for occupational exposure to bloodborne pathogens due to injuries from contaminated sharps.

D. EXPOSURE ASSESSMENT/ DETERMINATION

When an employee is hired or an employee changes jobs within the District, the following assessment process takes place to ensure that they are assessed, and if necessary, trained in the appropriate work practice controls:

1. The employee's job classification and the tasks and the procedures he/she will perform are evaluated by the classification and tasks list which are identified in the ECP.
2. If the employee is transferring from one job to another within the District, the job classifications and tasks/procedures pertaining to the previous position are also checked against these lists.
3. Based on the assessment, the employees occupational exposure risk will be identified and documented. And necessary training will follow.

Those employees who are determined to have occupational exposure risk to blood or other potentially infectious materials (OPIM) **MUST COMPLY** with the procedures and work practices outlined in this Exposure Control Plan (ECP).

Classification 1: Employees who provide first aid or healthcare as a primary component of their position are potentially exposed to blood or other potentially infectious material (OPIM). It is recommended that employees in this classification receive a pre-exposure vaccination and comply with all components of the regulation. All employees in this job classification are covered under this regulation.

- Health Service Employees
- Nurses

Classification 2: Employees who provide first aid, healthcare or are required to clean up blood or other potentially infectious material (OPIM) as an auxiliary component of their position are potentially exposed to blood or other potentially infectious material (OPIM). It is recommended that employees in this classification receive a pre-exposure vaccination and comply with all components of the regulation. Identify specific employees in this job classification and the tasks they perform where potential exposure to blood or OPIM occurs. Also included are employees who have potential for other occupational exposure to bloodborne pathogens such as blood/OPIM contact with mucous membranes (eyes, nose, mouth) or blood/OPIM contact with skin or the piercing of mucous membranes of the skin barrier through such events as needle sticks, bites, cuts, abrasions, etc.

Employees identified under Classification 2 are fully covered under the Bloodborne Pathogen Standard.

Any other employee who reasonably expects exposure to blood or other potentially infectious materials should contact Human Resources immediately.

E. ENGINEERING & WORK PRACTICES CONTROLS

Work practice controls will be utilized to eliminate or minimize exposure to employees. Where occupational exposure remains after institution of these controls, personal protective equipment shall also be utilized. The following work practices shall be followed:

- Wear disposable gloves. Do not reuse disposable gloves and wash your hands with soap and water after removing gloves. If utility gloves are used, decontaminate them appropriately by washing with detergent and water and disinfecting according to procedure.
- Wear safety goggles if there is potential for contaminants splashing in the eyes.
- Wear a mask if there is potential for contaminants splashing in the mouth or nose.
- If your skin is not covered, wear additional protective clothing.
- Use an absorbent material as a barrier between you and the blood source.
- In the event you become exposed to any blood or OPIM, wash the area with soap and water or flush mucous membranes immediately and report it to the Nurse and/or appropriate Supervisor so an evaluation can be made and professional medical attention can be provided.

UNIVERSAL PRECAUTIONS

Universal precautions will be observed in the school 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. Any employee encountering blood or other body fluids is to treat them as being infectious, and use necessary personal protection and work practice controls listed in this section.

- Assume everyone is infected with HIV, Hepatitis B or other bloodborne pathogens.
- Avoid skin exposure to body fluids.
- Use a barrier to keep fluids from contact with your skin (i.e. gloves, masks, aprons, sleeves).
- Be careful with sharps and dispose of sharps such as needles, lancets or contaminated broken glass in a puncture-resistant container. Use tongs or other equipment to pick up broken glass contaminated with blood or OPIM. Use disposable equipment whenever possible.
- Dispose of items soiled with potentially infected fluids in leak-proof bags or containers.
- Wash hands thoroughly for 15-20 seconds, minimum, with soap and water.
- Clean up spills of potentially infected fluids with soap and water and disinfect spill area

HAND WASHING

Hand-washing facilities (running water, liquid soap, single use towels or air dryers) are readily accessible to all employees. In the event hand-washing facilities are not immediately available, antiseptic hand cleaner will be provided. Hand and/or skin will be washed with soap and water as soon as possible.

Hand washing is the first line of defense against infectious disease and is one of the universal precautions. Proper hand washing procedures include the use of warm water and soap, hands should be wetted and soap applied to hands and wrists, scrubbing between fingers and using a nail brush for fingernails, wash a minimum of 15 seconds. Air dry or single use towels should be used to dry hands.

SHARPS HANDLING

- Intermediate School District 917, except in extraordinary circumstances, does not provide needles for student or staff use. The designation of an extraordinary circumstance will be determined by a Licensed School Nurse with approval of their supervisor. Students needing injections/blood testing will provide their own supplies to do their own testing/injections. Students with limitations that prevent them from self-administration may be provided assistance by district staff after appropriate staff training.

- Sharps will not be removed or recapped unless it is demonstrated that an alternative is not feasible (i.e. EpiPens) and approval from the Licensed School Nurse Lead is obtained. Needles and other contaminated sharps will not be bent, recapped or removed. Shearing or breaking of the contaminated needles is absolutely prohibited. As soon as possible after use, contaminated sharps should be placed in appropriate marked storage/disposal containers.
- Mechanical devices such as tongs or dustpan and broom will be available to pick up contaminated sharps to avoid any direct contact. Contaminated glass will not be picked up by hand. Appropriate gloves as provided by the employer should be used when handling any contaminated sharps.

SHARPS CONTAINERS

- Sharps containers are provided in the health office at each school.
- Contaminated needles or other contaminated sharps will not be bent, recapped, removed, sheared or purposely broken unless it is demonstrated that an alternative is not feasible.
- Contaminated sharps are discarded immediately or as soon as feasible in containers that are closable, puncture resistant, leak proof on sides and bottom, and labeled or color-coded. Containers are easily accessible and located in each health office. The containers are maintained upright throughout use and replaced when full and at the end of the school year.
- Licensed School Nurse will be responsible for sharps disposal.
- When sharps containers are filled, the Licensed School Nurse will be contacted for final disposal.
- When moving containers of contaminated sharps from the area of use, the containers shall be closed immediately prior to removal or replacement to prevent spillage or protrusion of contents during handling, storage, transport or shipping.
- All facility containers for reusable sharps are puncture-resistant, labeled with a biohazard label and are leak-proof.
- All full sharps containers are taken to a local health care facility for disposal.

BODY FLUID CLEAN UP

Body fluid clean up is to be performed as soon as possible. In the event a custodian is not available, body fluid clean up supplies are available to employees for clean up use.

- Use gloves. Do not reuse disposable gloves. If utility gloves are used, decontaminate after use with soap and water and appropriate disinfectant.
- Use disposable towels and other absorbent materials to absorb spill.
- Clean spill area with soap and water or approved cleaning agent. Immediately utilize proper Environmental Protection Agency (EPA) registered disinfectant.
- Clean, followed by disinfection, any contaminated object/items using approved solutions as already described.
- Dispose of waste in proper container.
- Discard contaminated items that cannot be cleaned into a lined container.
- If object is to be placed in mouth, e.g. mouth guard for football players, use applicable disinfectant and follow manufacturer's disinfectant directions
- Dispose of contaminated cleaning material in a lined container.

SELF MANAGEMENT

The principle of self management is that the person whose blood or other body fluids are exposed should themselves, where possible, manage treat, clean and dispose of the contaminated materials, to avoid contact and exposure to other parties involved in cleanup, treatment or help.

FIRST AID/HEALTHCARE

- Use gloves or other personal protective equipment.

- Use paper toweling or other absorbent material to wipe injury, if appropriate, allow person to rinse injury with running water.
- Place soiled materials into a lined waste container and direct person to perform as much of these procedures as possible.
- Soiled clothing should be removed and placed into a plastic bag for laundering, if feasible.
- Assist in cleaning affected area: use cotton swabs to apply medicine, if appropriate.
- Follow other procedures for care in minimizing direct contact with blood or body fluids.
- Wash hands thoroughly.

Note: If you do not have access to personal protective equipment (PPE) or exposure control kits, assist the injured person on self-care for him/herself where feasible. Place a barrier between yourself and the injury if you need to provide assistance.

- Mouth Pipetting and Suctioning of Blood or OPIM is prohibited by employees.

EATING, DRINKING, SMOKING

In work areas where there is a reasonable likelihood of exposure to blood or other potentially infectious materials, employees are not to eat, drink, apply cosmetics or handle contact lenses. Food and beverages shall not be stored in close proximity to where blood or OPIM may be present.

F. PERSONAL PROTECTIVE EQUIPMENT AND WORK PRACTICES

All personal protective equipment used in District 917 will be provided without cost to employees. Personal protective equipment (PPE) will be chosen based on the anticipated exposure to blood or other potentially infectious materials. The protective equipment will be considered appropriate only if it does not permit blood or OPIM to pass through or reach the employees' clothing, skin, eyes, mouth or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used. District 917 will ensure that employees use appropriate PPE through proper training and procurement. Under rare and extraordinary circumstances, an employee may decline to use PPE; these cases will be investigated and documented. We will repair, replace, clean and dispose of PPE at no costs to the employee. Hypoallergenic gloves and or cleansers shall be provided to employees that may be allergic/sensitive to materials normally provided.

PPE includes, but is not limited to:

GLOVES- used for first aid, cleanup, handling of the sharps, and when in contact with any blood or OPIM.

Disposable or single use gloves

If possible, before putting on gloves, wash your hands. After you have put gloves on, check for proper fit and punctures. Pull snug to ensure a good fit. To remove gloves, they shall be rolled down or pulled from the wrist to the fingers so that the glove is inside out. This minimizes contamination. Disposable gloves shall be placed in lined container and never reused.

Utility gloves

Can be used for blood clean up. They must be inspected prior to each use and discarded if their integrity is compromised. They must be cleaned and disinfected after use.

FACE SHIELD/ MASK- may be used during serious accident or clean up to prevent the splashing of fluids to the mucous membranes including nose, mouth and eyes.

CPR MASKS/MOUTHPIECES- used for resuscitation; may be used to avoid direct contact with blood or saliva during resuscitation.

OTHER- AS APPROPRIATE for example

Disposable gowns/lab coats, shoe covering generally may be used to prevent potential contamination, in case of an

accident is advisable where the potential for blood splashing exists or contamination from handling materials.

G. HOUSEKEEPING

Clean and sanitary conditions shall be maintained at the work site.

- All contaminated equipment, environmental and work surfaces, will be cleaned and disinfected after contact with blood or OPIM as already noted under "Body Fluid Clean Up".
- Broken glass which may be contaminated will not be picked up directly with the hands. Tongs, forceps or a brush and dustpan will be used and the material disposed of in a sharps container. After contact with blood or OPIM this equipment will be cleaned and disinfected in "Body Fluid Clean Up".
- Gloves are used throughout the handling process
- Contaminated laundry is handled as little as possible and bagged immediately. If laundered at District 917, appropriate cleaning and disinfection process will be utilized.
- Regulated Waste

Few items in a school setting are deemed regulated waste. If a material is saturated to the point of dripping or would release fluid if compressed, then it would be considered regulated waste. All other contaminated items (gauze, Band-Aids, facial tissues) should be placed in a trash container designated for materials not meeting the definition of regulated waste.

Regulated waste shall be placed in containers that are closeable and constructed to contain all contents and prevent fluid leaks during handling, storage and transport.

Waste will be labeled or color coded and closed prior to removal. Disposal is done according to federal, state and local regulations. When possible, if 911 is called, the regulated waste will be sent with the ambulance.

H. HEPATITIS B VACCINE AND POST-EXPOSURE AND FOLLOW UP

Intermediate District 917 shall make available the Hepatitis B vaccine and vaccination series to all identified employees who have occupational exposure, and post exposure follow-up to employees who have had an exposure incident.

Intermediate District 917 shall ensure that all medical evaluations and procedures, including the Hepatitis B vaccine and vaccination series and post exposure follow-up, including prophylaxis, are:

- a) Made available at no cost to the employee;
- b) Made available to the employee at a reasonable time and place;
- c) Performed by or under the supervision of a licensed physician or by or under the supervision of another licensed healthcare professional;
- d) Provided according to the recommendations of the U.S. Public Health Service; and
- e) Hepatitis B vaccine titer will be provided at no cost to Classification 1 Employees who receive their Hepatitis B vaccines after February 2000 and with ongoing exposure to blood and injuries from sharps. Titer needs to be drawn within two months after completion of the three vaccination series to be accurate.

All laboratory tests shall be conducted by an accredited laboratory at no cost to the employee.

Hepatitis B vaccination shall be made available to all identified employees who have occupational exposure unless the employee has previously received the complete Hepatitis B vaccination series, antibody testing has revealed that the employee is immune, or the vaccine is contraindicated for medical reasons.

If the employee initially declines Hepatitis B vaccination, but at a later date, while still covered under the standard, decides to accept the vaccination, the vaccination shall then be made available.

Employees who decline the Hepatitis B vaccination are requested to sign a declination statement.

If a routine booster dose of Hepatitis B vaccine is recommended by the U.S. Public Health Service at a future date, such booster doses shall be made available.

I. EXPOSURE INCIDENTS

Intermediate District 917 Bloodborne Incident Procedure:

The employee will report all incidents to their supervisor. They will also call the Alaris Nurse Care Line at 1-844-847-8708 to determine if exposure occurred. The nurse care line will provide referral for further medical treatment per their protocol.

The employee will receive extensive counseling and necessary follow-up by the healthcare provider. Records will be maintained at the clinic site as per OSHA guidelines.

If a student is involved as the source person, either the student or the student's parent (if student is under age 18) will be contacted to have the source tested for HIV and Hepatitis B serological status. A consent form will also be requested.

A copy of the incident report is to be retained in a confidential file in the office of the employee designated to handle the Worker's Compensation Program.

Post Exposure Evaluation and Follow-up

The exposed employee shall immediately receive a confidential medical evaluation and follow-up done by the healthcare provider, including at least the following elements:

- a) Provision for a Hepatitis B Vaccination.
- b) Documentation of the route of exposure, and the circumstances under which the exposure incident occurred.
- c) Identification and documentation of the source individual, unless it can be established that identification is infeasible or prohibited by state or local law.
- d) The source individual's blood shall be tested as soon as feasible and after consent is obtained in order to determine HBV and HIV infectivity. If consent is not obtained, Intermediate District 917 shall establish that legally required consent cannot be obtained.
- e) When the source individual is already known to be infected with HBV or HIV, testing for the source individual's known HBV or HIV status need not be repeated.
- f) Results of the source individual's testing shall be made available to the exposed employee, and the employee shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.

Collections and testing of blood for HBV and HIV serological status will comply with the following:

- a) The employee will be offered the option of having their blood collected for testing of the employee's HIV/HBV serological status. The blood sample will be preserved for up to 90 days to allow the employee to decide if the blood should be tested for HIV serological status. 

- b) The exposed employee's blood shall be collected as soon as feasible and tested after consent is obtained.

Healthcare Professional's Written Opinion

Within 15 days of the completion of the evaluation, the employee will provide Intermediate School District 917 a copy of the evaluating healthcare professional's written opinion for post-exposure follow-up. This information provided to the employer shall be limited to the following information:

- a) Whether Hepatitis B vaccination is indicated.
- b) Whether Hepatitis B vaccination was given.
- c) A statement that the employee has been informed of the results of the evaluation.
- d) A statement that the employee has been told about any medical conditions resulting from exposure to blood or other potentially infectious materials which require further evaluation or treatment.

All other information shall remain confidential and not be included in the written report to the employer.

J. INFORMATION AND TRAINING

Intermediate District 917 shall ensure that training is provided at the time of initial assignment to task where occupational exposure may occur, and that it shall be repeated annually. Training will be interactive and cover the following:

- a) An explanation of the standard and how to get a copy.
- b) A discussion of the epidemiology and symptoms of bloodborne disease.
- c) An explanation of the modes of transmission of bloodborne pathogen.
- d) An explanation of the District 917 Bloodborne Pathogen Exposure Control Plan and a method of obtaining a copy.
- e) The recognition of tasks that may involve exposure.
- f) An explanation of the use and limitations of methods to reduce exposure, for example engineering controls, work practices and personal protective equipment (PPE).
- g) Information on the use of gloves.
- h) Information of the Hepatitis B vaccination, including efficacy, safety, method of administration, benefits, and that it will be offered free of charge.
- i) Information on the appropriate action and persons to contact in an emergency involving blood or other potentially infectious materials.
- j) An explanation of the procedures to follow if an exposure incident occurs, including the method of reporting and medical follow-up.
- k) Information on the evaluation and follow-up required after an employee exposure incident.
- l) An explanation of the signs and labels.

Annually each staff person is assigned mandatory training in Blood Borne Pathogens. This is done through SafeSchools online training.

K. RECORDKEEPING

Medical Records

The employer shall establish and maintain an accurate record for each employee with occupational exposure in accordance with 29 CFR 1910.1020.

This record shall include:

- a) The name and social security number of the employee.
- b) A copy of the employee's Hepatitis B vaccination status including the dates of all Hepatitis B vaccinations.
- c) The employer's copy of the healthcare professional's written opinion.
- d) A copy of information provided to the healthcare professional.

This information cannot be released without written consent of the employee as required by OSHA regulations or by law.

The employer shall maintain this record for at least the duration of employment plus 30 years in accordance with 29 CFR 1910.1020.

Training Records

Intermediate District 917 is responsible for maintaining the following training records. Bloodborne pathogens training is done through SafeSchools Online courses. Linda Berg, Health and Safety Coordinator, maintains these records in the District Office. Training is done annually by all staff. These records will be maintained in the District Office. Training records shall be maintained for three years from the date of training. The following information shall be documented:

- a) The dates of the training session.
- b) An outline describing the material presented.
- c) The names and qualifications of persons conducting the training.
- d) The names and job titles of all persons completing the training sessions.

Transfer of Records

If the employer ceases to do business and there is no successor employer to receive and retain the records for the prescribed period, the employer shall notify the Director, at least three months prior to their disposal and transmit them to the Director, if required by the Director to do so, within that three-month period.

Sharps Injury Log

The employer shall establish and maintain a sharps injury log for the recording of percutaneous injuries from contaminated sharps. The information in the sharps injury log shall be recorded and maintained in such manner as to protect the confidentiality of the injured employee. The sharps injury log shall contain, at a minimum:

- a) The type and brand of device involved in the incident.
- b) The department or work area where the exposure incident occurred, and,
- c) An explanation of how the incident occurred.

The requirement to establish and maintain a sharps injury log shall apply to any employer who is required to maintain a log of occupational injuries and illnesses under 29 CFR 1904. The sharps injury log shall be maintained for the period required by 29 CFR 1904.6.

Availability

A copy of this plan and the current OSHA standard will be available for review in the District Personnel Office, and the Health Office at Alliance Education Center and Dakota County Technical College. Also, each Special Education Assistant Director has a copy. The OSHA standard for bloodborne pathogens is also available at www.osha.gov.

All employee records shall be made available to the employee, employee's representatives, the Assistant Secretary of Labor for the Occupational Safety and Health Administration and the Director of the National Institute for Occupational Safety and Health, or designated representative, upon request.

L. EVALUATION AND REVIEW OF EXPOSURE CONTROL PLAN

The Exposure Control Plan shall be reviewed and updated at least annually and whenever necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure. The review and update of such plans shall also:

- a) Reflect changes in technology that eliminate or reduce exposure to bloodborne pathogens, if that technology is appropriate to tasks/procedures performed in Intermediate School District 917.
- b) Include documentation of annual consideration and implementation of appropriate commercially available and effective safer medical devices designed to eliminate or minimize occupational exposure from tasks/procedures performed in ISD 917.
- c) Non-managerial employees directly responsible for tasks/procedures that create a potential exposure for injuries from contaminated sharps shall be solicited for input. The input shall be utilized in the identification, evaluation and selection of effective engineering work practice controls and will be documented in the exposure control plan.

M. Appendix

- o Bloodborne Pathogens-Post-Exposure Incident Packet
- o Post-Exposure Instructions and Response Actions
- o BBP 1: Exposed Employee Declination of Medical Evaluation
- o BBP 2: Source Individual Consent/Declination for Blood Testing
- o BBP 3: Cleaning and Disinfection Procedures for Blood and Body Fluids

Board Approved May 6, 2008
Board Approved May 5, 2009
Board Approved May 4, 2010
Board Approved May 1, 2012
Board Approved May 7, 2013
Board Approved May 6, 2014
Board Approved May 5, 2015
Board Approved May 3, 2016
Board Approved May 2, 2017
Board Approved June 12, 2018
Board Approved May 7, 2019
Board Approved May 5, 2020
Board Approved June 12, 2021
Board Approved June 14, 2022
Board Approved May 2, 2023

Intermediate School District 917

Section 1: Bloodborne Pathogens-Post-Exposure to Incident Packet

This packet has been developed as an informational guide on what to do when an employee is actually (or potentially) exposed to blood or other potentially infectious materials (OPIM). This packet contains the following important documents:

- BBP1: Exposed Employee Declination of Medical Evaluation
- BBP2: Source Individual consent/Declination for Blood Testing
- BBP3: Cleaning and Disinfection Procedures for Blood and Body Fluids

The injured employee will begin to use this packet by reading and working through the BBP Exposure Self-Assessment and Response Process.

For assistance with this packet or process, please seek help from the district OSHA consultant:

Amy Alexander
651-423-8229
amy.alexander@isd917.org

Section 2: Additional Post-Exposure Instructions and Response Actions

Steps ISD 917 employees will take when there is potential BBP exposure:

1. Inform supervisor of incident.
2. Fill out First Report of Injury document and submit it to supervisor.
3. Call the Alaris Nurse Care Line (NCL)
4. NCL makes initial assessment for follow up which may include sending employee to healthcare provider.
5. NCL facilitates employee's appointment with healthcare provider.
6. Employee will obtain from healthcare provider written treatment given and any follow up plan (Healthcare Professional Written Opinion).
7. Employee will be responsible for all follow up treatment including additional testing.

Intermediate School District 917 (ISD 917) employees who experience a work-related exposure to blood or any other potentially infectious agent (OPIM) are encouraged to seek medical care immediately. Exposed employees are allowed to seek a medical evaluation through a provider of their choice, at no cost to the employee.

Additionally, ISD 917 has identified Allina Health Apple Valley as an optional, primary provider for post-exposure health care services.

Contact Information:

Allina Health Apple Valley
14655 Galaxie Avenue
Apple Valley, MN 55124
952-432-6161

The purpose of medical care is to discuss the event with a qualified healthcare professional and obtain baseline blood antibody levels for Hepatitis B and HIV (Human Immunovirus). Based on the health care provider's recommendation, the exposed employee and source individual may be given an opportunity to accept or decline having their blood drawn and tested, or drawn and held for future testing. In addition, the exposed employee

could be offered and provided with a hepatitis vaccine and/or gamma globulin to prevent development of hepatitis or medication to deter disease development, if deemed necessary.

Form BBP1: Post Exposure: Exposed Employee Declination of Medical Evaluation

The exposed employee must complete this form if she /he chooses not to receive medical care for a work-related exposure involving blood involving blood or OPIMs.

Employee Name: _____ **Job Title:** _____

Date of Exposure: _____ **School and Program Area:** _____

I understand that I have been involved in a workplace encounter with blood or body fluids that may place me at risk for HBV (Hepatitis B virus that causes liver disease) or HIV (Human Immunodeficiency Virus- the virus which causes AIDS).

I have been given the opportunity for a post-exposure follow up examination. Including testing of my blood for HBV and HIV.

I understand that I may have this examination through the physician/health care provider of my choice or at:

Allina Health Apple Valley
14655 Galaxie Avenue
Apple Valley, MN 55124
952-432-6161

Medical services will provided at no cost to me for work related incidents involving exposure to blood or other potentially infectious material. I understand that I am eligible for this examination even if I have been previously vaccinated against HBV.

I have been offered the opportunity to have a sample of my blood drawn and preserved for 90 days in the event that I might choose to have that sample tested at some point within 90 days.

Understanding the written information above, I decline any post exposure medical evaluation, blood sampling, blood testing, or follow-up examination at this time.

Employee signature

Date

Witness

Date

Form BBP2: Source Individual Consent or Declination for Blood Testing

Name of Source Individual: _____ Today's Date: _____

Date of Incident: _____ Date of Birth: _____

On the above date, an exposure incident as defined by the Federal and Minnesota State Bloodborne Pathogen Regulations occurred involving an employee performing his/her duties.

The regulation requires that a sample of blood be drawn as soon as possible from the source of the exposure and the exposed employee to determine if any infectious diseases (Hepatitis B and HIV) are present.

We are requesting to have your blood drawn and tested for HBV and HIV in order to provide the appropriate medical direction. If you are a minor, consent to have your blood drawn and tested must be given by your parent or guardian. You are not legally required to consent to having your blood drawn and tested. In the event that you decline to have your blood drawn and tested, however, we will not be able to determine whether you have been infected by either the Hepatitis B Virus (HBV) or the human immunodeficiency virus (HIV) or advise or counsel you on appropriate steps to take as a result of such infections.

Please read the following and, if you consent, sign and date the form. Directions will be provided on the location for the test and the cost, if not covered, will be paid by the district. You will be provided with the test results as soon as possible.

If you know you are infected with HBV or HIV and can provide medical records or documentation, no blood test is necessary.

1. I authorize and consent to testing of a sample of my blood for the following: (check only one)
 - Human Immunodeficiency Virus (HIV)
 - Hepatitis B Virus (HBV)
 - Both the Human Immunodeficiency Virus (HIV) and the Hepatitis B Virus (HBV)
 - Other: _____ (please indicate)
2. I understand that a positive HIV test does not necessarily mean a person has AIDS; testing can assist healthcare personnel in medical management and infectious disease control of the virus.
3. I understand that I should rely on my physician for information regarding the nature and purpose of the HIV/HBV test and the meaning and significance of the result of the test.
4. I understand that HIV/HBV testing is not always 100% accurate and that results may be "false negative" (negative results when the virus is actually present) or "false positive" (positive results when the virus is not present). If a positive result is obtained, additional tests will be done to attempt to confirm the test results.
5. I understand the results of the test will be confidential and will not be disclosed unless necessary for ISD # 917 to comply with the provisions of OSHA's Bloodborne Pathogen Regulation (29 CFR 1910.1030). If you

are a source individual, disclosure will be made to the exposed employee and their healthcare professional.

6. I understand I can personally make arrangements to have my blood drawn, as authorized, or that arrangements will be made for me, with the assistance of district personnel or other designated parties.
7. I certify that this form has been fully explained to me, that I have read it or had it read to me, and that I understand its contents. I have been given an opportunity to ask questions about the test and I believe that I have sufficient information to give informed consent/declination.

Section 1		
Name _____	Witness _____	
(Print Name/Other Legally Responsible Person)	(Print Name/Witness)	
<hr/>		
Signature _____		Signature _____
Date _____	Time _____	Date _____

Section 2

I HAVE READ ALL INFORMATION CONTAINED ON THIS FORM, HAVE ASKED QUESTIONS WHERE ADDITIONAL INFORMATION WAS NECESSARY AND FULLY UNDERSTAND THE ISSUES INVOLVED IN THIS MATTER.

I REFUSE TO HAVE MY BLOOD DRAWN AND TESTED AT THIS TIME OR DRAWN AND STORED FOR UP TO 90 DAYS FOR POSSIBLE FUTURE TESTING, UPON MY WRITTEN CONSENT.

Signature

Date

Time

Form BBP3: Cleaning & Disinfecting Procedures for Blood and Body Fluids

Materials Needed

- _____ “Caution Wet Floor” or “Do Not Enter” signs, as needed
- _____ Disposable vinyl or nitrile gloves.
- _____ Disposable cloth or paper towels or absorbent granules or disposable cardboard pieces.
- _____ Pail containing soap & water (or spray bottle of general cleaner).
- _____ Pail (or spray bottle) of rinse water.
- _____ EPA approved disinfectant (tuberculocidal disinfectant) or Lysol Brand II™ Spray Disinfectant (MUST use for all body fluid clean up involving possible blood)

1. PROTECT YOURSELF AND THE AREA

- Secure the area with “Wet Floor” or “Do Not Enter” signs.
- Put on the disposable gloves.

2. REMOVE BODY FLUIDS SAFELY

- Soak up liquids with absorbent, disposable towels.
- If there is a large volume, use absorbing granules. Pick up debris with cardboard pieces.
- For carpet, vacuum granular remains if necessary.
- Place debris and disposable materials used in plastic bag.

3. CLEAN AND DISINFECT THE AREA

- CLEAN the area with soap and water or general cleaning agent. Use disposable towels.
- RINSE WITH CLEAR WATER. Use disposable towels.
- APPLY DISINFECTANT ** and allow to air dry (at least 10 minutes).
- CARPET Use the same process as above. Extra agitation, cleaning agent, and water may be necessary. Repeat wash until blood or body fluids are gone. Rinse and apply disinfectant. Allow to air dry.

****AN APPROPRIATE DISINFECTANT IS:**

- EPA APPROVED (Environmental Protection Agency Approved as “sterilant”) or
- Tuberculocidal (lists on the bottle that it is capable of killing tuberculosis) or Lysol Spray Disinfectant
- Bleach & Water Solution

To prepare bleach solution, mix 2 teaspoonfuls bleach to one quart water.

BLEACH SOLUTION MUST BE MIXED DAILY.

DO NOT MIX BLEACH WITH ANY OTHER CHEMICALS OR PRODUCTS.

LABEL BLEACH SOLUTIONS AND KEEP OUT OF REACH OF CHILDREN.

4. FINISHING

Clean and disinfect any mops, brooms, brushes, dust pans, etc. used in the cleaning process. Remove your gloves and dispose of in plastic trash bag and seal. Discard in regular trash.

WASH YOUR HANDS COMPLETELY.

Board Policy 533 Wellness states the Food Service Program Administrator/Business manager will annually inform the community about district progress in attaining the goals of the Wellness Policy. This Policy was reviewed and approved by the board on May 2nd, 2023 (copy of complete Wellness Policy at https://www.isd917.org/for_parents/food_service). ISD 917 has made progress in attaining goals within this policy and I would like to summarize by location the reports provided by our Assistant Directors supervising these locations.

Goal 1 - Physical Activity:

Don Budach, Assistant Director

TESA:

Students participate in recreation and leisure activities in the community as well as a part of our curriculum in Health and Fitness and Lifetime Recreation classes. They engage in a variety of activities such as bowling, bocce ball, kickball, yoga, walking, basketball, snowshoeing and hiking. They can also utilize the DCTC fitness center for weight training and cardio machines. Staff work with the students to establish personal fitness goals. The program offers student clubs throughout the year based on student interests ranging from healthy eating to hiking. Staff have also been working with students to increase mental health fitness by incorporating stretch management, breathing and mindfulness exercises. The students have access to a calming room as well as time with the school social worker built into their schedules.

PACES:

Students participate in a variety of motor related activities throughout the school day. Specialists such as DAPE and OT provide services related to students' motor needs during DAPE and Occupational Therapy. In the elementary program recess is a part of the daily routine, allowing student's time to access playground equipment and interact with their non-disabled peers.

DASH:

Students participate in a variety of adapted motor related activities on a daily basis with the support of staff. Specialists such as DAPE, OT and PT also address the students motor needs based on their ability.

Jamie Dalbesio, Assistant Director

Concord Education Center:

Students receive 30 minutes of physical education each day and Developmental Adaptive Physical Education (DAPE) is provided if a need is

determined within the students' Individual Education Plans (IEPs). A portion of the curriculum is dedicated to educate students on the benefits of a healthy lifestyle and what a healthy lifestyle means. Students also receive 25 minutes of recess daily, as well as sensory integration and other gross-motor activities as determined by the students' IEPs.

Shannon Brennan, Assistant Director

Alliance Education Center:

Students in the group setting participate in a 30 minute Physical Education class each day, and DAPE is provided for specific student's per their IEP goals. They also have a 20 minute recess built into their daily schedules. A portion of the curriculum is dedicated to educate students on the benefits of a healthy lifestyle and what a healthy lifestyle means. Classrooms participate in movement breaks using GoNoodle video clips, stationary bike rides, calming walks and yoga. They often play basketball during choice time and the facility has a motor room and weight room. The students enjoy "Workout Wednesdays" and using pedometers to track their activity throughout the day.

Jennifer Hetland, Assistant Director

Options:

Teachers create opportunities for physical activity throughout the instructional day.

Juvenile Service Center/New Chance:

Physical Education/DAPE is offered each day and a portion of the curriculum is dedicated to educate students on the benefits of a healthy lifestyle and what a healthy lifestyle means. Short physical breaks are provided throughout the academic day.

Lebanon Education Center (TEA and IDEA):

Students in the group setting participate in a 30 minute Physical Education class each day. They also have shorter breaks during the day for physical activity such as walking, playing catch, shooting baskets in the gym, etc. Individual students participate in Physical Education whenever possible and also have physical activity breaks incorporated into their schedule throughout the day. As part of the Physical Education class, students have participated in a cross fit program that was funded through a grant from Education Minnesota. Classrooms utilize GoNoodle videos, dance videos, breathing exercises and walks through the sensory paths in the hallways to provide movement breaks. Students often elect extra gym time at the end of the day and enjoy playing four square and participating in building wide field days as a school.

Taylor Thomas, Assistant Director

D/HH Preschool:

Learners participate daily in physical activity in the Lincoln Center Elementary recess room, and then also with another planned physical activity session either outside on the playground, or in the Lincoln Center Elementary gym, depending on the weather. Some learners with motor delays additionally receive PT services to develop their balance, strength and coordination skills to be as physically active as they are able. In addition, the D/HH preschool has movement/sensory breaks provided throughout the school day per individual student's sensory/physical needs.

D/HH Lincoln Center Elementary:

Students participate in physical activity during their school day with regular physical education classes provided in the general education setting at Lincoln Center Elementary, which follows the District 6 PE curriculum. In addition, learners participate in physical activity by playing games and playing on playground equipment during daily recess. Staff promotes learners' participation during their supervision of students in both school PE classes and recess settings. Some learners with motor delays additionally receive PT and DAPE services to develop their balance, strength and coordination skills to be as physically active as they are able. In addition, movement/sensory breaks are provided throughout learners' school day per individual student's sensory/physical needs.

D/HH Inver Grove Heights Middle School:

Students participate in physical activity during their school day with regular physical education classes provided in the general education setting at Inver Grove Heights Middle School, which follows the District 199 PE curriculum.

D/HH Simley High School:

Students participate in physical education classes per high school credit requirements. Some learners with motor delays additionally receive PT and DAPE services to develop their balance, strength and coordination skills to be as physically active as they are able.

Jennifer Olson, Assistant Director

Cedar School (SUN):

Students in SUN group and individual programming participate in Physical Education class or DAPE service daily per student needs. Shorter movement breaks of 10 to 15 minutes of physical activity such as walking, playing catch, biking, or shooting baskets in the gym are also implemented. In addition, students access fields and playground equipment outside for recess, movement breaks, and structured physical education/ or DAPE activities.

Chris Devine, Principal

DCALS (DCTC Campus):

Students are given the opportunity to participate in Physical Education class on a quarter to quarter basis. We provide time during our daily advisory class for staff to get students involved in group activities such as dodgeball, kick ball, soccer and walking around the campus. Students enjoy school scavenger hunts and outdoor classes during nice weather. Staff foster emotional wellness by incorporating mental health walkarounds, mindfulness exercises and verbal check-ins with students. They discuss life balance and give time for self-assessment and reflective writing.

DCALS (North Campus):

Students are given the opportunity to participate in Physical Education class on a quarter to quarter basis. We provide time during our daily advisory class for staff to get students involved in group activities such as dodgeball, kick ball, soccer and walking around the campus.

Goal #2 - Nutritional Education and Promotion:

Don Budach, Assistant Director

TESA:

Students are taught about healthy eating habits in Independent Living, Home Living Basics and Health and Fitness. Students also learn about serving sizes, reading labels, planning balanced meals and healthy food choices. Students practice these lessons through developing personal goals, grocery shopping in the community, and preparing and cooking meals in the classroom.

PACES:

Students have an opportunity for a healthy snack during break time. Students also learn about healthy eating through curriculum accessed in both special education and general education classrooms.

DASH:

Student's nutritional needs are met per their individualized plan.

Jamie Dalbesio, Assistant Director

Concord Education Center:

Health class is taught by a classroom teacher and standards are reinforced by our physical education teacher. Students have access daily to snacks during individual breaktimes and when determined by their Individual Education Plan. Students also participate in meal planning as part of transition-based

programming. All students have access to an in-house food shelf that provides complete meals to families when needed. These items are distributed on a weekly basis.

Shannon Brennan, Assistant Director

Alliance Education Center:

The Life Skills curriculum includes a unit on nutrition education where students participate in creating healthy meals. The staff and students work together to build and maintain a community garden during the spring and through the fall. The students learn about growing produce and using the food when they cook as a class during the week. Teachers are encouraged to incorporate nutritional information into subject lessons when appropriate. The school offers appropriate foods and snacks at the student store. Staff review the Smart Snacks catalog with students and discuss healthy choices. Students can also participate in a mobile pantry program that provides healthy groceries twice per month to our students and their families at no cost.

Jennifer Hetland, Assistant Director

Options:

Teachers incorporate nutritional information into subject lessons when appropriate. Students are encouraged to bring healthy lunches to the program.

Juvenile Service Center/New Chance:

Teachers incorporate nutritional information into subject lessons when appropriate.

Lebanon Education Center (TEA and IDEA):

Students learn about Nutrition as part of their Life Skills and Health classes. Cooking activities focus on kitchen safety and healthy eating. Staff use daily teachable moments to have discussions with students ranging from energy drinks to breathing and personal quiet time. Snacks offered to students also focus on healthy items. Students can participate in a mobile pantry program that provides healthy groceries twice per month to our students and their families at no cost.

Taylor Thomas, Assistant Director

D/HH Preschool:

The parents of learners are encouraged by staff to provide healthy snacks and lunches for their preschool-age children, and staff educates the young preschool learners about healthy food choices within the context of instruction during snack and lunch time.

D/HH Elementary (Lincoln Center Elementary):

Students are taught about healthy eating habits and making healthy food choices through the District 6 general education health education curriculum, through District 6's very proactive guidance of good nutrition through their breakfast and lunch programs, as well as District 6's deliberate instruction about this area in general education classrooms through special in-services. Staff encourages students to make healthy food choices.

D/HH Middle School (Inver Grove Heights Middle School):

Students are taught about healthy eating habits and making healthy food choices through the general education health education curriculum, and District 199's food service programs. Staff encourages students to make healthy food choices.

D/HH High School (Simley High School):

Students are taught about healthy eating habits and making healthy food choices through the general education health education curriculum, and District 199's food service programs. Staff encourages students to make healthy food choices.

Jennifer Olson, Assistant Director

Cedar School (SUN):

SUN group and individual instruction in nutrition and healthy eating occurs within health class per district standards-based curriculum, Life Skills class, and/ or within Transition Independent Living activities. Activities include meal planning and budgeting, meal preparation, and food safety and cleaning within our classroom kitchen.

Chris Devine, Principal

DCALS (DCTC Campus):

Students are provided the opportunity to enroll in a Health class throughout the year. Staff addresses healthy living choices during daily advisory class and other teachable moments. Students are periodically involved in cooking activities that promote healthy choices in foods. They also have access to the Mobile Pantry and other resources.

DCALS (North Campus):

Students are provided the opportunity to enroll in a Health class throughout the year. Staff addresses healthy living choices during daily advisory class and other teachable moments. Students are periodically involved in cooking activities that promote healthy choices in foods. They also have access to the Mobile Pantry and other resources.

 Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06							
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2021, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells									
District Info.		Enter Information		District Info.		Enter Information			
District Name:	Intermediate School District 917	Date:	5/10/2023						
District Number:	917-06	Email:	nicolle.roush@isd917.org						
District Contact Name:	Nicolle Roush								
Contact Phone #	651-423-8227								
Fiscal Year (FY) Ending June 30									
Expenditure Categories		2023 (base year)	2024	2025	2026	2027	2028	2029	2030
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.									
Finance Code	Category (1)								
347	Physical Hazards	\$2,186	\$2,251	\$2,350	\$2,400	\$2,450	\$2,525	\$2,600	\$2,700
349	Other Hazardous Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
352	Environmental Health and Safety Management	\$25,679	\$26,449	\$27,250	\$28,100	\$28,900	\$29,800	\$30,650	\$31,600
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects		\$27,865	\$28,700	\$29,600	\$30,500	\$31,350	\$32,325	\$33,250	\$34,300
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year									
Finance Code	Category (2)								
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151									
Finance Code	Category (3)								
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility									
Finance Code	Category (4)								
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects									
Finance Code	Category (5)	2023	2024	2025	2026	2027	2028	2029	2030
368	Building Envelope	\$0	\$0	\$0	\$0	\$100,000	\$0	\$39,000	\$0
369	Building Hardware and Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
370	Electrical	\$0	\$0	\$0	\$0	\$30,000	\$0	\$128,000	\$129,000
379	Interior Surfaces	\$0	\$0	\$0	\$0	\$0	\$44,000	\$0	\$41,000
380	Mechanical Systems	\$100,000	\$160,000	\$144,000	\$180,000	\$141,000	\$175,000	\$97,000	\$185,000
381	Plumbing	\$0	\$0	\$0	\$0	\$0	\$127,000	\$100,000	\$0
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
383	Roof Systems	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$534,000
384	Site Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Deferred Capital Expense and Maintenance		\$100,000	\$160,000	\$144,000	\$180,000	\$271,000	\$346,000	\$364,000	\$889,000
Total Annual 10-Year Plan Expenditures		\$127,865	\$188,700	\$173,600	\$210,500	\$302,350	\$378,325	\$397,250	\$923,300

		Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		Projects Only		ED - 02478-08 old form correct years	
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota provided.							
District Info.		Enter Information					
District Name:	Intermediate School District 917						
District Number:	917-06						
District Contact Name:	Nicole Roush						
Contact Phone #	651-423-8227						
Expenditure Categories				2031	2032	2032	
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.							
Finance Code	Category (1)						
347	Physical Hazards			\$2,800	\$2,850	\$2,900	
349	Other Hazardous Materials			\$0	\$0	\$0	
352	Environmental Health and Safety Management			\$32,500	\$33,500	\$34,500	
358	Asbestos Removal and Encapsulation			\$0	\$0	\$0	
363	Fire Safety			\$0	\$0	\$0	
366	Indoor Air Quality			\$0	\$0	\$0	
Total Health and Safety Capital Projects				\$35,300	\$36,350	\$37,400	
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year							
Finance Code	Category (2)						
358	Asbestos Removal and Encapsulation			\$0	\$0	\$0	
363	Fire Safety			\$0	\$0	\$0	
366	Indoor Air Quality			\$0	\$0	\$0	
Total Health and Safety Capital Projects \$100,000 or More				\$0	\$0	\$0	
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151							
Finance Code	Category (3)						
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.			\$0	\$0	\$0	
Total Remodeling for Approved Voluntary Pre-K Projects				\$0	\$0	\$0	
Accessibility							
Finance Code	Category (4)						
367	Accessibility			\$0	\$0	\$0	
Total Accessibility Projects				\$0	\$0	\$0	
Deferred Capital Expenditures and Maintenance Projects				2031	2032	2032	
Finance Code	Category (5)						
368	Building Envelope			\$0	\$0	\$0	
369	Building Hardware and Equipment			\$0	\$0	\$0	
370	Electrical			\$310,000	\$137,000	\$0	
379	Interior Surfaces			\$0	\$117,000	\$0	
380	Mechanical Systems			\$0	\$0	\$0	
381	Plumbing			\$0	\$0	\$0	
382	Professional Services and Salary			\$0	\$0	\$0	
383	Roof Systems			\$578,000	\$347,500	\$0	
384	Site Projects			\$0	\$0	\$0	
Total Deferred Capital Expense and Maintenance				\$888,000	\$601,500	\$0	
Total Annual 10-Year Plan Expenditures				\$923,300	\$637,850	\$37,400	

Intermediate School District #917
Proposed Health and Safety Plan FY25
Approved May 2, 2023 Board meeting

Appendix A

Environmental Health and Safety - Finance Code 352		
Numerous expenditures covered in this area please see attachment # 3 page 12-14 for details on allowable expenditures		
Project	Object Co Description	Expenditures
305	Fees For Services (Hepatitis A & B, Metro ECSU, Safe Schools tr	\$7,183.00
366	CPR training and mileage reimbursements	\$0.00
401	Supplies (personal protective equipment disposable gloves,cloths,pads, masks, pest control, chemical storage (20% Secondary & 80% Special ed)	\$11,000.00
170	IAQ Coordinator	\$4,400.00
200	benefits	\$667.00
820	Mgmt asst. prog. And Metro ECSU H&S Memb	\$4,000.00
		\$27,250.00
		28700
Physical Hazard Control - Finance Code 347		
Project	Object Co Description	Expenditures
	401 PPE for shop areas (harness, boots, safety glasses etc)	\$2,350.00
		\$2,350.00
Mechanical Systems - Finance Code 380		
Project	Object Co Description	Expenditures
	520 HVAC Unit replacements	\$144,000.00
		\$144,000.00
Total		\$173,600.00

Intermediate School District No. 917
Levy by Member District, 2022 Payable 2023

Exhibit B
 (using last years TNTC because 2023 payable 2024 is still unavailable)

Participating Districts (9):

ISD #	Name	<u>Pay 2022 Taxable Net Tax Capacity</u>					Combined Total	District %
		<u>Dakota (19)</u>	<u>Scott (70)</u>	<u>Goodhue (25)</u>	<u>Washington (82)</u>	<u>Hennepin (27)</u>		
6	South St. Paul						17,680,884	3.11%
191	Burnsville						93,091,210	16.36%
192	Farmington						40,445,024	7.11%
194	Lakeville						96,601,114	16.97%
195	Randolph						6,218,938	1.09%
197	West St. Paul						81,294,918	14.28%
199	Inver Grove Heights						37,907,656	6.66%
200	Hastings						41,947,742	7.37%
271	Bloomington						153,965,189	27.05%
		0	0	0	0	0	569,152,675	100%

Note: The Taxable Net Tax Capacity (TNTC) consists of net tax capacity, less captured tax increment and fiscal disparities contribution.

FY25 Levy: \$173,600.00

ISD #	Name	APU Est 2022-23	APU District %	Combined TNTC	NTC District %	50/50 Blended %	District's Portion LTFM Levy	NTC Rate
6	South St. Paul	3274.56	5.75%	17,680,884	3.11%	4.43%	7,690.48	
191	Burnsville	7836.20	13.75%	93,091,210	16.36%	15.049998%	26,126.80	
192	Farmington	7547.80	13.25%	40,445,024	7.11%	10.18%	17,672.48	
194	Lakeville	12871.80	22.59%	96,601,114	16.97%	19.78%	34,338.08	
195	Randolph	858.80	1.51%	6,218,938	1.09%	1.30%	2,256.80	
197	West St. Paul	5672.60	9.96%	81,294,918	14.28%	12.12%	21,040.32	
199	Inver Grove Heig	3648.83	6.40%	37,907,656	6.66%	6.53%	11,336.08	
200	Hastings	4497.80	7.89%	41,947,742	7.37%	7.63%	13,245.68	
271	Bloomington	10773.96	18.91%	153,965,189	27.05%	22.98%	39,893.28	
				-				
		56,982.35	100.0%	569,152,675	100.0%	100.0%	173,600.00	

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING INTERMEDIATE DISTRICT 917'S LONG TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE INCLUSION OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG TERM FACILITY MAINTENANCE PROGRAM REVENUE

BE IT RESOLVED by the School Board of Intermediate District 917, State of Minnesota as follows:

1. The School Board of Intermediate District 917 hereby approves a long term facility maintenance program budget for its facilities for the 2024-25 school year in an amount not to exceed \$173,600. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference and District administration is directed to apply to the Commissioner of the Department of Education for approval.
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate district's long term facility maintenance budget is approved by the school boards of each of the intermediate's member districts, each member district may include its proportionate share of the costs of the intermediate program in its long term facility maintenance revenue application.
3. It is proposed that the proportionate share of the costs of the Intermediate's long term facility maintenance program for each member district to be included in its application shall be determined by multiplying the total cost of the Intermediate long term facility maintenance program times a formula that weights two components equally between the member districts; total net tax capacity and Adjusted pupil units attached as Exhibit B. The long term facility maintenance costs are funded through annual levy.
4. Upon receipt of the proportionate share of long term facility maintenance program revenue attributable to the Intermediate program, a member district shall promptly pay to the Intermediate the applicable levy proceeds.

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

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

COUNTY OF HENNEPIN

I, the undersigned, being the duly qualified and acting Clerk of Intermediate School District No. 917, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of Intermediate School District No. 917 held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Intermediate School District 917's long term facility maintenance program budget and authorizing the inclusion of the Intermediate School District's long term facility maintenance projects in the district's application for long term facility revenue.

WITNESS MY HAND officially as such Clerk this 2nd day of May, 2023.

Clerk
Intermediate School District 917

To: School Board Members
Superintendent Michael Favor

From: Nicolle Roush

Date: May 2, 2023

Subject: Levy Allocation for 2023 payable 2024

Pertinent Facts:

1. Intermediate School District #917 will continue leasing space at three locations for Special Education: Cedar, Lebanon Education Center, and Concord Education Center. In addition, we will be requesting the annual building levy cost for Alliance Education Center in Rosemount. The total requested lease-levy amount for inclusion in fiscal year 2024 is **\$1,969,913.42**. This is a \$19,520.69 increase over fiscal year 2023 due to increase lease payments. The basis of the distribution for the lease-levy is a formula that weights four components equally between the member school districts as follows: Total Net Tax Capacity (TNTC), Adjusted Cost Pupil Units (ACPU's), 5-year average tuition, and student F.T.E.'s by building (see attached for further details).
2. The 2023 payable 2024 safe schools levy request will be **\$844,977** This is a \$19,703.40 increase over fiscal year 2023. Intermediate School District 917 is currently utilizing \$15 per APU's. Member district's APU's estimated for FY24 are higher than FY23 by 1,064.80 (see attached for further details).
3. The 2023 payable 2024 LTFM for fiscal year 2024-25 levy request will be **\$173,600**. A separate board resolution is required to approve the LTMF levy request, and a ten-year maintenance plan each year. This is a (\$15,100) decrease over fiscal year 2024. The basis of the distribution for the LTFM levy is a formula that weights two components equally between the member school districts as follows; Total Net Tax Capacity (TNTC) and Adjusted Pupil Units (APU's) (see further details under board resolution for LTFM).

Recommendation: Requesting board approval for the 2023 payable 2024 levies in the amount of \$2,988,490.42 resulting in an overall increase of \$24,124.11 or .8138% over payable 2023.

Intermediate School district #917
Safe Schools Levy Estimate for FY24 Expenditure Budget
2023 payable 2024
finalized 4.25.23

1.0 Guidance Counselor	\$	132,041.00	
01-071-710-342-165-000	\$	-	
Guidance counselor	\$	76,492.00	
01-080-710-342-165-000			
4.0 FTE Licensed School Nurse	\$	297,578.00	
02-350-720-342-154-000			
1.45 School Psychologist	\$	174,866.00	Chgd Haley to 1.0 11/9
02-350-730-342-157-000			
.75 FTE School Liaison Officer			
Lebanon Education Center	\$	82,000.00	
.75 FTE School Liaison Officer			
Alliance Education Center	\$	82,000.00	
02-350-715-342-310-000			

ISD 917 Internal Expenditures **\$844,977.00**

School District #	2024-25 EST. APU's as reported on 3/31/23 by MDE	Maximum levy authority based on \$15 per APU's	\$ Amount per APU's	Levy payable 2024 on behalf of ISD 917 for FY24 Expenditures
6	2985.00	\$ 44,775.00	\$ 15.00	\$ 44,775.00
191	7557.80	\$ 113,367.00	\$ 15.00	\$ 113,367.00
192	7463.00	\$ 111,945.00	\$ 15.00	\$ 111,945.00
194	13199.40	\$ 197,991.00	\$ 15.00	\$ 197,991.00
195	927.80	\$ 13,917.00	\$ 15.00	\$ 13,917.00
197	5553.00	\$ 83,295.00	\$ 15.00	\$ 83,295.00
199	3530.20	\$ 52,953.00	\$ 15.00	\$ 52,953.00
200	4374.20	\$ 65,613.00	\$ 15.00	\$ 65,613.00
271	10741.4	\$ 161,121.00	\$ 15.00	\$ 161,121.00
TOTAL	56331.8	\$ 844,977.00		\$ 844,977.00
Less Reconciliation of payable 2022				\$ -
Final Levy Amount				\$ 844,977.00
Prior Year levy amount				\$ 828,726.00
plus reconciliation of payable 2021				\$ (3,452.40)
				\$ 825,273.60
\$ change				\$ 19,703.40
% change				2.39%

Intermediate School District 917 Estimated Lease Expenditures for FY24

LEASED PROPERTY	ADDRESS	CONTRACT EXPIRATION DATE	SQ FOOTAGE OCCUPIED	BASE RENT PER SQ FT	CAMS PER SQ FT EXCLUDING TAX	TAX PER SQ FT	TOTAL ELIGIBLE LEVY AMOUNT (BASE RENT AND CAMS)	TOTAL ANNUAL COSTS	
Cedar - ISD 191		6/30/2024	21629	\$ 12.20	\$ 3.30	\$ -	\$ 263,873.80	\$ 335,249.50	Updated 2/15/23
	start 7-1-15						\$ 263,873.00		
02-400-810-000-335-803 100% rent and cams									
Lebanon	5800 149th Street Apple Valley, MN 55124	8/1/2030	23000	\$ 12.38	\$ 3.36	\$ 2.88	\$ 350,980.00	\$ 428,260.00	Updated 2/15/23
02-700-810-000-570-000 100% rent, 571 interest and 335 for cams and taxes		Over 10 yrs	additional base rent for improvements	\$ 3.48			\$ 80,040.00	\$ 80,040.00	
	Start 8-1-15						\$ 430,000.00	\$ 508,300.00	
Concord	Inver Grove		56202	\$ 12.44	\$ 2.58	\$ 1.90	\$ 806,161.49	\$ 951,162.65	Updated 2/15/23
02-400-810-000-570-801 100% 571 interest	Start 9-1-18	8/31/2033					\$ 801,000.00		
		first year only 11 months							

\$ 1,494,873.00 \$ 1,794,712.15
 \$ (48,459.58) ISD 191 portion of lease
 \$ 1,446,413.42 FY23 Proposed operating levy

District #	FY 24 Proposed Operating Levy Amounts 2023 payable 2024	FY25 Proposed Building Levy Amount (25 yrs) 2023 payable 2024	Proposed Total Levy Amounts Payable 2024
6	\$ 91,746.08	\$ 28,906.78	\$ 120,652.86
191	\$ 175,221.40	\$ 78,830.68	\$ 254,052.08
192	\$ 221,333.18	\$ 70,767.07	\$ 292,100.25
194	\$ 296,023.13	\$ 95,302.03	\$ 391,325.16
195	\$ 15,164.93	\$ 5,310.71	\$ 20,475.64
197	\$ 147,855.62	\$ 61,273.04	\$ 209,128.66
199	\$ 113,116.01	\$ 50,159.01	\$ 163,275.02
200	\$ 147,797.41	\$ 44,486.18	\$ 192,283.59
271	\$ 238,155.66	\$ 88,464.50	\$ 326,620.16
	\$ 1,446,413.42	\$ 523,500.00	\$ 1,969,913.42

Total Levy Amounts Payable 2023	% change from prior year	\$ change fr prior year
\$ 129,671.88	-6.96%	\$ (9,019.02)
\$ 245,232.17	3.60%	\$ 8,819.91
\$ 288,847.95	1.13%	\$ 3,252.30
\$ 370,246.25	5.69%	\$ 21,078.91
\$ 21,693.09	-5.61%	\$ (1,217.45)
\$ 212,157.57	-1.43%	\$ (3,028.91)
\$ 156,287.89	4.47%	\$ 6,987.13
\$ 182,471.03	5.38%	\$ 9,812.56
\$ 343,784.88	-4.99%	\$ (17,164.72)
\$ 1,950,392.71	1.00%	\$ 19,520.69

Still .02 off

Still .02 off

Contact: PBK Investments (Sue) #952-857-2590



Intermediate School District 917

Purposeful. Personalized. Partners.

1300 145th Street East, Rosemount, MN 55068

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

TEACHER APPRECIATION WEEK 2023 RESOLUTION

Board member _____ introduced the following Resolution:

WHEREAS, Intermediate School District 917 provides educational services to member and non-member districts throughout Dakota County and beyond, and

WHEREAS, the quality of these educational opportunities offered by Intermediate School District 917 are unquestionably high, and

WHEREAS, Intermediate School District 917 students have demonstrated a high degree of success as a result of their participation in Intermediate School District 917 programs, and

WHEREAS, the success of Intermediate School District 917 programs and student achievement can be directly attributed to the talents and efforts of our licensed educators, and

WHEREAS, Intermediate School District 917 teachers consistently embed our district core values in teaching and learning district-wide, and

WHEREAS, the week of May 8th-12th, 2023, has been designated as “Teacher Appreciation Week,”

NOW, THEREFORE, BE IT RESOLVED, by the School Board of Intermediate School District 917 and on behalf of the participating school districts, parents and students as follows:

That the School Board of Intermediate School District 917 formally recognizes the outstanding efforts and performance of its licensed staff and thanks these talented professionals for their service and dedication to the students of this intermediate district, particularly while moving through and beyond the COVID-19 pandemic.

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

Whereupon said resolution was declared duly passed and adopted.

Enacted by the School Board of Intermediate School District 917 this 2nd day of May, two thousand and twenty-three.

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



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SCHOOL NURSE DAY RESOLUTION 2023

Board member _____ introduced the following Resolution:

WHEREAS, the COVID-19 pandemic emphasized the essential role school nurses and health associates play in student health and academic success, and

WHEREAS, the quality of the services provided by Intermediate School District 917 is unquestionably high, and

WHEREAS, Intermediate School District 917 school nurses and health associates have played a critical role in the health and well-being of students, staff, and families, and

WHEREAS, Intermediate School District 917 has depended on school nurses and health associates to support students, staff, and families as we have moved through and beyond the COVID-19 pandemic, and

WHEREAS, school nurses and health associates have worked tirelessly to eliminate the opportunity gap and improve educational outcomes for all our children, and

WHEREAS, Intermediate School District 917 school nurses and health associates continue to model the idea, "We belong to each other" as they advise and support their school communities,

WHEREAS, May 10th, 2023, has been designated as "School Nurse Day,"

NOW, THEREFORE, BE IT RESOLVED, by the School Board of Intermediate School District 917 and on behalf of the participating school districts, parents and students as follows:

That the School Board of Intermediate School District 917 formally recognizes the outstanding efforts and performance of its school nurses and health associates and thanks these talented professionals for their service and dedication to the students, families, and staff of this intermediate district, particularly while moving through and beyond the COVID-19 pandemic.

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

_____ and the following voted against the same: _____.

Whereupon said resolution was declared duly passed and adopted.

Enacted by the School Board of Intermediate School District 917 this 2nd day of May, two thousand and twenty-three.

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INTERPRETER APPRECIATION DAY 2023 RESOLUTION

Board member _____ introduced the following Resolution:

WHEREAS, Intermediate School District 917 provides educational services to member and non-member districts throughout Dakota County and beyond, and

WHEREAS, the quality of these educational opportunities offered by Intermediate School District 917 are unquestionably high, and

WHEREAS, Intermediate School District 917 students have demonstrated a high degree of success as a result of their participation in Intermediate School District 917 programs, and

WHEREAS, Intermediate School District 917 interpreters assist communication for students and staff, and

WHEREAS, Intermediate School District 917 interpreters support students to fully access and participate in classroom communications, and

WHEREAS, Intermediate School District 917 interpreters consistently embed our district core values in teaching and learning district-wide, and

WHEREAS, May 3rd, 2023, has been designated as "Interpreter Appreciation Day,"

NOW, THEREFORE, BE IT RESOLVED, by the School Board of Intermediate School District 917 and on behalf of the participating school districts, parents and students as follows:

That the School Board of Intermediate School District 917 formally recognizes the outstanding efforts and performance of its interpreters and thanks these talented professionals for their service and dedication to the students of this intermediate district, particularly while moving through and beyond the COVID-19 pandemic.

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

_____ and the following voted against the same: _____.

Whereupon said resolution was declared duly passed and adopted.

Enacted by the School Board of Intermediate School District 917 this 2nd day of May, two thousand and twenty-three.

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SPEECH PATHOLOGIST DAY 2023 RESOLUTION

Board member _____ introduced the following Resolution:

WHEREAS, Intermediate School District 917 provides educational services to member and non-member districts throughout Dakota County and beyond, and

WHEREAS, the quality of these educational opportunities offered by Intermediate School District 917 are unquestionably high, and

WHEREAS, Intermediate School District 917 students have demonstrated a high degree of success as a result of their participation in Intermediate School District 917 programs, and

WHEREAS, Intermediate School District 917 speech pathologists play an important role in the success of students with speech-language-related challenges, and

WHEREAS, Intermediate School District 917 speech pathologists consistently embed our district core values in their work with students, staff, and families, and

WHEREAS, May 18th, 2023, has been designated as “Speech Pathologist Day,”

NOW, THEREFORE, BE IT RESOLVED, by the School Board of Intermediate School District 917 and on behalf of the participating school districts, parents and students as follows:

That the School Board of Intermediate School District 917 formally recognizes the outstanding efforts and performance of its speech pathologists and thanks these talented professionals for their service and dedication to the students of this intermediate district, particularly while moving through and beyond the COVID-19 pandemic.

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

Whereupon said resolution was declared duly passed and adopted.

Enacted by the School Board of Intermediate School District 917 this 2nd day of May, two thousand and twenty-three.

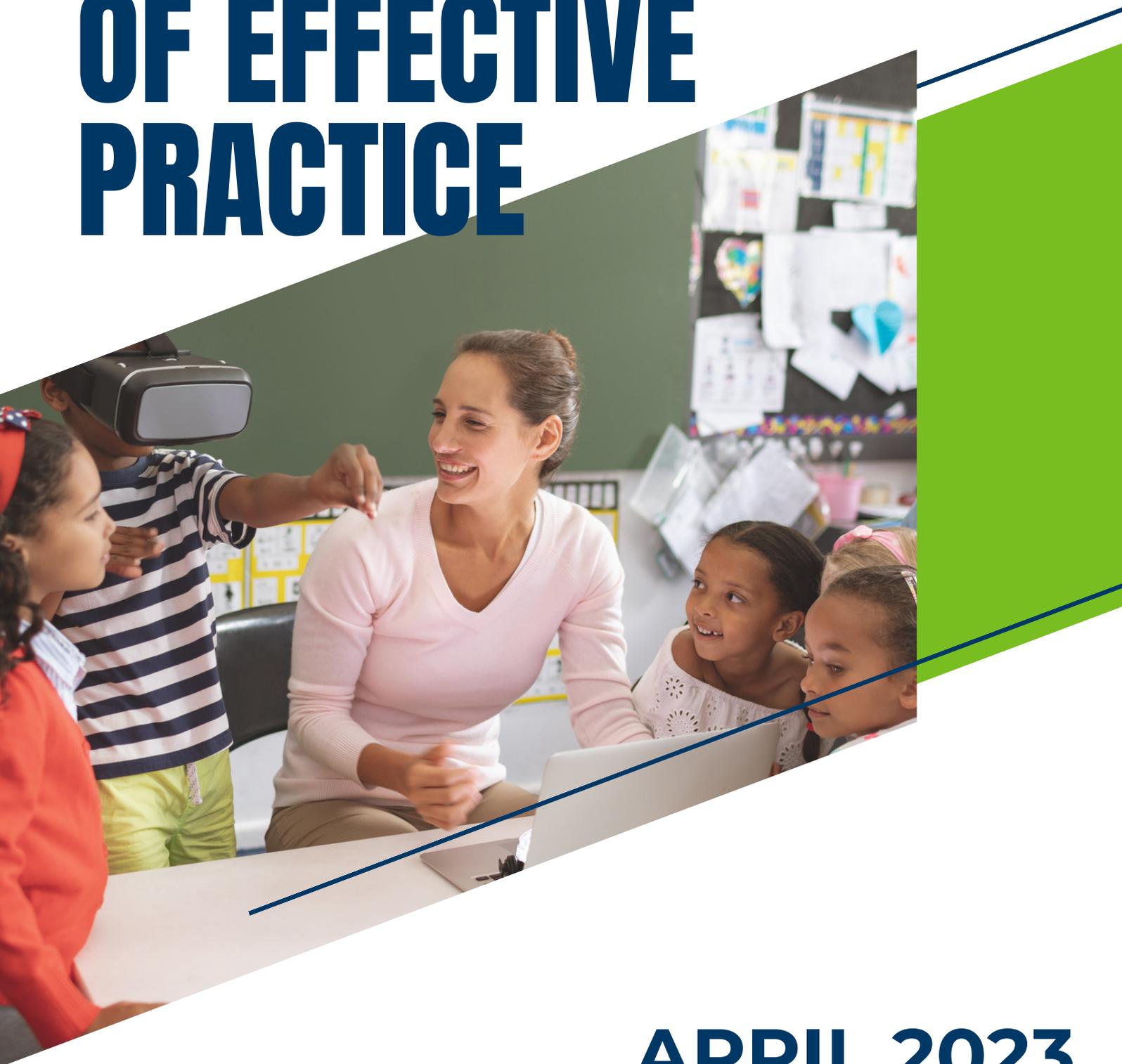
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STANDARDS OF EFFECTIVE PRACTICE



APRIL 2023

FREQUENTLY ASKED QUESTIONS

What are the Standards of Effective Practice?

The Standards of Effective Practice are the essential knowledge and skills a teacher needs in order to be effective from “Day 1” in the classroom. The Professional Educator Licensing and Standards Board (PELSB) adopted new Standards of Effective Practice in 2023 – relying on years of stakeholder input, as well as research on the science of learning and development.

Who is required to meet the Standards of Effective Practice?

All teacher candidates completing an initial teacher licensure program in Minnesota and all teachers seeking an initial Tier 3 license via the licensure via portfolio process.

Who is required to hold a teaching license in Minnesota?

A teacher who provides instruction in a public school or charter school is required to hold a license aligned to the field and grade level taught (Minn. Stat. 120A.22, subd. 10).

STANDARDS OF EFFECTIVE PRACTICE

1

STUDENT
LEARNING

pg. 4

5

INSTRUCTIONAL
STRATEGIES

pg. 8

2

LEARNING
ENVIRONMENTS

pg. 5

6

PROFESSIONAL
RESPONSIBILITIES

pg. 9

3

ASSESSMENT

pg. 6

7

COLLABORATION
& LEADERSHIP

pg. 10

4

PLANNING FOR
INSTRUCTION

pg. 7

8

RACIAL
CONSCIOUSNESS
& REFLECTION

pg. 11

STANDARD 1. STUDENT LEARNING

"The teacher understands how alignment with a student's cultural background is necessary to make meaningful connections..." - Standard 1, D.

- A. The teacher understands that students bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values, and approaches their work and students with this asset-based mindset, affirming the validity of students' backgrounds and identities.
- B. The teacher understands multiple theories of identity formation and knows how to help students develop positive social identities based on their membership in multiple groups in society.
- C. The teacher understands how students construct knowledge and acquire skills.
- D. The teacher understands how alignment with a student's cultural background is necessary to make meaningful connections that enable the construction of knowledge and acquisition of skills.
- E. The teacher understands the cognitive processes associated with various kinds of learning, including critical and creative thinking, problem framing and problem solving, invention, memorization, and recall.
- F. The teacher understands how culture influences cognitive processes and how these processes can be stimulated in a cultural frame.
- G. The teacher understands that each student's cognitive, linguistic, social, emotional, and physical development influences learning and makes instructional decisions that build on learners' strengths, needs, and cultural ways of knowing.
- H. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
- I. The teacher understands language development and the benefits of multilingualism and multiliteracy and knows how to incorporate instructional strategies and resources to support language development.
- J. The teacher understands the exceptional needs of students, including those with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- K. The teacher is able to recognize the distinguishing characteristics of reading disabilities, including dyslexia, and knows how to implement appropriate accommodations.
- L. The teacher understands the diverse impacts of individual and systemic trauma, such as experiencing homelessness, foster care, incarceration, migration, medical fragility, racism, and micro and macro aggressions, on learning and development and knows how to support students using culturally responsive strategies and resources to address these impacts.
- M. The teacher is able to recognize symptoms of mental health illnesses and their impact on learning and knows how to use strategies and resources to address these impacts.
- N. The teacher understands the influence of use of tobacco, alcohol, and drugs on student life and learning.

STANDARD 2. LEARNING ENVIRONMENTS

"The teacher understands and supports students as they recognize and process dehumanizing biases, discrimination, prejudices, and structural inequities."
- Standard 2, E.

A. The teacher knows how to collaborate with students to create a welcoming and inclusive classroom community that reflects the diversity of student cultures in the design of the physical and virtual space, expectations, and organizational routines that represent the needs of all students.

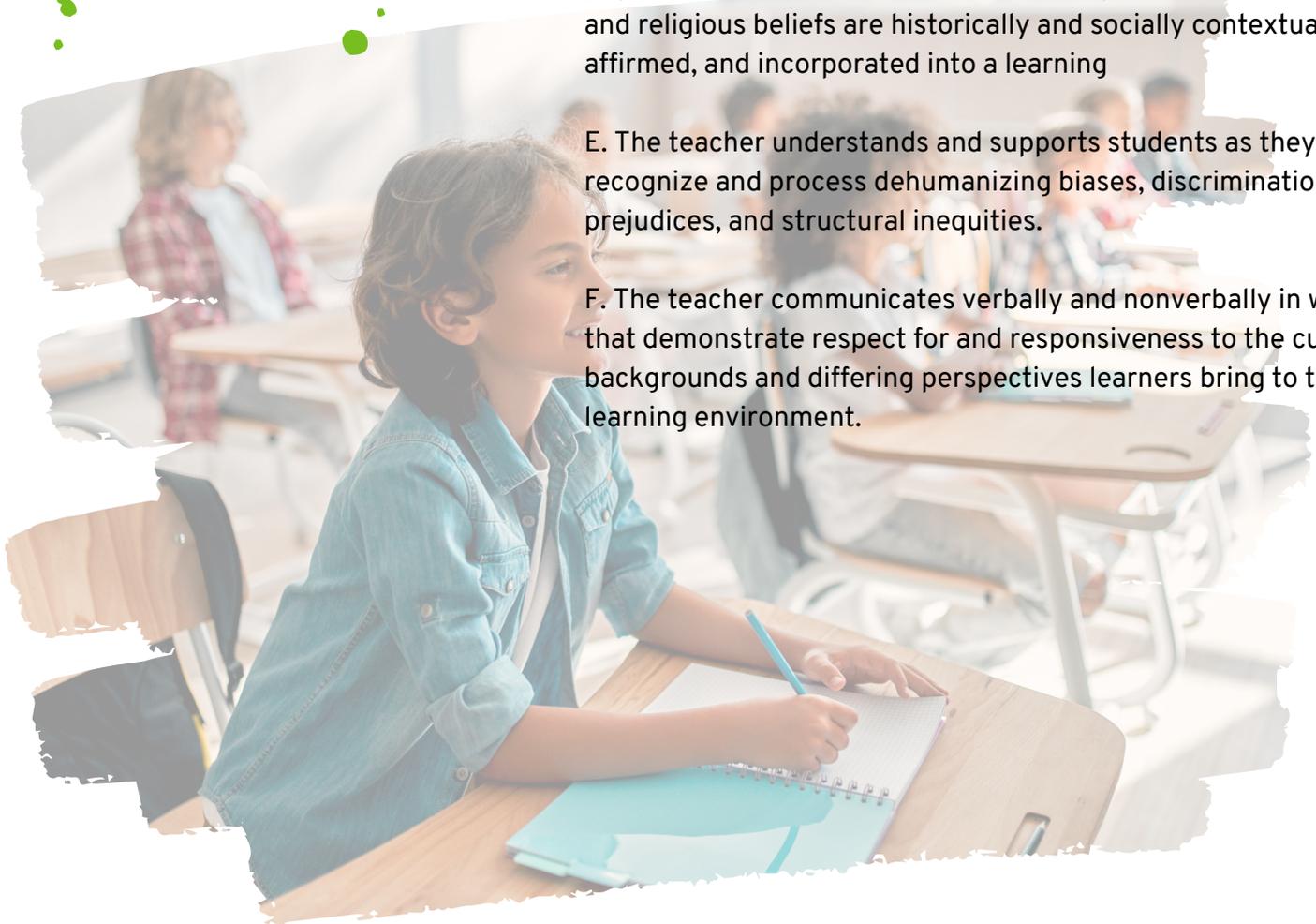
B. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self-direction and ownership of learning.

C. The teacher understands the importance of relationship-based, culturally affirming, and proactive approaches to behavior and implements these approaches in order to improve student outcomes and reduce exclusionary practices.

D. The teacher fosters an environment that ensures student identities such as race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, and religious beliefs are historically and socially contextualized, affirmed, and incorporated into a learning

E. The teacher understands and supports students as they recognize and process dehumanizing biases, discrimination, prejudices, and structural inequities.

F. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.



STANDARD 3. ASSESSMENT

A. The teacher understands the varying types and multiple purposes of assessment.

B. The teacher understands how to design, adapt, and select appropriate assessments to address specific learning goals and individual differences.

C. The teacher understands bias in assessment, evaluates standardized and teacher-created assessments for bias, and designs and modifies assessments that minimize sources of bias.

D. The teacher understands the positive impact of effective descriptive feedback for learners, engages students in understanding and identifying quality work, and uses a variety of strategies for communicating this feedback.

E. The teacher knows how and when to engage students in analyzing their own assessment results and setting goals for their own learning.

F. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet students' needs in each area of development, including cognitive, linguistic, social, emotional, and physical, and scaffolds the next level of development.

G. The teacher, independently and in collaboration with colleagues, uses a variety of data, including data disaggregated by student race, ethnicity, and home language, to evaluate the outcomes of teaching and learning and to adapt planning and practice.

H. The teacher uses assessment strategies and devices that are nondiscriminatory, and takes into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.



"The teacher uses assessment strategies and devices that are nondiscriminatory, and takes into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students." - Standard 3, H.



STANDARD 4. PLANNING FOR INSTRUCTION

A. The teacher understands Minnesota's English Language Development Standards Framework and uses the framework components to develop learning experiences that support the development of language in content instruction.

B. The teacher understands cross-disciplinary instruction, with particular attention to historically marginalized disciplines to engage learners purposefully in applying content knowledge.

C. The teacher creates or adapts lessons, unit plans, learning experiences, and aligned assessments based on Minnesota's academic standards, or if unavailable, local, national, or international discipline-specific standards.

D. The teacher designs instruction to build on learners' prior knowledge, culture, and experiences, allowing learners to accelerate as they demonstrate their understandings.

E. The teacher plans how to achieve each student's learning goals by choosing anti-racist, culturally relevant, and responsive instructional strategies, accommodations, and resources to differentiate instruction for individuals and groups of learners.

F. The teacher demonstrates the ability to feature, highlight, and use resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum by offering a wide range of curriculum materials.

G. The teacher creates opportunities for students to learn, practice, and use language of the content area.

H. Consistent with the local curriculum and state and local academic standards, the teacher demonstrates the ability to create opportunities for students to learn about power, privilege, intersectionality, and systemic oppression in the context of various communities and empowers learners to be agents of social change to promote equity.

I. The teacher explores and applies instructional design principles to create innovative digital learning environments that engage and support learning.

"The teacher plans how to achieve each student's learning goals by choosing anti-racist, culturally relevant, and responsive instructional strategies, accommodations, and resources to differentiate instruction for individuals and groups of learners." - Standard 4, E.

STANDARD 5. INSTRUCTIONAL STRATEGIES

"...the teacher demonstrates the ability to nurture critical thinking about culture and race and knows how to include multiple perspectives and missing narratives from the dominant culture..." - Standard 5, H.

A. The teacher collaborates with students to design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

B. The teacher understands the value of and knows how to implement instructional approaches that integrate real-world learning opportunities, including service learning, community-based learning, and project-based learning, into instruction.

C. The teacher develops learning experiences that engage students in collaborative and self-directed learning and that extend student interaction with ideas and people locally and globally.

D. The teacher uses learners' native languages as a resource in creating effective differentiated instructional strategies for multilingual learners, including those who are developing literacy skills.

E. The teacher provides multiple models and representations of concepts and skills which consider diverse cultural ways of knowing with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

F. The teacher asks questions to stimulate discussion that serves different purposes, such as probing for learner understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question.

G. The teacher engages all students in developing higher-order questioning skills and metacognitive processes.



H. Consistent with the local curriculum and state and local academic standards, the teacher demonstrates the ability to nurture critical thinking about culture and race and knows how to include multiple perspectives and missing narratives from the dominant culture by offering a range of curriculum materials.

I. The teacher varies learning activities to involve whole group, small group, and individual work, and to develop a range of learner skills.

J. The teacher uses technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

K. The teacher employs a variety of strategies to assist students to develop social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

STANDARD 6. PROFESSIONAL RESPONSIBILITIES

A. The teacher understands the standards of professional conduct in the Code of Ethics for Minnesota Teachers, including the role of social media, privacy, and boundaries in relationships with students.

B. The teacher understands laws related to student rights and teacher responsibilities, such as for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, data practices, and mandatory reporting requirements in situations of known or suspected abuse or neglect.

C. The teacher understands the historical foundations of education in Minnesota, including laws, policies, and practices, that have and continue to create inequitable opportunities, experiences, and outcomes for learners, especially for Indigenous students and students historically denied access, underserved, or underrepresented on the basis of race, class, disability, religion, gender, sexual orientation, language, socioeconomic status, or country of origin.

D. The teacher understands how prejudice, discrimination, and racism operates at the interpersonal, intergroup, and institutional levels.

E. The teacher explores their own intersecting social identities and how they impact daily experience as an educator.

F. The teacher assesses how their biases, perceptions, and academic training may affect their teaching practice and perpetuate oppressive systems and utilizes tools to mitigate their own behavior to disrupt oppressive systems.

G. The teacher uses a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to make adaptations and adjustments toward more equitable outcomes.

H. The teacher demonstrates continual growth in knowledge and skills of current and emerging technologies and applies them to improve personal productivity and professional practice.

I. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in use of social media.

J. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

"The teacher explores their own intersecting social identities and how they impact daily experience as an educator." - Standard 6, E.

STANDARD 7. COLLABORATION & LEADERSHIP

"The teacher knows how to collaborate with a culturally relevant and responsive lens with families to support student learning and secure appropriate services to meet the needs of students." - Standard 7, B.



A. The teacher understands the importance of engaging in culturally affirming, reciprocal communication with families about student development, learning, and performance.

B. The teacher knows how to collaborate with a culturally relevant and responsive lens with families to support student learning and secure appropriate services to meet the needs of students.

C. The teacher plans collaboratively with professionals who have specialized expertise to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.

D. The teacher demonstrates the ability to identify gaps where the curriculum does not address multiple perspectives, cultures, and backgrounds, and understands how curriculum and instruction impacts students that are not part of the dominant culture.

E. The teacher recognizes the responsibility to question normative school knowledge, conventional teaching and other professional practices, and beliefs and assumptions about diverse students, their families, and communities that adversely impact learning.

F. The teacher understands multiple leadership models for teachers; knows how to take on leadership roles at the school, district, state, or national level; and advocates for students, the school, the community, and the profession.

STANDARD 8. RACIAL CONSCIOUSNESS & REFLECTION

- A. The teacher understands multiple theories of race and ethnicity, including but not limited to racial formation, processes of racialization, and intersectionality.
- B. The teacher understands the definitions of and difference between prejudice, discrimination, bias, and racism.
- C. The teacher understands how ethnocentrism, eurocentrism, deficit-based teaching, and white supremacy undermine pedagogical equity.
- D. The teacher understands that knowledge creation, ways of knowing, and teaching are social and cultural practices shaped by race and ethnicity, often resulting in racially disparate advantages and disadvantages.
- E. The teacher understands the histories and social struggles of historically defined racialized groups, including but not limited to Indigenous people, Black Americans, Latinx Americans, and Asian Americans.
- F. The teacher understands the cultural content, world view, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages.
- G. The teacher understands the impact of the intersection of race and ethnicity with other forms of difference, including class, gender, sexuality, religion, national origin, immigration status, language, ability, and age.

"The teacher understands the cultural content, world view, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages." - Standard 8, F.





To: Dr. Michael Favor
Superintendent

From: Dr. Melissa Schaller *ms*
Executive Director of Student Services

Re: 2023-2024 Lead Teacher Assignments

Date: April 26, 2023

The position of lead teacher provides assistance to the staff and to the administration in a variety of ways including:

- Providing resources, training, and support to staff
- Being available to staff in the absence of administrators
- Monitoring due process
- Attending team meetings as an administrative designee
- Completing intake meetings
- Serving as a mentor
- Assisting in crisis management
- Developing curriculum and supporting equipment needs

Based on a review of interested applicants, I am recommending that the following individuals be appointed as lead staff according to the ISD 917 Local 3904 contract for the 2023-2024 school year:

Assignment	Supervisor	Appointee
Career Technical Education (CTE)*	Devine	Dale Engeman
DCALS-Main*	Devine	Erin Sanford
DCALS-North*	Devine	Don Williams
DCALS-Special Education*	Devine	Matt Bruns
DASH, PACES, TESA	Budach	Heidi Helm Wendi Renken
Nursing*	Budach	Melissa Ho
CASE, IDEA, SUN-Alliance Education Center	Brennan	Rachel Novy

SUN-Concord Education Center	TBD	Cathy Mattice
SUN-Cedar, TEA-ECSE, and TEA-LEC	Hetland	Melanie Rix
Deaf/Hard of Hearing Resource (D/HH)*	Thomas	Sarah Ideen
Physical Therapy (PT)*	Thomas	Shanyn Tufte
Physical Health Disabilities (PHD)*	Thomas	Amanda Peters

*These positions will provide direct services to students and/or have other job responsibilities.

These assignments are subject to an annual appointment by the school board.

MEMORANDUM OF UNDERSTANDING

Registered Behavior Technician-Assistants (RBT-A)

Between

ISD 917 (the Board)

AND

SPECIAL EDUCATION PROGRAM ASSISTANTS FEDERATION

LOCAL #4242 (the Association)

Intermediate School District 917 has identified the need for support staff who are more highly trained and utilize specific behavior management strategies in various programs. As such, the District has developed a job description for a Registered Behavior Technician - Assistant, whose job duties align with other similar roles outlined in the Local 4242 Special Education Program Assistants' contract. Local 4242 has agreed to absorb this new position within their group.

While all aspects of the contract apply to Registered Behavior Technician-Assistants, specific RBT-A contractual implications for this new position include:

Article III. Section 2. Assistant Assignment Descriptions:

Subd. 4. Registered Behavior Technician-Assistant (RBT-A): Under the direction of board certified behavior analysts, a RBT-A supports the daily functions of the assigned program and work site. While the assignment and needs will be determined by student need, on occasion the assignment may be a classroom or classrooms or other program support function. The assignment may also include individual student assignments.

Article VI. Section 5. Employees sent home due to student attendance:

Registered Behavior Technician Assistant (RBTA): A RBT-A's anticipated hours of work are assigned by July 1st prior to the following school year or at time of hire. Daily student attendance in the RBT-A's assigned site(s) may affect the area a RBTA will be expected to work their assigned hours. A RBT-A will not be sent home due to daily attendance of students. A RBT-A would only work a reduced number of hours on a given day if they volunteer to do so.

Article VII. Section I. Subdivision 2: Effective July 1, 2023, all employees will advance one step on Salary Schedule B over their placement as of June 30, 2023.

SCHEDULE B: Special Education Assistants - 2023-2024 Salary Schedule

The registered behavior technician assistant will be paid on the Intervener lane.

Article VII. Section 9. Registered Behavior Technician with the Behavior Analysts Certification Board Stipend: An employee who completes Registered Behavior Technician with the Behavior Analysts Certification Board as a registered behavior technician will receive a one time stipend of \$1500 upon submission of verification to human resources.

Article XII. Section I. Seniority: The parties agree that Program Assistants, Classroom Assistants, Registered Behavior Technician-Assistants and Intervener Assistants constitute separate seniority classifications and accordingly, a separate seniority list will be provided for each individual classification. An employee will have rights only within their particular seniority classification under the provisions of this Article.

WE, THE UNDERSIGNED, AGREE TO THIS MEMORANDUM OF UNDERSTANDING.

the ASSOCIATION

the BOARD

President

Board Chair

Vice President

Clerk

Date: May 2, 2023

Date: May 2, 2023

ISD 917 2023-2024 Self-Appraisal

The goal of this survey is to establish baseline data for self-reflection for ISD 917 school board self-appraisal in embedding core values in school district governance.

The below survey asks you to refer to these ISD 917 core values and definitions.

- **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*

We will compile and summarize these results to discuss in a closed session during the June 2023 board meeting.

linda.berg@isd917.org [Switch account](#)



* Indicates required question



Email *

Record linda.berg@isd917.org as the email to be included with my response

To what extent do you agree the ISD 917 school board fully embraces and enacts each of our district core values? *

	4 - Strongly Agree	3 - Agree	2 - Disagree	1 - Strongly Disagree
Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stewardship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



To what extent do you agree the ISD 917 school board has the tools and resources to support each of our district's core values? *

	4 - Strongly Agree	3 - Agree	2 - Disagree	1 - Strongly Disagree
Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stewardship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



To what extent do you agree that you are comfortable supporting and aligning ^{*} our district's core values with policies and practices in your role as a board member?

	4 - Strongly Agree	3 - Agree	2 - Disagree	1 - Strongly Disagree
Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stewardship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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470 STAFF GENDER INCLUSION POLICY

I. PURPOSE

Intermediate School District 917 does not discriminate in any way on the basis of sex or sexual orientation (as defined by Minn. Stat. 363A.03), gender identity, or gender expression. This policy is intended to create a safe and productive work environment for all employees. In addition to this policy, other district policies apply, including, but not limited to Harassment and Violence (policy 413) and Public and Private Personnel Data (policy 406).

This policy sets forth guidelines to address issues concerning transgender and gender non-conforming employees in the workplace. This policy does not, nor is it intended to anticipate every situation that might occur with respect to transgender or gender non-conforming employees. The concerns and needs of each transgender or gender non-conforming employee will be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of transgender or gender non-conforming employees while maximizing the employee's workplace integration and minimizing stigmatization of the employee.

II. DEFINITIONS

The following definitions are provided to assist in understanding this policy.

- a. **Assigned Gender** – An individual's gender assigned at birth, which correlates to the biological, genetic, and anatomical makeup of a body.
- b. **Gender Expression** – The manner in which an individual expresses their gender.
- c. **Gender Identity** – An individual's sense of being male, female, or otherwise on a continuum of gender.
- d. **Gender Dysphoria** – A conflict between an individual's physical or assigned gender and the gender with which they identify.
- e. **Gender Non-Conformity** – Behaviors and interests that fit outside of stereotypical behaviors and interests for an individual's assigned sex.
- f. **Transgender** – An individual whose gender is different from the gender assigned to them at birth.
- g. **Transition** – The process of changing one's gender from the sex assigned at birth to one's gender identity.
- h. **Sexual Orientation** – A person's physical or emotional attraction to people of the same and/or other gender.

III. OFFICIAL RECORDS

A transgender or gender non-conforming employee has the right to be addressed by the name and pronoun corresponding to the employee's gender identity. Upon request, email address and district identification cards can be changed to reflect the employee's preferred first name. In the case of district identification, Intermediate School District 917 will update the photograph to reflect the employee's gender identity and expression. Due to state and financial restrictions, official employment records will be changed to the employee's new name and gender upon receipt of official documentation, including but not limited to, a court order, passport, social security card, and/or driver's license.

Requests mentioned above should be directed to the district's human resources department.

IV. NAMES/PRONOUNS

An employee has the right to be addressed by the name and pronoun that corresponds to their gender identity, upon request. A court-ordered name or gender change is not required. The intentional or persistent refusal to respect an employee's gender identity (for example, intentionally referring to the employee by a name or pronoun that does not correspond to the employee's gender identity) can constitute harassment and is a violation of this policy. If an employee is unsure about what pronoun a transitioning co-worker might prefer, one can politely ask their coworker how they would like to be addressed.

V. RESTROOM ACCESSIBILITY

Employees shall have access to the restroom corresponding to their gender identity. Any employee who has a need or desire for increased privacy, regardless of the underlying reason, will be provided access to a single-stall, individual, or gender-neutral restroom, when available. No employee, however, will be required to use such a restroom. All employees have a right to safe and appropriate restroom facilities, including the right to use a restroom that corresponds to the employee's gender identity, regardless of the employee's sex assigned at birth.

VI. DRESS CODES

Intermediate School District 917 does not have dress codes that restrict employees' clothing or appearance on the basis of gender. Transgender and gender non-conforming employees have the right to comply with district dress codes in a manner consistent with their gender identity or gender expression.

Legal Reference:

Minn. Stat. . § 121A.031 (Safe and Supportive Minnesota Schools Act)

Minn. Stat. § 121A.03, subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)

Minn. Stat. § 363A (Minnesota Human Rights Act)

20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)

34 C.F.R. Part 106 (Implementing Regulations of Title IX) *Montgomery v. ISD No. 709*, 109

F.Supp. 2d 1081, 1093 (D. Minn. 2000).

Cross References:

Policy 102 (Equal Educational Opportunity)
Policy 413 (Harassment and Violence)