

## Work Session

Tuesday, July 11, 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. Policy

- *These are all a first and final reading. MSBA has incorporated all the legislative changes into these policies so they can be done in one meeting. If there are any other changes made, the policy will have to have a second reading.*

#### III.B. Review Lunch Prices for 2023-2024 - Nicolle Roush

#### III.C. Review Temporary Work Agreements - Nicolle Roush

#### III.D. Review memberships in Metro ECSU, AMSD, AESAs, MASA and MSBA - Dr. Michael Favor

#### III.E. Review Health and Safety Plans and Indoor Air Quality Management Plan for 2023 - 2024 - Dr. Michael Favor

#### III.F. Review Dr. Michael Favor as Iowa Proxy with MDE - Chair Cindy Nordstrom

#### III.G. Review Agreement between 192 and 917 for Early Childhood Mental Health Program - Dr. Brooke Peterson

#### III.H. Review Student Handbooks for DCALS and Special Education - Dr. Brooke Peterson

### IV. FYI - Substitute Teacher and Paraprofessional Report - Nicolle Roush (*Communications and Equity*)

### V. Board Self-Evaluation - Chair Cindy Nordstrom and Dr. Marci Levy-Maguire

### VI. Discussion on Upcoming Teacher Negotiations - All

### VII. Adjournment - Chair Cindy Nordstrom



**Intermediate School District 917**

***Purposeful. Personalized. Partners.***

1300 145th Street East, Rosemount, MN 55068 (651) 423-8229 \*

<http://www.isd917.org>

Dr. Michael Favor

TO: School Board  
FROM: Dr. Michael Favor  
DATE: July 11, 2023  
RE: First and final reading on policies

FROM MSBA: Because some revisions are effective immediately or in the Summer 2023 — and because the revisions are largely taken word-for-word from 2023 legislation — school boards may choose to **adopt changes in a single meeting** or as an emergency (pursuant to Model Policy 208). This is a local decision for school boards. Whether policy language has been formally adopted, school districts must follow the laws related to the policies.

**The policies listed below are a first and final reading:**

**102 – Equal Educational Opportunity**

Adds equal athletic opportunity paragraph

**418 – Drug-Free Workplace/Drug-Free School**

Reflects marijuana legalization. \*Education program not required until 26-27 SY

**419 – Tobacco-Free Environment**

Adds loose tobacco/tribal ritual exception

**424 – License Status**

Adds annual report to PELSB requirement

**506 – Student Discipline**

Adds substantial revisions; nonexclusionary disciplinary practices, reasonable force, recess, etc.

**514 – Bullying Prohibition**

Adds malicious and sadistic conduct prohibition; updates general policy statement and notice

**515 – Protection and Privacy of Pupil Records**

The Minnesota Legislature passed a law regarding student directory information that is now in effect. The new law states: An educational agency or institution may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this subdivision. This paragraph does not apply to a postsecondary institution. Please note that federal law continues to permit military recruiters to request "name, address, electronic mail

addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number.”

**516 – Student Medication**

Removing the Narcan out of this policy and using policy 516.5 instead

**516.5 – New Policy – Overdose Medication**

Adds school district policy requirements and prescription authorizations

**524 – Internet Acceptable Use and Safety Policy**

Adds cell phone provisions

**532 – Use of Peace Officers**

Added reasonable force provision

**534 – Student Meal Charges**

Updated policy to reflect new free meals law

## **102 EQUAL EDUCATIONAL OPPORTUNITY**

### **I. PURPOSE**

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

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

- A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, or age. The school district also makes reasonable accommodations for students with disabilities.
- B. The school district prohibits ~~the~~ harassment and discrimination of any based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).
- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of

sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- G. Every school district employee shall be responsible for complying with this policy.
- H. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

*Legal References:* Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
**Minn. Stat. Section 121A.04 (Athletic Programs; Sex Discrimination)**  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)  
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)  
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)

*Cross References:* Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)

*Adopted:* \_\_\_\_\_

*MSBA/MASA Model Policy 418*

*Orig. 1995*

*Revised:* \_\_\_\_\_

*Rev. 2023*

*ISD 917 Drug-Free Workplace/Drug-Free School Policy 418*

*Adopted May 7, 2007*

*Board reviewed October 4, 2022*

*Board reviewed, first and final reading, July 11, 2023*

## **418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL**

### **I. PURPOSE**

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

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

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.
- D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

### **III. DEFINITIONS**

- A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs,

amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.

- C. “Edible cannabinoid product” means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. “Nonintoxicating cannabinoid” means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.
- E. “Medical cannabis” means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health (“Commissioner”).
- F. “Possess” means to have on one’s person, in one’s effects, or in an area subject to one’s control.
- G. “School location” includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- H. “Sell” means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
  - I. “Toxic substances” includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.
  - I. “Use” means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

#### **IV. EXCEPTIONS**

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).
- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

## **V. PROCEDURES**

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school district's student medication policy.
- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.
- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances, intoxicating cannabinoids, or edible cannabinoid products in a school location except with the express permission of the superintendent.
- F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be

inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.

- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

## **VI. SCHOOL PROGRAMS**

- A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
  - 1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
  - 2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.
- B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

## **VI. ENFORCEMENT**

- A. Students
  - 1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids,

and edible cannabinoid products.

2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service. which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.
3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

**Legal References:** Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)  
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)  
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)  
Minn. Stat. § 152.01, Subd. 15a (Definitions)  
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)  
Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)  
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)  
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)  
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)  
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)  
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)  
Minn. Stat. § 342.56 (Limitations)  
Minn. Stat. § 609.684 (Abuse of Toxic Substances)  
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)  
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)  
21 U.S.C. § 812 (Schedules of Controlled Substances)  
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)  
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)  
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)  
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)  
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 516 (Student Medication)

**419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION**

**I. PURPOSE**

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

**II. GENERAL STATEMENT OF POLICY**

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased by Intermediate School District 917. This prohibition extends to all vehicles that the District owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation. This prohibition includes all school district property, parking lots or facilities owned or leased for use by Intermediate School District 917 and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

### III. TOBACCO AND TOBACCO-RELATED DEVICES DEFINED

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of vapor from the product. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device does not include any product that has been approved or certified by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is marketed and sold for such an approved purpose.
- B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco.
- D. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. “Vaping” means using an activated electronic delivery device or heated tobacco product.

### IV. EXCEPTIONS *(FYI—MSBA uses the word Indian and not Indigenous)*

- A. A violation of this policy does not occur when an Indigenous adult lights tobacco on school district property as a part of a traditional Indigenous spiritual or cultural ceremony. *An American Indian student may carry a medicine pouch containing*

loose tobacco intended as observance of traditional spiritual or cultural practices. An Indigenous person is a person who is a member of an Indigenous tribe as defined under Minnesota law.

- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

## **V. VAPING PREVENTION INSTRUCTION**

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

## **V. ENFORCEMENT**

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated

against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

## **VI. DISSEMINATION OF POLICY**

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

***Legal References:*** Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)  
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)  
Minn. Stat. § 609.685 (Sale of Tobacco to Children)  
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

***Cross References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior

## **424 LICENSE STATUS**

### **I. PURPOSE**

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

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

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district or professional registration for positions such as occupational therapist, physical therapist, registered school nurse, mental health professional, etc.
- B. No person shall be a qualified teacher until the school district verifies through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.
- D. **The school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.**

### **III. PROCEDURE**

- A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses. This has been typically handled by human resources.
- B. Where it is discovered that a teacher's license will expire within one year from the

date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.

- C. If it is discovered that a teacher's license has expired, the superintendent will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.
- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

**Legal References:** Minn. Stat. § 122A.16 (Highly Qualified Teacher Defined)  
Minn. Stat. § 122A.22 (District Recording of Teacher Licenses)  
Minn. Stat. § 122A.40, ~~Subd. 13~~ (Employment; Contracts; Termination – Immediate Discharge)  
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)  
*Vettleson v. Special Sch. Dist. No. 1*, 361 N.W.2d 425 (Minn. App. 1985)  
*Lucio v. School Bd. of Independent Sch. Dist. No. 625*, 574 N.W.2d 737 (Minn. App. 1998)  
*In the Matter of the Proposed Discharge of John R. Statz* (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

## RECOMMEND ADOPTING THE MSBA POLICY IN ITS ENTIRETY

*Adopted:* \_\_\_\_\_ *MSBA/MASA Model Policy 506*

*Orig. 1995*

*Revised:* \_\_\_\_\_ *Rev. 2023*

*ISD 917 Student Discipline Policy 506*

*Revised from ISD 917, 6.3 2018*

*Annual Board Review September 6, 2022*

### 506 STUDENT DISCIPLINE

#### I. PURPOSE

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

#### II. GENERAL STATEMENT OF POLICY

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

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

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

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

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

### **III. DEFINITIONS**

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

### **IV. POLICY**

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
  - 1. for a pupil who remains enrolled in the school district or is awaiting

enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

## V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal-Administrator. The school ~~principal-administrator~~ is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The ~~principal administrator~~ shall give direction and support to all school personnel performing their duties within the framework of this policy. The ~~principal-administrator~~ shall consult with parents of students conducting themselves in a manner contrary to the policy. The ~~principal-administrator~~ shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. An ~~principal administrator~~, in exercising ~~his or her~~ **their** lawful authority, may use reasonable force when it is necessary under the circumstances to ~~correct or~~ restrain a student to ~~or~~ prevent **imminent** bodily harm or death to **the student or** another.
- D. Teachers. All teachers shall be responsible for providing a well-planned

teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances ~~correct or~~ to restrain a student to prevent **imminent** bodily harm or death **to the student** or another.

- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death **to the student** or another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
  - 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
  - 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
  - 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of

physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

## **VI. STUDENT RIGHTS**

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

## **VII. STUDENT RESPONSIBILITIES**

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and

- N. To recognize and respect the rights of others.

## **VIII. CODE OF STUDENT CONDUCT**

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
  - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
  - 2. The use of profanity or obscene language, or the possession of obscene materials;
  - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
  - 4. Violation of the school district's Hazing Prohibition Policy;
  - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
  - 6. Violation of the school district's Student Attendance Policy;
  - 7. Opposition to authority using physical force or violence;
  - 8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco,

Tobacco-Related Devices, and Electronic Delivery Devices Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. **Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;** ~~Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;~~
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

## **IX. RECESS AND OTHER BREAKS**

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
  - 1. a student causes or is likely to cause serious physical harm to other students or staff;
  - 2. the student's parent or guardian specifically consents to the use of recess detention; or
  - 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

**X. DISCIPLINARY ACTION OPTIONS**

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district **code of conduct**, rules, regulations, policies, or procedures will result in discussion of the violation and a

verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Expulsion under the Pupil Fair Dismissal Act;

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

## **XI. REMOVAL OF STUDENTS FROM CLASS**

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

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

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

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

**A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.**

**If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and**

make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

**B** Procedures for Removal of a Student from a Class

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

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

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

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

Students who are removed from class may return to class the same day, or the next school day, unless the administration (or in the case of student receiving special education services, the IEP team and the administrator) deems additional action or requirements for return are necessary. A general education student may return to class after a conference with the appropriate administrator or teacher, and/or the parent or guardian. At the time of this



conference a definite plan of action shall be established, including a review of any existing special education services. A student may return to the class or the activity after becoming calm, demonstrating regulated behavior and meeting with staff as needed to reenter. At this time a plan of action appropriate to the incident and reentry to class shall be developed with the special education student. Staff and the case manager shall meet afterwards, if necessary, to review the student's PBSP.



E. ~~Procedures for Notification~~ **Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;**

In typical circumstances, parents or guardians shall receive notification of the student's removal from class for students under 18 years of age, or for students receiving special education services 18 or older, or as provided in the IEP. At a minimum, a parent or guardian will be notified if a student is removed from class more than ten (10) times. Students and parents or guardian are informed by the program administrator or designee of the resulting disciplinary action and readmission plan, if any, consistent with state and federal law. Students and their parents or guardian shall be notified of the need to hold a meeting to modify the IEP or PBSP, as appropriate. Seclusionary time out notification shall be made as required by the IEP or PBSP. If emergency restrictive procedures have been implemented, the parent or guardian shall be notified by the student's teacher, a school social worker, school psychologist, behavior specialist, or program administrator according to the district's restrictive procedures plan.

F. Students With Disabilities; Special Provisions

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

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

School Board Policy 417 Chemical Use and Abuse addresses chemical abuse problems of students while on school premises. The school social worker is the

program contact person who would refer the student or parent or guardian to assessment resources.

## **XII. DISMISSAL**

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

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

The school district shall not dismiss any student without attempting to ~~provide alternative educational services~~ **to use nonexclusionary disciplinary policies and procedures** before dismissal proceedings **or pupil withdrawal agreements**, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

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

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

### **C. Disciplinary Dismissals Prohibited**

1. **A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:**
  - a. **a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or**
  - b. **kindergarten through Grade 3.**
2. **This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and**

federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of

a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

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

conference is required for each period of suspension.

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

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school

board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe ~~alternative educational services~~ **the nonexclusionary disciplinary practices** accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district ~~shall~~ **must** advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) **and is posted on its website**.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the

student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.

19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

### **XIII. ADMISSION OR READMISSION PLAN**

A school administrator ~~shall~~**must** prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan ~~may~~**must** include measures to improve the student's behavior, ~~including~~**which may include** completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, **social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions.** The plan **must include reasonable attempts to obtain** parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

### **XIV. NOTIFICATION OF POLICY VIOLATIONS**

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

In addition, the school district must report, through the MDE electronic reporting system, **each exclusion or expulsion**, each physical assault of a school district employee by a pupil, and each ~~student~~**pupil withdrawal agreement within thirty (30) days of the ~~assault~~ effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner.** This report must include a statement of the ~~alternative educational services~~**nonexclusionary disciplinary practices**, or other sanction, intervention, or resolution **in response to the assault** given to the pupil and the reason for, the effective date, and the duration of the

exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's ~~student's~~ pupil's age, grade, gender, race, and special education status.

## **XV. STUDENT DISCIPLINE RECORDS**

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

## **XVI. STUDENTS WITH DISABILITIES**

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

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

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

## **XVII. OPEN ENROLLED STUDENTS**

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

## **XVIII. DISCIPLINE COMPLAINT PROCEDURE**

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

## **XIX. DISTRIBUTION OF POLICY**

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

## **XX. REVIEW OF POLICY**

The ~~principal~~ **administrator** and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been

enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.26 (School Preassessment Teams)  
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. §§ 121A.60 (Definitions)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 122A.42 (General Control of Schools)  
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. Ch. 125A (Special Education and Special Programs)  
Minn. Stat. § 152.22, Subd. 6 (Definitions)  
Minn. Stat. § 152.23 (Limitations)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

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

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on  
Buses)

## **514 BULLYING PROHIBITION POLICY**

### **I. PURPOSE**

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

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

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
  - 1. on the school premises, at the school functions or activities, on the school transportation;
  - 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
  - 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another

student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

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

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

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

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

### **III. DEFINITIONS**

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

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

The term “bullying” specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

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

environment.

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
  - 1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
  - 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
  - 3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. ”Malicious and sadistic conduct” means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- F. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- G. “Prohibited conduct” means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct. .
- H. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

- I. “Student” means a student enrolled in a public school or a charter school.

#### **IV. REPORTING PROCEDURE**

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

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

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

**V. SCHOOL DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

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

## **VII. TRAINING AND EDUCATION**

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  4. The incidence and nature of cyberbullying; and
  5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
  7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

#### **VIII. NOTICE**

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.
- C. This policy must be distributed to each school district or school employee and independent contractor at the time of hiring or contracting.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

#### **IX. POLICY REVIEW**

To the extent practicable, the school board shall, on a cycle consistent with other school

district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03 (Model Policy)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)  
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. Ch. 124E (Charter Schools)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 423 (Employee-Student Relationships)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

*ISD 917 Protection and Privacy of Pupil Records Policy 515  
Board Approved as Policy 6.4 on 07/01/1992  
Board Approved as Policy 515 on 01/08/2019  
Board reviewed September 6, 2022  
Board reviewed, first and final reading, July 11, 2023*

## **515 PROTECTION AND PRIVACY OF PUPIL RECORDS**

### **I. PURPOSE**

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

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

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20- United States Code section 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules Parts 1205.0100-1205.2000.

### **III. DEFINITIONS**

#### **A. Authorized Representative**

“Authorized representative” means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

#### **B. Biometric Record**

“Biometric record,” as referred to in “Personally Identifiable,” means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics, and handwriting).

#### **C. Dates of Attendance**

“Dates of attendance,” as referred to in “Directory Information,” means the period of time during which a student attends or attended a school or schools in the

school district, including attendance in person or by paper correspondence, videoconference, satellite, internet or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

1. "Directory information" **under federal law**, means information contained in an education record of a student; would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student's name; date of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name of the student's parent(s). Directory information does not include:
  - a. a student's social security number;
  - b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;
  - c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;
  - d. personally identifiable data which references religion, race, color, social position, or nationality; or
  - e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.
2. **Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information."**

E. Education Records

1. What constitutes "education records." Education records means those

records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute education records. The term “education records” does not include:

- a. Records of instructional personnel that are:
  - (1) kept in the sole possession of the maker of the record;
  - (2) used only as a personal memory aid;
  - (3) not accessible or revealed to any other individual except a temporary substitute teacher; and
  - (4) destroyed at the end of the school year.
- b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
  - (1) maintained separately from education records;
  - (2) maintained solely for law enforcement purposes; and
  - (3) disclosed only to law enforcement officials of the same jurisdiction.
- c. Records relating to an individual, including a student, who is employed by the school district which:
  - (1) are made and maintained in the normal course of business;
  - (2) relate exclusively to the individual in that individual’s capacity as an employee; and
  - (3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.
- d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:
  - (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or

paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

~~G.~~ H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

~~H.~~ I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education

data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education;
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or
4. Perform a task directly related to responding to a request for data.

I. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means Superintendent of Schools or designee.

N. Student

“Student” includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

“School official” includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor; and (e) School Resource Officers are considered “school officials” only when performing their duties as a School Resource Officer.

***[Note: School districts may wish to reference police liaison officers in the definition of a "school official." Depending on the circumstances of the relationship, this may be added in subpart (d) of the definition or in a new subpart (e). Caution should be used to ensure that police liaison officers are considered "school officials" only when performing duties as a police liaison officer and that they are trained as to their obligations pursuant to this policy. Consultation with the school district's legal counsel is recommended.]***

P. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

#### IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA

and the regulations promulgated thereunder.

## **V. STATEMENT OF RIGHTS**

### **A. Rights of Parents and Eligible Students**

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

### **B. Eligible Students**

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations section 99.31(a).

### **C. Students with a Disability**

The school district shall follow 34 Code of Federal Regulations sections 300.610-300.617 with regard to the privacy, notice, access, record keeping and accuracy of

information related to students with a disability.

## **VI. DISCLOSURE OF EDUCATION RECORDS**

### **A. Consent Required for Disclosure**

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
  - a. a specification of the records to be disclosed;
  - b. the purpose or purposes of the disclosure;
  - c. the party or class of parties to whom the disclosure may be made;
  - d. the consequences of giving informed consent; and
  - e. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
  - a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
  - b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:
  - a. identifies and authenticates a particular person as the source of the electronic consent; and
  - b. indicates such person's approval of the information contained in the electronic consent.
5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:

- a. in plain language;
- b. dated;
- c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
- d. specific as to the nature of the information the subject is authorizing to be disclosed;
- e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
- f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and
- g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancelable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes chapter. 256B or Minnesota Care under Minnesota Statutes chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
  - a. performs an institutional service or function for which the school district would otherwise use employees;
  - b. is under the direct control of the school district with respect to the use and maintenance of education records; and
  - c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made.
3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code section 7917, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes section 260B.171, unless the data are required to be destroyed under Minnesota Statutes section 120A.22, Subd. 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;
4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
  - a. determine eligibility for the aid;
  - b. determine the amount of the aid;
  - c. determine conditions for the aid; or

- d. enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual’s attendance at an educational agency or institution;

- 6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
  - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system’s ability to effectively serve the student whose records are released; or
  - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student’s full name, home address, telephone number, and date of birth; a student’s school schedule, attendance record, and photographs, if any; and parents’ names, home addresses, and telephone numbers.
- 7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information

must be destroyed. For purposes of this provision, the term, “organizations,” includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code section 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student’s education records that are relevant for the school district to defend itself;
11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the

information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as “directory information” pursuant to Section VII. of this policy;
14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
  - a. the following information about a student must be disclosed: a student’s full name, home address, telephone number, date of birth; a student’s school schedule, daily attendance record, and photographs, if any; and any parents’ names, home addresses, and telephone numbers;
  - b. the existence of the following information about a student, not the actual data or other information contained in the student’s education record, may be disclosed provided that a request for

access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or program administrator or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal or program administrator where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal or program administrator where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes section 260B.171, Subd. 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal or program administrator must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action; or

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements.

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

## VII. RELEASE OF DIRECTORY INFORMATION

A. Classification Educational Data

~~Directory information is public except as provided herein.~~

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:
  - a. Minnesota Statutes, section 13.32, subdivision 5; and
  - b. United States Code, title 20, section 1232g, and Code of Federal Regulations, title 34, section 99.37, which were in effect on January 3, 2012.
2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this section.

3. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

***[Note: This section became effective on the day following final enactment (May 19, 2023). Beginning on the effective date, a student’s personal contact information subject to this section must be treated as private educational data under Minnesota Statutes, section 13.32, regardless of whether that contact information was previously designated as directory information under Minnesota Statutes, section 13.32, subdivision 5].***

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an “education record,” the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual’s attendance as a student (e.g., a student’s activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. ~~Prior to such disclosure the school district shall:~~

- ~~1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:~~
  1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.
  2. The School district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:
    - a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
    - b. the parent’s or eligible student’s right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and

- b. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

***[Note: Federal law allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the school district chooses to impose these limitations, it is advisable to add a new paragraph VII.C.1.d. that specifies that disclosures of directory information will be limited to specific parties and/or for specific purposes and identify those parties and/or purposes. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. This is an important policy decision for the local school board which must balance not only the privacy interests of the student against public disclosure, but also the additional administrative requirements such restrictions will place on the school district.]***

2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.
3. A parent or eligible student may not opt out of the directory information disclosures to:
  - a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or
  - b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.
4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

## VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

- a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
- b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
- c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
- d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
- e. whether the data concerns medical, dental or other health services provided pursuant to Minn. Stat. §§ 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

**IX. DISCLOSURE OF CONFIDENTIAL RECORDS**

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes Chapter 260E written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes Chapter 250E

Regardless of whether a written report is made under Minnesota Statutes Chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or that are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement they provided to the school district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes section 13.393.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
  - a. a decision by the school district, or by the chief attorney for the

school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

- b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
  - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

**X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING**

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student’s parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40, *et seq.*

**XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS**

- A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.
- B. Data released to military recruiting officers under this provision:
  - 1. may be used only for the purpose of providing information to students about military service, state and federal veterans’ education benefits, and other career and educational opportunities provided by the military; and

2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces, and
  3. copying fees shall not be imposed.
- C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the principal or program administrator in writing by September 15<sup>th</sup> of each year. The written request must include the following information:
1. Name of student and parent, as appropriate;
  2. Home address;
  3. Student's grade level;
  4. School presently attended by student;
  5. Parent's legal relationship to student, if applicable;
  6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
  7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be

public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

## XII. LIMITS ON REDISCLOSURE

### A. Redisdisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

### B. Redisdisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:
  - a. The disclosures meet the requirements of Section VI. of this policy; and
  - b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.
2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

***[Note: 42 United States Code section§ 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]***

### C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

**XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING**

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records. The Superintendent of Schools or designee is the responsible authority.

B. Record Security

The principal or program administrator of each school subject to the supervision and control of the responsible authority shall be the records manager of the school and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The district has procedures for securing student records. The procedures and related policy shall contain the following information:

1. A description of records maintained;
2. Titles of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal or program administrator shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student that indicates:
  - a. the parties who have requested or received personally identifiable information from the education records of the student;
  - b. the legitimate interests these parties had in requesting or obtaining the information; and
  - c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:
  - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;
  - b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and
  - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with Code of Federal Regulations section 34 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United states Code section 2332b(g)(5)(B) or an act of domestic or international terrorism.

***[Note: While Section XIII.E.1. does not apply to requests for or disclosures of directory information under Section VII. of this policy, to the extent the school district chooses to limit the disclosure of directory information to specific parties, for specific purposes, or both, it is advisable that records be kept to identify the party to whom the disclosure was made and/or purpose for the disclosure.]***

4. The record of requests of disclosures may be inspected by:
  - a. the parent of the student or the eligible student;
  - b. the school official or his or her assistants who are responsible for the custody of the records; and
  - c. the parties authorized by law to audit the record-keeping procedures of the school district.
5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
  - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
  - b. the parties to whom the school district disclosed the information.
6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

#### **XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS**

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records they wish to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The

parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
  - a. the cost of materials, including paper, used to provide the copies;
  - b. the cost of the labor required to prepare the copies;
  - c. any schedule of standard copying charges established by the school district in its normal course of operations;
  - d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and
  - e. mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.
3. The cost of providing copies shall be borne by the parent or eligible student.
4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review

the student's education records.

## **XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA**

### **A. Request to Amend Education Records**

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.
2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

### **B. Right to a Hearing**

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
  - a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and
  - b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes Chapter 14 relating to contested cases.

**XVI. PROBLEMS ACCESSING DATA**

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

- B. Data practices compliance official means the principal or program administrator.
- C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

## **XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA**

### **A. Where to File Complaints**

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202.

### **B. Content of Complaint**

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

## **XVIII. WAIVER**

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

## **XIX. ANNUAL NOTIFICATION OF RIGHTS**

### **A. Contents of Notice**

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

**XX. DESTRUCTION AND RETENTION OF RECORDS**

Destruction and retention of records by the school district shall be controlled by state and federal law.

**XXI. COPIES OF POLICY**

Copies of this policy may be obtained by parents and eligible students at the office of the superintendent.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
**Minn. Stat. § 13.32, Subd. 5 (Directory Information)**  
Minn. Stat. § 13.393 (Attorneys)  
Minn. Stat. Ch. 14 (Administrative Procedures Act)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)  
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)

Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)  
 Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)  
 Minn. Stat. Ch. 256L (MinnesotaCare)  
 Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)  
 Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)  
 Minn. Stat. § 363A.42 (Public Records; Accessibility)  
 Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)  
 Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)  
 Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)  
 10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)  
 18 U.S.C. § 2331 (Definitions)  
 18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)  
 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
 20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)  
 20 U.S.C. § 7908 (Armed Forces Recruiting Information)  
 20 U.S.C. § 7917 (Transfer of School Disciplinary Records)  
 25 U.S.C. § 5304 (Definitions – Tribal Organization)  
 26 U.S.C. §§ 151 and 152 (Internal Revenue Code)  
 42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)  
 42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)  
 34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)  
 34 C.F.R. § 300.610-300.627 (Confidentiality of Information)  
 42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)  
*Gonzaga University v. Doe*, 536 U.S. 273, (2002)  
 Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

*Cross References:* MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
 MSBA/MASA Model Policy 417 (Chemical Use and Abuse)  
 MSBA/MASA Model Policy 506 (Student Discipline)  
 MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)  
 MSBA/MASA Model Policy 520 (Student Surveys)  
 MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
 MSBA/MASA Model Policy 722 (Public Data Requests)  
 MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)  
 MSBA School Law Bulletin “I” (School Records – Privacy – Access to Data)

## **516 STUDENT MEDICATION**

### **I. PURPOSE**

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

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

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, or trained staff designee will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

### **III. REQUIREMENTS**

- A. The administration of prescription medication or drugs at school requires a licensed healthcare providers written order and a signed request from the student's parent or guardian. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
- B. An "Authorization and Request for Administration of Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes, section 152.22, subdivision 6.
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law and must be administered in a manner consistent with the instructions on the label.
- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- E. Prescription medications are not to be carried by the student but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the

school district and the parent or guardian or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan). The school must be notified immediately by the parent or guardian or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.

- F. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- ~~G. The District will obtain and possess Narcan (naloxone) to be maintained and administered by trained school staff to a student or other individual if it is determined in good faith that person is experiencing an opioid overdose.
  - 1. ~~Minnesota Statute (604A.04) "Good Samaritan Overdose Protection" allows for "A person who is not a healthcare professional who acts in good faith in administering an opiate antagonist to another person whom the person believes in good faith to be suffering an opioid overdose is immune from criminal prosecution for the act and is not liable for any civil damages for acts or omissions resulting from the act."~~
  - 2. ~~In accordance with this statute, the individual who is seeking assistance and the individual who is experiencing an overdose have a limited immunity from prosecution.~~
  - 3. ~~The District will obtain a standing order for Narcan (naloxone) by a licensed medical prescriber and update as needed.~~
  - 4. ~~Stock Narcan (naloxone) will be clearly labeled and stored in a secured location that is accessible by trained staff.~~
  - 5. ~~Health Services and School Administration will identify appropriate staff to be trained annually at each school site.~~~~

#### **~~IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES~~**

~~A.~~

- H. The school nurse, or other designated person, shall be responsible for the filing of the Authorization and Request for Administration of Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minn. Stat. § 121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.
- J. Specific Exceptions:
  - 1. Special health treatments and health functions such as

catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;

2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;
3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;
  - a. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if: the school district has received a written authorization from the pupil's parent or guardian permitting the student to self-administer the medication;
  - b. the inhaler is properly labeled for that student; and
  - c. the parent or guardian has not requested school personnel to administer the medication to the student.

The parent or guardian must submit written authorization for the student to self-administer the medication each school year. In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

5. Medications:
  - a. that are used off school grounds;
  - b. that are used in connection with athletics or extracurricular activities; or
  - c. that are used in connection with activities that occur before or after the regular school day are not governed by this policy.

6. Nonprescription Medication.

The school district will not purchase or have a supply of any over the counter (nonprescription) medications for distribution to students. If a parent or guardian requests that their child have access to a nonprescription medication, it must be provided by the parent or guardian and will be kept in and distributed by the health office.

Nonprescriptive medication provided by a parent or guardian for students through 8<sup>th</sup> grade, will be kept in the health office. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication, unless prohibited by program procedures. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

7. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent or guardian, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:

- a. possess epinephrine auto-injectors; or
- b. if the parent or guardian and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's § 504 plan.

8. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

K. "Parent or guardian" for students 18 years old or older is the student, unless the

student has an appointed guardian.

- L. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

- Legal References:** Minn. Stat. § 13.32 (Student Health Data)  
Minn. Stat. § 121A.21 (Hiring of Health Personnel)  
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)  
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)  
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
- Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine AutoInjectors; Model Policy)  
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)  
Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)  
~~Minn. Stat. § 151.212 (Label of Prescription Drug Containers)~~  
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)  
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

- Cross References:** MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

*Intermediate School District 917 Policy 516.5 Overdose Medication  
Board reviewed, first and final reading, July 11, 2023*

**516.5 OVERDOSE MEDICATION**

***[Note: School districts are not required to adopt a policy on the use of emergency drugs for the treatment of drug-related overdoses. School districts and their employees are legally permitted to purchase, store, and administer Naloxone (Narcan) in response to an opiate overdose in schools and those who do assist with such administration are immune from civil liability as well as exempt from criminal prosecution from possession, use, etc. of a prescription medication, particularly to an individual to whom it was not prescribed. The provisions of this policy outline the requirements of the law with respect to the use of Naloxone (Narcan) in schools.]***

**I. PURPOSE**

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)<sup>1</sup>, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

**II. GENERAL STATEMENT OF POLICY**

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

**III. DEFINITIONS**

- A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **"Naloxone Coordinator"** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district's

---

<sup>1</sup> Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intermuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."

Naloxone Coordinator is [insert title of staff person appointed as coordinator].

- C. **“Opiate”** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. **“Opiate Antagonist”** means naloxone hydrochloride (“Naloxone”) or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **“Standing Order”** means directions from the school district’s medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
  - 1. Administration type
  - 2. Dosage
  - 3. Date of issuance
  - 4. Signature of the authorized provider

#### **IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES**

- A. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team (“District Planning Team”) who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

- 1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.
- 2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
- 3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
  - a. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect

of Naloxone and the continued need of recipients of additional medical care;

- b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
  - c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
  - d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

#### Site Planning Teams

1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

#### School District Staff

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

## V. NALOXONE STORAGE

- A. The Site Planning Team will select numerous Naloxone storage locations within the school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).

***[Note: School districts may decide that Naloxone will not be sent on field trips, transportation or activities that occur outside of the typical school day or off school property and may modify this statement accordingly. If Naloxone is provided during these auxiliary activities, schools should ensure that it is only provided if there is an available trained staff member to administer it and that the medication can be safely and legally stored and transported.]***

- B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the

general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.

- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

## **VI. Privacy Protections**

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

- Legal References:**
- Minn. Stat. § 13.32 (Educational Data)
  - Minn. Stat. § 13.43 (Personnel Data)
  - Minn. Stat. § 13.37 (General Nonpublic Data)
  - Minn. Stat. § 121A.21 (School Health Services)
  - Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
  - Minn. Stat. § 144.344 (Emergency Treatment)
  - Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
  - Minn. Stat. § 152.01 (Definitions)
  - Minn. Stat. § 152.02 (Schedules of Controlled Substances)
  - Minn. Stat. § 152.212 (Labeling of Prescription Drug Containers)
  - Minn. Stat. § 604A.01 (Good Samaritan Law)
  - Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
  - Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
  - Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
  - Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
  - 20 U.S.C. § 1232g (Family Educational and Privacy Rights)
- Cross Reference:**
- MSBA/MASA Model Policy 516 (Student Medication)
  - Minnesota Department of Health Toolkit on the Administration of Naloxone

**524 INTERNET ACCEPTABLE USE AND SAFETY POLICY**

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. LIMITED EDUCATIONAL PURPOSE**

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

**IV. USE OF SYSTEM IS A PRIVILEGE**

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

**V. UNACCEPTABLE USES**

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:
  - 1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:

- a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
  - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
  - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
  - d. information or materials that could cause damage or danger of disruption to the educational process;
  - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
  3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
  4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
  5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
  6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
    - a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or guardians or other staff members related to students).
    - b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

- (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent or guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
- (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent or guardian or eligible student in accordance with Policy 515.

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

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
  8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
  9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
  10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an

unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

## **VI. FILTER**

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
  - 1. Obscene;
  - 2. Child pornography; or
  - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
  - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
  - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
  - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

**VII. CONSISTENCY WITH OTHER SCHOOL POLICIES**

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

**VIII. LIMITED EXPECTATION OF PRIVACY**

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

**IX. INTERNET USE AGREEMENT**

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

**X. LIMITATION ON SCHOOL DISTRICT LIABILITY**

Use of the school district system is at the user’s own risk. The system is provided on an “as is,

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

## **XI. USER NOTIFICATION**

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
  - 1. Notification that Internet use is subject to compliance with school district policies.
  - 2. Disclaimers limiting the school district's liability relative to:
    - a. Information stored on school district diskettes, hard drives, or servers.
    - b. Information retrieved through school district computers, networks, or online resources.
    - c. Personal property used to access school district computers, networks, or online resources.
    - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
  - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
  - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
  - 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents or guardians.
  - 6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
  - 7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
  - 8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

**XII. PARENTS' OR GUARDIANS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE**

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

**XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS**

- A. "Technology provider" means a person who:
  - 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
  - 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents or guardians and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
  - 1. identify each curriculum, testing, or assessment technology provider with access to educational data;
  - 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
  - 3. include information about the contract inspection and provide contact information for a school department to which a parent or guardian or student may direct questions or concerns regarding any program or activity that allows

a curriculum, testing, or assessment technology provider to access a student's educational data.

- D. The school district must provide parents or guardians and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
  - 1. the technology provider's employees or contractors have access to educational data only if authorized; and
  - 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

**XIV. SCHOOL-ISSUED DEVICES**

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
  - 1. any location-tracking feature of a school-issued device;
  - 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
  - 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
  - 1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
  - 2. the activity is permitted under a judicial warrant;
  - 3. the school district is notified or becomes aware that the device is missing or stolen;
  - 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
  6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent or guardian and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

## **XV. CELL PHONE USE**

1. Students are prohibited from using cell phones and other electronic communication devices during the instructional day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.
2. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.
3. Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

***[Note: This language aligns with the provisions found in the MSBA Model Student Handbook. As an alternative to stating specific cell phone rules in a school district policy, a school board could choose to direct school administration to establish cell phone rules. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings.]***

## **XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN**

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

## **XVII. IMPLEMENTATION; POLICY REVIEW**

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.

- B. The administration shall revise the user notifications, including student and parent or guardian notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

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

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

*ISD 917 School Board Policy 532 Use of Peace Officers and  
Crisis Teams to Remove Students with IEPs from School Grounds  
Board reviewed June 14, 2022  
Board revised November 1, 2022  
Board reviewed, first and final reading, July 11, 2023*

**532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

**I. PURPOSE**

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

**II. GENERAL STATEMENT OF POLICY**

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

**III. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has

the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

- C. “Police liaison officer” is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. “Crisis team” means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

#### **IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

##### **A. Removal By Crisis Team**

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student’s behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student’s behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

##### **B. Removal By Police Liaison Officer or Peace Officer**

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team, building administrator, or the building

administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

- a. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- b. In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:
  - a. Corporal punishment prohibited by Minn. Stat. § 121A.58;
  - b. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
  - c. Totally or partially restricting a child's senses as punishment;
  - d. Denying or restricting a child's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or

serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;

- e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes Chapter 260E.
  - f. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
  - g. Withholding regularly scheduled meals or water; and/or
  - h. Denying a child access to toilet facilities.
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by

Minnesota Statutes, section 125A.0942, subdivision. 5, and otherwise comply with the requirements of section 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67, (Removal by Police Officer)  
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)  
Minnesota Statutes Chapter 260E.  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))  
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

**Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)

**534 UNPAID MEAL CHARGES – SCHOOL MEALS POLICY**

***[Note: In 2021, the Minnesota legislature amended Minnesota Statutes, section 124D.111, to require that Minnesota school districts that participate in the national school lunch program adopt a school meals policy. In 2023, the Minnesota legislature amended the statute to create the free school meals program].***

***[Note: This MSBA/MASA model policy is drafted to be consistent for all grade levels. However, local school districts may vary the meal charge policy for elementary, middle, and high schools.]***

***[Note: School districts must follow appropriate debt collection practices when attempting to recover unpaid a la carte items or second meal charges.]***

**I. PURPOSE**

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district’s nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the students. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for school meals as well as to maintain the financial integrity of the school nutrition program.

**II. PAYMENT OF MEALS**

- ~~A. Payment for meals may be submitted via cash or check to the school site administrative assistant or ISD 917 Business Office.~~
- ~~B. If the school district receives school lunch aid under Minnesota Statutes section 124D.111, it must make lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance. Families may apply for free or reduced cost meals at any time during the school year. Applications may be obtained at each school, the district office or online at [http://www.isd917.org/For\\_parents/Food\\_Service](http://www.isd917.org/For_parents/Food_Service).~~
- ~~C. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students’ accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.~~

~~D. A student who has been determined to be eligible for free and reduced-price lunch always must be served a reimbursable meal even if the student has an outstanding debt.~~

~~E. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meal balance.~~

**A. Students have use of a meal account for second meals or a la carte items. When the balance reaches zero, a student may charge no more than three meals to this account. When an account reaches this limit, a student shall not be allowed to charge second meals or a la carte items until the negative account balance is paid. Payment may be submitted online via credit card or direct debit through the Infinite Campus parent portal or by cash or check to the school site administrative office or the ISD 917 Business Office.**

**B. A school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.**

**C. Each school that participates in the free school meals program must:**

**(1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and**

**(2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.**

**D. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.**

**E. When a student has a negative account balance, the student will not be allowed to charge a snack item.**

**F. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.**

### **III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION**

A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.

B. If the student balance reaches three (3) or more unpaid meals, families will be notified of an outstanding negative balance. History of communications should

be documented by the site administrative assistant. If the parent or guardian is not contacted directly, a message will be left if possible. If the account has not been paid after all attempts mentioned, the account will then be turned over to the school's principal or social worker who will make an attempt to reach the parent/guardian.

- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program—including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, or affixing stickers, stamps or pins.

#### **IV. UNPAID MEAL CHARGES**

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges.
- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Negative balances of more than \$500, not paid prior to the end of the school year, will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district may use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt.
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. The school district will not impose any other restrictions prohibited under Minnesota Statutes section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.
- F. Donations will be accepted and directed to general or specific accounts upon request. All donations will be processed through the ISD 917 Business Office.
- G. No student would be denied a meal due to insufficient funds in their account.

#### **V. COMMUNICATION OF POLICY**

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year;
  2. students and families who transfer into the school district, at the time of enrollment; and
  3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.
- C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

*Legal References:* Minn. Stat. § 123B.37 (Prohibited Fees)  
Minn. Stat. § 124D.111, Subd. 4  
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)  
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)  
7 C.F.R. § 220.8 (School Breakfast Program Regulations)  
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)  
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)  
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

To: ISD 917 School Board Members  
Dr. Michael Favor, Superintendent

From: Nicolle Roush, Executive Director of Business Services

Date: June 27, 2023

Re: FY24 ISD 917 board approved meal prices

**Information:**

- Intermediate School District 917 has renewed our participation in the National School Lunch Program (NSLP) for FY24. Our Lunch Program operates at five of our locations: Alliance Education Center, Dakota County Technical College, Lebanon Education Center, Concord Education Center and **new in FY24**, DCALS North.
- CKC Good Food will again be contracting with us to provide our breakfast and lunch meals. The contract price per meal will increase by \$0.18 to **\$2.23** per breakfast and by \$0.31 to **\$3.86** per lunch. In addition, ISD #917 is contracting through Valley View Creamery to supply milk to the district at \$0.31/half pint (FY23 pricing). ISD 917 FY23 breakfast prices were \$1.60 for students, \$2.50 for adults; lunch prices were \$3.15 for students and \$4.75 for adults with an additional milk charge of \$0.45.
- ISD #917 will be participating in the Free School Meals program signed into law in Minnesota. As a result of our Free and Reduced student population, we will be required to participate in the Community Eligibility Provision as well which results in a Federal Free reimbursement rate of 77.68% and Paid reimbursement rate of 22.32%. The balance of the Paid meals reimbursement rate will be paid by the state. FY24 Reimbursement rates have not been released by the USDA as of this date.
- Historically ISD #917 transfers general funds revenues each fiscal year to balance the food service fund. In FY17, this amount was \$35,240, FY18 \$29,032, FY19 \$29,372, FY20 \$7876.34 due to COVID, FY21 \$12,678.79 and FY22 saw a profit of (\$17670.08) again due to COVID funding. I anticipate a need for approximately \$12K to balance the FY23 food service fund. FY24 adopted budget assumption \$0 with unknown reimbursement rates for FY24.

**Recommendation:** Per state statute, student meal prices for both breakfast and lunch will now be \$0.00. Recommend the following based on contract prices to our food vendor:

Student Breakfast \$0.00, Student Lunch \$0.00,  
**Second Meal Student Breakfast \$2.23 and Lunch \$3.86, Milk \$0.45**  
Adult Breakfast **\$2.50**, Adult Lunch **\$4.75**



## Intermediate School District 917

*Purposeful. Personalized. Partners.*

1300 145th Street East, Rosemount, MN 55068

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

TO: Intermediate School District 917 School Board members  
FROM: Dr. Michael Favor, Superintendent  
DATE: July 11, 2023  
REGARDING: Review and approval of temporary work agreements and other employee earnings

### Pertinent Facts:

- Temporary employee agreements and other earnings outside of union or non-union contracts must be reviewed and approved by the board each fiscal year. These reports are brought to the board quarterly.
- Enclosed for your review and approval is the temporary work agreements (TWA's) **fourth quarter** report April 1, 2023 through June 30, 2023, totaling is **\$44,282.59**. Costs incurred are from Summer School, Interviews, trainings, meetings outside of workday, and other Misc. (see TWA spreadsheet July 1, 2022 through June 20, 2023 for further details). These expenditures are up in comparison to Q3 by \$35,910.00.
- FY23 total estimated TWA's were \$857,152.74 and is down in comparison to FY22 by (\$206,642.38) this is due to the paraprofessional's contract changing Student Assistant (on TWA's) to Classroom Assistants (semi-monthly paychecks).
- In addition to the TWA's, the district has other employee earnings **fourth quarter** report April 1, 2023 through June 30, 2023, totaling **\$15,070.54**. The costs incurred are from trainings on PCM, Due Process, referral bonuses and misc. (see Other Employee Earnings Q3 for further details). These expenditures are up in comparison to Q3 by \$676.29.

**Recommendation:** Board approval recommendation to approve the fourth quarter TWA's and the other earnings reports in the amount of \$55,353.13.

### 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



TO: School Board Members  
FROM: Dr. Michael Favor  
DATE: July 11, 2023  
RE: Renewal of Memberships

The renewal rates for the following memberships are listed below.

<b>Memberships</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Metro ECSU	\$700	\$700	\$700
AMSD - Association of Metropolitan School Districts	\$3,700	\$3,700	\$3700
MSBA Membership Dues <i>See attached for reasons for lower cost.</i>	\$5,936	\$6,233	\$5261
BoardBook Subscription Tier I	\$2,100	\$2,100	\$2100
MSBA Policy Renewal	\$730	\$750	\$750
AESA - Association of Educational Service Agencies	\$355	\$355	\$935
MASA - Minnesota Association of School Administrators	\$860	\$860	\$860
AASA – American Association of School Administrators <i>(FYI—MASA and AASA are combined for a total of \$1330)</i>		\$470	\$470

I recommend approval of these renewals for 2023-2024.

MF:ljb

# **PERSONAL PROTECTIVE EQUIPMENT**

## **WRITTEN PLAN**

### **Intermediate School District 917**

**July 2023**

This written plan documents steps Intermediate School District 917 (ISD 917) has taken to minimize injury, resulting from various occupational hazards present at our sites, by protecting workers through the use of personal protective equipment (PPE) when the hazards cannot be eliminated.

Linda Berg is the program coordinator, acting as the representative of the School Board, who has overall responsibility for the program. Annual training on employee's use of PPE will be conducted by a consultant, one-on-one, or viewing a video or computer-based training module. Procurement of PPE is done by contacting Linda Berg who will select the equipment and place the orders. This written plan is kept in the district office and will be reviewed annually.

ISD 917 believes its obligation is to provide a hazard-free environment to its employees. Any employee encountering hazardous conditions must be protected against the potential hazards. The purpose of protective clothing and equipment (PPE) is to shield or isolate individuals from chemical, physical, biological, or other hazards that may be present in the workplace. (See also separate written plans for the respiratory protection and hearing conservation programs.)

Establishing an overall written PPE program detailing how employees use PPE makes it easier to ensure that they use PPE properly in the workplace, and documents our PPE efforts in the event of an OSHA inspection. Our PPE program covers:

- Purpose
- Hazard assessment
- PPE selection
- Employee training
- Cleaning and maintenance of PPE
- PPE specific information

If after reading this program you find that improvements can be made, please contact Linda Berg at 651-423-8214. We encourage all suggestions as we are committed to the success of our Personal Protective Equipment Program. We strive for clear understanding, safe behavior, and involvement in the program from every level of the school district.

## **Purpose of Program**

The basic element of any PPE program is an in depth evaluation of the equipment needed to protect against the hazards at the workplace; this is the initial hazard assessment for which written documentation is required. Two basic objectives of any PPE program should be to protect the wearer from incorrect use and/or malfunction of PPE. The purpose of this Personal Protective Equipment (PPE) Program is to document the hazard assessment, protective measures in place, and PPE in use at this workplace. PPE devices are not to be relied on as the only means to provide protection against hazards, but are used in conjunction with guards, engineering controls, and sound work practices. If possible, hazards will be abated first through engineering controls, with PPE to provide protection against hazards, which cannot reasonably be abated otherwise.

## **Hazard Assessment**

In order to assess the need for PPE the following steps are taken:

1. The Health and Safety Coordinator and the Assistant Directors and/or Directors will have identified the job classifications where exposures occur or could occur. The business office examines the First Reports of Injury.
2. The Health and Safety Coordinator and the Assistant Directors and/or Directors conduct on going walk through surveys of workplace areas where hazards exist or may exist to identify sources of hazards to employees. Employees are also asked to inform the Health and Safety Coordinator of any hazards in their work. The basic hazard categories are:
  - Impact
  - Heat
  - Penetration
  - Harmful dust
  - Compression (roll over)
  - Light (optical) radiation
  - Chemical
  - Noise
  - Body Fluids

During the walk-through surveys the Health and Safety Coordinator and the Assistant Directors and/or Directors observe and record the following hazards. Employees also provide information during training sessions.

- Sources of motion; i.e., machinery or processes where any movement of tools, machine elements, or particles could exist or movement of personnel that could result in collision

with stationary objects: Heavy Duty Truck Technology Careers-vehicles; Graphic Communications; Food Industry Careers-Food, mixers and slicers; Fundamental Chef Training-Food, mixers and slicers; Vehicle Services – moving vehicles and lifts; Custodial/Maintenance – HVAC units; Grounds – lawn mowers and snow blowers.

- Sources of high temperatures that could result in burns, eye injury or ignition: Heavy Duty Truck Technology Careers; Total Auto Care - welders, torches, plasma cutter; Food Industry Careers and Fundamental Chef Training– ranges; Custodial – boilers.
- Chemical exposures could occur in: Heavy Duty Truck Technology Careers and Total Auto Care – paint, parts washer, auto chemicals; Science; Food – dish room; Custodial – cleaning chemicals, boiler chemicals.
- Exposures to harmful dusts are covered in the Respiratory Protection Program.
- Exposures to sources of light radiation, i.e., welding, brazing, cutting, high intensity lights, ultra-violet light etc. occur in: Heavy Duty Truck Technology Careers– welding; Total Auto Care – welding and torching.
- Sources of falling objects or potential for dropping objects occur in: Total Auto Care-vehicles on lifts; Construction; where hard hats are worn.
- Sources of sharp objects which might pierce the feet or cut the hands have been observed in: Graphic Communication; Food Industry Careers and Fundamental Chef Training; Total Auto Care-sheet metal; Science.
- Sources of rolling or pinching objects, which could crush the feet, have been observed in: Total Auto Care – vehicles moving.
- Sources of excess noise are covered in the Hearing Conservation Program written plan.
- Exposures to potentially infectious body fluids occur in all shop type programs where first aid could be needed.
- Electrical hazards can occur in: Graphic Communications; Total Auto Care; Heavy Duty Truck; Food Industry Careers and Fundamental Chef Training; Custodial; Construction.

An estimate of the potential for injuries has been made. Each of the basic hazards has been reviewed and a determination made as to the frequency, type, level of risk, and seriousness of potential injury from each of the hazards found. The existence of any situations where multiple exposures occur or could occur has been considered.

### **Selection Guidelines/Purchasing**

Once any hazards have been identified and evaluated through hazard assessment, the general procedure for selecting protective equipment is to:

1. Become familiar with the potential hazards and the type of PPE that is available, and what they can do.

2. Compare types of equipment to the hazards associated with the environment.
3. Select the PPE, which ensures a level of protection greater than the minimum required to protect employees from the hazards.
4. Fit the user with proper, comfortable, well fitting protection and instruct employees on care and use of the PPE. It is very important that the users are aware of all warning labels for and limitations of their PPE.

Linda Berg will do selection of PPE with the assistance of the Assistant Director and/or Director. The Laboratory Safety catalogue will be available for ordering in the District Office.

Never will PPE be denied, limited or said to be not available due to departmental budgets.

It is the responsibility of Linda Berg (with the aid of a consultant) to reassess the workplace hazard situation as necessary, to identify and evaluate new equipment and processes, to review accident records, and reevaluate the suitability of previously selected PPE. This reassessment will be ongoing.

Elements, which should be considered in the reassessment, include:

- Adequacy of PPE program
- Accidents and illness experience
- Levels of exposure (this implies appropriate exposure monitoring if needed)
- Adequacy of equipment selection
- Number of person hours that workers wear various protective ensembles
- Adequacy of training/fitting of PPE
- Program costs
- Recommendation for program improvement and modification
- Coordination with overall safety and health program

### **Employee Training**

Annual training is required to use personal protective equipment. Training will be accomplished using SafeSchools Online Learning. Training includes:

- When PPE is necessary
- What PPE is necessary
- How to wear assigned PPE
- Limitations of PPE

- The proper care, maintenance, useful life, and disposal of assigned PPE

Employees must demonstrate an understanding of the training and the ability to use the PPE properly before they are allowed to perform work requiring the use of the equipment.

Employees are prohibited from performing work without donning appropriate PPE to protect them from the hazards they will encounter in the course of that work. Supervisors are responsible to see that employees wear their PPE.

If the Assistant Director and/or Director has reason to believe an employee does not have the understanding or skill required, the employee must be retrained. Circumstances where retraining may be required include changes in the workplace, changes in the types of PPE to be used that would render previous training obsolete, and inadequacies in an affected employee's knowledge or use of the assigned PPE that indicates the employee has not retained the necessary understanding or skills.

The trainer certifies in writing that the employee has received and understands the PPE training. Annual training records will be kept on file in the Health and Safety Office, located in the District Office.

Because failure to comply with district guidelines concerning PPE can result in OSHA citations and fines as well as employee injury, an employee who does not comply with this program will be disciplined for insubordination according to their contract.

### **Cleaning and Maintenance**

It is important that all PPE be kept clean and properly maintained by the employee to whom it is assigned. Cleaning is particularly important for eye and face protection where dirty or fogged lenses could impair vision. PPE is to be inspected, cleaned, and maintained by employees at regular intervals as part of their normal job duties so that the PPE provides the requisite protection. Instructors and the lead Custodian are responsible for ensuring compliance with cleaning responsibilities by employees. If a piece of PPE is in need of repair or replacement, it is the responsibility of the employee to bring it to the immediate attention of their supervisor. It is against work rules to use PPE that is in disrepair or not able to perform its intended function. Contaminated PPE, which cannot be decontaminated, is disposed of in a manner that protects employees from exposure to hazards.

### **PPE Specific Information**

#### *Body Protection - Aprons, Lab Coats, Chaps, Jackets, Smocks*

It is the policy of the district as a condition of employment, all regular, full time, part time, and temporary employees working in a designated work area and/or job assignment are required to wear aprons, lab coats, chaps or jackets to help prevent injury to the body resulting from chemicals, light radiation, flying particles, for example. See the following list:

Heavy Duty Truck Technology Careers, Food Industry Careers, Fundamental Chef Training, Total Auto Care, - Shop coats and welding

Fundamental Chef Training and Food Industry Careers, Science, - lab coats, aprons

Eye Protection -Goggles, Face Shields and Safety Eyewear

All regular full time, part time, and temporary employees working in designated work area and/or job assignments are required to wear ANSI approved goggles/face shields to help prevent eye and face injuries, including those resulting from flying particles, molten metal, liquid chemicals, acids or caustic liquids, chemical gases or vapors, or light radiation. See the following list:

Goggles, Face Shields or Safety Eyewear -- Total Auto Care, Heavy Duty Truck Technology Careers, Food, Graphic Communications, Computer Repair, Networking and Video Game Design; Construction Trades

Safety Eyewear -- Computer Repair, Networking, and Video Game Design, Construction Trades

Goggles - Science

Foot Protection-Safety Shoes

All regular full time, part time, and temporary employees working in designated work areas and/or job assignments are required to wear safety shoes to help prevent foot injuries, ankle injuries, slips, and falls. Employees in the following designated work areas are required to wear OSHA approved safety shoes:

Construction, Heavy Duty Truck, Total Auto Care, Maintenance- Safety Shoes

Hand Protection – Gloves

All regular full time, part time, and temporary employees working in designated work areas and/or job assignments are required to wear gloves to help prevent hand injuries, including cuts, burns, and chemical exposure. Employees in the following designated work areas are required to wear protective gloves:

Hot gloves, chemical gloves, cut resistant gloves, lifting gloves – Food Classes

Leather gloves, hot gloves, and chemical gloves – Total Auto Care; Heavy Duty Truck

Chemical gloves, leather gloves – Maintenance

Head protection -- Hard hats

All regular full time, part time, and temporary employees working in designated work areas and/or job assignments are required to wear ANSI approved hard hats to help prevent head injuries, including those resulting from falling objects, bumping the head against a fixed object, or electrical shock.

Employees in the following designated work areas are required to wear hard hats:

None

**In Addition**

Employees from temporary work agencies and contractors are required to wear PPE if assigned to work in the designated work areas.

All assistant supervisors are responsible for ensuring employees under their charge are in compliance with this written plan.

All employees who work in designated work areas and/or job assignments are responsible for wearing district provided PPE to comply with this written plan. Failure to comply will result in disciplinary action.

All employees required to wear PPE must routinely inspect and properly care for their PPE.

# **EMPLOYEE RIGHT TO KNOW**

## **WRITTEN PLAN**

### **Intermediate School District 917**

**July 2023**

Intermediate School District 917 is complying with the requirements of OSHA's Employee Right to Know Standard 5205.0100 to 5202.1200 by ensuring that employees are aware of the dangers associated with hazardous substances, harmful physical agents or infectious agents they may be exposed to in their workplaces.

#### **Written Plan**

This plan applies to all work activities in our district where employees may be exposed to hazardous substances or harmful physical agents under normal working conditions or during an emergency situation.

Linda Berg is responsible for this plan. Linda Berg will review and update the plan annually. Copies of the written plan may be obtained from Linda Berg in District Administration.

All employees can obtain further information on this written plan, the Employee Right to Know standard, applicable SDS, and chemical information lists from Linda Berg in the District Administration Office. Under this plan, our employees will be informed of the contents of the Employee Right to Know Standard, the hazardous properties of chemicals with which they work, safe handling procedures, and measures to take to protect themselves from these chemicals. They will also be informed about any exposure to harmful physical hazards: heat, noise or radiation.

If after reading this plan you find that improvements can be made, please contact Linda Berg at 651-423-8214. We encourage all suggestions because we are committed to the success of our written Employee Right to Know plan. We strive for clear understanding, safe behavior, and involvement in the program from every level of the district.

#### **Hazard Evaluation Procedures**

Our chemical inventory is a list of hazardous chemicals known to be present in our work place. Anyone who comes into contact with the hazardous chemicals on the list needs to know what those chemicals are and how to protect themselves. That is why it is so important that hazardous chemicals are identified, whether they are found in a container or generated in work operations (for example, welding fumes, dusts, and exhaust fumes). The hazardous chemicals on the list can cover a variety of physical forms including liquids, solids, gases, vapors, fumes, and mists.

Barb Schmitz, Buyer, will request an SDS sheet be sent with every chemical order. Barb will

then give the SDS sheet to Linda and the person ordering the chemical. Linda Berg will maintain an inventory of hazardous chemicals and SDS sheets. **All staff who order or purchase chemicals or use a blanket purchase order are responsible to request an SDS sheet and furnish a copy to Linda Berg, Health and Safety Coordinator or forward chemical information so Linda Berg can input into MSDSOnline. This MSDS icon is on every staff computer for easy chemical access.**

No chemicals may be brought in from home.

Harmful physical agents and where they are present in this work place include:

- Excess Noise – See the Hearing Conservation Plan
- Excess Heat – Heavy duty truck, TESA kitchen, TESA shop, construction, fundamental chef and food industry careers
- Radiation – no known radiation source.
- Infectious Agents – Nurses’ office. See policy 407.

### **Safety Data Sheet (SDS)**

The SDS is a fact sheet for chemicals that pose a physical or health hazard in the workplace. SDS provides our employees with specific information on the chemicals they use.

ISD 917 uses MSDSonline for their chemical inventory. All employee computers have this available on their computers desktop for quick lookups. No hard copies are available.

Here is the website to look up chemicals: <https://msdsmanagement.msdsdsonline.com/6144367c-5b59-4df8-b787-4fa89f0d907a/ebinder/?nas=True>

Contractors working on-site will provide SDS for products being used to the building custodial department before work begins. This will be required of all contractors by the contract or purchase order.

### **Labels and Other Forms of Warning**

All chemicals in the district must be labeled. If chemicals are purchased through normal channels, the chemicals will come with a label. If a chemical is not labeled by the manufacturer or vendor, then the user will put a label on the product. If chemicals are taken out of the shipping container and placed in other containers (such as wood glue being put into small plastic bottles) then the secondary use containers must be labeled.

**Labels list at least the chemical identity and the appropriate hazard warnings.** The chemical identity is found on the label, the SDS, and the chemical inventory. The chemical identity used by the supplier may be a common or trade name, or a chemical name. The hazard warning is a brief statement of the hazardous effects of the chemical (i.e., "flammable," or "causes lung damage"). Labels frequently contain other information, such as precautionary measures (i.e., "do not use near open flame"), but this information is provided voluntarily by the

district and is not required by the law. Our labels are legible and prominently displayed, though their sizes and colors can vary.

The user of the chemical is responsible for ensuring that all hazardous chemicals are properly labeled.

If employees transfer chemicals from a labeled container to a portable container that is intended only for their IMMEDIATE use, no labels are required on the portable container.

A poster is displayed to inform employees about the hazard communication standard. It is located on the bulletin board near shops, labs and classrooms where hazards may exist.

Warning labels will be posted where harmful physical agents are at a level which may be expected to exceed the action level.

## **Training**

Everyone who works with or is potentially "exposed" to hazardous chemicals will receive initial training and annual retraining on the Employee Right to Know Standard, the safe use of hazardous chemicals, and the hazards of physical agents. This training will be completed annually through the online Hazardous Communications course in SafeSchools Online Learning. "Exposure" means that "an employee is subjected to a hazardous chemical in the course of employment through any route of entry (inhalation, ingestion, skin contact or absorption, etc.) and includes potential (e.g., accidental or possible) exposure."

Information and training is a critical part of the Employee Right to Know program. We train our employees to read and understand the information on labels and SDS, understand the risks of exposure to the chemicals and physical hazards in their work areas and the ways to protect themselves. The employees who receive training include those from the following programs: Alliance Education Center, Food Industry Careers; Fundamental Chef Training; Construction Trades; Heavy Duty Truck Technology; Total Automotive Care; Graphic Communications; and Health and Safety.

The Personnel Department provides initial employee right to know training for all employees hired. This training is done through SafeSchools, an online course, and is shown to all employees before they begin to work. Records of this training are kept in the Health and Safety files in the District Administration Office.

The Assistant Directors, designated instructors or outside consultants will provide annual training. Records of annual training are kept on file in the District's Health and Safety files in the District Administration Office.

Our goal is to ensure employee comprehension and understanding, including their being aware that they are exposed to hazardous chemicals and physical agents, knowing how to read and use labels and SDS, and appropriately following the protective measures we have established. We instruct our employees to ask their supervisors any questions regarding hazardous material or any other safety issue. As part of the assessment of the training program, we seek input from employees regarding the training they have received, and their suggestions for improving it.

## **Training Content**

Training content is organized according to the hazards to which the employees are exposed. The format of the training program used is either group training, hands-on training or one-on-one training.

The training plan emphasizes these elements:

- Summary of the standard and this written program, including what hazardous chemicals are present, the labeling system used, and access to SDS information and what it means.
- Chemical and physical properties of hazardous materials (e.g., flash point, reactivity) and methods that can be used to detect the presence of chemicals.
- Physical hazards of chemicals (e.g., potential for fire, explosion, etc.).
- Health hazards, including signs and symptoms of exposure, associated with exposure to chemicals and any medical condition known to be aggravated by exposure to the chemical.
- Harmful physical agents, the level of exposure, effects, symptoms and emergency treatment.
- Procedures to protect against hazards (e.g., engineering controls; work practices or methods to assure proper use and handling of chemicals; personal protective equipment required, and its proper use, and maintenance; and procedures for reporting chemical emergencies).

## **Contractors**

When contractors or any other employers' workers (i.e., painters, electricians, or plumbers) will be working at this work place, the contractor will:

- Provide the custodial department with SDS for any of the chemicals brought onto our site
- Relay verbally to the Assistant Director any information relating to possible emergencies that may arise or possible exposures to district employees

At Alliance Education Center, contractors must contact Scott Zehnder and also Shannon McBrennan, Assistant Director (651-423-8100).

At Dakota County Technical College, contractors must contact Paul DeMuth, Director of Operations (651-423-8370).

## **Additional Information**

All employees, or their designated representatives, can obtain further information on this written program, the Right to Know Law, applicable SDS, harmful physical agents and chemical information lists by contacting Linda Berg at 651-423-8214.

# **LOCKOUT/TAG-OUT ENERGY CONTROL**

## **WRITTEN PLAN**

### **Intermediate School District 917**

**July 2023**

#### **Purpose**

This procedure establishes the minimum requirements for controlling hazardous energy whenever maintenance or repair is done on machinery at our sites. It is used to ensure that the machine or equipment is stopped, isolated from all potentially hazardous energy sources and locked out before employees perform any servicing or maintenance where the unexpected energization or start-up of the machine or equipment or release of stored energy could cause injury.

#### **Authorized and Affected Employees**

Authorized employees subject to the requirements of this program and to be trained on their duties within it include all staff from the following programs: Alliance Education Center, Food Industry Careers, Fundamental Chef Training, Construction Trades, Heavy Duty Truck Technology, Total Auto Care – Vehicle Service and Auto Body, Graphic Communications, Special Education Employment Training Laboratory, Health and Safety.

#### **Machinery and Equipment**

The machinery and equipment in this facility that falls under the Control of Hazardous Energy Standard includes the following: Any equipment which is hard wired (not cord/plug operated) including: univents, exhaust and circulating fans at Alliance Education Center, garbage disposals, refrigerators, all lights at Alliance Education Center, and automatic garage doors.

Lockout is the preferred method of isolating machines or equipment from energy sources. Tag-out is to be performed instead of lockout only when there is no way to lockout a machine.

#### **Lockout/Tag-out Procedures**

Affected employees are notified verbally when their machine is to be locked out by the authorized employee who will be performing the lockout.

The machinery and equipment listed above follows these shutdown, isolation, blocking and securing procedures for lockout/tag-out:

- 1) The authorized employee shall determine the type and magnitude of the energy that the machine or equipment utilizes, shall understand the hazards of the energy and shall know the methods to control the energy.
- 2) If the machine or equipment is operating, shut it down by the normal stopping procedure (depress the stop button, open switch, close valve, etc.)
- 3) Deactivate the energy isolating device(s) so that the machine or equipment is isolated from the energy source(s).
- 4) Lock out the energy isolating device(s) with assigned individual lock(s.)
- 5) Stored or residual energy (such as that in capacitor, springs, elevated machine members, rotating flywheels, hydraulic systems, and air, gas, steam, or water pressure, etc.) must be dissipated or restrained by methods such as grounding, repositioning, blocking, bleeding down, etc.
- 6) Ensure that equipment is disconnected from the energy source(s) by first checking that no personnel are exposed, then verify the isolation of the equipment by operating the push button or other normal operating control(s) or by testing to make certain the equipment will not operate. Then return the operating control(s) to neutral or "off" position after verifying the isolation of the equipment.

The machinery and equipment listed above follows these lockout removal and restart procedures:

Check the machine or equipment and the immediate area around the machine to ensure that non-essential items have been removed and that the machine or equipment components are operationally intact.

- 1) Check the work area to ensure that all employees have been safely positioned or removed from the area.
- 2) Verify the controls are neutral.
- 3) Remove the lockout devices and re-energize the machine or equipment.
- 4) Notify affected employees that the servicing or maintenance is completed and the machine or equipment is ready for use.

Written procedures for equipment with multiple energy sources, such as soil or gas space heaters, will be kept in the area where the equipment is located.

Lockout/Tag-out equipment will be the responsibility of Scott Zehnder, Lead Custodian, and individual instructors. Lockout/Tag-out equipment will be kept in a box in the Custodial office at Alliance Education Center and in the DCALS Office such that the equipment is accessible. Equipment including: tags, locks, chain and breaker locks will be ordered from the Health and

Safety Coordinator in the District Administration Office.

### **Periodic Inspection**

A periodic inspection is done, looking at the energy control procedures performed to ensure that the procedure and requirements of the standard are being followed. This inspection is performed by a consultant.

### **Administrative Duties**

Linda Berg has overall responsibility for coordinating safety and health programs in this district. She is the person having overall responsibility for the Lockout/Tag-out Program. Linda Berg will review and update the program, as necessary. Copies of the written program may be found on the website at [www.isd917.org](http://www.isd917.org).

### **Discipline**

Employees who do not use Lockout/Tag-out to control energy will be considered insubordinate and disciplined according to their contract.

### **Training and Certification**

Annual training will be provided by SafeSchools Online Training to authorized employees. Annual review to certify that building employees are able to perform lockout/tag-out will be done by Scott Zehnder and the secondary building principal.

### **Outside Contractors**

Outside contractors who work on equipment or machinery in the buildings will be shown this plan, prior to doing any work where lockout/tag-out is required. Outside contractors shall use lockout/tag-out whenever the unexpected energization, start up, or release of stored energy could injure. The outside contractor will be responsible for informing affected employees when they plan to use lockout/tag-out. Outside contractors shall provide their own lockout/tag-out equipment.

# **RESPIRATORY PROTECTION**

## **WRITTEN PLAN**

### **Intermediate School District 917**

**July 2023**

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

#### **Administrative Duties**

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

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

#### **Respiratory Hazards**

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

#### **Respirator Selection**

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

Our district's selection procedures include:

##### *Selection Procedure Checklist*

When selecting any respirator in general:

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

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

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

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

For protection against gases and vapors, provide:

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

For protection against particulates, provide:

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

### *Respirator Types and Uses*

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

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

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

### **Medical Evaluations**

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

### **Fit Testing Procedures**

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

### **Proper Use Procedures**

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

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

#### *Face piece Seal Protection*

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

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

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

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

### **Maintenance and Care Procedures**

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

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

### *Cleaning & disinfecting*

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

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

The respirators are cleaned and disinfected at the following intervals:

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

### *Storage*

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

### *Inspection*

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

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

Respirator inspections include a check:

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

### *Repairs*

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

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

### *Discarding of respirators*

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

### **Air Quality Procedure**

#### *Filters, Cartridges, and Canisters:*

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

### **Training**

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

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

#### *Information for employees using respirators when not required under the standard*

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

You should do the following:

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

### **Questions**

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

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

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

### ***I. Facepiece Positive and/or Negative Pressure Checks***

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

### ***II. Manufacturer's Recommended User Seal Check Procedures***

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

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

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

### *I. Procedures for Cleaning Respirators*

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

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

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

You should do the following:

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

# **CONFINED SPACE ENTRY**

## **WRITTEN PLAN**

### **Intermediate School District 917**

**July 2023**

#### **General District Policy**

The purpose of this program is to inform interested persons, including employees, that I.S.D. 917 is complying with the OSHA Confined Space Standard, Title 29 Code of Federal Regulations 1910.146. We have determined that this workplace needs written procedures for the evaluation of confined spaces, and where permit-required spaces are identified, we have developed and implemented a permit-required confined space entry program. This program applies to all work operations at I.S.D. 917 where employees must enter a confined space as part of their job duties.

Superintendent Michael Favor has overall responsibility for coordinating safety and health programs in this district and is the person having overall responsibility for the Confined Space Entry Program. This program will be reviewed and updated as necessary.

Copies of the written program may be obtained from Linda Berg, Health and Safety Coordinator, District Office, at 651-423-8214.

Under this program, we identify non-permit and permit- required spaces in I.S.D. 917, and provide training for our employees according to their responsibilities in these spaces. These employees receive instructions for safe entry into our specific type of confined spaces, including testing and monitoring, appropriate personal protective equipment, rescue procedures, and attendant responsibilities.

This program is designed to ensure that safe work practices are utilized during all activities regarding the confined spaces to prevent personal injuries and illnesses that could occur.

If, after reading this program, you find that improvements can be made, please contact Linda Berg at 651-423-8214. We encourage all suggestions because we are committed to creating a safe workplace for all our employees and a safe and effective confined space entry program is an important component of our overall safety plan. We strive for clear understanding, safe work practices, and involvement in the program from every level of the district.

## **Hazard Evaluation for Permit Spaces**

To determine if there are permit-required confined spaces in ISD 917 a review of the spaces was conducted. Information was provided by District 917 employees regarding the location of and hazards of the confined spaces. This evaluation has provided ISD 917 employees with the information necessary for the classification of the confined spaces throughout the district. This written hazard evaluation is kept in the Health and Safety files located in the district office. The confined spaces in our district have been classified.

**Class 1 Spaces** – No permit required. No known toxic gas, no engulfment potential and are naturally ventilated upon opening dampers, doors, etc.

**Class 1 spaces include: (Alliance Education Center, Cedar, Lebanon, Concord Education Center)**

---

HVAC Duct Work  
Plumbing Access Areas  
Air Conditioning Units

### **Pre-Entry procedures for Class 1 spaces:**

- 1) Assure that a sign, which indicates that this space is a confined space, is posted at all the entrances to the space.
- 2) Only persons who have been trained on confined spaces can enter.
- 3) These spaces will be opened to allow for natural ventilation before and during the entry.
- 4) Lockout/tagout shall be applied before entry occurs.
- 5) Air monitoring is not required.
- 6) No written permit is required however the use of the attached checklist is recommended.
- 7) Notify another employee regarding entry, however no attendant is required.

### **Entry procedures for Class 1 spaces:**

- 1) Ensure space is ventilated during the entry.

**Class 2 Spaces** – No permit required. No known toxic gas, no engulfment potential and the primary concern is adequate ventilation. These spaces have defined walls and can be effectively ventilated with a mechanically powered ventilator.

**Class 2 Spaces include: (Alliance Education Center)**

---

(Boiler Room Sumps)

**Pre-Entry procedures for Class 2 spaces:**

- 1) Assure that a sign, which indicates that this space is a confined space, is posted at all the entrances to the space.
- 2) Only persons who have been trained on confined spaces can enter.
- 3) Before beginning work isolate the space using barricades, cones, ribbon, etc. to prevent unauthorized persons from entering the area around the space or the space.
- 4) These spaces will be ventilated with a powered blower initially for the time period necessary to replace the volume of the confined space a minimum of five times prior to entry.
- 5) Lockout/tagout shall be applied before entry occurs.
- 6) Air monitoring is not required.
- 7) No permit is required however the use of the attached checklist is recommended.
- 8) Notify another employee regarding the entry, however no attendant is required.

**Entry Procedures for Class 2 spaces:**

- 1) Continue this ventilation at a minimum rate of 200 cfm per worker inside the space.

**Class 3 Spaces** –No permit required. These confined spaces are the pipe chase tunnels. These spaces are all below grade and are naturally ventilated. Some have dirt or rock floors, some have concrete floors, they open to the boiler room, have pipes running throughout, and have access hatches or openings in various locations. On occasion a tunnel has steam leaking into the tunnels necessitating repairs. These confined spaces have the potential for oxygen deficiency. They can not be manually ventilated due to their size and shape.

**Class 3 Spaces include: (none)**

**Class 4 spaces include:**

---

(Any confined space with sewage or the odor of sewage--dock storm drains)

**There are no Class 4 spaces at Alliance Education Center, Cedar, Lebanon, or Concord Education Center.**

**Work Tasks Performed in a Confined Space**

The work activities authorized employees are expected to perform in district confined spaces include:

- 1) Cleaning
- 2) Maintenance
- 3) Surveillance

District employees may not weld or use hazardous materials in a confined space.

### **Preventing Unauthorized Entry**

To provide a safe work environment and to prevent exposed employees from accidentally entering a permit space, we have implemented the following procedures to inform all employees of the existence, location, and danger posed by confined spaces in ISD 917. To inform employees of the existence of a permit space, we post every entrance to a confined space. This signage indicates that unauthorized employees are not to enter. Employees who work in areas where confined spaces are accessible are trained on the existence of confined spaces.

### **Pre-Entry Non-Permit Confined Space Evaluation**

To ensure the safety and health of our employees a Pre-Entry Checklist is available for use with Class 1, 2 and 3 spaces before entry. Use of this checklist is optional.

### **Equipment**

To ensure the safety and health of our employees, ISD 917 will provide a torpedo mechanical fan for entry into Class 2 spaces. We maintain all equipment in excellent working condition, train the entrants in the correct usage of this equipment, and ensure that all equipment, including that used for personal protection, is used properly.

### **Duties: Authorized Entrants**

Only persons who have completed confined space entry training are authorized to enter our spaces. The elements covered in the training program for authorized entrants include:

- 1) Recognition of confined spaces
- 2) Understanding that only trained employees may enter
- 3) Proper procedures for entry into Class 1 and spaces
- 4) Use of equipment
- 5) Knowledge of Pre-Entry Checklist

These are the employees who have current authorization to work in our Class 1 confined spaces:

- 1) Lead Custodian

These are the employees who have current authorization to work in our Class 2 confined spaces:

- 1) Lead Custodian

### **Duties: Attendants**

Those persons who have completed the training and have been designated as confined space attendants are assigned specific duties and responsibilities, which they must perform in confined space, job duties.

Lead Custodian duties and responsibilities include:

- 1) Maintain voice communications with employee in the confined space
- 2) Be able to access an emergency response team

### **Duties: Entry Supervisors**

Only Scott Zehnder, who has completed the training, is designated as confined space entry custodian and is assigned specific duties and responsibilities which must be performed in confined space job duties. Those duties and responsibilities include:

- 1) Posting the entrances of all confined spaces
- 2) Ensuring that Pre-entry and Entry procedures are followed by ISD 917 Employees
- 3) Providing a copy of the Confined Space Entry Program to vendors prior to their entering any confined space.

### **Training Program**

Every employee at ISD 917 who faces the risk of confined space entry is provided with training so that each designated employee acquires the understanding, knowledge and skills necessary for the safe performance of the duties assigned to them. This can be done using the SafeSchools Online Training. All training related materials and documents are kept in the Alliance Education Center office and in the Health and Safety files located in the District office.

When we conduct the training, we use a variety of materials and methods. New employees are always trained before their initial assignment of duties. When changes occur in permit-required confined space areas of our district, we notify custodians in the building. If we have reason to believe that an employee has deviated from a previously trained upon procedure or that their knowledge seems inadequate, discipline procedures for insubordination as outlined in the contract may be used.

### **Rescue and Emergency Services**

ISD 917 utilizes local public emergency personnel to perform rescue and emergency services in the event of a permit space incident. To familiarize this service with our facility and emergency needs, we provide access to all permit spaces from which rescue may be necessary so the rescue team can develop appropriate rescue plans and practice rescue operations. We also send a copy of this plan to the Rosemount fire department.

## **Multiple Employer Entry Procedures**

When vendors/outside employers/contractors enter our facility to perform work in confined spaces, we coordinate entry and work operations following these procedures:

- 1) The Lead Custodian provides contractors with a copy of the Confined Space Entry Written Program.
- 2) The Lead Custodian informs the contractor that they are to follow appropriate safety procedures.
- 3) The Lead Custodian informs outside personnel of any expected hazards.
- 4) The Lead Custodian retains a copy of any Pre-Entry Checklists or Permits completed by the contractor.
- 5) The Lead Custodian will debrief the people entering to ascertain if there was any change in conditions confronted in the space and report these changes to the Health and Safety Coordinator.

## **Post-operations Procedures**

Upon completion of work in a confined space, we follow these procedures to close-off the space.

- 1) Barricades are removed.
- 2) Any hatches or doors are closed.
- 3) The Pre-Entry checklist is filed.

## **Review-Procedures**

To ensure that all employees participating in entry operations are protected from confined space hazards; ISD 917 reviews the Confined Space Entry Program on a regular basis. ISD 917 performs a single annual review covering all entries performed during a 12-month period. If no entry is performed during a 12-month period, no review will be performed.

## **Enforcement**

Constant awareness of and respect for confined space entry hazards, and compliance with all safety rules is considered conditions of employment. Supervisors reserve the right to issue disciplinary warnings to employees and to act as detailed in the contract.

## **Appendix**

Appendix A: Optional Pre-Entry Checklist for Use with Class 1 and 2.

# **SECONDARY TECHNOLOGY CENTER SAFETY MANAGEMENT**

## **WRITTEN PLAN**

**Intermediate School District 917**

**July 2023**

### **INTRODUCTION**

The health and safety standards included in the following sections are provided for guidance to Intermediate School District 917 Secondary Technology Center instructors. Compliance with these standards will substantially aid in providing a safe and healthy work and teaching environment. Procedures outlined should be considered the minimum standards that apply for classrooms. The standards are derived from existing state or federal occupational health and safety regulations and other organizations such as: the National Fire Protection Association and the American National Standards Institute. If there are discrepancies between this plan and the standards, the standards are to take precedence.

The Intermediate School District 917 technology programs include: Construction; Total Auto Care; Heavy Duty Truck Technology; Graphic Communications; Computer Repair, Networking, and Video Game Design; Fundamental Chef; and Food Industry Careers. It is imperative that instructors become familiar with and implement the sections in this plan that pertain to the operation(s) under their control.

Each technology program is responsible for providing safety equipment and supplies as specified in this plan. If there is equipment that does not meet the standard, it is not to be used. If there is equipment that is not used and is not likely to be used in the future, it should be decommissioned. Equipment shall be maintained in good repair. If equipment is not operable or does not meet the standards, it should be red tagged as not operable until a time when it is repaired or upgraded. Instructors are not to perform repairs or upgrades to equipment.

### **Section 1: The Technology Shop Safety Management Plan**

The Secondary Technology Center Safety Management Plan covers: general safety and housekeeping, clothing and safe dress, personal protective equipment, machine safety, hand and power tool safety, electrical safety, compressed air safety, compressed gas cylinders, employee right to know, chemical storage requirements, safety equipment, emergency procedures, employee training and recordkeeping. This plan will be reviewed annually, evaluated for effectiveness and updated as necessary. This plan will be maintained in the District Office and on-site by each shop instructor. It shall be made available to employees, employee representatives, and safety inspectors upon request.

Each Technology Shop curriculum shall develop and implement their safety plan specific to the activities being performed. Safety guidelines for students are to be developed by instructors that are specific to the task to be performed. Student guidelines should include items identified in this plan and student behavior do's and don'ts. **Health and safety must be made an integral part of all Technology Shop curriculums and the instructor must document student competency on safety procedures by maintaining a file for each student containing safety worksheets and actual safety test passed at the 100% level.**

On a regular schedule, but not less than monthly, instructors are responsible for inspecting the shop areas under their control.

## **Section 2: General Safety/Housekeeping**

The following precautions pertain to the minimum general safety/housekeeping procedures to be implemented in the Technology Shop classrooms:

1. Report all injuries. Injuries to instructors must be documented through the **Business and Nurses's** Office on the Injury Report Form. The Student Injury Log is to be used to document injuries to students.
2. Students are to be supervised by a licensed Technology Shop instructor when using shop equipment or chemicals.
3. No food is allowed in a Technology Shop area. Do not eat, drink, chew gum, or apply cosmetics in a shop area.
4. Minimize exposures by using appropriate personal protective apparel and equipment. (i.e. eye protection, machine guards, etc.)
5. Only tools, equipment, and machinery that are properly maintained and adjusted may be used.
6. Tools, equipment, and machinery may not be altered for use other than that for which it was designed and specified by the manufacturer.
7. Know the locations of and maintain accessibility of all safety equipment including: fire extinguishers, eyewashes, drench showers, etc.
8. Floor areas and aisles must be kept free of debris or any item that may constitute a tripping or slipping hazard.
9. Dust collections systems must be used when performing woodworking activities.
10. Cleanliness around woodworking activities is to be maintained. Particular attention should be made in regards to preventing fire hazards from wood dust inside electrical switch enclosures, bearings and motors.
11. Use shop vacuum equipment to keep work areas clean. Compressed air must not be used to clean dirt and dust from equipment, clothing or skin.
12. Clean up liquid spills immediately.
13. Maintain storage areas in a safe and orderly manner.
14. Store flammables in an approved flammable cabinet if in excess of 10 gallons.
15. Maintain aisles and egresses open and clear.
16. A minimum of 18 inches of clearance must be maintained between storage materials and fire sprinkler heads.
17. Storage of materials must not create a hazard. Overhead storage must be stable and secure. Large objects should not be stored overhead. Attention to the weight limit of a shelving or rack unit should be monitored.

18. A minimum of 36 inches of open area must be maintained for access to all electrical boxes and utility controls.

### **Section 3: Clothing and Safe Dress**

The following precautions pertain to the minimum clothing and safe dress procedures to be implemented in Technology Shop classrooms:

1. The type of clothing is to be appropriate for the planned shop activities.
2. Instructors are responsible for ensuring that students are informed as to the requirements for wearing apparel that is suitable for the type of shop activities to be performed and the hazards involved.
3. For those working with machinery or in other hazardous operations, clothing should be well fitted with no loose or flowing articles. Shirts must be tucked in and short sleeve types are the best.
4. Shoes should be well fitted with good soles and heels and of a style that completely covers the foot. Open-toe shoes “sandals” or lightweight shoes must not be worn during shop activities.
5. Instructors and students with long hair who work around moving machinery must wear adequate hair covering to preclude the possibility of entanglement.
6. Jewelry such as rings, pendants, necklaces, earrings, and watches shall not be worn when working around moving machinery, electricity or electronics equipment.

### **Section 4: Personal Protective Equipment**

This section addresses eye, face, hand and hearing protection. Activities are not to be performed which would require the use of respirator protection, however voluntary use of respirators is allowed. Personal protective equipment (PPE) is to be used by instructors and students whenever doing so will reduce the likelihood of injury. PPE is not a substitute for engineering controls, administrative controls, or good work practices, but must be used in conjunction with these controls.

#### **Responsibility**

Instructors have the primary responsibility for implementation of the PPE program in their shop area. This includes: conducting a hazard assessment in their area, determining what type of PPE is required, purchasing the necessary equipment and signage, ensuring students are trained on the proper use, care and cleaning of PPE, ensuring students are wearing PPE and replacing defective or damaged equipment immediately. Based on the hazard assessment, locations or activities that require PPE are to be clearly demarcated identifying the type of PPE required. Visitors or others passing through the area should be able to easily identify the hazards and PPE required.

#### **Eye and Face Protection**

Instructors and students must use appropriate eye and face protection when working in eye protection areas or exposed to hazards from flying particles or chemicals. Eye protection areas include but are not limited to, technology shops in which activities are taking place and materials are being used involving: hot molten materials, milling, sawing, turning, shaping, cutting,

grinding or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding, repair or servicing of any vehicle or mechanical equipment. Eyewear must comply with ANSI Z87.1 as indicated by labels on the PPE. When there is a hazard from flying objects, side protectors must be used.

### **Hand Protection**

Instructors and students must use appropriate hand protection when exposed to hazards from skin absorption of harmful substances, severe cuts or lacerations, abrasions, punctures, chemical burns or temperature extremes. An evaluation of the hazard must be made and the appropriate glove type selected. Glove selection will be based on performance characteristics of the gloves, conditions, duration of use, and hazard present. One type of gloves will not work in all situations.

### **Hearing Protection**

Instructors and students exposed to noise levels at or above the OSHA permissible exposure limit of 85 dBA as measured on an eight-hour time weighted average (TWA) must wear hearing protection. It is recommended that hearing protection be used whenever operating equipment which generates decibel level above 80 dBA. The type of hearing protection device used must, at a minimum, attenuate the noise level to an 8-hour TWA of 85 dBA or less. Instructors should also limit their daily noise exposure by reducing the time period devoted to excessively noisy activities. Personnel and equipment noise level monitoring can be performed by Health and Safety upon request.

Refer to the District Respiratory Protection, Personal Protective Equipment and Hearing Conservation Written Plans for more information on these topics.

## **Section 5: Machine Safety**

Machinery is the most immediate and apparent safety hazard in the shop area. **It is imperative that instructors supervise students at all times when using any shop machines.** Prior to student usage, the instructor must approve the intended operation by the student making sure that guards are in place and that student has passed the safety test for the equipment he/she will be operating. Instructors must ensure that the equipment is functioning properly and all safety equipment is in place and being used. Equipment lighting is to be maintained operational and must be protected from breakage. All safety guards must be maintained in proper position while the machine is in operation. The instructor is responsible for performing regular scheduled inspections and manufacturer specified preventative maintenance of machinery. The instructor is not to perform maintenance that will require the implementation of lockout/tagout procedures. If machine equipment is determined not to be functioning properly or it is missing safety or guarding equipment, it is not to be used. The instructor must label the equipment with a red tag as not operational until such a time when repairs or upgrades can be made. Students shall have completed a safety worksheet for each piece of equipment and passed a safety test at the 100% level in order to be deemed fit to operate that machine. The instructor will keep a file for each student containing the worksheet and student safety test. The instructor will record on a visible, posted sheet the student's name and the machines he is qualified to operate. Students not

demonstrating competency with machine operation and safety procedures must not be allowed to operate machinery.

## **Guarding**

Machine guarding procedures are as required by OSHA 29 CFR 1910.212. One or more methods of machine guarding shall be provided to protect the operator and other people in the machine area from hazards such as those created by point of operation, in-going nip points, rotating parts, flying chips and sparks. Examples of guarding methods are barrier guards, two-hand tripping devices, electronic safety devices, etc. Safeguards must meet the following minimum requirements:

1. **Prevent Contact:** The safeguard must prevent hands, arms, and any other body part of the user's body from making contact with dangerous moving parts. All belts, pulleys, gears, shafts and moving parts must be guarded. Chip shield guards and filler plates need to be maintained at a maximum clearance of 1/4 inch on the top plate and 1/8 inch on bottom.
2. **Secure:** Users should not be able to easily remove or tamper with the safeguard. Guards and safety devices should be made of durable material that will withstand the conditions of normal use. Safeguards must be firmly attached to the machine.
3. **Protect from Falling Objects:** The safeguard should ensure that no objects could fall into moving parts.
4. **Create No New Hazards:** A safeguard defeats its own purpose if it creates a hazard of its own such as a shear point, a jagged edge, or an unfinished surface which can cause a laceration. The edges of guards should be rolled or bolted in such a way that they eliminate sharp edges.
5. **Create No Interference:** Any safeguard, which impedes a user from performing the job quickly and comfortably, may soon be overridden or disregarded. The guard should be evaluated by Health and Safety personnel for possible improvement but **not** removed.
6. **Allow Safe Lubrication:** If possible, machines should be able to be lubricated without removing the safeguards.

## **Section 6: Hand and Power Tool Safety**

The instructor must monitor activities involving the use of hand and power tools. Tools must be maintained in a safe and operable condition. Any hand or power tool found not in proper working order must be removed from service. Tools must be inspected at regular intervals and preventative maintenance performed in accordance with the manufacturer's specifications. All tools must be used with the correct PPE, shield, guard or attachment recommended by the manufacturer. Tools are only to be used for the designed or intended usage. Following usage, hand and power tools are to be properly stored and secured. Tools should never be left unattended where they may be available to unauthorized persons.

### **Guarding of Portable Power Tools**

Portable power tool guarding procedures must meet the following minimum procedures:

1. All portable, power-driven circular saws having a blade diameter greater than two inches must be equipped with guards above and below the base plate or shoe. The upper guard must cover the saw to the depth of the teeth except for the minimum arc required to permit the base to be tilted for bevel cuts. The lower guard must cover the saw to the depth of the teeth except for the minimum arc required to allow proper retraction and contact with the work. When the tool is withdrawn from the work, the lower guard must automatically and instantly return to covering position.
2. All hand-held power circular saws having a blade diameter greater than two inches must be equipped with a constant pressure switch or control that will shut off the power when the pressure is released.
3. All hand-held power drills, fastener drivers, grinders or disc with wheels greater than two inches, belt sanders, reciprocating saws, saber, scroll and jig saws with blade shanks greater than a one-fourth inch, and other similarly operating powered tools will be equipped with a constant pressure switch or control, and may have a lock-on control provided that turnoff can be accomplished by a single motion of the same finger that turned it on.
4. The operating control on hand-held power tools must be located as to minimize the possibility of its accidental operation.
5. All portable electric power tools must be grounded.

## Section 7: Electrical Safety

Safe work practices must be employed to prevent electric shock or other injuries resulting from electrical contact. Activities performed near or on equipment or circuits that are or may be energized must incorporate safety-related work practices consistent with the nature and extent of the associated electrical hazard. The minimum electrical safety procedures are as follows:

1. All electrical equipment and cords must be inspected monthly by the instructor to insure proper use and safe condition.
2. Damaged electrical equipment must be reported for repairs.
3. The power source to damaged electrical equipment must be disconnected (red tagged) until repairs can be made.
4. Damaged extension cords should be discarded.
5. All electrical equipment and cords must be properly grounded with three-prong type plugs. Power tools not equipped with three-prong type plugs must be double insulated or connected to a ground-faulted outlet or adapter.
6. All occasional use electrical equipment must be disconnected when not in use.
7. Extension cords must not be used on a **permanent basis** to supplement existing outlets to provide electricity for appliances and equipment in regular use.
8. The use of octopus plugs, strip adapters and three-prong adapters are prohibited. The use of ground faulted power strips is acceptable.
9. Circuit breaker panels and wiring are not to be modified by instructors or students.
10. All circuit breakers must be identified by label according to service area. Breakers are to be labeled to facilitate power shut-off in the case of an emergency.
11. A minimum of a 36-inch clearance around electrical service panels and emergency shut-off equipment must be maintained.

12. Electrical service panels are to be secured (locked) at all times to prevent student access. If the service panel is the only location for equipment emergency shut-off, it is to be maintained unlocked and accessible.

### **Electrical Controls and Equipment**

1. Mechanical or electrical power controls must be provided for each machine to make it possible for the operator to cut off the power. Clearly marked power controls must be located within easy reach of the operator. Emergency stops should be identified in red.
2. Students should be given instruction on the purpose of the over-current devices and disconnects should be properly labeled.
3. Electrically driven equipment must be controlled with a magnetic or similar device to prevent automatic restarting of the machine after a power failure.
4. Power controls and operating controls should be located within easy reach of the operator without requiring them to reach over operating parts.
5. Instructors are not to perform repairs on electrical equipment. Adjustments that are considered to be routine, repetitive, and integral to the use of the equipment can be performed by the instructor.
6. Prior to making adjustments to electrical machinery, procedures must be followed to render controls and devices inoperative (lockout/tagout).

### **Section 8: Compressed Air Safety**

The following precautions pertain to the use of compressed air in shop areas:

1. Students are to be supervised by the instructor at all times during compressed air activities.
2. The instructor, prior to each use, must inspect all components of the compressed air system.
3. Compressed air equipment is not to be modified by instructors or students.
4. Compressed air equipment must be labeled to identify its use and maximum allowable working pressures.
5. Air supply shutoff valves must be located as near as possible to the point of operation.
6. Air hoses must be kept free of grease and oil to reduce the possibility of deterioration.
7. Hoses must not be strung across floors or aisles where they are likely to cause occupants to trip and fall.
8. Hose storage must be in a location that provides efficient access and protects the hose and nozzle from damage.
9. Hose ends must be secured to prevent whipping if an accidental cut or break occurs.
10. Before a pneumatic tool is disconnected, the air supply must be turned off at the control valve and the tool bled.
11. Eye and face protection must be worn at all times by instructors and students during compressed air activities.
12. Compressed air nozzles must be equipped with a separate regulator to reduce pressure to less than 30 psi when used for blowing.
13. Compressed air must not be used to clean dirt and dust from clothing or off a person's skin.

14. Compressed air is not to be used for cleaning machinery or blowing dust around the shop area. Shop vacuums and brooms are to be used for cleaning.

### **Section 9: Compressed Gas Cylinders**

Procedures for the use and storage of compressed gas cylinders must meet the following minimum procedures:

1. Instructors must inspect compressed gas cylinders on a weekly basis when in storage and prior to each use.
2. Compressed gases must be handled as a high-energy source and as a potential explosive.
3. All compressed gas cylinders must be clearly labeled with the chemical or trade name of the gas.
4. Always protect cylinder valve stems with valve protectors when not in use or connected for use.
5. Avoid exposing cylinders to heat sources and direct sunlight.
6. Never lubricate, modify, force or tamper with cylinder valves.
7. Gas cylinders must be secured in place and reactive gas cylinders must be separated from oxidizing cylinders by a firewall or a minimum of a 20-foot distance. Mobile cylinders must be securely chained to a wall or cart.
8. Proper personal protective equipment must be used when necessary. (i.e., welding/cutting)

### **Section 10: Right-to-Know**

Right to Know is designed to protect employees, occupants and students from the effects of any hazardous chemical used or stored in industrial arts areas. The purpose of the program is to ensure that all hazardous chemicals in the workplace are identified and to increase employee education and awareness of hazardous chemicals. The District-wide written Employee Right to Know Written Plan is maintained in the District Office.

Procedures to be implemented by instructors are as follows:

1. **Chemical Inventory:** A complete and current inventory of all hazardous chemicals must be maintained for each technology program. The inventory should be maintained as part of this plan using the Chemical Inventory Form. All items in inventory must show the chemical name, manufacturer information, storage location, quantity, product usage and hazard analysis. Examples of hazardous chemicals include, but are not limited to, cleaning chemicals, gasoline and other petroleum products, compressed gases, paints and solvents, inks, and processing chemicals. Products exempted from this requirement include consumer products packaged for distribution to the general public, if used by employees in the workplace in the same form, concentration, frequency and manner, as would the general public.
2. **Safety Data Sheets:** Every item in the chemical inventory must have a corresponding Safety Data Sheet (SDS). It is the responsibility of each school technology shop

department to maintain SDS's as part of this plan. SDS's must be organized and made easily available to employees and students. ISD 917 uses MSDSONline for their chemical inventory. Every teacher computer has it on their desktop for easy access.

SDS's are available from the product suppliers and should provide the following minimum information: chemical name, hazardous components, physical characteristics (density, flashpoint, etc.) physical hazards (fire, explosion, reactivity) health hazards and symptoms, primary routes of entry, permissible exposure limits or threshold limit value, any applicable precautions (gloves, goggles, fume hood, etc.) first aid and emergency procedures, date prepared and name and address of the manufacturer. Any item in inventory that does not have a SDS is to be disposed of. Hazardous products are to be disposed of in accordance with the Regulated Waste Management Plan.

3. **Chemical Labeling:** All chemical containers must be labeled to clearly identify contents. At a minimum, chemical container labeling is to list: chemical name, concentration and how the chemical can hurt you. It is best if the label on the container matches the name on the corresponding SDS.

## Section 11: Chemical Storage Requirements

All chemicals represent potential hazards and storage systems must recognize these hazards and be designed to minimize them. The quantity of stored chemicals should be minimized to include only those needed for scheduled shop activities. In the event that a shop area has excess or old chemical products, the District Office should be contacted to provide for proper disposal. Storage and disposal requirements for specific chemicals are identified in the Regulated Waste Management Plan.

Chemical storage requirements to be implemented by instructors are as follows:

1. Chemicals should be stored in secured, storerooms or cabinets. Unsecured areas are not to be used for chemical storage.
2. Instructors must inspect chemical storage rooms and cabinets weekly.
3. No unlabeled products should be stored anywhere.
4. Store only the minimum amount of chemicals needed.
5. Storage areas and cabinets must be labeled to identify the hazardous nature of the products stored within.
6. Shelving above work areas must be kept free of chemical storage.
7. All storage containers must have lids or covers. The instructor must clean up spills immediately.
8. Chemicals stored on the floor must be in approved shipping containers.
9. Only authorized personnel are allowed in chemical storage areas or cabinets. **Students are never allowed in these areas.**
10. Exposure to heat or direct sunlight in chemical storage areas must be avoided.
11. Quantities of flammable and combustible liquids in excess of ten gallons (total) must be stored in approved flammable liquid storage cabinets. Doors to the cabinets should be closed after the chemical has been obtained for use. Quantities less than ten gallons may be stored in approved safety cans or original containers.

12. The maximum quantity of flammable and combustible liquids in storage and use must not exceed 120 gallons or 240 gallons in sprinkled areas.
13. When transferring flammable liquids between metal containers, the containers must be properly bonded.
14. Flammable liquids must be stored away from all sources of ignition.

## **Section 12: Safety Equipment**

Safety equipment must be in good operating condition and must be functional at all times. The minimum safety equipment and procedures are as follows:

1. Eye wash fountains and deluge showers, if present or required, must provide tempered water at 55 to 90 degrees Fahrenheit. Eye wash fountains must be flushed weekly. Flushing records are to be maintained at the flushing station.
2. At least one 2A-20BC or larger fire extinguisher must be available for each 3000 feet of shop area. Travel distance to reach the extinguisher must not exceed 50 feet from anywhere in the shop area. A minimum of 36 inches of open area must be maintained for access to all fire extinguishers and fire pull stations.
3. Fire blankets must be easily accessible in shop areas.
4. Neutralizing materials (floor dry) and spill clean-up kits must be available for flammable liquids.
5. A minimum of 18 inches of clearance must be maintained between storage materials and fire sprinkler heads.
6. Safety guards and devices are to be maintained in place and operable at all times. Removal or non-use of safety equipment is **not** allowed.
7. Floor areas around machines should have a non-slip surface.
8. A minimum of 36 inches of open area must be maintained for access to all electrical boxes, utility controls and shut off devices.
9. Hazard lines demark safety zones around machines.

## **Section 13: Emergency Procedures**

It is the responsibility of the instructor to establish emergency procedures specific to the shop areas and activities under their control. The minimum emergency procedure guidelines are as follows:

1. Post emergency phone numbers in each shop area.
2. Post first aid procedures in each laboratory area.
3. Never block access to emergency exits, equipment, or utility controls.
4. Keep all aisles clear.
5. Know emergency evacuation and fire emergency procedures.
6. Know where and how to use master utility controls to shut off gas, electrical and water supplies.
7. Clean-up spills immediately and thoroughly. Technology Shop instructors following standard clean-up procedures should only clean-up spills.

## **Section 14: Employee Training**

Safety training will be held once a year and are to include all Technology Shop instructors and assistants. This will be done through SafeSchools (Vector Solutions) online training. Training will include, but is not limited to, the following:

1. Contents and location of the Technology Shop Safety Management Plan.
2. Technology Shop instructor responsibilities under the safety plan.
3. Employee Right-to-Know information including chemical inventory, material safety data sheets, chemical labeling and storage.
4. Potential hazards involved in using chemicals.
5. Signs and symptoms associated with exposure to hazardous chemicals.
6. The proper use and location of safety equipment.
7. Emergency procedures.
8. Information on the storage and disposal of hazardous materials.

## **Section 15: Recordkeeping**

The District Office and individual instructors share recordkeeping responsibilities for the Technology Shop Safety Management Plan. Records will be retained for a minimum of three years and will include: noise level monitoring results, inspection records, hazardous waste disposal records and employee training records. Recordkeeping by individual instructors should be maintained in the shop area as part of this management plan. **The minimum recordkeeping responsibilities to be performed by instructors include all completed Technology Shop Safety Checklists, safety tests and worksheets contained in files for each student, and keeping their chemical inventory up to date on MSDSONline.** Instructors shall keep a log of employee and student accidents and injuries so that shop improvements can be determined. Corrective action as needed based on accident reports and near misses shall be taken. In the event of instructor turn-over, all records for that shop area should be provided to the new instructor.

## **Section 16: Future Equipment**

The Department of Education bid specification criteria shall be used for procurement of all future equipment. Instructors should not assume that the equipment they are ordering meets the criteria.

# **Indoor Air Quality Management Plan**

**Intermediate School District 917**

**Dakota County Technical College**

**1300 145<sup>th</sup> Street East**

**Rosemount, Minnesota 55068**

**July, 2023**

# TABLE OF CONTENTS

<b>I.</b>	<b>Indoor Air Quality Management Plan</b>	<b>4</b>
	A. Purpose/Scope	4
	B. Description	4
	C. Acceptable Indoor Air Quality Goals	6
	D. Process Utilized	6
	E. District Policy	7
	F. IAQ Plan Review	7
<b>II.</b>	<b>Indoor Air Quality Team</b>	<b>7</b>
	A. District IAQ Coordinator	7
	B. District-Wide IAQ Team Members	7
<b>III.</b>	<b>Building Surveys</b>	<b>8</b>
	A. Walk-Through	8
	B. Ventilation Surveys	9
<b>IV.</b>	<b>Maintaining and Operating Buildings for Optimum Indoor Air Quality</b>	<b>9</b>
	A. HVAC Preventative Maintenance Program	9
	B. Temperature	12
	C. Water Intrusion	12
	D. Painting, Roofing and Flooring	12
<b>V.</b>	<b>Indoor Air Quality Checklists</b>	<b>12</b>
<b>VI.</b>	<b>Integrated Pest Management (IMP)/Chemicals</b>	<b>12</b>
	A. IPM	12
	B. Chemicals	13
<b>VII.</b>	<b>Indoor Air Quality Cleaning Standards</b>	<b>13</b>
	A. Entrances	14
	B. Hallways	14
	C. Food and Beverage Areas	14
	D. Kitchens	15
	E. Restrooms and Locker Rooms	15
	F. Classrooms	15
	G. Offices	15
	H. Carpet	15

<b>VIII. Area IAQ Guidelines</b>	<b>15</b>
A. Animals in the Classrooms	<b>15</b>
B. Food Service	<b>16</b>
C. Art and Craft Classrooms	<b>17</b>
<b>IX. Indoor Air Quality Complaint Resolution System</b>	<b>17</b>
A. Purpose/Scope	<b>17</b>
B. The Process	<b>17</b>
<b>X. Communication/Information</b>	<b>17</b>
A. Availability of Information	<b>17</b>
B. Annual Notification	<b>18</b>
<b>XI. Training, Education, and Information</b>	<b>18</b>
<b>XII. Renovation, Remodeling, and Redecorating Activities</b>	<b>19</b>
<b>XIII. Budgeting</b>	<b>19</b>
<b>XIV. Appendices:</b>	
A – Indoor Air Quality Complaint Form	
B – Indoor Air Quality Questionnaire	
C – Action Items List	
D – Health & Safety Coordinator’s Indoor Air Quality Investigation Form	
E – Teacher’s Indoor Air Quality Checklist	
F – Indoor Air Quality Flooring Checklist	
G – Indoor Air Quality Painting Checklist	
H – Indoor Air Quality Roofing Checklist	
I – Building and Grounds Maintenance Checklist	
J – HVAC Maintenance Schedule	
K – Ventilation Checklist and Log	

# I. ISD 917 Indoor Air Quality Management Plan

## A. Purpose and Scope

The purpose of this document is to provide minimum building operational standards to ensure acceptable indoor air quality within all Intermediate School District 917 facilities. This plan will impact all building occupants by proactively managing indoor air quality and provide a healthier and safer environment for students and staff members. This document is reviewed and revised annually, or more often if significant changes are made to building operations, cleaning, or maintenance.

## B. Description

Indoor Air Quality (IAQ) files and all records relating to IAQ are located in the Superintendent's office at Dakota County Technical College, 1300 145<sup>th</sup> Street East, Rosemount, MN, 55068.

The following building locations (categorized) will be occupied by Intermediate School District 917 programs during the 2023-2024 school year:

### DISTRICT OWNED SPACE

#### **Alliance Education Center**

14300 Biscayne Avenue  
Rosemount, MN 55068  
651-423-8100

### DISTRICT LEASED SPACE

#### **Cedar School (SUN)**

2140 Diffley Road  
Eagan, MN 55122  
952-707-4050

#### **Concord Education Center**

9015 Broderick Blvd.  
Inver Grove Heights, MN 55076

#### **Dakota County Area Learning School North (DCALS-North)**

150 E. Marie  
West St. Paul, MN 55118  
651-332-5570

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

1300 East 145<sup>th</sup> Street  
Rosemount, MN 55068  
651-423-8214

#### **Lebanon Education Center (TEA)**

5800 149<sup>th</sup> Street  
Apple Valley, MN 55124  
952-431-4062

## **SPACE OCCUPIED WITHIN ANOTHER PUBLIC SCHOOL DISTRICT**

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

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

### **Boeckman Middle School (PACES)**

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

### **Farmington High School (PACES)**

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

### **Hastings Senior High School (DASH)**

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

### **Inver Grove Heights Middle School (DHH)**

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

### **Lakeville North Senior High School (PACES and DASH)**

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

### **Lincoln Center (DHH)**

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

### **McGuire Middle School (PACES)**

21220 Holyoke Ave. Wes  
Lakeville, MN 55044  
952-232-2289

### **Pine Bend Elementary (TEA)**

9875 Inver Grove Trail  
Inver Grove Heights, MN 55076

**Pond Family Center (TEA)**

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

**Riverview Elementary (TEA)**

4100 208<sup>th</sup> Street West  
Farmington, MN 55024

**Simley High School (DHH)**

2920 80<sup>th</sup> Street East  
Inver Grove Heights, MN 55076

**Two Rivers High School (DASH)**

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

**SPACE OCCUPIED WITHIN OTHER FACILITIES (Public or Private)**

**Juvenile Services Center (JSC)**

1600 West Highway 55  
Hastings, MN 55033  
651-438-4980

**C. Acceptable Indoor Air Quality Goals**

Intermediate School District 917 has identified the following goals to assure acceptable indoor air quality within its facilities. Each goal is measurable to provide a quantitative assessment of what constitutes good indoor air quality:

**Goals and Objectives**

1. Provide a minimum of 15 cubic feet per minute (cfm) of outside air per person during regular school hours.
2. Reduce the number of complaints and reactive investigations by improving indoor air quality throughout the district and solving any problems/handling concerns proactively.
3. Implement a thorough preventative maintenance program involving heating, ventilation, and air conditioning systems and building envelope.
4. Improve the effectiveness of cleaning buildings with better procedures, supplies, and equipment.
5. Reduce chemical usage during times when buildings are occupied.
6. Improve the overall health and well being of building staff members and students.
7. Ensure well-maintained building envelop (walls, windows, roofs) to limit moisture infiltration into buildings.

**D. Process Utilized**

Intermediate School District 917 has followed a logical process as described in the “Tools for Schools” documents to develop this plan. The specific process included:

- Interviews with building custodians and program supervisors (Directors/Assistant Directors) to develop a database of the occupants' present satisfaction with the quality of indoor air.
- A baseline assessment of the indoor air quality within each facility that included appropriate indoor air quality testing
- Problems identified and isolated were appropriately remedied or a plan was developed for remediation.

#### **E. District Policy**

District 917 understands the importance of providing acceptable indoor air quality to our customer base. The district is committed to ensuring that acceptable indoor air quality is provided and maintained in all buildings. This Management Plan provides the tools to help provide acceptable indoor air quality.

#### **F. IAQ Plan Review**

The Intermediate School District 917 Indoor Air Quality (IAQ) team will review this plan annually.

### **II. Indoor Air Quality Team**

The following is a list of the District's Indoor Air Quality Team members and their roles and responsibilities:

#### **A. District IAQ Coordinator**

**Name:** Linda Berg, ISD 917 Health and Safety Coordinator, Certificate #I1559

**Telephone:** 651-423-8214

**Role and functions:** The primary role of the IAQ Coordinator is team management, coordination, and record keeping.

- To manage the IAQ team and encourage a sense of shared responsibility and cooperative effort, and ensure the implementation of the Management Plan.
- To prepare for emergency response and consult with the superintendent to determine if and when outside consultation is needed.
- To maintain Minnesota Department of Education IAQ certification.
- To assure that baseline investigations are conducted and make recommendations to remediate identified IAQ problems.
- To disseminate IAQ information, register IAQ complaints, direct the response and communicate IAQ issues and status to school administration, staff, students, parents and media.

#### **B. District IAQ Team Members**

**Name:** Dr. Michael Favor, ISD 917 Superintendent, Chair

**Telephone:** 651-423-8226

**Role and functions:** Supervision and administration of the IAQ plan.

- To convene regular meetings of District 917 Health, Safety & Wellness Committee.
- To ensure that agendas include IAQ and health/safety issues, concerns, and action plans.
- To oversee building and facility operations.
- To provide assistance in remediating IAQ concerns as they are identified.
- To direct IAQ remediation activities as needed.
- To communicate IAQ issues and status to school administration, staff, students, parents and the media.

**Name:** Melissa Ho, Licensed School Nurse

**Telephone:** 651-423-8152

**Role and functions:**

- To provide overall assistance related to health concerns attributable to IAQ.
- To provide support in monitoring and recognizing trends in reported illnesses that may give warning signs of IAQ or other more serious health problems.

**Name:** Scott Zehnder, Alliance Education Center, Maintenance Engineer

**Telephone:** 651-423-8127

**Role and functions:**

- To ensure facility maintenance is appropriately planned and implemented.
- To provide assistance in remediating IAQ concerns as they are identified.

**Name:** Contracted Health & Safety Specialist

**Role and functions:**

- To arrange and/or conduct environmental testing, if warranted.
- To serve as the technical IAQ resource for ISD 917.

**Name:** ISD 917 Directors/Assistant Directors/DCALS Principal

**Role and functions:**

- To assist with reporting of IAQ issues and supporting IAQ training and implementation.

### **III. Building Surveys**

#### **A. Walk-Through**

A walk-through of all District 917 buildings that house students and/or employees will be conducted annually. The walk-through is done by building custodians, directors/assistant directors, classroom teachers, and nurses, and will evaluate the following:

- Obvious water intrusion problems (interior and exterior)
- Obvious ventilation failures and/or problems
- Obvious building/structural failures and/or problems
- Overall cleanliness of buildings and classrooms
- Assess the need for program improvements and upgrades (e.g. ventilation, carpet, building compounds).

Teachers will evaluate classrooms annually using the checklist in Appendix E. Classrooms located in school buildings covered by another district IAQ plan will also be inspected and the district notified regarding any areas of concern.

Maintenance engineers will evaluate ventilation systems annually using the checklist in Appendix K.

Maintenance engineers will evaluate all building maintenance issues using the checklist in Appendix I at least annually.

#### **B. Ventilation Surveys**

Ventilation surveys of all buildings will be conducted annually, and as needed when condition changes occur and time elapses. Reports will be available in the Health and Safety Coordinator's Office.

### **IV. Maintaining and Operating Buildings for Optimum Indoor Air Quality**

#### **A. Heating, Ventilation, & Air Conditioning (HVAC) Preventative Maintenance Program**

A proactive HVAC management program is key to providing good air quality in schools. To assure good quality of indoor air the following procedures will be implemented through the district's preventative maintenance program:

##### **1. Outdoor Air Intake**

- Inspect intake for blockage quarterly.
- Verify if intake damper works and is within design specifications quarterly.
- Verify damper does not close completely under occupied conditions quarterly.
- Check the calibration of all HVAC controls as needed.

Ideally, the minimum fresh air intake setting, while a building is occupied is 15 to 20 percent (15 to 20 percent of supply air to an occupied space is outdoor air) of the total mixed airstream (return air plus outdoor air). During building occupancy the fresh air intake will not be completely closed.

**2. Exhaust Air Outlet – Maintenance Includes:**

Annually, the belt tension on all fan motors will be checked for proper deflection (see manufacturer's service manual).

**3. HVAC Ventilation Ductwork –** Ductwork will be inspected on an as needed basis. Ductwork inspection should occur when the cleaning of the cooling coils occurs. Ductwork needs to have easy-to-open observation and clean-out doors installed at a minimum in the following locations:

- a. Clean-out door(s) (as large as possible) upstream and downstream of cooling coils to allow maintenance workers good access to clean the ductwork within five feet of the cooling coils, the cooling coils and drainage pans from the cooling coils.
- b. Inspections door(s) (minimum 10 inch size) 10 to 20 feet downstream of the cooling coils. If there are several supply air ductwork branches in this area, an inspection door needs to be installed in each branch.
- c. Clean-out door(s) (as large as possible) at the filtration system for the air handling unit to inspect the duct work surfaces five feet on each side of the filtration system.
- d. Inspection doors (minimum 10 inch x 10 inch size) 10 to 20 feet upstream of the filtration systems. If there are several return and/or mixed air ductwork branches in this area, an inspection door needs to be installed in each branch.

These observation doors (clean-out doors) are needed to allow inspection of the condition of the ductwork in these buildings. Things to look for are dust, mold (microbial) and water accumulations in the ductwork, which indicate potential problems with the air-handling unit.

Standard galvanized ductwork should be cleaned every 20 to 30 years. Cleaning ductwork lined with fibrous glass on the inside is very difficult and should always be approached with caution. Before any cleaning is conducted, an appropriate inspection should be conducted to determine the need for cleaning.

**4. Air Handling Unit (AHU) –** The components of the air-handling unit at Alliance Education Center are inspected on a regular basis by the maintenance engineer. This regular maintenance can vary greatly among the different types of air handling units. Service manuals for each air-handling unit are consulted for maintenance schedules. The discussion below outlines regular maintenance to components conducted to prevent indoor air quality concerns.

- a. *Air filtration system* – filters are primarily used to remove particles from the air.

Low efficiency filters (ASHRAE Dust Spot ratings of 10-20 percent or less) are often used to keep lint and dust from clogging the heating and cooling coils of a system. In order to maintain clean air in occupied spaces, filters must also remove bacteria, pollens, insects, soot, dust and dirt with efficiency suited to the use of the building. Using high quality filters is one of the best insurance policies for the good health and energy efficiency of an air handling system.

All dirt cannot be eliminated from the HVAC system; however, the amount of dirt present inside the HVAC system can be controlled by proper air filtration.

- b. *Heating Coils* – Heating coils are inspected annually for accumulation of debris on the upstream side of the coils. These coils normally are thoroughly cleaned as needed.
- c. *Cooling Coils* – These coils are thoroughly cleaned as needed.
- d. *Supply Fan or Air Blower* – Supply Fans or Air Blowers should be cleaned as a part of the duct cleaning process. Supply Fans should be thoroughly inspected as least annually for surface debris and general operation.

A copy of the following checklist is kept on file in the Health and Safety Office:

HVAC COMPONENT	MONTHLY	QUARTERLY	SEMI-ANNUALLY	ANNUALLY	AS REQUIRED
<b>A. Outdoor air intake inspection (unit ventilators)</b>				X	
<b>B. Check belt tension</b>				X	
<b>C. HVAC duct work inspection</b>					X
<b>D. HVAC controls calibration</b>					X
<b>E. Filter changes</b>				X	
<b>F. Heating coils/cooling coils inspection</b>				X	
<b>G. Heating coils/cooling coils cleaning</b>					X (unit ventilators)
<b>H. Supply fan inspection</b>				X	
<b>I. Supply fan cleaning</b>					X

The ASHRAE 62-1989 requirements are 20 cfm of outside air per expected occupant in office area, conference rooms, and 15 cfm per expected occupant in reception areas and classrooms. Buildings complying with these regulations should maintain the carbon dioxide concentrations in occupied spaces (where the source of the carbon dioxide is people’s exhaled breaths) under most operating conditions below 1000 ppm.

Minnesota Occupational Safety and Health Regulation (MOSHA) which were adopted from the Minnesota Industrial Commission in 1972, regulate the amount of fresh air that must be provided and distributed in all workrooms. This is covered under Minnesota Rules 5205.01109 “Workroom Ventilation and Temperature”. This regulation state’s the following:

Subpart 1. Air. Air shall be provided and distributed in all workrooms as required in this code, unless prohibited by process requirements. Outside air shall be provided, to all workrooms, at the rate of 15 cubic feet per minute per person.

Buildings complying with the MOSHA regulation should maintain the carbon dioxide concentration in occupied spaces (where the source of the carbon dioxide is people's exhaled breath) below an average of 1000 ppm.

The legal ventilation standard, which applies to most buildings, is the MOSHA standard Minnesota Rules 5205.0110. The goal on ventilation for buildings should be the ASHRAE standard 62-1989.

Intermediate School District 917 uses the guidelines established by the Environmental Protection Agency in its "Tools For Schools" packet to calculate the amount of outside air being supplied to each individual. The following provides the formulas used to calculate the amount of outside air per person and a layout of a typical HVAC system.

*A Note About Carbon Dioxide As A Measurement of Ventilation:*

In a fully occupied classroom, with doors and windows shut, and measured several hours of occupancy, above 1300 PPM will indicate the need for remediation.

In building areas, where there are sources of carbon dioxide besides peoples exhaled breaths; the above guidelines cannot be used. Other sources can include exhaust gas from kilns, internal combustion engines, and dry ice. Under these conditions, the OSHA standard on carbon dioxide needs to be used to determine whether adequate fresh air is being provided. The OSHA standard on carbon dioxide is an 8-hour time weighted average of 10,000 ppm with a short-term 15-minute average limit of 30,000 ppm.

RECORD KEEPING: Building custodians will develop a record keeping schedule for preventive maintenance of HVAC systems. This schedule will be based on the manufacturer's recommendations, and information contained in the IAQ Management Plan. See Appendix J.

## **B. Temperature**

In Minnesota it is recommended that occupied space temperatures in the summer should be 72-78 degrees with a relative humidity of 20-50 percent. The fall, winter, and spring occupied space temperatures should be 70-74 degrees with a relative humidity of 20-50 percent.

## **C. Water Intrusion**

Below is a protocol for dealing with building materials where there has been water intrusion:

1. Visually review all flooded areas to determine which building materials have gotten wet.
2. For **ceiling tile**, remove and dispose of all wet ceiling tiles within 24 hours of water contact.
3. For **sheet rock**, remove all drywall and insulation that had become wet up to 12 inches above the water line. This is because wicking can cause water to move up above the water line.
4. For **furniture** that is made of wood, particleboard, or laminates air dry. For upholstered furniture that is wet by drinking quality water, air dry and monitor. For upholstered furniture, wet by contaminated water, discard.
5. For **carpet**, extract excess water from carpet, disinfect, dry as rapidly as possible, and then monitor. Carpet that has been wet for over 24 hours will be evaluated on a case by case basis. A wet/dry vacuum, extractor, and floor fans will be available for use.
6. For **papers, books, and files**, dry essential items within 24 hours. If that is not possible, then freeze them until there is time to dry them. Unessential items should be discarded. Essential items could also be photocopied.

The drying time can be decreased with the use of fans, dehumidifiers, and air conditioning.

#### **D. Painting, Roofing and Flooring**

Other work that can impact IAQ in a building includes flooring, painting, and roofing. Refer to Appendices F, G, and H for proper procedures.

### **V. Indoor Air Quality Checklists**

Indoor Air Quality information (IAQ complaint form, questionnaire, action items list and the investigative form) is available in the Superintendent's office for review by interested District 917 staff members. In the event that a building custodian, teacher, or health & safety personnel would like to review a particular area with regard to IAQ, a comprehensive checklist is available for use in Appendices A, B, C, & D.

### **VI. Integrated Pest Management (IPM)/Chemicals**

#### **A. IPM**

Pending state regulations, Integrated Pest Management (IPM) is a coordinated approach to pest control intended to prevent unacceptable levels of pests, while causing the least possible hazard to people, property, and the environment and using the most cost-effective means. IPM uses a combination of methods, which include:

- Improved sanitation removing food from desks, cleaning.
- Inspection and monitoring of pest population sites.
- Managing waste (keeping refuse in tight containers and locating waste containers away from buildings, if possible).
- Maintaining structures (fixing leaking pipes promptly, sealing cracks).
- Adding physical barriers to pest entry and movement (screens for chimneys, doors, and windows; air curtains).
- Modifying habitats (removing clutter, relocating outside light fixtures away from doors).
- Using traps (light traps, snap traps, and glue boards).
- Using pesticides judiciously.

An efficient IPM program will integrate pest management planning with preventive maintenance, housekeeping practices, landscaping, occupant education, and staff training.

Pest control activities that depend upon the use of pesticides involve the storage, handling, and application of materials that can have serious health effects. The district will only use pesticides after providing appropriate notice to staff, students and parents. Caulking or plastering cracks, crevices, and/or holes to prevent harborage behind walls will be used as the preferred strategy for dealing with pests.

Intermediate School District 917 will use an outside contractor for pest control when needed. Terms of the contract will be renewed annually and include the principles discussed below:

#### **1. Pest Control Schedule**

Whenever possible, pesticide applications are scheduled during unoccupied periods so that affected areas can be flushed with ventilation air before occupants return. Pesticides are applied in targeted locations, with minimum treatment of exposed surfaces. They are used in strict conformance with manufacturers' instructions and EPA labels. General periodic spraying may not be necessary. If occupants are present they will be notified prior to the pesticide application.

#### **2. Materials Selection, Handling and Storage**

Pesticides are selected that are species-specific and attempt to minimize toxicity for humans and non-target species. Contractors or vendors are asked to provide EPA labels and material safety data

sheets. Pesticides are stored and handled properly consistent with their EPA labels. Pesticides and other chemicals used will be recorded on a “Chemical Inventory” form.

If only limited areas of the building are being treated, the heating ventilation and air conditioning (HVAC) system will be adjusted so that it does not distribute contaminated air throughout the rest of the building. Temporary exhaust systems may be used to remove contaminants during the work day. HVAC system operation will be modified when necessary during and after pest control activities (e.g., running air handling units on 100 percent outdoor air for some period of time or running the system for several complete air exchanges before occupants re-enter the treated space).

Information on pesticide selection, use, and storage is available from several local and national sources. These include Minnesota Department of Agriculture at <http://www.mda.state.mn.us> and the Federal EPA at <http://www.epa.gov>, and 800/858-7378 or email [npic@ace.orst.edu](mailto:npic@ace.orst.edu).

Notification of parents and employees, as required in MN Statute, Section 121A.30, is addressed in the Student/Parent Handbooks distributed to all students in September of each year and to new students as they enroll in the district. Notice of unscheduled applications is available to parents and employees. Relevant documentation is available in the Superintendent’s office.

## **B. Chemicals**

District employees who purchase chemicals will insure that the least hazardous chemical available is selected for every application. The District 917 Buyer requests all available health and safety information for product review and distribution.

## **VII. Indoor Air Quality Cleaning Standards**

After establishing guidelines that focus on prevention and containment, the final procedure for the effective reduction of contaminants that affect air quality is the implementation of Indoor Air Quality Cleaning Standards.

Keep in mind that whether an item is clean or not, does not necessarily affect IAQ, (e.g. a drinking fountain or wash basin). It may affect sanitation, but not IAQ. “Clean air,” however, cannot be foul smelling. Items that have a potential of becoming foul smelling must also have IAQ Cleaning Standards (e.g., a urinal or a wastebasket).

IAQ Cleaning Standards deal with *Items* (anything, object, or surface) to be cleaned, the *Tasks* required, *Task Frequencies*, and *When*. Since contaminated dirt by and large gets tracked into buildings onto floors, much emphasis is placed on clean floors. Since contaminated dirt gets into buildings through lower entrance levels, those levels are impacted far greater by contaminated dirt than upper levels. Task frequencies for floor maintenance tasks should therefore be lowered accordingly for upper levels. Recommended IAQ Cleaning Standards are for high impact areas on first and lower floors: Entrances, Hallways, Food and Beverage Areas, Kitchens, Restrooms and Locker rooms, Classrooms, and Offices.

### **A. Entrances**

The purpose of entry mats is to stop and trap dirt and moisture. It’s necessary, therefore, to have two types of mats in place: a dirt mat and a moisture mat.

***Dirt Mat:*** A dirt mat should have a coarse surface that affects removing contaminated dirt more easily from shoes. It should be porous to allow dirt to fall through to the backing of the mat, or into a dirt well into which the mat is placed. It should be thick enough to trap and hold at least 1/8 of an inch of dirt before emptying; and, it should be big enough for a person to step on it at least four times. Of course, the more traffic, the more mat.

***Moisture Mats:*** A moisture mat should be capable of absorbing at least 4 ounces of water per square foot. It should have a backing to prevent moisture from passing through to the floor on which it is placed. And it

should be big enough for a person to step on it at least four times. At this time Thompson Heights School is not utilizing moisture mats due to entrance size restrictions. This is an option that will continue to be explored in the future.

**Waste Receptacles (plastic lined):** Fifteen-inch, double lined waste receptacles are located at each entrance of Alliance Education Center to easily accommodate a day's trash. The location of these waste receptacles encourages use and greatly reduces the amount of contaminants that would otherwise be brought into building.

**B. Hallways**

It is a goal of District 917 to keep the hallways clean at Alliance Education Center (dusted, damp mopped, or cleaned with the automatic equipment regularly and stripped and refinished annually).

**C. Food and Beverage Areas**

Food and Beverages (F&B areas) should be designated and should be provided with appropriate facilities:

**Facilities:**

Food and beverages storage  
Clean-up  
Eating  
Food and beverage purchases  
Food disposal  
Recyclable Disposal

**Examples:**

Refrigerator  
Wash basin, hand soap, hand towels  
Tables and chairs  
Vending machines  
Lined wastebaskets or refuse containers  
Aluminum cans containers

At Alliance Education Center food and beverage areas are thoroughly cleaned by staff daily.

**D. Kitchens**

The kitchen staff is responsible for cleaning and sanitizing the surfaces, tools, and utensils they use for food preparation, but the custodial staff is responsible for the remainder of the cleaning. Cleaning is completed at the end of the cooking staff shift.

When sweeping and wet mopping the floor, special precautions are taken to reach under stoves and tables to remove all residues. Kitchen floors are swept or mopped daily.

**E. Restrooms and Locker Rooms.**

Fixtures, floors, and spots on the walls are cleaned daily. Entry surfaces are cleaned annually.

Weekly damp dusting horizontal surfaces and vent covers are a priority IAQ Cleaning Standard.

**F. Classrooms**

Clean floors, chalkboards, and chalk trays are priorities in classrooms. Clean floors because the tracked in contaminated dirt is a major carrier and source of contaminants. Also, clean chalkboards and chalk trays because of the chalk dust, an air contaminant and irritant.

**G. Offices**

Office parallel classrooms, the emphasis being on floor care and dusting.

**H. Carpet**

**Weekly routine Carpet Maintenance:**

**Vacuuming Carpet:** A top-fill upright vacuum with brush agitation or a canister vacuum with a power head incorporating brush agitation is to be used with frequency. Equally important, soil that is loosened and vacuumed from carpet must be collected in the vacuum recovery system and not allowed to re-enter the air within the structure to contribute to indoor air pollution. For this reason a high efficiency filtering system

and vacuum cleaner bags with a minimum rating of 90 percent efficient for 1 micron size particles need to be used in any vacuum equipment employed. Three of the five vacuum cleaners used at Thompson Heights School currently use installed micron bags. A goal is to purchase and install micron bags for all five of the vacuum cleaners.

***Immediate Spotting:*** Immediate attention is given to any spotting at Alliance Education Center as soon as the need is reported by a student or staff member.

**Carpet Dry Chemical/Foam/Shampoo/Steam (Hot Water) Cleaning:**

***Cleaning Frequency:*** Specialized maintenance and cleaning programs (e.g. weekly, monthly, quarterly, and semi-annually) will be implemented based on individual needs.

Frequent cleaning of exterior entrances and high traffic areas reduces the contaminants and soil particles from outside the structure that accumulate in these areas.

**Carpet Treatment for Fungi/Bacteria:**

Carpets which have tested higher than normal will be cleaned or removed depending on the location, age of carpet and microbiological levels.

## VIII. Area Indoor Air Quality Guidelines

### A. Animals in Classrooms

Certain individuals, in particular those with asthma, may be sensitive to animal fur, dander, body fluids, or feces, and may experience reactions to these allergens. Furthermore, individuals can become sensitized (made allergic) by repeated exposure to allergens. District 917 has developed the following guidelines to address this area:

1. Use alternatives to animals, if possible.
2. If the teacher's intent is to have animals, then it is the site administrators responsibility to:
  - a. Prior to having animals consult the school nurse/health aide about student allergies or sensitivities (data privacy laws will need to be adhered to).
  - b. Ask parents about potential allergies, or seek to obtain information through a note that students take home or during parent-teacher conference. Remember to check for allergies when new students enter the class.
  - c. Locate sensitive students away from animals and habitats.
  - d. Have the teacher clean cages regularly (daily if possible).
  - e. Have the teacher locate animals away from ventilation system vents to avoid circulating allergens.
  - f. Use gloves to handle feces and dispose of in double bags and immediately place in the outside dumpster, not in building trash containers.
  - g. Keep animals caged. An exception is made for instructional activities in the Animal Science program.
  - h. Bottom of cage should have an impermeable liner on the bottom to prevent liquid or solid leakage from the cage.
  - i. Ensure trash bag is removed from classroom after cage cleaning.
  - j. Animals will be kept in the classroom as needed for curriculum activities and not for extended time periods.

For any health issues related to these guidelines please contact Intermediate School District 917 licensed school nurses: Joan Asmus (LSN) 651-423-8493.

### B. Food Service

Cooking activities generate odors, heat, moisture, food waste, and other trash which, if not managed carefully, can lead to indoor air quality problems. Intermediate School District 917 has delineated the following responsibilities involved in the preparation and/or serving of food to ensure IAQ management:

**Cooking Areas:**

1. Make sure that the exhaust fans are working properly. If problems are noted, contact the building custodian.
2. Exhaust fans should be operational whenever cooking, dishwashing, and cleaning.
3. Any leaks or odors of combustion gas should be reported immediately to the building engineer.
4. Clean kitchen after each use as required by district and Department of Health policy.
5. Report any signs of mold, mildew, or algae to building custodian.
6. Report any plumbing water leaks to building custodian.
7. Report any pest problems to building custodian.

**Food Handling and Storage:**

1. Regularly check food service areas for signs of insects or vermin.
2. Follow food handling and storage practices as recommended by district and Department of Health.
3. Maintain general cleanliness.

**Waste Management:**

1. Follow district guidelines concerning the recycling of waste.
2. Store waste in appropriate sealed containers.
3. Make sure dumpsters are located away from air intake vents, operable windows, etc.

The District 917 Secondary Technical Center offers several courses to high school students involving food preparation careers (Food Industry Careers, Dietary Aide, and Fundamental Chef). Instructors attend training updates as needed to maintain safety and health within these departments.

**C. Art and Crafts Classrooms**

Classrooms used for arts and crafts activities shall comply with items detailed in the Teacher's Checklist in Appendix E. Materials emitting toxic fumes are not used in classroom spaces when students and staff members are present.

## **IX. Indoor Air Quality Complaint Resolution System**

**A. Purpose/Scope**

The purpose of the IAQ Complaint Resolution system is to investigate and attempt to resolve IAQ issues within Intermediate School District 917 buildings in a prompt, responsive manner.

**B. Process**

The following describes the process to be implemented if a building occupant is concerned about IAQ:

1. The person(s) concerned about indoor air quality should contact the Health and Safety Coordinator using an IAQ complaint form (Appendix A)
2. The Health and Safety Coordinator and/or building custodians will conduct an investigation, using Appendix B, to try to resolve the problem internally.
3. The Health and Safety Coordinator will review the IAQ complaint form and may request relevant medical documents from occupants with symptoms.
4. The Health and Safety Coordinator will investigate the problem using Appendix D. The Health and Safety Coordinator will provide a written report to the Superintendent, the Director/Assistant Director of

the program involved, and the building custodian. The Superintendent and Health and Safety Coordinator contact an outside vendor if additional testing is required.

5. District employees will perform remediation when feasible and appropriate. If an outside contractor is necessary the Superintendent will define the scope of services and assist in procuring those services in accordance with district policies.
6. If a problem is not solved after appropriate testing, investigation and remediation, the person may need to be moved to a different space based on availability.

## **X. Communication/Information**

### **A. Availability of Information**

Intermediate School District 917 is committed to open communication regarding IAQ and will make available any and all information regarding IAQ in district facilities. Parents and employees can obtain information about IAQ by contacting the Superintendent’s office, or checking the District 917 website: <http://www.isd917.k12.mn.us>. Information available includes:

- Checklists or self-help information so they can properly evaluate their child's home or other out of school situations.
- Information about school facility construction, maintenance, and housekeeping practices, chemicals used, mold and HVAC related information, chemical producing academic subjects, pesticides and herbicides and the like to determine the extent to which school activities contribute to a child's symptoms.
- Information on what a parent can do (how they can effect change) upon discovering questionable activities occurring within schools.

### **B. Annual Notification**

Annual notification of parents will occur each September (or when a new student is enrolled in District 917) through the Parent/Guardian and Student Handbook. Notification of employees will be included in employee orientation materials, policy handbooks, and the annual IAQ Walk-through Inspection process.

## **XI. Training, Education, and Information**

*Employee Annual Training Plan:*

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

### **Training 1 – Executive IAQ Briefing**

This briefing opportunity, provided annually at a meeting of the District 917 Administrative Team, will provide a broad overview of IAQ and its impact on occupant's health. The presentation will also review/discuss Intermediate School District 917 plan to manage IAQ in the proactive manner.

### **Training 2– IAQ Plan Implementation**

This training will take place at a meeting of the Health, Safety, and Wellness Committee, and will specifically review the IAQ management plan, the impact of the plan on building occupants, and the process and individual responsibilities for its implementation.

### **Training 3– IAQ in Classrooms**

This training for District 917 custodians will address the operation of ventilation equipment, carpet care, animals, food, and the district IAQ plan.

## **XII. Renovation, Remodeling, and Redecorating Activities**

Renovation, remodeling, and redecorating activities have the potential for causing indoor air quality problems. Proper planning is important to minimize potential problems. Building occupants will be informed of the nature of these activities.

District remodeling specifications require cleanliness, dust control, protection of building and building materials from water and clean HVAC parts:

- All mechanical ventilation improvements will result in demonstrated current performance criteria as found in state law, statute or rule, to include proper amount of ventilation rate over a specified outside temperature range, proper filtration, and ability to measure ventilation rate.
- Proper commissioning of all mechanical ventilation improvements will be done and validated by a designated professional who has adequate errors and omissions insurance.
- Mechanical ventilation improvement work will remain under warranty by the outside party until a full range of seasons has occurred, allowing any deficiencies to surface and be corrected.

A common concern which can occur during these activities is the release of volatile organic compounds from paint, stain, adhesives, sealants, new carpeting, and furniture. When feasible these types of activities will be scheduled to occur when the building is not occupied. Many times, for a variety of reasons, these activities need to occur while the building is occupied. During these activities the maintenance engineer will increase the fresh intake air as feasible. This increased ventilation will occur during these activities and for a short time after the work has been completed. A representative from the Indoor Air Quality Management team will advise on the selection and purchase of paint products.

If only limited areas of the building are being remodeled, the HVAC system will be adjusted and/or containment systems utilized as applicable so that it does not distribute contaminated air throughout the rest of the building. Temporary exhaust systems to remove contaminants during the work day will be considered. It may be necessary to modify HVAC system operation during and after these activities (e.g., running air handling units on 100 percent outdoor air for a period of time or running the system for several complete air exchanges before occupants return to the building.

When feasible, activities where solvents will be released will be scheduled to occur late in the day or on Friday so the building can air out overnight or during the weekend. Whenever possible, carpeting will be installed on a Friday so the solvents in the carpet and its adhesive have the weekend to air out before the tenants return to work.

Prior to modifications to the building system that could impact asbestos-containing materials, the AHERA inspection manual will be reviewed. If asbestos-containing materials will be affected by work, asbestos abatement contractors will generally remove asbestos-containing materials and document the removal work.

The documents in Appendices F and G will be provided by the purchasing department to contractors who do painting and roofing repairs.

### **XIII. Budgeting**

The district health and safety budget is available for use in remedying IAQ problems. This budget is submitted annually for approval. Annual needs, project upgrades, etc., are prioritized and included in the health and safety budget. Routine maintenance items are planned and budgeted for in order to prevent water intrusion, maintain airflow, and improve cleanliness in district buildings as a part of annual budgeting.

APPENDIX A-IAQ Complaint Form  
Intermediate School District 917

# Indoor Air Quality Complaint Form

(This form is to be filled out by the building occupant or a staff member)

Date: \_\_\_\_\_ Building Name: \_\_\_\_\_ Room Number: \_\_\_\_\_

Occupant's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Please describe the problem in detail. Include specific symptoms you have experienced, time of day, weather conditions, number of occupants and any additional observations you would like to make.

Someone may need to contact you to discuss the complaint. What is the best time to reach you? \_\_\_\_\_

So that we can respond promptly, please return this form to Linda Berg, Health and Safety Coordinator, District Office, 1300 145<sup>th</sup> Street East, Rosemount, MN 55068 or fax to 651-423-8781.

## Indoor Air Quality Questionnaire

The purpose of this form is to gather the information required for solving the indoor air quality concerns.

Name: \_\_\_\_\_

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

Program/Site: \_\_\_\_\_

### Background Information

Question	Response
1. How long have you been in the building?	
2. How long have you been your present location in the building?	
3. Have you experienced any physical discomfort or symptoms related to indoor air quality?	
4. What type of symptoms are you experiencing?	
5. When did the symptoms start?	
6. How long do the symptoms last?	
7. Are symptoms experienced apart from the work area? If yes, when and where?	
8. Is an odor coinciding with our symptoms? If yes, describe the odor.	
9. Have these symptoms ever been experienced at another work area? If yes, please describe.	

Additional comments:



APPENDIX D-IAQ Investigation Form  
**Intermediate School District 917**  
*Health & Safety Coordinator Indoor Air Quality Investigation Form*

---

**1. INVESTIGATOR INFORMATION**

Name: _____	Date: _____	Time: _____
Room #/Area _____	# of Occupants in Room or Area _____	

**2. COMPLAINT DATA**

Name: _____	Date of complaint _____	Time: _____
Room #/Area _____	Building Name: _____	
<b>Health Symptoms Associated With Complaint:</b>		
_____		
_____		
_____		
_____		
<b>Other Concerns, i.e. odor, moisture, airflow, cleaning, etc.:</b>		
_____		
_____		
_____		

**3. INVESTIGATION CHECKLIST**

<b>Air Handling Unit</b>	<b>Comments/Action Taken</b>
Air Handling Unit On: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Air flowing from Vents: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Exhaust Operations: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Thermostat Properly Set: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Other Problems Noted:	
_____	
_____	
<b>Moisture</b>	
Any Present Signs of Moisture: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Any Previous Moisture Concerns: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Any signs of Biological Growth: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Any Odors: <input type="checkbox"/> Yes <input type="checkbox"/> No	_____

*Other Sources*

Any Recent Renovation in Area:	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Is it Overly Dusty/Unclean:	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Are Chemicals Stored in Room:	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Any Pesticides Recently Applied:	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Any Tunnel System:	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Any Unused Drains:	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

**4. TEST DATA**

AHU # _____	VAV/Zone # _____
Room Temp. (°F) _____	
Room Relative Humidity (%) _____	
T'stat Setting (°F) _____	
Room CO (ppm) _____	Room CO <sub>2</sub> (ppm) _____
Particulates _____	
Outside Air Temp (°F) _____	
Outside CO (ppm) _____	Outside CO <sub>2</sub> (ppm) _____

**5. WATER INTRUSION**

_____
_____
_____

**6. OTHER DATA**

_____
_____
_____

**7. IMMEDIATE CORRECTIVE ACTIONS TAKEN**

_____
_____
_____

**8. ADDITIONAL CORRECTIVE ACTION REQUIRED**

_____
_____
_____

**9. ADDITIONAL COMMENTS**

_____
_____
_____

APPENDIX F-Renovation/Repairs Checklist

**RENOVATION AND REPAIRS CHECKLIST- FLOORING**

**Pre-Installation**

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

**During Installation**

- Use low-emitting adhesives.
- Use low-emitting flooring materials.
- Air new products before installation.
- Need help arranging the airing out of flooring products.**
- Follow manufacturers' recommendations for ventilating the work area during and after flooring installation.
- Install carpet, vinyl, and related flooring materials only when the school building is not in use or maintain the room under negative pressure relative to the surrounding rooms and hallways.
- Avoid re-circulating air from the installation area, through the heating, ventilation, and air conditioning system, and into occupied areas. Seal return air grilles, open door ways, stairways, and use exhaust fans to remove airborne contaminants.
- Need help arranging the airing out of space during and after installation.**
- Vacuum old carpet that is to be removed and subfloor surfaces (once carpet is removed).
- Seal joints of hard surfaces and/or entire surface of porous flooring installed near water sources.

**Post-Installation**

- Vacuum new flooring after installation to remove loose matter and particles generated by the installation process and general construction in the area.
- Follow manufacturers' recommendations for ventilating the work area space during and after flooring installation. (Typical recommendation is maximum outdoor air for 72 hours after installation.)

**No Problems to Report.**

I have completed the activities on the Renovation and Repairs Checklist, and I do not need help in any areas.

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

APPENDIX G-Painting Checklist  
**Intermediate School District 917**  
**Painting Checklist**

---

Name	Room	School
------	------	--------

---

Date Completed	Signature
----------------	-----------

**Instructions:**

- 1. Check off each box as you complete the activity.**
- 2. Check the triangle as appropriate or check the circle if you need additional help with this activity.**
- 3. File this checklist for future reference.**

There are many factors to consider before beginning a painting project. Special care should be taken when sanding a surface to prepare for painting, due to the dust released into the air. This dust may contain lead particles. Exposure to excessive levels of lead could affect a child's mental growth, and interfere with nervous system development, which could cause learning disabilities and impaired hearing. In adults, lead can increase the blood pressure.

The type of paint is an important decision. For instance, both solvent-based and water-based paints give off volatile organic compounds (VOCs) that could lead to IAQ problems. Water-based paints produce less VOCs than solvent-based paints, but produce them over a longer period of time.

Durability is important – a relatively low-emitting paint might create more IAQ problems in the long run than a higher emitting paint, if the lower-emitting paint requires repainting more often. In addition, many water-based (even interior paints) have, until recently, used mercury as a fungicide. Any paint that contains mercury should not be used indoors.

**Confirm that the painted surface is lead-free before preparing a surface for painting**

- Check painting records or old paint cans to determine whether the paint contains lead
- Do an initial screen using a trained lead paint inspector
- If there is lead paint in the existing paint, contact a trained lead-based paint contractor
- No lead in existing paint
- Paint contains lead or testing is needed to determine if lead is in existing paint

**Select a low-VOC emitting paint that is free of lead and mercury**

- Evaluate existing stock of paint (properly dispose of paints containing lead or mercury or having higher VOC emissions than new paints)
- Evaluate new paint before you purchase it. Express your indoor air quality concerns to paint suppliers and use their technical personnel as a resource. Not all paint suppliers have information on pollutant emissions; consult other sources (e.g., manufacturers) if your paint supplier cannot provide adequate information
- Have selected an appropriate paint
- Need to discuss which paint to use with an IAQ specialist

**During exterior painting, minimize occupant exposure to odors and pollutants**

- Schedule exterior painting to occur when the building is unoccupied (for example, on weekends or during vacation periods), and allow time for paint odors to dissipate before occupants return to the area. If the area being

Painted areas have a heating, cooling, and ventilation system which is shared with other areas, those areas should also be unoccupied

- ❑ Use supply and exhaust fans to sweep paint fumes out of the building. Operate supply fans continuously (24-7) at the highest possible outdoor air supply setting, from the beginning of the painting work until several days after the painting has been completed
- ❑ Block return openings to prevent circulating air from the work area to occupied areas
- Δ Occupant exposure is minimized
- Need help to minimize occupant exposure

### **Use appropriate storage and disposal practices for paints, solvents, clean-up materials, and asbestos containing materials**

- ❑ Seal containers carefully after use
- ❑ Keep paint containers in designated storage areas equipped with exhaust ventilation, but not in heating, ventilation, and air conditioning equipment
- ❑ Use an appropriate waste disposal method to dispose of any paints containing lead or mercury  
Follow EPA National Emission Standards for Hazardous Air Pollutant rules for disposal of asbestos-containing materials
- Δ No problem with storage and disposal
- Need help with storage and disposal

APPENDIX H-Roofing Checklist  
**Intermediate School District 917**  
**Roofing Checklist**

---

Name

Date Completed

---

School Building

Signature

**Instructions:**

1. Check off each box as you complete the activity.
2. Check the triangle as appropriate or check the circle if you need additional help with this activity.
3. File this checklist for future reference.

Roofing work often involves the use of tar or other pollutant-producing chemicals that may cause indoor air problems if fumes enter the building. School officials and roofers can cooperate to prevent these problems and complaints from occupants.

Schedule pollutant-producing activities for unoccupied periods (e.g., weekends or vacation periods):

- Check to ensure that pollutant-producing activities occur during unoccupied periods
- Work is scheduled for an unoccupied period
- Work is scheduled for an occupied period; need help to minimize occupant exposure
- Locate “hot-spots” of tar and other pollutant-producing materials away from outdoor air intakes:
- Consider wind patterns at the work site, and arrange equipment so that prevailing winds carry odors away from the building
- Pollutant-producing materials are away from and downwind from outdoor air intakes
- No good location for pollutant-producing materials

Modify ventilation to avoid introducing odors and contaminants:

- Advise staff and students to keep doors and windows closed until the roofing work is finished
- It may be advisable to temporarily close the outdoor air intakes of air handlers; particularly rooftop units in the vicinity of (and downwind from) the work area. (NOTE: To avoid creating IAQ problems from underventilation, provide a temporary means (fans and/or ducts) to supply unaffected outdoor air.)

Δ Ventilation is arranged to avoid entry of pollutants

- Need help to modify ventilation

# Building and Grounds – Maintenance Checklist

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

### Instructions

1. Read the *IAQ Backgrounder* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for future reference.
3. Complete the Checklist.
  - Check the “yes,” “no,” or “not applicable” box beside each item. (A “no” response requires further attention.)
  - Make comments in the “Notes” section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

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

### 2. GROUNDS MAINTENANCE SUPPLIES

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

### 3. DUST CONTROL

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

### 1. BUILDING MAINTENANCE SUPPLIES

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

#### 4. FLOOR CLEANING

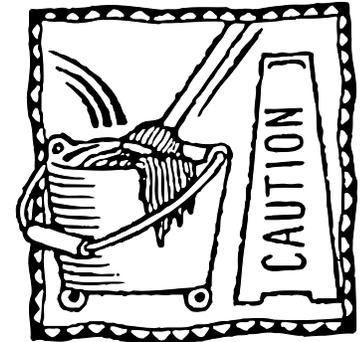
- 4a. Established and followed schedule for vacuuming and mopping floors.....
- 4b. Cleaned spills on floors promptly (as necessary).....
- 4c. Performed restorative maintenance (as necessary) .....

#### 5. DRAIN TRAPS

- 5a. Poured water down floor drains once per week (about 1 quart of water) .....
- 5b. Ran water in sinks at least once per week (about 2 cups of water).....
- 5c. Flushed toilets once each week (if not used regularly) .....

#### 6. MOISTURE, LEAKS, AND SPILLS

- 6a. Checked for moldy odors.....
- 6b. Inspected ceiling tiles, floors, and walls for leaks or discoloration (may indicate periodic leaks) .....
- 6c. Checked areas where moisture is commonly generated (e.g., kitchens, locker rooms, and bathrooms) .....
- 6d. Checked that windows, windowsills, and window frames are free of condensate .....
- 6e. Checked that indoor surfaces of exterior walls and cold water pipes are free of condensate .....
- 6f. Ensured the following areas are free from signs of leaks and water damage:
  - Indoor areas near known roof or wall leaks.....
  - Walls around leaky or broken windows.....
  - Floors and ceilings under plumbing.....
  - Duct interiors near humidifiers, cooling coils, and outdoor air intakes .....



#### 7. COMBUSTION APPLIANCES

- 7a. Checked for odors from combustion appliances.....
- 7b. Checked appliances for backdrafting (using chemical smoke).....
- 7c. Inspected exhaust components for leaks, disconnections, or deterioration.....
- 7d. Inspected flue components for corrosion and soot.....

#### 8. PEST CONTROL

- 8a. Completed the *Integrated Pest Management Checklist* .....

---

#### NOTES

Appendix J-HVAC Maintenance Schedule

*HVAC Maintenance Schedule*

HVAC COMPONENT	MONTHLY	QUARTERLY	SEMI-ANNUALLY	ANNUALLY	AS REQUIRED
<b>A. Outdoor air intake inspection (unit ventilators)</b>				X	
<b>B. Check belt tension</b>				X	
<b>C. HVAC duct work inspection</b>					X
<b>D. HVAC controls calibration</b>					X
<b>E. Filter changes</b>				X	
<b>F. Heating coils/cooling coils inspection</b>				X	
<b>G. Heating coils/cooling coils cleaning</b>					X (unit ventilators)
<b>H. Supply fan inspection</b>				X	
<b>I. Supply fan cleaning</b>					X

TO: Scott Zehnder, Maintenance Engineer

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

When this page is filled with "DATES" please sign, date and return to Linda Berg, Health and Safety Coordinator, DCTC, District Administration, for the Health, Wellness and Safety files.

Appendix K-Ventilation Checklist

# Ventilation Checklist



Name: \_\_\_\_\_

School: \_\_\_\_\_

Unit Ventilator/AHU No: \_\_\_\_\_

Room or Area: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Signature: \_\_\_\_\_

**Instructions**

- Read the *IAQ Backgrounder* and the Background Information for this checklist.
- Keep the Background Information and make a copy of the checklist for **each** ventilation unit in your school, as well as a copy for future reference.
- Complete the Checklist.
  - Check the “yes,” “no,” or “not applicable” box beside each item. (A “no” response requires further attention.)
  - Make comments in the “Notes” section as necessary.
- Return the checklist portion of this document to the IAQ Coordinator.

## 1. OUTDOOR AIR INTAKES

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1a. Marked locations of all outdoor air intakes on a small floor plan (for example, a fire escape floor plan)..... | Yes                      | No                       | N/A                      |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1b. Ensured that the ventilation system was on and operating in “occupied” mode .....                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### ACTIVITY 1: OBSTRUCTIONS

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1c. Ensured that outdoor air intakes are clear of obstructions, debris, clogs, or covers .....                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d. Installed corrective devices as necessary (e.g., if snowdrifts or leaves frequently block an intake) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### ACTIVITY 2: POLLUTANT SOURCES

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1e. Checked ground-level intakes for pollutant sources (dumpsters, loading docks, and bus-idling areas).....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1f. Checked rooftop intakes for pollutant sources (plumbing vents; kitchen, toilet, or laboratory exhaust fans; puddles; and mist from air-conditioning cooling towers)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1g. Resolved any problems with pollutant sources located near outdoor air intakes (e.g., relocated dumpster or extended exhaust pipe).....                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### ACTIVITY 3: AIRFLOW

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1h. Obtained chemical smoke (or a small piece of tissue paper or light plastic) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1i. Confirmed that outdoor air is entering the intake appropriately .....             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## 2. SYSTEM CLEANLINESS

### ACTIVITY 4: AIR FILTERS

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 2a. Replaced filters per maintenance schedule .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b. Shut off ventilation system fans while replacing filters (prevents dirt from blowing downstream) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c. Vacuumed filter areas before installing new filters .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d. Confirmed proper fit of filters to prevent air from bypassing (flowing around) the air filter .....    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2e. Confirmed proper installation of filters (correct direction for airflow).....                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**2. .... SYSTEM CLEANLINESS (continued)**

**ACTIVITY 5: DRAIN PANS**

- |   | Yes                      | No                       | N/A                      |
|---|--------------------------|--------------------------|--------------------------|
| 2f. Ensured that drain pans slant toward the drain (to prevent water from accumulating) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2g. Cleaned drain pans.....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2h. Checked drain pans for mold and mildew .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ACTIVITY 6: COILS**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 2i. Ensured that heating and cooling coils are clean ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

**ACTIVITY 7: AIR-HANDLING UNITS, UNIT VENTILATORS**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 2j. Ensured that the interior of air-handling unit(s) or unit ventilator (air-mixing chamber and fan blades) is clean ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2k. Ensured that ducts are clean.....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ACTIVITY 8: MECHANICAL ROOMS**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 2l. Checked mechanical room for unsanitary conditions, leaks, and spills.....                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2m. Ensured that mechanical rooms and air-mixing chambers are free of trash, chemical products, and supplies ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**3. CONTROLS FOR OUTDOOR AIR SUPPLY**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 3a. Ensured that air dampers are at least partially open (minimum position).....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3b. Ensured that minimum position provides adequate outdoor air for occupants..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ACTIVITY 9: CONTROLS INFORMATION**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3c. Obtained and reviewed all design inside/outside temperature and humidity requirements, controls specifications, as-built mechanical drawings, and controls operations manuals (often uniquely designed) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

**ACTIVITY 10: CLOCKS, TIMERS, SWITCHES**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3d. Turned summer-winter switches to the correct position .....                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3e. Set time clocks appropriately.....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3f. Ensured that settings fit the actual schedule of building use (including night/weekend use) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ACTIVITY 11: CONTROL COMPONENTS**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 3g. Ensured appropriate system pressure by testing line pressure at both the occupied (day) setting and the unoccupied (night) setting.....                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3h. Checked that the line dryer prevents moisture buildup.....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3i. Replaced control system filters at the compressor inlet based on the compressor manufacturer’s recommendation (for example, when you blow down the tank) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3j. Set the line pressure at each thermostat and damper actuator at the proper level (no leakage or obstructions).....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ACTIVITY 12: OUTDOOR AIR DAMPERS**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3k. Ensured that the outdoor air damper is visible for inspection.....                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3l. Ensured that the recirculating relief and/or exhaust dampers are visible for inspection ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3m. Ensured that air temperature in the indoor area(s) served by each                             |                          |                          |                          |



### 3. CONTROLS FOR OUTDOOR AIR SUPPLY (continued)

- |   | Yes                      | No                       | N/A                      |
|---|--------------------------|--------------------------|--------------------------|
| 3n. Checked that the outdoor air damper fully closes within a few minutes of shutting off appropriate air handler .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3o. Checked that the outdoor air damper opens (at least partially with no delay) when the air handler is turned on .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3p. If in heating mode, checked that the outdoor air damper goes to its minimum position (without completely closing) when the room thermostat is set to 85°F.....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3q. If in cooling mode, checked that the outdoor air damper goes to its minimum position (without completely closing) when the room thermostat is set to 60°F and mixed air thermostat is set to 45°F ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3r. If the outdoor air damper does not move, confirmed the following items:   |                          |                          |                          |
| • The damper actuator links to the damper shaft, and any linkage set screws or bolts are tight.....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Moving parts are free of impediments (e.g., rust, corrosion) .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Electrical wire or pneumatic tubing connects to the damper actuator .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The outside air thermostat(s) is functioning properly (e.g., in the right location, calibrated correctly).....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*Proceed to Activities 13–16 if the damper seems to be operating properly.*

#### ACTIVITY 13: FREEZE STATS

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3s. Disconnected power to controls (for automatic reset only) to test continuity across terminals.....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| OR  |                          |                          |                          |
| 3t. Confirmed (if applicable) that depressing the manual reset button (usually red) trips the freeze stat (clicking sound indicates freeze stat was tripped)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3u. Assessed the feasibility of replacing all manual reset freeze-stats with automatic reset freeze-stats .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*NOTE: HVAC systems with water coils need protection from the cold. The freeze-stat may close the outdoor air damper and disconnect the supply air when tripped. The typical trip range is 35°F to 42°F.*

#### ACTIVITY 14: MIXED AIR THERMOSTATS

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 3v. Ensured that the mixed air stat for heating mode is set no higher than 65°F.....                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3w. Ensured that the mixed air stat for cooling mode is set no lower than the room thermostat setting..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### ACTIVITY 15: ECONOMIZERS

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 3x. Confirmed proper economizer settings based on design specifications or local practices ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

*NOTE: The dry-bulb is typically set at 65°F or lower.*

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 3y. Checked that sensor on the economizer is shielded from direct sunlight.....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3z. Ensured that dampers operate properly (for outside air, return air, exhaust/relief air, and recirculated air), per the design specifications ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

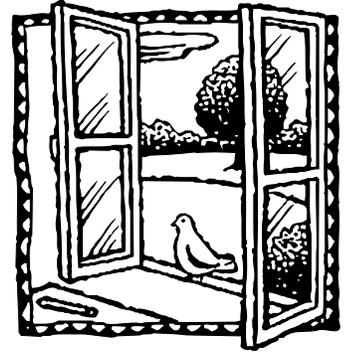
*NOTE: Economizers use varying amounts of cool outdoor air to assist with the cooling load of the room or rooms. There are two types of economizers, dry-bulb and enthalpy. Dry-bulb economizers vary the amount of outdoor air based on outdoor temperature, and enthalpy economizers vary the amount of outdoor air based on outdoor temperature and humidity level.*

### 3. CONTROLS FOR OUTDOOR AIR SUPPLY (continued)

#### ACTIVITY 16: FANS

- 3aa. Ensured that all fans (supply fans and associated return or relief fans) that move outside air indoors continuously operate during occupied hours (even when room thermostat is satisfied) .....  **Yes**  **No**  **N/A**

*NOTE: If fan shuts off when the thermostat is satisfied, adjust control cycle as necessary to ensure sufficient outdoor air supply.*



### 4. AIR DISTRIBUTION

#### ACTIVITY 17: AIR DISTRIBUTION

- 4a. Ensured that supply and return air pathways in the existing ventilation system perform as required.....
- 4b. Ensured that passive gravity relief ventilation systems and transfer grilles between rooms and corridors are functioning .....

*NOTE: If ventilation system is closed or blocked to meet current fire codes, consult with a professional engineer for remedies.*

- 4c. Made sure every occupied space has supply of outdoor air (mechanical system or operable windows) .....
- 4d. Ensured that supply and return vents are open and unblocked .....

*NOTE: If outlets have been blocked intentionally to correct drafts or discomfort, investigate and correct the cause of the discomfort and reopen the vents.*

- 4e. Modified the HVAC system to supply outside air to areas without an outdoor air supply .....
- 4f. Modified existing HVAC systems to incorporate any room or zone layout and population changes.....
- 4g. Moved all barriers (for example, room dividers, large free-standing blackboards or displays, bookshelves) that could block movement of air in the room, especially those blocking air vents .....
- 4h. Ensured that unit ventilators are quiet enough to accommodate classroom activities.....
- 4i. Ensured that classrooms are free of uncomfortable drafts produced by air from supply terminals .....

#### ACTIVITY 18: PRESSURIZATION IN BUILDINGS

*NOTE: To prevent infiltration of outdoor pollutants, the ventilation system is designed to maintain positive pressurization in the building. Therefore, ensure that the system, including any exhaust fans, is operating on the “occupied” cycle when doing this activity.*

- 4j. Ensured that air flows out of the building (using chemical smoke) through windows, doors, or other cracks and holes in exterior wall (for example, floor joints, pipe openings) .....

### 5. EXHAUST SYSTEMS

#### ACTIVITY 19: EXHAUST FAN OPERATION

- 5a. Checked (using chemical smoke) that air flows into exhaust fan grille(s) .....

*If fans are running but air is not flowing toward the exhaust intake, check for the following:*

- Inoperable dampers
- Obstructed, leaky, or disconnected ductwork
- Undersized or improperly installed fan
- Broken fan belt

## 5. EXHAUST SYSTEMS (continued)

### ACTIVITY 20: EXHAUST AIRFLOW



door contaminants from areas such as bathrooms, kitchens, and labs by keeping them under negative surrounding spaces).

(smoke) that air is drawn into the room **Yes No N/A**

the door slightly open while checking airflow high and low in the door opening (see "How to Measure

toward the exhaust intake.....

### DUCTWORK

5d. Checked that the exhaust ductwork downstream of the exhaust fan (which is under positive pressure) is sealed and in good condition.....

## 6. QUANTITY OF OUTDOOR AIR

### ACTIVITY 22: OUTDOOR AIR MEASUREMENTS AND CALCULATIONS

NOTE: Refer to "How to Measure Airflow" for techniques.

6a. Measured the quantity of outdoor air supplied (22a) to each ventilation unit.....

6b. Calculated the number of occupants served (22b) by the ventilation unit under consideration.....

6c. Divided outdoor air supply (22a) by the number of occupants (22b) to determine the existing quantity of outdoor air supply per person (22c) .....

### ACTIVITY 23: ACCEPTABLE LEVELS OF OUTDOOR AIR QUANTITIES

6d. Compared the existing outdoor air per person (22c) to the recommended levels in Table 1.....

6e. Corrected problems with ventilation units that supplied inadequate quantities of outdoor air to ensure that outdoor air quantities (22c) meet the recommended levels in Table 1.....

NOTES:



## Intermediate School District 917

*Purposeful. Personalized. Partners.*

1300 145th Street East, Rosemount, MN 55068

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

## Education Identity and Access Management Board Resolution

---

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOWA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOWA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOWA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOWA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local educational agency or organization (the superintendent or exec. director) is designated as the IOWA. The IOWA will grant the IOWA Proxy role(s).

### Designation of the Identified Official with Authority for Education Identity and Access Management

Organization Name: Intermediate School District 917

6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): **091706**

Superintendent or Exec. Director Name: Dr. Michael Favor

Will act as the IOWA?  Yes  No

If no, identify below the individual who will act as the IOWA for your organization.

---

The Superintendent or Exec. Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOWA) for this organization:

Print Name: Dr. Michael Favor

Title: Superintendent

Board Member Signature:

Name: \_\_\_\_\_

Date: July 11, 2023

Once the EDIAM Board Resolution is completed, scan and email it to: [useraccess.mde@state.mn.us](mailto:useraccess.mde@state.mn.us)

## AGREEMENT

Independent School District #192 ("ISD 192") and  
Intermediate School District #917 ("ISD 917")

THIS AGREEMENT ("Agreement") entered into this 26<sup>th</sup> day of June, 2023, by and between Independent School District #192 ("ISD 192"), and Intermediate School District #917 ("ISD 917").

WHEREAS, ISD 917 is an intermediate school district organized according to Minnesota Statutes, Chapter 136D, and its mission includes providing special education and related services to students; and

WHEREAS, ISD 917 provides an early childhood mental health program to eligible students of its member districts; and

WHEREAS, ISD 192 agrees to provide for purchase by ISD 917 an appropriately licensed early childhood special education teacher for the early childhood mental health program;

NOW THEREFORE IT IS AGREED:

### 1. EMPLOYMENT

Deb Johnson, an early childhood special education teacher for ISD 192, has been hired to provide services to students receiving early childhood special education services in the mental health program provided by ISD 917 for the 2023-2024 school year.

Deb Johnson, will be a full-time teacher of ISD 192 entitled to all salary and benefits as described in the master agreement between ISD 192 and the Farmington Education Association representing teachers and is subject to the policies, regulations, benefits, and laws applicable to School Board employees.

### 2. REIMBURSEMENT OF SALARY AND BENEFITS

The parties agree that, during the term of this Agreement, ISD 917 will reimburse ISD 192 the full cost of salary and benefits. ISD 917 agrees to remit payment in two equal installments payable mid-year and prior to June 15 based on billing from ISD 192.

Additional compensation for professional development paid hourly at the employee's hourly rate will be billed by ISD 192 to ISD 917 separately. In addition, mileage paid at the federal mileage rate incurred by the employee will be billed by ISD 192 to ISD 917 separately.

Costs for substitutes for the early childhood special education teacher will be incurred by and paid for by ISD 917 directly.

### 3. LIABILITY AND INSURANCE

ISD 917 assumes liability for the acts and omissions of its employees, but does not assume any liability for the acts or omissions of the employees, agents and assigns of ISD 192. ISD 917 and ISD 192 agree that they will at all times during the term of the Agreement, have and keep in force a liability policy that names the other as an additional insured. Limits will include one million dollars (\$1,000,000.00) for each occurrence with two million dollars (\$2,000,000.00) aggregate. Each agrees to provide a Certificate of Insurance to the other upon request.

### 4. PERSONNEL

ISD 917 and ISD 192 hereby acknowledge and agree that ISD 192's employees are not employees of ISD 917, and that ISD 192's employees or its agents will have no authority to bind ISD 917 or otherwise incur liability on behalf of ISD 917 without the express written delegation of authority by ISD 917. ISD 917 shall have no obligation to provide any ISD 192 employee with benefits or privileges of any kind or nature including, without limitation, insurance benefits, pension benefits, worker's compensation benefits or any other benefits ISD 917 provides to its employees. ISD 192 has exclusive control and the right to hire and discharge any of its employees rendering services under this Agreement. ISD 192 will be solely responsible for the payment of wages, taxes, and other related charges for services rendered under this Agreement by its employees.

#### 5. CONFIDENTIALITY AND DATA PRACTICES

Minn. Stat. § 13.05, Subd. 11 applies to this Agreement. The Parties believe that data generated and maintained in the early childhood mental health program are government data and are therefore subject to the Minnesota Government Data Practices Act or the federal Family Educational Rights and Privacy Act ("FERPA").

#### 6. TERM, TERMINATION, OR MODIFICATION

The term of this Agreement shall be from July 1, 2023, through June 30, 2024. If the parties mutually agree in writing, this Agreement may be terminated on the terms and the date stipulated in such a separate written document. This Agreement may not be modified without the written and mutual consent of both parties.

#### 7. CONTRACT ADMINISTRATION

The Agreement shall be administered on behalf of ISD 192 by the Superintendent or designee and shall be administered on behalf of ISD 917 by the superintendent or designee.

#### 8. NOTICE

All notices or other communications required or permitted to be given under this Agreement must be in writing and will be deemed to have been given properly if delivered personally by hand or mailed certified mail, return receipt requested, postage prepaid on the date posted, and addressed to the appropriate party at the following address or any other address that may be given in writing to the parties:

ISD 192:                      Dana Strop  
Name of Director of Special Services

20655 Flagstaff Avenue  
Address  
Farmington, MN 55024  
City, State, Zip

651-463-5022  
Phone  
651-463-5071  
Fax

ISD 917:

Melissa Schaller

Name of Executive Director of Student Services

14300 145<sup>th</sup> Street East

Address

Rosemount, MN 55068

City, State, Zip

651-423-8204

Phone

651-423-8776

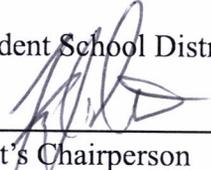
Fax

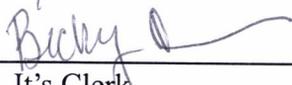
9. GENERAL

This Agreement cannot be assigned by either party, except with the prior written consent of the other party. This Agreement shall be governed by and construed under the laws of the State of Minnesota. If any provision of this Agreement is invalid, illegal, or unenforceable under any applicable statute or rule of law, it is to that extent deemed omitted and the remainder of the Agreement shall be valid and enforceable to the maximum extent possible.

IN WITNESS WHEREOF, the duly authorized officers or representatives of the parties have set their hands hereto on the dates indicated by their signatures.

Independent School District #192 Farmington Area Public Schools

By:   
It's Chairperson

By:   
It's Clerk

Dated: \_\_\_\_\_, 20\_\_

School Board's Tax Identification Number: 41-6007663

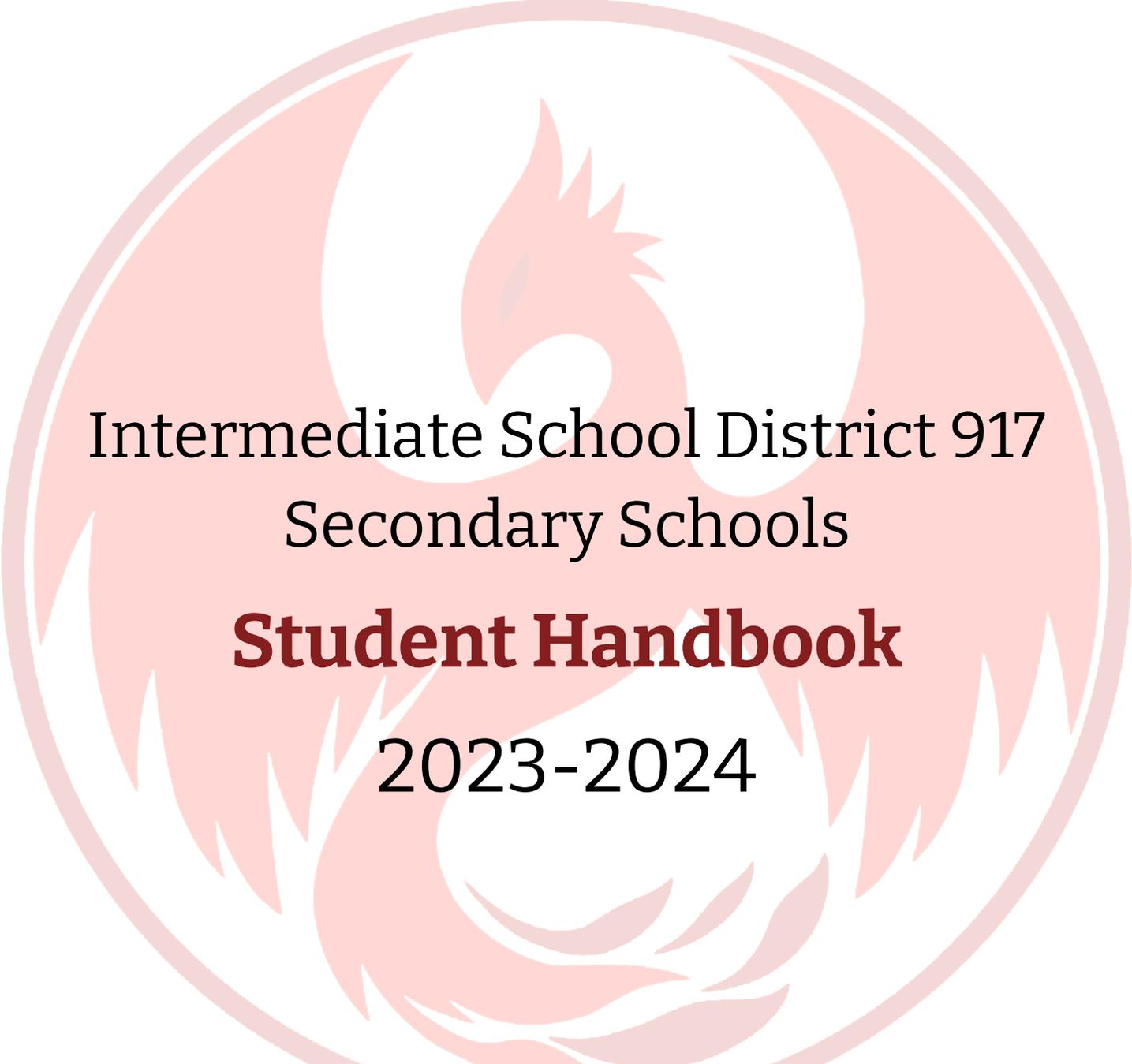
Intermediate School District 917

By: \_\_\_\_\_  
It's Chairperson

By: \_\_\_\_\_  
It's Clerk

Dated: \_\_\_\_\_, 20\_\_

School Board's Tax Identification Number: \_\_\_\_\_



Intermediate School District 917  
Secondary Schools

**Student Handbook**

2023-2024

**Dakota County Area Learning  
School - Main**

1300 145th Street East, Rosemount,  
MN 55068

**Dakota County Area Learning  
School - North**

150 Marie Avenue East, West St.  
Paul, MN 55118

**Dakota County Area Learning  
School - CTE**

1300 145th Street East, Rosemount,  
MN 55068

## Table of Contents

Table of Contents	1
Administration Welcome	3
Intermediate School District 917 Core Values	3
General Information	4
<b>Collaboration</b>	<b>4</b>
Cell Phones	4
Visitors and Volunteers	4
<b>Innovation</b>	<b>5</b>
Technology Usage and Safety	5
Grading	6
Multi-Tiered System of Supports	6
<b>Stewardship</b>	<b>7</b>
Learning and Academic Work	7
Attendance	7
Personal Property and Privacy	9
Medications	10
Parking / Parking Lot	10
Student Records (Infinite Campus Portal)	10
<b>Communication</b>	<b>11</b>
Directory of Information	11
Notification of Violent Behavior by Students	11
Software Inventory and Student Data Elements	11
<b>Integrity</b>	<b>12</b>
Bullying Prohibition	12
Standards of Student Behavior	12
Student Rights and Responsibilities	12
<b>Equity</b>	<b>13</b>
Equal Opportunity	13
Fair Treatment	13
Free Speech and Expression	13
Hazing Prohibition	13
Non-Discrimination	13
<b>Diversity</b>	<b>14</b>
Gender Identity	14
Harassment & Violence	14
Student Dress and Appearance	14
Pledge of Allegiance/National Anthem	15
<b>Empathy</b>	<b>15</b>
Academic Liaison	15
Advisory	15
<b>Personalization</b>	<b>15</b>

Responses and Levels of Behavior Violations	15
Level I	16
Level II	18
Level III	20
Level IV	21
Glossary of Terms	22



## **Administration Welcome**

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

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

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

Sincerely,

Chris Devine

*Principal of Secondary Schools*

*DCALS - CTE*

## **Intermediate School District 917 Core Values**

Practices at Intermediate School District 917 are grounded in our nine core values in an effort to grow our capacity and ability to meet the needs of our students, caregivers, and staff. We developed and aligned our handbook with our Core Values at the center to lift students, provide a deep level of support, and help guide our district staff to meet the needs of all our students.

**Collaboration (COL):** Working together to achieve more collectively.

**Innovation (INN):** Ongoing improvement of programs and services.

**Stewardship (STE):** Managing financial and human resources carefully and responsibly.

**Communication (COM):** Multi-dimensional, transparent conversations focused on sharing information and creating a positive learning and working environment.

**Integrity (INT):** Aligning our actions with our values and beliefs.

**Equity (EQU):** Intentionally providing opportunities while removing barriers at all levels of the organization.

**Diversity (DIV):** Appreciating and valuing everyone's unique learning styles.

**Empathy (EMP):** Considering and respecting the perspectives and needs of member districts, students, families, and staff.

**Personalization (PER):** Building on the strengths and addressing the unique needs of individual students.

**General Information****2023- 2024 Class Schedule (DCALS Main - North - CTE)**

<b>DCALS</b>	<i>Start</i>	<i>End</i>		<b>CTE</b>	<i>Start</i>	<i>End</i>
<b>Block 1</b>	8:10 AM	9:30		<b>Shift 1</b>	8:10 AM	9:50
<b>Advisory</b>	9:35	10:15				
<b>Block 2</b>	10:20	11:40		<b>Shift 2</b>	10:20	12:00
<b>Lunch</b>	11:40	12:20				
<b>Block 3</b>	12:20	1:40		<b>Shift 3</b>	12:45	2:25 PM
<b>Block 4</b>	1:45	3:05 PM				

**Site Leadership**

Chris Devine Principal of Secondary Schools <a href="mailto:christopher.devine@isd917.org">christopher.devine@isd917.org</a> 651-423-8259	Erin Mahnke Dean of Students <a href="mailto:erin.mahnke@isd917.org">erin.mahnke@isd917.org</a>
Aimee Boon Academic Liaison <a href="mailto:aimee.boone@isd917.org">aimee.boone@isd917.org</a>	Matt Bruns Academic Liaison <a href="mailto:matthew.bruns@isd917.org">matthew.bruns@isd917.org</a>

**Collaboration*****Working together to achieve more collectively.*****Cell Phones**

A student's cell phone should not disrupt instruction. Students must comply with staff requests for the cell phone to be put away or it may be taken away from the student and returned at the end of the class period or field trip.

**Visitors and Volunteers**

Parents, guardians, and community members are welcome to make visits to school, provided the visits are consistent with the health, education, and safety of students and employees and are conducted within the procedures and requirements established by the school district in Policy 903,

[https://www.isd917.org/about/school\\_board/policies/900\\_other](https://www.isd917.org/about/school_board/policies/900_other)

All visitors (e.g., caregivers, guardians, volunteers, contractors) must check in and out at the school office or main entrance before proceeding throughout the building. An individual or group may be denied

permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees, or the school district.

## **Innovation**

### ***Ongoing improvement of programs and services***

#### **Technology Usage and Safety**

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

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

In School District 917, it is important to use information and technology in safe, legal, and responsible ways. We embrace these conditions as facets of being a digital citizen and strive to help students while accessing or using cloud-based tools including, but not limited to, blogs, wikis, podcasts, Google applications, and Odysseyware, develop a positive digital footprint.

1. Students must select online names that are appropriate and will consider the information and images that are posted online at an age-appropriate level.
2. Students must not log in to the network as another classmate.
3. Students using cloud-based tools must treat these tools as a classroom space. Speech that is inappropriate for class is not appropriate on cloud-based tools. Students are expected to treat others and their ideas online with respect.
4. Assignments on cloud-based tools are like any other assignment in school. Students, in the course of completing the assignment, are expected to abide by policies and procedures in the student handbook, including those policies regarding plagiarism and acceptable use of technology.
5. Student blogs are to be a forum for student expression; however, they are first and foremost a tool for learning. The district may restrict speech for valid educational reasons as outlined in board policy.
6. Students must not use the Internet to harass, discriminate, bully, or threaten the safety of others. If students receive a comment on a blog or other cloud-based tool used in school that makes them feel uncomfortable or is not respectful, they must report this to a teacher, and must not respond to the comment.
7. Students accessing cloud-based tools from home or school, using the district technology system,

must not download or install any software without permission, and not click on ads or competitions.

8. Students should be honest, fair, and courageous in gathering, interpreting, and expressing information for the benefit of others. Always identify sources and test the accuracy of information from all sources.
9. Students must treat information, sources, subjects, colleagues, and information consumers as people deserving of respect. Gathering and expressing information should never cause harm or threaten to be harmful to any person or group of people.
10. Students are accountable to their readers, listeners, and viewers and to each other. Students should admit their mistakes and correct them promptly, while also exposing the unethical information and practices of others.
11. Students shall not record, photograph, or video other students or school employees on school property, on a school bus, or at school-sponsored activities without their knowledge and consent, except for activities considered to be in the public arena (e.g., sporting events, public meetings, academic competitions, or public performances). School social events, activities sponsored by student clubs, team-building retreats, and activities that take place during the school day are not considered to be in the public arena.
12. School board policies concerning acceptable use of electronic technology include the use of these cloud-based tools for school activities including ISD917 Policy 524.
13. Failure to follow this code of ethics will result in academic sanctions and/or disciplinary action. Students who inadvertently access unacceptable materials or an unacceptable Internet site must immediately disclose it to their teacher or a school administrator.

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

### **Grading**

Student grades are based on their achievement regarding writing, reading, collaboration, speaking and inquiry which are embedded in all of their scheduled content classes. Student grades will reflect their development and success to gain the skills necessary to thrive beyond the secondary system. The focus and goal of our grading system is to provide an equitable approach to each student's needs and abilities.

### **Multi-Tiered System of Supports**

A Multi-Tiered System of Supports (MTSS) is an educational framework designed to provide comprehensive and differentiated support to students in order to meet their academic, behavioral, and social/emotional needs.

The MTSS Framework consists of multiple tiers or levels of support, each offering increasingly intensive interventions based on the student's level of need. These tiers are typically referred to as Tier I, Tier II, and Tier III, with Tier I being the universal or core instruction provided to all students.

1. *Tier I: Universal Support*
  - All students receive high-quality, evidence-based instruction in the general education setting.
  - Instruction is differentiated and designed to meet the diverse learning needs of students.
  - Classroom management strategies and positive behavior supports are implemented to create a positive learning environment.

## 2. Tier II: Targeted Support

- Students who require additional support beyond the universal instruction receive targeted interventions.
- Interventions are more focused and intensive, targeting specific skill deficits or challenges.
- Progress is monitored closely, and data-driven decision-making guides the selection and adjustment of interventions.

## 3. Tier III: Intensive Support

- Students who continue to struggle despite receiving Tier I and Tier II support receive individualized, intensive interventions.
- These interventions are highly specialized and may involve more frequent and personalized instruction.
- Ongoing progress monitoring and collaboration with caregivers, teachers, and specialists help tailor interventions to meet specific student needs.

## Stewardship

***Managing financial and human resources carefully and responsibly.***

### ***Learning and Academic Work***

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

### ***Attendance***

It is important that students attend school every day to gain the academic knowledge and social/emotional skills to progress through their required classes. Attendance will be completed within the first 10 minutes of each class and checked periodically throughout the entire class period. Students must be present for 60 minutes of the class to be marked present for that class period. Students will be marked tardy if they arrive in class after the first 10 minutes of class.

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

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

**Teacher's Responsibility:** It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and advisories. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also

the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

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

**Attendance Reporting:** To call in an absence, call your child's main office number. Please leave the date, student's name, and reason for the absence. Your child's transportation company should also be informed of the absence. This is helpful communication for the home district. Regular attendance is important to school success.

#### *Excused Absences*

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

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

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

If documentation is not provided the student's absence will be recorded as unexcused. Continued unexcused absences will follow the same reporting guidelines as referenced under educational neglect and truancy. Parents and guardians must notify the office if their student will be late or tardy.

#### *Unexcused Absences*

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

#### *Tardies*

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

*School Notification of Absences or Tardies**Truancy/15 day drop*

Day 3	<ol style="list-style-type: none"> <li>1. Parent/guardian is contacted by the counselor or academic liaison</li> <li>2. Letter mailed home to parent/guardian to inform of absences.</li> <li>3. Member districts notified (CTE Only)</li> <li>4. Communication is logged in Campus</li> </ol>	Counselor Academic Liaison
Day 5	<ol style="list-style-type: none"> <li>1. Parent/guardian is contacted by the counselor/academic liaison and offered a meeting.</li> <li>2. MTSS process activated</li> <li>3. Member districts notified (CTE only)</li> <li>4. Communication is logged in Campus</li> </ol>	Counselor Dean Academic Liaison
Day 7	<ol style="list-style-type: none"> <li>1. <a href="#">Education neglect or truancy is filed</a> with Dakota County</li> <li>2. MTSS meetings are held to problem-solve truancy.</li> <li>3. Member district notified (CTE only)</li> <li>4. Communication is logged in Campus</li> </ol>	Counselor Academic Liaison Dean Principal
Day 10	<ol style="list-style-type: none"> <li>1. Attendance Letter sent to parent/guardian</li> <li>2. Parent/guardian is contacted by the counselor/academic liaison and offered a meeting.</li> <li>3. Member district is contacted by Principal</li> <li>4. Communication is logged in Campus</li> </ol>	Counselor Academic Liaison Principal
Day 12	<ol style="list-style-type: none"> <li>1. MTSS Process Updated - parent/guardian contacted</li> <li>2. Member district updated</li> <li>3. Communication is logged in Campus</li> </ol>	Counselor Academic Liaison Principal
Day 15	<ol style="list-style-type: none"> <li>1. Student dropped from enrollment.</li> <li>2. Letter is sent home to parent/guardian.</li> <li>3. Communication is logged in Campus</li> <li>4. Student may re-enroll, but will be placed at the bottom of the waiting list if applicable</li> </ol>	Social Worker Counselor Academic Liaison Administrative Assistant

***Personal Property and Privacy***

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

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

The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials. For more information related to searches, see School District 917 Policy 502, Search of Student Lockers, Desks, Personal Possessions, and Student's Person at [:https://www.isd917.org/about/school\\_board/policies/500\\_instruction](https://www.isd917.org/about/school_board/policies/500_instruction)

### **Medications**

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

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

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

The District will obtain and possess Narcan (Naloxone) to be maintained and administered by trained school staff to a student or other individual if it is determined in good faith that person is experiencing an opioid overdose. For more information related to student medications, see School District 917 Policy 516.5, Overdose Medication at [:https://www.isd917.org/about/school\\_board/policies/500\\_instruction](https://www.isd917.org/about/school_board/policies/500_instruction)

### **Parking / Parking Lot**

All students must register their car with information services located in the office at DCALS Main and North when they enroll. Parking violations may result in ticketing, immobilizing, or towing. Questions about parking citations must be directed to the Principal. *Parking a vehicle on ISD 917 DCALS North and Dakota County Technical College (DCTC) property implies consent to allow search of the vehicle for contraband or illegal items. NOTE: The speed limit in all parking lots is 10 MPH.*

### **Student Records (Infinite Campus Portal)**

Students have the right to privacy regarding their school records. Any disclosure of information from student records will be consistent with legal requirements and policy established by the school district. Students, caregivers, and guardians have the right to review the student's grades, attendance, assessment data, and other academic records on Infinite Campus Portal at: <https://mncloud3.infinitecampus.org/campus/portal/intermediate.jsp>

## **Communication**

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

### ***Directory of Information***

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

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

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

### ***Notification of Violent Behavior by Students***

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

### ***Software Inventory and Student Data Elements***

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

## **Integrity**

***Aligning our actions with our values and beliefs.***

### ***Bullying Prohibition***

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. See School District 917 Policy 514 for information on bullying prohibition at:

[https://www.isd917.org/about/school\\_board/policies/500\\_instruction](https://www.isd917.org/about/school_board/policies/500_instruction)

### ***Standards of Student Behavior***

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

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

The Intermediate 917 School Board creates and adopts policies to guide the actions of everyone in the district. The superintendent, with the administrative team, develops procedures to show how these policies will be implemented. Principals and program administrators may add further rules and procedures necessary for their students, staff, and school community. Teachers and other staff then work with students to set and follow the expectations for how they will work together in each classroom. Adult staff members are held to high standards of behavior and are subject to all applicable laws, school board policies, and human resources' rules and practices.

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

### ***Student Rights and Responsibilities***

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

## **Equity**

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

### ***Equal Opportunity***

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

### ***Fair Treatment***

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

### ***Free Speech and Expression***

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

### ***Hazing Prohibition***

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

### ***Non-Discrimination***

The Intermediate 917 School Board complies with federal and state laws and regulations prohibiting discrimination and harassment. No person shall, on the grounds of race, color, creed, religion, national

origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program or in any terms or conditions of employment. The district's harassment and violence policy (Policy 413) is available online or from the Human Resources Department.

**Diversity**  
***Appreciating and valuing everyone's unique selves.***

***Gender Identity***

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

***Harassment & Violence***

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

[https://www.isd917.org/about/school\\_board/policies/400\\_personnel](https://www.isd917.org/about/school_board/policies/400_personnel)

***Student Dress and Appearance***

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

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

It is not the district's intention to restrict protected speech. However, when, in the judgment of the administration, a student's appearance or dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Caregivers will be notified.

## ***Pledge of Allegiance/National Anthem***

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

### **Empathy**

***Considering and respecting the perspectives and needs of member districts, students, caregivers, and staff.***

## ***Academic Liaison***

The position of Academic Liaison exists as a support for all students participating in secondary programming through ISD 917. The Academic Liaison develops and maintains collaborations between students, caregivers, ISD 917 staff and member districts, colleges and community partners to prepare students for their pursuits after high school. Academic Liaisons support students to and through their secondary and postsecondary academic careers.

## ***Advisory***

Advisory is a daily, credit bearing course designed to help students meet their academic and personal goals. Students will participate in lessons related to social emotional learning, including self-awareness, social awareness, relationship skills, self-management, and responsible decision-making, and future readiness, goal setting, and grade calculation.

### **Personalization**

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

## ***Responses and Levels of Behavior Violations***

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

These guidelines describe the various administrative actions that may be taken for violations of the school district's rules, policies, procedures, and the law. Interventions and responses shall be enforced within the general guidelines outlined in the Violations Levels 1-4 and the Violations Matrix. A Level 1 violation is the least severe and a Level 4 violation is the most severe. For each violation on the charts that follow, the first (•) is the minimum disciplinary action. The presence of a dot (•) in a given cell in the matrix does not imply

or require that an administrator will use a “step by step” progression of increasing severity in dealing with a violation. However, there shall be a logical relationship between the severity and frequency of the offense and the age of the student and the administrative action.

Factors to be considered prior to assigning administrative actions:

- The student’s age, maturity, and understanding of the impact of their behavior
- The student’s ability and/or willingness to repair the harm caused by the behavior
- Previous interventions and consequences applied
- The circumstances and context, severity, and frequency of the behavior
- The student’s Individualized Education Plan (IEP) or 504 plan, if applicable
- Unless otherwise noted, these policies apply to student behavior occurring on any property owned or controlled by Intermediate 917 or occurring in connection with any activity sponsored by or associated with the district.

This consistency guide was established to support administration with incidents of behavior that can occur in a school setting. This guide is a reference and should be used as a general tool, with the understanding that every student is different and every situation is different. The overall goal is to provide a safe and welcoming environment for all students, and provide equitable outcomes for those that are involved in an incident.

**Level I**

Level I interventions are generally addressed by school staff members with a focus on re-teaching safe and respectful behaviors. Part of a day of dismissal or suspension may occur depending on the severity and frequency of the violation. Note: Please refer to the Glossary for additional terms or definitions.

<p><i>Examples of Intervention Responses</i>                  Level I incidents generally do not result in removal from school but may result in removal depending on the intensity and/or frequency of the behavior.</p>	
<p>Interventions aim to correct and teach alternative behavior so students can learn and demonstrate safe and respectful behavior. School staff members can use a variety of classroom management strategies that may include:</p> <ul style="list-style-type: none"> <li>• Re-teach expected behavior/skill</li> <li>• Verbal or nonverbal redirection</li> <li>• Modeling</li> <li>• Written reflection / apology</li> <li>• Seat Change</li> <li>• Teacher / Student Conference</li> <li>• Daily Progress Sheets</li> <li>• In class time-out</li> <li>• Restitution (fix it plan/contract)</li> <li>• Short-term re-set from class</li> <li>• Loss of privilege(s)</li> </ul>	<p>Appropriate staff interventions may involve the parent/guardian and other members of the school community. Interventions may include:</p> <ul style="list-style-type: none"> <li>• Student conference</li> <li>• Parent/Guardian notification</li> <li>• Parent / Guardian / Teacher conference</li> <li>• Parent / Guardian accompanying student to school or class</li> <li>• Removing, adjusting, or covering up clothing that violates student dress requirements</li> <li>• Conflict resolution</li> <li>• Referral</li> <li>• Contract</li> <li>• Dismissal or suspension for one day of school</li> </ul> <p>*Continuous or severe occurrences may be treated as a violation at a higher level.</p>

Level I Violations					
Please refer to the Glossary for additional terms or definitions	Levels				Police Notification
	1	2	3	4	
<b>Absence, Tardiness</b>	*	*			

Arriving late to school or to class					
<b>Absence, Unexcused</b> Unauthorized absence from school	*	*			
<b>Cheating or Plagiarizing</b> Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests and using the ideas or writing of another person including work accessed digitally, altering records, or presenting work generated using Artificial Intelligence as one's own work.	*	*	*		
<b>Damage to Property of Others</b> Willful damage to the property of staff members or others	*	*	*	*	*
<b>Damage to School Property</b> Willfully cutting, defacing, or otherwise damaging in any way, property belonging to or used by the district	*	*	*	*	*
<b>Defiance of Authority</b> Willful refusal to follow directions given by a staff member	*	*	*		
<b>Disruptive Behavior</b> Situations and/or actions that staff members believe interfere with, or have the potential to interfere with, effective learning and/or operations of the school, safety of self and others to or from school, or diverts the bus driver's attention	*	*	*		
<b>Gambling</b> Playing of a game of chance for stakes	*	*			
<b>Interference/Obstruction</b> Any action taken to attempt to prevent a staff member from exercising his/her lawfully assigned duties, including an administrative investigation	*	*			
<b>Language, Inappropriate</b> Swearing, obscenities, or using words in a disrespectful way	*				
<b>Leaving School Grounds</b> Leaving school grounds during school hours without proper clearance	*	*			
<b>Off Limits/Unauthorized Area</b> Accessing areas of the building without permission where students are not permitted or during times of the day they are not permitted	*	*			
<b>Parking Violation</b> Parking in an unauthorized area on school property	*				
<b>Physical Contact</b> Intentional or unintentional physical contact between a student and another individual or individuals that is not age-appropriate and may or may not involve harm (ex., non-age appropriate pushing/shoving, hitting, knocking other individuals over, play fighting). This is distinct from actual fighting.	*	*	*		
<b>Record and Identification Falsification</b> Falsifying or altering signature or data, refusing to give proper identification, or giving false identification to staff	*	*	*		
<b>Student Dress</b> Manner of dress or personal grooming that does not fit within the policies or guidelines of the school or district	*	*			
<b>Teasing and Name Calling</b> A single occurrence of teasing or name-calling with or without the intent to injure, degrade, or	*				

intimidate other individuals					
<b>Technology Misuse / Violation</b> This includes being off-task, treating technology carelessly, and airdropping materials without permission	*	*	*		
<b>Theft</b> Unauthorized taking or possession of the property of another	*	*			*
<b>Unauthorized Use of School Property</b> The unauthorized or illegal use of school property for non-school sponsored activities	*	*			*

## Level II

Level II interventions will result in dismissal from school for part of a day, entire, day, or multiple days. Based on the severity, it may also result in notification of the police. Note: Please refer to the Glossary for additional terms or definitions.

### Examples of Intervention Responses

The duration of the dismissal (or removal) is limited as much as is practicable while adequately addressing the behavior. Interventions may include:

- Student conference
- Parent/guardian notification
- Parent/guardian/teacher conference
- In-school community service
- Contract between teacher, student, and parent/guardian
- Referral
- Dismissal or suspension of 1-3 days of school

\*A severe or repeated occurrence may be treated as a violation at a higher level.

\*\*Repeated instances of a Level II violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record

## Level II Violations

Please refer to the Glossary for additional terms or definitions	Levels				Police Notification
	1	2	3	4	
<b>Bullying</b> Unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated over time.		*	*	*	
<b>Bullying Using Technology (Cyberbullying)</b> Bullying that takes place online or through technology and may take place in a variety of ways, including but not limited to, verbal bullying, or social bullying		*	*	*	
<b>Disorderly Conduct</b> See full definition in the Glossary		*	*		
<b>Extortion</b> Obtaining money, property, or services another person against their will through coercion, intimidation, or threat of physical harm.		*	*		
<b>Fighting</b> See full definition in the Glassary		*	*	*	*
<b>Fires and False Fire Alarms</b>		*	*		

Tampering or interfering with any fire alarm system or failure to exercise caution, resulting in a fire				
<b>Gang Activity</b> See full definition in the Glossary.	*	*	*	
<b>Harassment</b> <i>Harassment includes physical or verbal conduct or communication, directed at an individual that is:</i> 1) based on an individual's race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, sexual or affectional orientation, gender identity and expression, familial status, or disability; and 2a) had the purpose or effect of creating an environment that is intimidating, hostile, or offensive with respect to that individual; or 2b) otherwise adversely affects the individual's employment, educational opportunities, or access to a benefit from the school district.	*	*	*	
<b>Language, Abusive</b> Student delivers verbal messages that include offensive or threatening language	*	*	*	
<b>Marijuana and Marijuana-related Devices, Use/Possession (Under 2 Ounces)</b> Using marijuana, marijuana-related devices, or electronic products that allow for the consumption of marijuana. Possessing any type of marijuana or marijuana-related devices, electronic products that allow for the consumption of marijuana. Marijuana is any product containing, made, or derived from marijuana that is intended for human consumption.	*	*		
<b>On School Property without Permission</b> Being on school property without permission, including while suspended or expelled; including breaking and entering	*	*		*
<b>Physical Aggression to Staff</b> An intentional act by a student resulting in unwelcome physical contact with staff	*	*		
<b>Pyrotechnics</b> See full definition in the Glossary	*	*	*	*
<b>Reckless or Careless Driving</b> Driving on school property in such a manner as to endanger persons or property	*			
<b>Repeated Misuse of District Technology Resources</b> Purposeful use of district technology resources in a way that violates district policy	*	*	*	
<b>Sexual Behavior</b> Engaging in consensual sexual behavior including, but not limited to, sexual intercourse or sexual penetration, or other sexual contact. Also includes but is not limited to indecent exposure or masturbation	*	*	*	
<b>Theft, Minor</b> Unauthorized taking/possession of the property of another, including but not limited to school supplies, food, etc	*	*		
<b>Theft, Major</b> Unauthorized taking/ possession of the property of another including but not limited to jackets, expensive electronics, etc. (typically, a pattern of behavior has been established)	*	*		*
<b>Tobacco and Tobacco-related Devices, Use/Possession</b> Using tobacco, tobacco-related devices, or electronic cigarettes. Possessing any type of tobacco or tobacco-related device, or electronic cigarette. Tobacco is any product containing, made, or derived from tobacco that is intended for human consumption.	*	*		

**Level III**

Level III violations will result in the suspension of a student and possible notification of the police. Note: Please refer to the Glossary for additional terms or definitions.

<i>Examples of Intervention Responses</i>
<p>The duration of the dismissal (or removal) is limited as much as is practicable while adequately addressing the behavior. Interventions may include:</p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Parent/guardian/teacher conference</li> <li>• Alternative Learning Placement</li> <li>• Contract between teacher, student, and parent/guardian</li> <li>• Referral</li> <li>• Dismissal or suspension of 1-3 days of school</li> </ul> <p>*Incidents at this level may be referred for expulsion depending on the circumstance.</p>

Please refer to the Glossary for additional terms or definitions	Levels				Police Notification
	1	2	3	4	
<b>Alcohol, Possession/Use/Under the Influence</b> See full definition in the Glossary			*	*	*
<b>Arson</b> See full definition in the Glossary			*	*	*
<b>Assault</b> Intentionally inflicting bodily harm upon a person (including staff) without the person's consent			*	*	*
<b>Illegal Drugs</b> See full definition in the Glossary			*	*	*
<b>Hazing</b> See full definition in the Glossary			*	*	
<b>Incapacitation Device, Possession, Without Use or Intent to Use</b> See full definition in Glossary			*	*	
<b>Possession, Other Weapon or Object, Not a Firearm and Not Meeting Minnesota Statute Dangerous Weapon Definition, Without Use of Intent to Use as a Weapon</b> Device not manufactured as a dangerous weapon that is capable of producing bodily harm, substantial bodily harm, or fear of bodily harm. Examples include knives with blades under 2.5 inches, box cutters, razor blades, etc. Use or intent must not be present.			*	*	*
<b>Robbery/Extortion</b> Obtaining property from another by force or a threat of force			*	*	*
<b>Threats, Terroristic</b> Threatening directly or indirectly to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly, or vehicle			*	*	*

**Level IV**

Level IV violations require the principal to notify the police and make a referral for an expulsion to the superintendent or designee. Note: Please refer to the Glossary for additional terms or definitions.

*Examples of Intervention Responses*

The duration of the dismissal (or removal) is limited as much as is practicable while adequately addressing the behavior. Interventions may include:

- Parent/guardian notification
- Parent/guardian/teacher conference
- Alternative Learning Placement
- Referral
- Expulsion of exclusion (an act of the school board)

**Level IV Violations**

Please refer to the Glossary for additional terms or definitions	Levels				Police Notification
	1	2	3	4	
<b>Assault, Aggravated</b> The intentional infliction of substantial bodily harm, or great bodily harm upon another, or committing an act with a firearm, dangerous weapon, or other weapon with intent to cause fear in another of immediate bodily harm or death				*	*
<b>Criminal Act</b> Committing an act on school property or in the course of a school-sponsored or school-associated activity that would be a crime if committed by an adult				*	*
<b>Criminal Sexual Conduct</b> Sexual conduct amounting to a violation includes criminal "sexual contact" of any other sexual act that would be a criminal act if committed by an adult				*	*
<b>Explosive Device</b> Bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage				*	*
<b>Firearm</b> Gun or rifle that fires ammunition by force of explosion or combustion. Does not include BB guns, air guns, or lookalike guns.				*	*
<b>Incapacitation Device, Possession, with Use or Intent to Use</b> A device designed to temporarily immobilize or incapacitate people such as taser, stun guns, or tear gas derivative				*	*
<b>Possession/Use of a Dangerous Weapon Other Than a Firearm</b> A device designed or modified as a weapon that is capable of producing death or great bodily harm. Examples include knife with a blade of 2.5 inches or longer, replica firearms, BB gun, or brass knuckles				*	*
<b>Sexual Violence</b> A physical act of aggression or force or the threat of aggression or force that involves touching another person's intimate parts or forcing a person to touch any person's intimate parts				*	*

## Glossary of Terms

### Absence

- **Chronic Truancy:** Continued unauthorized absences. Student will be referred to social worker for consideration to file a court petition or referred to the Truancy Intervention Program. Ordinarily, chronic truancy does not warrant dismissal.
- **Tardiness:** Arriving late to school or to class
- **Unexcused:** Unauthorized absence from school or class

**Alcohol:** Possession, use, or being under the influence of any alcoholic product while on school grounds or at school-sponsored activities. Student may be referred for a chemical use assessment.

**Alternative Educational Setting:** An action taken by school and district administration to remove the student from the general population and to attend school from home using online resources provided by the school including software, technology, and instructional support. This is a tiered system with the first violation being 15 school days, second moving to 30 school days, and if a third violation occurs it will be at the discretion of the school administrator.

**Arson:** The intentional destruction of or damage to property by means of fire or explosives. Zero tolerance applies if a combustible or flammable liquid was used.

- **With Accelerant:** any combustible or flammable liquid
- **Without Accelerant:** no combustible or flammable liquid

**Assault:** Intentional infliction of bodily harm, substantial bodily harm, or great bodily harm upon a person without the person's consent

- **Physical:** Touching or striking of another individual intended to inflict bodily harm to an individual. Do not include minor physical contact
- **Sexual:** Intentional touching of a sexual nature, such as rape, fondling, and molestation. Students of all genders can be victims of sexual assault.

**Bodily Harm:** Physical pain or injury, illness, or any impairment of physical condition

**Bullying/ Harassment:** Bullying means any verbal or electronic expression, physical act, or gesture, or pattern thereof, that has the purpose or effect of causing distress to one or more students and which substantially interferes with educational benefits, opportunities, or performance of the student(s) Bullying includes, but is not limited to, conduct against a student that a reasonable person under the circumstances knows or should know has the effect of:

- Harming a student
- Damaging a student's property
- Placing a student in fear of harm to his or her person or property
- Violating a student's reasonable expectation of privacy
- Defaming a student
- Intentionally inflicting emotional distress against a student
- Creating a hostile educational environment for a student
- Subjecting a student to intimidation, ridicule, embarrassment, or social isolation

*Harassment includes physical or verbal conduct, or communication directed at an individual that is:*

1. Based on an individual's race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, familial status, sexual or affectional orientation, gender identity and expression, or disability
2. And has the purpose or effect of creating an environment that is intimidating, hostile, or offensive with respect to that individual; or otherwise adversely affects the individual's employment, educational opportunities, or access to a benefit from the school district

**Bullying Using Technology (Cyberbullying):** This type of bullying takes place online or through technology (cyberbullying) and may take place in a variety of ways, including but not limited to verbal bullying or social bullying

**Bus Suspension:** Temporary or long-term prohibition for a student to ride a school bus to school or other events involving riding a school bus.

**Bus Violations:** Any incidents of unacceptable student conduct on or near any school bus or bus stop. Weapons and other serious violations should be reported using the event type associated with the student's actions, even if they took place on the bus.

**Cheating or Plagiarism:** Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas or writings of another person including work accessed digitally without appropriate credit

**Chemical Health Evaluation:** A student may be referred to voluntarily engage in an assessment, completed by a community agency, to determine their level of involvement with alcohol or other chemical use.

**Conflict Resolution:** A way for two or more parties to find a peaceful solution and negotiate a resolution to a disagreement

**Contract:** A written behavior agreement signed by the student, teacher or administrator, and/or parent/guardian

**Damage to Property of Others:** Willful damage to property of staff members and/or others

**Damage to School Property:** Willfully cutting, defacing, or otherwise damaging in any way any property, real or personal, belonging to or used by the school district. The parent/guardian shall be liable for all damage caused by the student.

**Defiance of Authority:** Willful refusal to follow directions given by a staff member

**Detention:** The requirement that a student remain in school or attend school outside of normal class time or school hours

**Discrimination:** No person shall, on the basis of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, gender identity and expression, or disability, be subjected to discrimination

**Dismissal (or Removal from School):** An action taken by school administration requiring a student to leave school for up to one full school day

#### **Disorderly Conduct**

Whenever a student:

1. Engages in brawling or fighting; or disturbs a lawful assembly or meeting; or engages in offensive, obscene, abusive, boisterous, or noisy conduct or in offensive, obscene, or abusive language tending reasonably to arouse alarm, anger, or resentment in others
2. And the student knows, or has reasonable grounds to know, that such conduct will, or will tend to, alarm, anger, or disturb others or provoke an assault or breach of the peace by others then the student has violated the rule against disorderly conduct.

**Disruptive Behavior:** Situations and/or actions that staff believe interfere with or have the potential to interfere with effective learning and/or operations of the school

**Disruptive Behavior To and From School:** Behavior that endangers or harasses students on their way to and from school, or at the bus stop, or diverts the bus driver's attention from driving

**Exclusion:** An action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the current calendar year

**Explosive Device:** Bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage

**Expulsion:** A legal act that may be taken by the school board to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled

**Extortion:** Obtaining money, property, or services another person again against their will through coercion, intimidation, or threat of physical harm

**Falsification:** Falsifying or altering signature or data, refusing to give proper identification, or giving false identification to staff

**Fighting:** Two or more persons mutually participate in the use of force or physical violence that may require intervention to end the altercation, physical restraint, or results in injury. Fighting does not include conduct rising to the level of physical assault, nor does it include roughhousing or play fighting.

**Firearm:** There will be zero tolerance for possession or use of a firearm by any student. Firearms are banned from all property owned or controlled by Intermediate 917. A firearm is a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or force of combustion.

**Gambling:** Playing a game of chance for money and/or other things of value

**Gang Activity:** Conduct that is gang-motivated or related to gang membership. A gang is an organized group characterized by turf concerns, special dress or colors, and engagement in delinquent or illegal activity. Examples include, but are not limited to:

- Displaying gang symbols
- Gang paraphernalia
- Participating in the recruitment/initiation of a student into a gang

**Great Bodily Harm:** Bodily injury that creates a high probability of death, or which causes serious permanent disfigurement, or which causes a permanent or protracted loss or impairment of the function of any bodily member or organ or other serious bodily harm

**Hazing:** Committing an act against a student, or coercing a student(s) into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Prohibited conduct includes, but is not limited to, any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body. The policy applies to student conduct occurring on or off school property and during and after school hours and does not include the definition of a “gang” or “gang activity.”

**Illegal Drugs:** This does not include alcohol or tobacco, but does include possession of 2 ounces or more of Cannabis

- Possession: Possession of an illegal drug on school grounds or during off-campus school activities (including while taking school transportation)
- Use: Use of an illegal drug on school grounds or during off-campus school activities (including while taking school transportation)
- Request/Solicitation: Seeking an illegal drug on school grounds or during off-campus school activities (including while taking school transportation)
- Sale/Distribution: Selling, distributing, or seeking to sell an illegal drug on school grounds or during off-campus school activities (including while taking school transportation)

**Incapacitation Device:** A device designed or intended by the manufacturer to be used to temporarily immobilize or incapacitate persons by means of electronic pulse or a current; any pain compliance device; or tear gas or tear gas derivative, or any substance intended to function similar to tear gas

**In-School Community Service:** An action taken by school administration where a student is required to do voluntary work in order to give back to the community

**In-School Suspension:** An action taken by school administration to prohibit a student from attending classes for a period of time (more than half of a school day) while remaining under the supervision of school staff during the school day.

**In-School Monitoring:** A student may stay in school and be allowed to attend classes, but must check in with designated staff at appropriate times. Staff may escort student in the hall or to the restroom when appropriate.

**Intent, Intentionally, or Intentional:** “With intent to” or “intentionally” or “intentional” means that the student/ actor either has a purpose to do the thing or cause the result specified, or believes that the act, if successful, will cause that result.

**Intentional Damage of District Technology Resources:** Willful damage to hardware, software, or other equipment

**Intervention:** An opportunity for students to learn appropriate behavior with the goal of facilitating positive behavioral change. An intervention may involve school staff as well as support staff in the broader community.

**Intimate Parts:** Includes the primary genital area, groin, inner thigh, buttocks, or breast (as well as the clothing covering the immediate area of the intimate parts)

**Language, Abusive:** Student delivers verbal messages that include offensive or threatening language

**Language, Inappropriate:** Swearing, obscenities, or using words in a disrespectful way

**Leaving School Grounds, Unauthorized:** Leaving school grounds during school hours without proper clearance

**Loss of Privilege:** An action taken by school administration to prevent a student from participating in an activity or the loss of privilege as a consequence of a violation

**Medication Policy Violation:** Students using or distributing prescription or non-prescription medication in an unauthorized manner.

**Mediation:** Students who are in conflict with one another may be asked to participate in a mediation session led by a mediator to resolve the issues causing the conflict.

**Mentoring Program:** With parent/guardian permission, a student may voluntarily meet with a trusted adult that is available to offer support and guidance. The mentor may be a school staff person or someone from the community. A number of schools have mentor programs.

**Minnesota Pupil Fair Dismissal Act:** The Pupil Fair Dismissal Act is a state law that protects all students, with or without disabilities, in suspension, expulsion, and exclusion proceedings.

**Parent:** Student's legal guardian as listed in Infinite Campus

**Parent/Guardian Conference/Notification:** Administrative discussion or communication with a parent or guardian to address student academic or behavioral issues

**Parking Violation:** Parking in an unauthorized area on school property

**Physical Aggression (Substantial Bodily Harm):** An intentional act by a student resulting in substantial bodily harm. It includes, but is not limited to, kicking and slapping. Students engage in serious physical contact where injury may occur.

**Physical Aggression to Staff:** An intentional act by a student resulting in unwelcome physical contact with a staff person. It includes, but is not limited to, pushing, slapping and intimidation.

**Police Notification:** If an administrator believes that a student may have violated a law, the police may be called to file a report and/or to assist as necessary.

**Possession/Use**

- Dangerous Weapon Other Than a Firearm - There will be zero tolerance for possession or use of a dangerous weapon by any student. A “dangerous weapon other than a firearm” is defined as:
  1. Any device or instrument designed as a weapon and capable of producing death or great bodily harm
  2. Any device modified so that it may be used as a weapon and capable of producing death or great bodily harm
  3. Any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm
  4. Any fire that is used to produce death or great bodily harm
  5. Any knife with a blade equal to or greater than 2.5 inches in length
  6. Any replica firearm, BB gun, or pellet gun
  7. Brass knuckles
- Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition. Other Weapon includes any device or instrument – including any non-conventional weapon – that, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm, or fear of any degree of bodily harm. (Other weapons include knives with blades under 2.5 inches, fake knives, look alike weapons, box cutters, ammunition, etc.) Zero tolerance applies for possession of other weapons with use or intent to use.

**Pyrotechnics:** Refers to firecrackers, fireworks, smoke bombs, etc. that contain flash powder, gunpowder, blackpowder, or any other explosive compound constructed to produce detonation or deflagration.

**Racial or Religious Harassment:** Racial or religious harassment consists of physical or verbal conduct or communication relating to an individual’s race or religion when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile, derogatory, or offensive employment, educational, or school district environment or
2. Has the purpose or effect of substantially or unreasonably interfering with an individual’s employment or education or
3. Otherwise adversely affects an individual’s employment, educational opportunities, or access to a benefit from the school district

**Racial or Religious Violence:** Racial or religious violence is a physical act of aggression or assault or the threat of aggression or assault upon another because of, or in a manner reasonably related to, race or religion. Such an act may also constitute a criminal law violation.

**Reckless or Careless Driving:** Driving on school property in such a manner as to endanger persons or property Record and Identification

**Referral for Other or Outside Services:** Chemical use assessment, social worker, mental health, etc.

**Removal from Class:** An action taken by a teacher, principal, or other school district employee to prohibit a student from attending class for a period of time (must be less than half of a day)

**Repeated Misuse of District Technology Resources:** Purposeful use of district technology resources in a way that violates district policy.

**Restitution:** Repairing harm or replacing items that were stolen or damaged or providing fair market value by way of compensation or service. It requires a student to pay for or fix damages or misappropriation of property and may be imposed separately or in addition to other sanctions.

**Restorative Practice Strategies:** Ways to invite students, families, community members, and staff into relationships to build empathy, caring, and communication skills. Restorative practices focus on building a sense of community and on the strengths and capacity of the participants. When restorative practices are successful, all feel safe in the school because deep and lasting relationships are built among stakeholders. Repairing harm circles, restorative chats, peer mediation, and family group conferencing are examples of restorative practice strategies.

**Robbery/Extortion:** If force or threat of force is not used, see Theft.

**Sexual Behavior:** Engaging in sexual behavior including, but not limited to, sexual intercourse or sexual penetration, sexual contact, indecent exposure, or masturbation.

**Sexual Contact:** Includes the consensual and non-consensual touching of another person's intimate parts or forcing a person to touch any person's intimate parts, and committed with sexual or aggressive intent.

**Sexual Harassment:** Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other physical or verbal conduct or communication of a sexual nature when:

1. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment, educational, or school district environment or
2. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education or a benefit from the school district or
3. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education or access to a benefit from the school district

**Sexual Violence:** Sexual violence is a physical act of aggression or force, or the threat of aggression or force, that involves the touching of another person's intimate parts (as well as the clothing covering the intimate parts), or forcing a person to touch any person's intimate parts.

**Student Conference:** Administrative discussion or communication with student to address student academic or behavioral issues

**Substantial Bodily Harm:** Bodily injury that involves a temporary but substantial disfigurement, or that causes a temporary but substantial loss or impairment of the function of any bodily member or organ, or that causes a fracture of any bodily member

**Suspension:** An action taken by the school administration to prohibit a student from attending school for a period of no more than 10 school days. An additional five days may be added if exclusion or expulsion is being considered, or if the student's presence will create an immediate and substantial danger.

**Tardiness:** See also Absence

**Teasing and Name Calling:** A single occurrence of teasing or name calling with or without the intent to injure, degrade, disgrace, or intimidate other individuals

**Technology Misuse/Violation:** Student engages in inappropriate use of a technology device including and not limited to iPad, mobile device, personal electronic device, camera, computer and/or other. Student removal of a memory card or battery from a camera, phone, or mobile device while it is in the process of being confiscated is considered grounds for disciplinary action by school administration.

**Technology, Unauthorized or Inappropriate Use of District Technology Resources:** Any act that violates the School Board's Technology Use and Safety Policy or constitutes an unacceptable or illegal use of the school district's computer facilities, systems, networks, or software. This includes sending or posting harmful text or images using the Internet, wireless phones, or other communications devices. This policy applies to student acts occurring on or off school property and during or after school hours using district technology resources. Student consequences include possible loss of technology access privileges, dismissal, police notification, and/or restitution.

**Theft:** Taking the property of another individual or the school without permission, with the intent of not returning the property to the owner. No force is involved in the taking of the property.

**Threats:** Any oral, written, or physical threat, sign, or act that conveys intent to cause harm or violence, even if made in jest. This includes threats related to race, religion, or sexual violence.

**Threats, Terroristic:** Threatening directly or indirectly to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly, vehicle, or otherwise to cause serious public inconvenience, or in reckless disregard of the risk of causing such terror or inconvenience

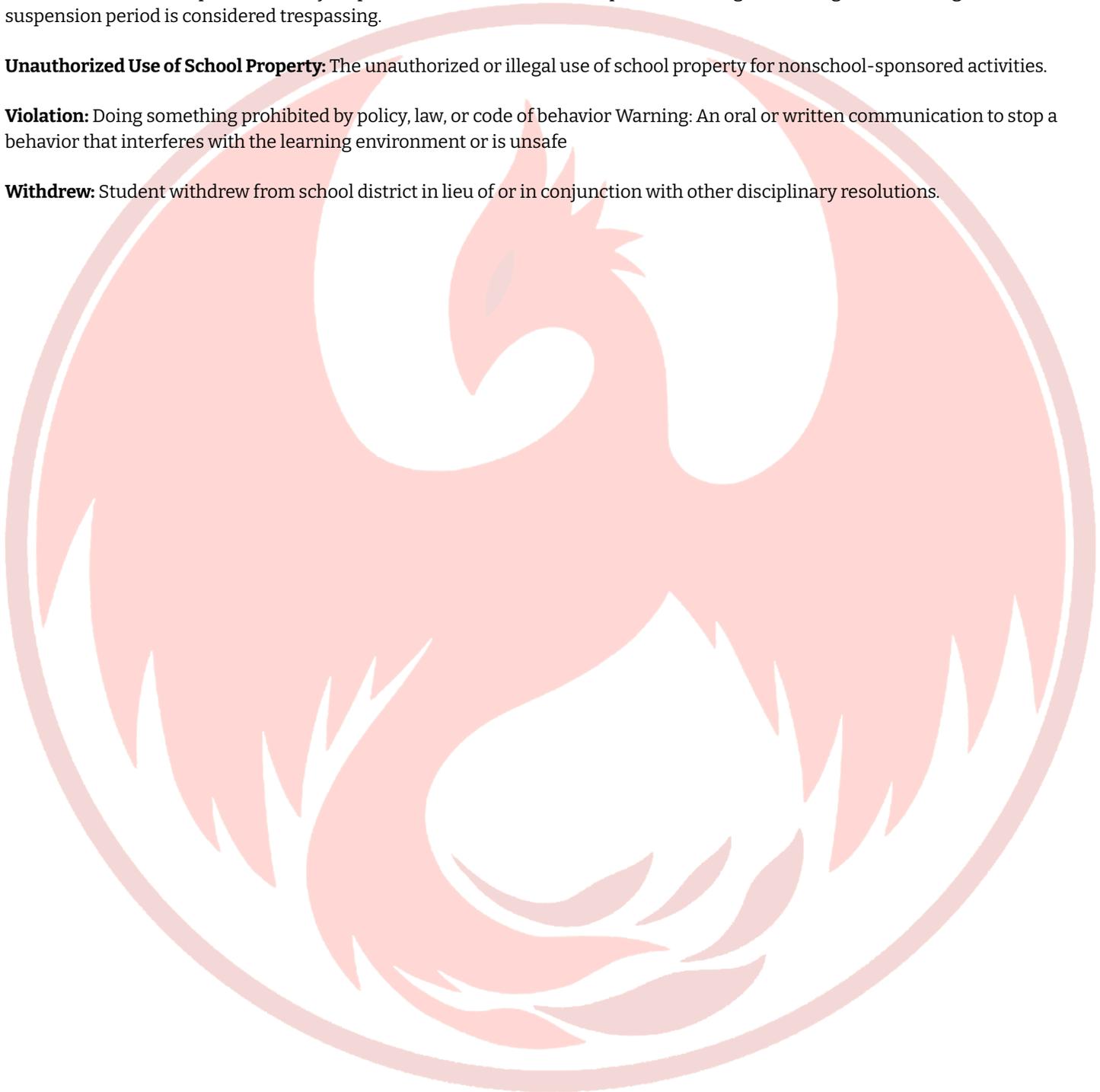
**Tobacco and Other Tobacco-Related Devices, Possession/Use:** Students are prohibited from having tobacco, lighters, matches, e-cigarettes, and other tobacco-related devices in their possession. Possession or use of any type of tobacco product by a student will be governed by Minnesota statutes and school board policy regarding Tobacco Free Environment.

**Trespassing:** Being physically present on school property or at a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises. Being on school grounds during a dismissal or suspension period is considered trespassing.

**Unauthorized Use of School Property:** The unauthorized or illegal use of school property for nonschool-sponsored activities.

**Violation:** Doing something prohibited by policy, law, or code of behavior  
**Warning:** An oral or written communication to stop a behavior that interferes with the learning environment or is unsafe

**Withdrew:** Student withdrew from school district in lieu of or in conjunction with other disciplinary resolutions.





# Intermediate School District 917

## Parent/Guardian & Student Handbook Special Education Programs

2023-2024

1300 145<sup>th</sup> Street East • Rosemount, MN 55068



Dear Parents/Guardians and Students:

Welcome to Intermediate School District 917 special education programs. This website will provide you with important information for the 2023-2024 school year. We encourage you to save this website link for future reference. As a district, we are focused on grounding our work in our nine core values.

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

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

We appreciate the opportunity to work with you.

Sincerely,

Melissa Schaller, PhD  
Executive Director of Student Services

# TABLE OF CONTENTS

<b>DISTRICT OVERVIEW</b>	<b>5</b>
<b>SPECIAL EDUCATION ADMINISTRATION</b>	<b>6</b>
<b>SPECIAL EDUCATION PROGRAMS AND SERVICES</b>	<b>8</b>
ALLIANCE EDUCATION CENTER	8
CEDAR SCHOOL	10
CONCORD EDUCATION CENTER	12
ECSE TEA	14
PINE BEND ELEMENTARY	14
POND CENTER	14
RIVERVIEW ELEMENTARY	15
LEBANON EDUCATION CENTER	16
JSC - NEW CHANCE & RIVERSIDE	18
PACES	20
CHRISTINA HUDDLESTON ELEMENTARY	20
MCGUIRE MIDDLE SCHOOL	20
FARMINGTON HIGH SCHOOL	21
LAKEVILLE NORTH HIGH SCHOOL	21
D/HH RESOURCE	23
LINCOLN CENTER ELEMENTARY	23
INVER GROVE HEIGHTS MIDDLE SCHOOL	24
SIMLEY HIGH SCHOOL	24
DASH	25
HASTINGS HIGH SCHOOL	25
LAKEVILLE NORTH HIGH SCHOOL	25
TWO RIVERS HIGH SCHOOL	26
BLOOMINGTON TRANSITION CENTER	27
TESA	28
DAKOTA COUNTY TECHNICAL COLLEGE	28
BLOOMINGTON TRANSITION CENTER	28
<b>DISTRICT CALENDARS</b>	<b>30</b>
<b>EMERGENCY CLOSINGS</b>	<b>31</b>
<b>DISTRICT LUNCH PRICES</b>	<b>32</b>
<b>DISTRICT TRANSPORTATION</b>	<b>34</b>
<b>GENERAL INFORMATION</b>	<b>35</b>
ABSENCES AND ATTENDANCE	35
ALLERGENS AND CHEMICAL SENSITIVITY	36
BACKGROUND CHECKS	36
BULLYING PROHIBITION	36
CHEMICAL USE OR POSSESSION INCLUDING CANNABIS	36
COMMUNICATION	37

CONFERENCES	37
DIRECTORY INFORMATION	37
DISCIPLINE	37
DRESS CODE	37
EMERGENCY EVACUATIONS/FIRE DRILLS	38
EMERGENCY INFORMATION	38
FIELD TRIPS	38
GENDER IDENTITY	38
HAZING	38
HEALTH SCREENINGS	38
ILLNESS - HOME	38
ILLNESS/INJURY - SCHOOL	39
IMMUNIZATIONS	39
INSTRUCTIONAL MATERIALS AND SUPPLIES	39
INTERNET ACCEPTABLE USE	39
LOCKERS AND DESKS	40
MEDIA	40
MEDICATIONS AND SPECIALIZED HEALTHCARE PROCEDURES	40
NONDISCRIMINATION	41
NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS	41
PARENT RIGHT TO KNOW	41
PLEDGE OF ALLEGIANCE	41
POLICIES	41
RESTRICTIVE PROCEDURES PLAN	41
SCHOOL-SPONSORED STUDENT PUBLICATIONS AND/OR STUDENT PROJECTS	42
SEARCHES	42
SOCIAL MEDIA	42
SOFTWARE INVENTORY & STUDENT DATA ELEMENTS	42
STATE TESTING	42
STUDENT CODE OF CONDUCT	43
STUDENT RECORDS	43
STUDENT SURVEYS	43
TENNESSEN WARNING	43
THIRD PARTY BILLING	43
TRANSPORTATION	44
VISITORS	44

## DISTRICT OVERVIEW

### PURPOSEFUL. PERSONALIZED. PARTNERS.

#### **Mission-Our Core Purpose:**

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

#### **Vision-What We Intend to Create:**

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

#### **Core Values-Drivers of Our Words and Actions:**

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

#### **Our Purpose for Special Education Services:**

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

## SPECIAL EDUCATION ADMINISTRATION

### **Dr. Melissa Schaller, Executive Director of Student Services**

Dakota County Technical College  
1300 145<sup>th</sup> Street East  
Rosemount, Minnesota 55068  
Phone: 651-423-8204 Fax: 651-423-8781  
Email: [melissa.schaller@isd917.org](mailto:melissa.schaller@isd917.org)

### **Julie Illa, Administrative Assistant to the Executive Director of Student Services, Director of Social/Emotional Learning & Support, and the Director of Teaching and Learning**

Dakota County Technical College  
1300 145<sup>th</sup> Street East  
Rosemount, Minnesota 55068  
Phone: 651-423-8377 Fax: 651-423-8781  
Email: [julie.illa@isd917.org](mailto:julie.illa@isd917.org)

### **Lynda Hurt, Information Management Assistant-Third Party Billing**

Dakota County Technical College  
1300 145<sup>th</sup> Street East  
Rosemount, Minnesota 55068  
Phone: 651-252-4395  
Email: [lynda.hurt@isd917.org](mailto:lynda.hurt@isd917.org)

### **Kristin Kustrich, Information Management Assistant-MARSS**

Dakota County Technical College  
1300 145<sup>th</sup> Street East  
Rosemount, Minnesota 55068  
Phone: 651-423-8255 Fax: 651-423-8781  
Email: [kristin.kustrich@isd917.org](mailto:kristin.kustrich@isd917.org)

### **Kate Hulse, Director of Social/Emotional Learning and Support**

Dakota County Technical College  
1300 145<sup>th</sup> Street East  
Rosemount, Minnesota 55068  
Phone: 651-423-8xxx Fax: 651-423-8781  
Email: [kate.hulse@isd917.org](mailto:kate.hulse@isd917.org)

**Dr. Brooke Peterson, Director of Teaching and Learning**

Dakota County Technical College

1300 145<sup>th</sup> Street East

Rosemount, Minnesota 55068

Phone: 651-423-8202 Fax: 651-423-8781

Email: [brooke.peterson@isd917.org](mailto:brooke.peterson@isd917.org)

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## ALLIANCE EDUCATION CENTER



### Description of Programming

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

### Our Approach and Focus

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

- High levels of adult support across the

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

### School Hours

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

### [ISD 917 Calendar](#)

### [Emergency Closing Information](#)

### Site Leadership

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

Jackie Pauley  
Dean of Special Education  
Phone: 651-423-8125  
Email: [jackie.pauley@isd917.org](mailto:jackie.pauley@isd917.org)

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

Kay Velure  
Administrative Assistant  
Phone: 651-423-8151  
Email: [kay.velure@isd917.org](mailto:kay.velure@isd917.org)

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

### **Services and Benefits**

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

**School Meals**

**Health Services**

**Transportation**

Sydney Seufer

Administrative Assistant

Phone: 651-423-8100

Email: [sydney.seufer@isd917.org](mailto:sydney.seufer@isd917.org)

# CEDAR SCHOOL



## Description of Programming

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

## Our Approach and Focus

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

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

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

## School Hours

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

## [ISD 917 Calendar](#)

## [Emergency Closing Information](#)

## Site Leadership

Jennifer Hetland  
Assistant Director of Special Education/Principal  
Phone: 952-707-4075  
Email: [jennifer.hetland@isd917.org](mailto:jennifer.hetland@isd917.org)

AJ Boehmer  
Dean of Special Education  
Phone: 952-431-8606  
Fax: 952-431-4063  
Email: [aj.boehmer@isd917.org](mailto:aj.boehmer@isd917.org)

Melanie Rix  
Lead Teacher  
Phone: 952-562-5130  
Email: [melanie.rix@isd917.org](mailto:melanie.rix@isd917.org)

Pam Severson  
Administrative Assistant  
Phone: 952-707-4000  
Email: [pam.severson@isd917.org](mailto:pam.severson@isd917.org)

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

### **Services and Benefits**

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

**School Meals**

**Health Services**

**Transportation**

# CONCORD EDUCATION CENTER



## Description of Programming

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

## Our Approach and Focus

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

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

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

## School Hours

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

## [ISD 917 Calendar](#)

## [Emergency Closing Information](#)

## Site Leadership

Amy Swaney  
Assistant Director of Special Education/Principal  
Phone: 612-902-9311  
Email: amy.swaney@isd917.org

Shae Elliott  
Dean of Special Education  
Phone: 612-902-9357  
Email: shae.elliott@isd917.org

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

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

Joleen Witham  
Administrative Assistant  
Phone: 612-902-9300

focus on socio-emotional learning

Email: [joleen.witham@isd917.org](mailto:joleen.witham@isd917.org)

**Services and Benefits**

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

**School Meals**

**Health Services**

**Transportation**

## ECSE TEA

### Description of Programming

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

### Our Approach and Focus

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

### Services and Benefits

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

### School Meals

### Health Services

### Transportation

### Site Leadership

Jennifer Hetland

Assistant Director of Special Education/Principal

Phone: 952-707-4075

Email: [jennifer.hetland@isd917.org](mailto:jennifer.hetland@isd917.org)

AJ Boehmer



### PINE BEND ELEMENTARY

9875 Inver Grove Trail

Inver Grove Heights, MN

Phone: 651-306-7710

### School Hours

Student 8:30 am - 2:00 pm

Staff 7:30 am - 3:30 pm

[District 199 Calendar](#)

[Emergency Closing Information](#)



### POND CENTER

9600 3rd Ave. South

Bloomington, MN 55420

Phone: 952-681-6238

Fax: 651-438-4985

### School Hours

Student 8:30 am - 11:00 am (Section 1)

Dean of Special Education  
Phone: 952-431-8606  
Fax: 952-431-4063  
Email: [aj.boehmer@isd917.org](mailto:aj.boehmer@isd917.org)

Melanie Rix  
Lead Teacher  
Phone: 952-562-5130  
Email: [melanie.rix@isd917.org](mailto:melanie.rix@isd917.org)

Denise Horvath  
Administrative Assistant  
Phone: 952-431-4062  
Email: [denise.horvath@isd917.org](mailto:denise.horvath@isd917.org)

Student 12:00 pm - 2:30 pm (Section 2)  
Staff 7:30 am - 3:30 pm

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



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

**School Hours**

Student 8:30 am - 11:00 am (Section 1)  
Student 12:00 pm- 2:30 pm (Section 2)  
Staff 7:30 am - 3:30 pm

[District 192 Calendar](#)  
[Emergency Closing Information](#)

# LEBANON EDUCATION CENTER



## Description of Programming

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

## Our Approach and Focus

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

## Services and Benefits

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

## School Meals

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

## School Hours

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

## [ISD 917 Calendar](#)

## [Emergency Closing Information](#)

## Site Leadership

Jennifer Hetland  
Assistant Director of Special Education/Principal  
Phone: 952-707-4075  
Email: [jennifer.hetland@isd917.org](mailto:jennifer.hetland@isd917.org)

AJ Boehmer  
Dean of Special Education  
Phone: 952-431-8606  
Fax: 952-431-4063  
Email: [aj.boehmer@isd917.org](mailto:aj.boehmer@isd917.org)

Melanie Rix  
Lead Teacher  
Phone: 952-562-5130  
Email: [melanie.rix@isd917.org](mailto:melanie.rix@isd917.org)

Denise Horvath  
Administrative Assistant  
Phone: 952-431-4062  
Email: [denise.horvath@isd917.org](mailto:denise.horvath@isd917.org)

<b>Health Services</b> <b>Transportation</b>	
---	--

## JSC - NEW CHANCE & RIVERSIDE



### Description of Programming

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

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

### Our Approach and Focus

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

### Services and Benefits

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

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

### New Chance School Hours

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

### [ISD 917 Calendar](#)

### [Emergency Closing Information](#)

### Site Leadership

Taylor Thomas

Assistant Director of Special Education/Principal

Phone: 612-666-0473

Email: [taylor.thomas@isd917.org](mailto:taylor.thomas@isd917.org)

Lori Klein

Dean of Special Education

Phone: 507-301-6651

Email: [lori.klein@isd917.org](mailto:lori.klein@isd917.org)

Tara Brenner

Administrative Assistant

Phone: 651-438-4980

Email: [tara.brenner@isd917.org](mailto:tara.brenner@isd917.org)

Physical Education.

**School Meals**

Provided by Dakota County

**Health Services**

Provided by Dakota County

**Transportation**

# PACES

## Description of Programming

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

## Our Approach and Focus

A focus of the program is to develop positive social skills and strategies for interacting in the school and community setting. This includes identifying and implementing tools and strategies to address sensory needs. The curriculum emphasizes the development of functional skills and academics, communication and social skills, daily living/life skills, vocational preparation, recreation, and leisure. Each classroom has a licensed Special Education Teacher and a maximum of 6 students per classroom, along with the teacher are Program and Classroom Assistants to support student needs in the classroom.

## Services and Benefits

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

[Health Services](#)

[Transportation](#)



### CHRISTINA HUDDLESTON ELEMENTARY

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

#### Elementary School Hours

Student	8:30 am - 3:00 pm
Staff	8:05 am - 3:20pm

[District 194 Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)



### MCGUIRE MIDDLE SCHOOL

21220 Holyoke Avenue W  
Lakeville, MN 55044  
Phone: 952-232-2201

#### School Hours

Student	8:09 am - 2:45 pm
Staff	7:30 am - 3:30 pm

[District 194 Calendar](#)

## **Program Leadership**

Don Budach

Assistant Director of Special Education/Principal

Phone: 651-423-8426

Email: don.budach@isd917.org

Stephanie Betley

Dean of Special Education

Phone: 651-423-8343

Email: stephanie.betley@isd917.org

Wendi Renken

Lead Teacher

Phone: 651-423-8620

Email: wendi.renken@isd917.org

Heidi Helm

Lead Teacher

Phone: 952-681-6194

Email: heidi.helm@isd917.org

Paige Bjerke

Administrative Assistant

Phone: 651-423-8401

Email: paige.bjerke@isd917.org

## **Emergency Closing Information**

### **School Lunches**



### **FARMINGTON HIGH SCHOOL**

20655 Flagstaff Avenue

Farmington, MN 55024

Phone: 651-252-2501

### **School Hours**

Student 8:10 am - 2:55 pm

Staff 7:30 am - 3:30 pm

## **[District 192 Calendar](#)**

## **Emergency Closing Information**

### **School Lunches**



### **LAKEVILLE NORTH HIGH SCHOOL**

19600 Ipava Avenue W

Lakeville, MN 55044

Phone: 952-232-3746 Room 223

**School Hours**

Student 8:02 am - 2:37 pm

Staff 7:30 am - 3:30 pm

[District 194 Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)

## D/HH RESOURCE

### Description of Programming

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

### Our Approach and Focus

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

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

### Services and Benefits

Students are provided related services based on needs outlined in their Individualized Education



### LINCOLN CENTER ELEMENTARY

357 9th Ave N

South St Paul, MN 55075

Phone: 651-288-5871

### Preschool Hours

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

### Elementary School Hours

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

[District 6 Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)



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

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

### **Program Leadership**

Taylor Thomas  
Assistant Director of Special Education/Principal  
Phone: 612-666-0473  
Email: Taylor.Thomas@isd917.org

Lori Klein  
Dean of Special Education  
Phone: 507-301-6651  
Email: Lori.Klein@isd917.org

Loreen Bohnert  
Administrative Assistant  
Phone: 651-288-5871  
Email: Loreen.Bohnert@isd917.org

### **INVER GROVE HEIGHTS MIDDLE SCHOOL**

(917 Programming closed for 2023-2024 School Year)  
8167 Cahill Avenue  
Inver Grove Heights, MN 55076  
Phone: 651-306-7200

#### **School Hours**

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

[District 199 Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)



**SIMLEY HIGH SCHOOL**

2920 80th Street East  
Inver Grove Heights, MN 55076  
Phone:  
Fax:

#### **School Hours**

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

[District 199 Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)

# DASH

## Description of Programming

The Developmental Disabilities, Academics, Socialization, and Health Services (DASH) program provides services to students, ages 3-21, who present with severe to profound Developmental Cognitive Disabilities (DCD) and may have multiple disabling conditions which require nursing care during the school day. The program focuses on communication, social, motor, and daily living skills as well as functional academics.

## Our Approach and Focus

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

## Services and Benefits

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

## Health Services

## Transportation

## Program Leadership



## HASTINGS HIGH SCHOOL

(Middle and High School Programs located here)

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

## School Hours

Student: 7:50 am - 2:31 pm  
Staff: 7:30 am - 3:30 pm

## [District 200 Calendar](#)

## [Emergency Closing Information](#)

## [School Lunches](#)



## LAKEVILLE NORTH HIGH SCHOOL

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

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

Wendi Renken  
Lead Teacher  
Phone: 651-423-8620  
Email: wendi.renken@isd917.org

Heidi Helm  
Lead Teacher  
Phone: 952-681-6194  
Email: heidi.helm@isd917.org

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

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

**School Hours**

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

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



**TWO RIVERS HIGH SCHOOL**

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

**School Hours**

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

[District 197 Calendar](#)  
[Emergency Closing Information](#)  
[School Lunches](#)



### **BLOOMINGTON TRANSITION CENTER**

2575 W 88th Street, Door 10

Blomington, MN 55431

Phone: 952-681-6118

#### **School Hours**

Student: 7:45 am - 2:20 pm

Staff: 7:30 am - 3:30 pm

[District 271 Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)

# TESA

## Description of Programming

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

## Our Approach and Focus

There is a strong emphasis on helping students in TESA gain employment in their respective community area. For those students considering post-secondary education following graduation, there are also opportunities to build their skills in preparation for college, including understanding the resources and supports available through disability services.

## Services and Benefits

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



### DAKOTA COUNTY TECHNICAL COLLEGE

1300 145th Street E  
Rosemount, MN 55068  
Phone: 651-423-8401

#### School Hours

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

#### [DCTC Calendar](#)

#### [Emergency Closing Information](#)

#### [School Lunches](#)



### BLOOMINGTON TRANSITION CENTER

2575 W 88th Street, Door 10  
Blomington, MN 55431

**Health Services**

**Transportation**

**Program Leadership**

Don Budach

Assistant Director of Special Education/Principal

Phone: 651-423-8426

Email: don.budach@isd917.org

Stephanie Betley

Dean of Special Education

Phone: 651-423-8343

Email: stephanie.betley@isd917.org

Wendi Renken

Lead Teacher

Phone: 651-423-8620

Email: wendi.renken@isd917.org

Heidi Helm

Lead Teacher

Phone: 952-681-6194

Email: heidi.helm@isd917.org

Paige Bjerke

Administrative Assistant

Phone: 651-423-8401

Email: paige.bjerke@isd917.org

Phone: 651-423-8401

**School Hours**

Student: 7:45 am - 2:20 pm

Staff: 7:30 am - 3:30 pm

[District 271 Calendar](#)

[Emergency Closing Information](#)

[School Lunches](#)

## **DISTRICT CALENDARS**

[Intermediate School District 917](#)

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

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

[Independent School District 192, Farmington](#)

[Independent School District 194, Lakeville](#)

[Independent School District 195, Randolph](#)

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

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

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

[Independent School District 200, Hastings](#)

[Independent School District 271, Bloomington](#)

[Dakota County Technical College, Rosemount](#)

## EMERGENCY CLOSINGS

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

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

**DISTRICT LUNCH PRICES**  
**PENDING 2023-2024 PRICES**

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

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

## DISTRICT TRANSPORTATION

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

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

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

## GENERAL INFORMATION

### ABSENCES AND ATTENDANCE

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

Regular attendance is important to school success.

#### 1. Excused Absences

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

#### 2. Unexcused Absences

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

#### 3. Tardies

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

#### 4. Notification of Absences or Tardies

- Parents and guardians must include the following information when notifying the school regarding a student absence/tardy:
  - Date
  - Student name
  - Homeroom or case manager
  - Reason for the absence.
- Please remember to also notify the transportation company of a student absence.

#### 5. Mandated Reporting for Educational Neglect and Truancy

- If students are not regularly attending school or are not on time the school is mandated to report educational neglect and truancy to residing counties:
  1. Educational Neglect

- For students, 11 and younger, reports are made to the county of residence Child Protective Service (CPS) for educational neglect.
- A formal letter will be sent out via mail or email to parents or guardians when a student has accumulated 3 unexcused absences.
- School staff will offer parents the opportunity to participate in a meeting to address attendance concerns.
- If the student accumulates 7 unexcused absences school staff are mandated to report educational neglect to agencies in the county of residence.
- A referral letter will be sent out to parents or guardians via mail or email.
- The county agency will contact parents and collaborate with school staff.

## 2. Truancy

- A student who is 12 to 17 years old and is absent without an excuse for seven school days, is considered to be habitually truant.
- A formal letter will be sent out via mail or email to parents or guardians when a student has accumulated 3 days of unexcused absences.
- School staff will offer parents the opportunity to participate in a meeting to address attendance concerns.
- If the student accumulates 7 unexcused absences school staff are mandated to report truancy to agencies in the county of residence.
- A referral letter will be sent out to parents or guardians via mail or email.
- The county agency will contact parents and collaborate with school staff.

## **ALLERGENS AND CHEMICAL SENSITIVITY**

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

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

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

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

## **BACKGROUND CHECKS**

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

## **BULLYING PROHIBITION**

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, are prohibited on school district property, at school-related functions or activities, on school transportation, and by misuse of technology. For detailed information, see the school district's policy at [About > School Board > Policies > 500 students](#).

## **CHEMICAL USE OR POSSESSION INCLUDING CANNABIS**

Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids (edible cannabinoid products), cannabis (cannabis flower, cannabis products, lower-potency hemp edibles, or

hemp-derived consumer products), and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

## **COMMUNICATION**

Instructors will contact parents on a regular basis regarding their child's program. Parents are encouraged to reach out to teachers before or after the school day via phone if possible or using email. Students are generally only allowed to make phone calls in emergency situations. A student must receive permission from the classroom teacher before being permitted to use the phone. If a parent needs to talk with a child during the school day, office staff will assist parents in reaching or delivering a message to the student.

## **CONFERENCES**

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

## **DIRECTORY INFORMATION**

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

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

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

## **DISCIPLINE**

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For detailed information on the district's policy, go to About > School Board > Policies > 500 students.

## **DRESS CODE**

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

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

messages or logos are not acceptable.

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

## **EMERGENCY EVACUATIONS/FIRE DRILLS**

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

## **EMERGENCY INFORMATION**

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

## **FIELD TRIPS**

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

## **GENDER IDENTITY**

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

## **HAZING**

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's policy which can be found at [About > School Board > Policies > 500 students](#).

## **HEALTH SCREENINGS**

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

## **ILLNESS - HOME**

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

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

In Addition:

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

## **ILLNESS/INJURY - SCHOOL**

If a student becomes ill or is injured at school, the parent will be contacted. If a parent cannot be reached, the emergency contacts will be called. Transportation home and additional medical care are the responsibility of the parent/guardian.

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

Please note that the nurse will also consider:

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

## **IMMUNIZATIONS**

In order to attend school, students must show that they are in compliance with *Minnesota School Immunization Requirements*. Intermediate School District 917 follows our member districts' policies, which include a "No Shots, No School Policy." This policy states that students who are not up to date on their immunizations will not be allowed to start school until they provide the school with documentation that they have received the required immunizations. See the Minnesota Department of Health website for more information on required immunizations. <https://www.health.state.mn.us/people/immunize/basics/readykidswhento.pdf>

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

## **INSTRUCTIONAL MATERIALS AND SUPPLIES**

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

## **INTERNET ACCEPTABLE USE**

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

## **LOCKERS AND DESKS**

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

## **MEDIA**

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

## **MEDICATIONS AND SPECIALIZED HEALTHCARE PROCEDURES**

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

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

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

Requirements for Administration of Medications and Specialized Health Care Procedures:

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

## **NONDISCRIMINATION**

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated Nicolle Roush, Executive Director of Business Services [1300 145th Street East, Rosemount 55068, 651-423-8227] as the district's human rights officer to handle inquiries regarding nondiscrimination.

## **NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS**

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

## **PARENT RIGHT TO KNOW**

If a parent requests it, the school district will provide information regarding the professional qualifications of their child's classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

## **PLEDGE OF ALLEGIANCE**

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

## **POLICIES**

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

## **RESTRICTIVE PROCEDURES PLAN**

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

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

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

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

Students violating these guidelines are subject to disciplinary action.

## **SEARCHES**

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

## **SOCIAL MEDIA**

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

## **SOFTWARE INVENTORY & STUDENT DATA ELEMENTS**

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

## **STATE TESTING**

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

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

Family letters and fact sheets about the statewide assessments can be found at: <https://education.mn.gov/MDE/fam/tests/>. These documents are also translated into a variety of languages under the Translated Documents section.

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

<https://education.mn.gov/MDE/fam/tests/> under the Student Participation section. If you choose to complete it, it must be returned to your student's administrator; your student's administrator may require additional information.

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

### **STUDENT CODE OF CONDUCT**

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

### **STUDENT RECORDS**

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an "eligible" student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more information on the rights of parents/guardians and eligible students regarding student records, see the district's policy at About > School Board > Policies > 500 students.

### **STUDENT SURVEYS**

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection, and use of information for marketing purposes, and certain physical examinations, see the district's policy at About > School Board > Policies > 500 students.

### **TENNESSEN WARNING**

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

### **THIRD PARTY BILLING**

Minnesota Statutes, section 125A.21, subdivision 2, requires school districts to seek reimbursement from insurers and other third parties for the cost of services provided by a Local Educational Agency (LEA) whenever these services are covered by the child's health insurance. This statute is based on federal regulations and the Individuals with Disabilities Education Act (IDEA). LEAs can enroll with the Minnesota

Health Care Programs (MHCP) as an MHCP Individualized Education Program (IEP) provider. Information about Minnesota Health Care Programs can be found at <https://mn.gov/dhs/health-care-coverage/>.

## **TRANSPORTATION**

The local school district is responsible for transporting students and inquiries regarding transportation should be made to their office.

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

Students wanting to drive to school need prior approval from the program supervisor.

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

The interior of a student's motor vehicle, including the glove and trunk compartments, in a school district location may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to loss of parking privileges and to discipline if the student refuses to open a locked motor vehicle or its compartments under the student's control upon a school official's request.

## **VISITORS**

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



## Intermediate School District 917

*Purposeful. Personalized. Partners.*

1300 145th Street East, Rosemount, MN 55068

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

TO: Intermediate School District 917 School Board members  
Dr. Michael Favor, Superintendent

FROM: Nicolle Roush, Executive Director of Business Services

DATE: July 11, 2023

REGARDING: Teacher and Paraprofessional substitute rates proposal for FY24

### **Pertinent Facts:**

- FY23 licensed substitute pay rate for Tuesday, Wednesday and Thursday is \$26 which is a daily rate of \$182-\$195 and \$31 on Monday and Fridays which is a daily rate of \$217-\$232.50. In addition, retirees is \$31 every day of the week.
- Member District licensed substitute daily pay rate range is \$135-\$220.
- Intermediate School District's licensed substitute daily pay rate range is \$145-\$210.60
- The teachers on call annual report the fill rate by day of week does not seem to support paying a higher substitute pay rate on Monday or Fridays.
- FY23 non-licensed paraprofessional follow the union contract language which stipulates that it will be step one of the salary schedule.

**Board Recommendation:** Approve FY24 licensed substitute pay rate any days of the week to be \$28.00 which is a daily rate of \$196-\$210, maintain the retirees licensed substitute pay rate at \$31 which is a daily rate \$217-\$232.50 and non-licensed paraprofessional substitute pay rate at step 1 of the FY24 salary schedule which is \$20.72.

#### 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





## Intermediate School District 917

*Purposeful. Personalized. Partners.*

1300 145th Street East, Rosemount, MN 55068

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

TO: Intermediate School District 917 School Board members  
Dr. Michael Favor, Superintendent

FROM: Nicolle Roush, Executive Director of Business Services

DATE: July 11, 2023

REGARDING: Teachers on Call Substitute Informational Report

### **Pertinent Facts:**

#### **Overview for 2021-22 school year**

- Highest months for absences occurred in October, November, and January.
- Overall fill rate range for the year was 13.60%-35.79% depending on the month and the average fill rate was 17.56%. Minnesota state comparison fill rate was 62.65% which highlights the challenges ISD 917 experiences recruiting substitutes particularly in level 4 sites.
- Teacher absence requests for the year were 1,284 and average fill rate of 38.75%.
- Paraprofessional absence requests for the year were 6,653 with an average fill rate of 12.49%.
- Goals for teachers on call to recruit more subs for ISD 917 support, provide more additional trainings for subs and with ISD 917 pay rates set higher for teachers and paraprofessionals in the 2022-23 school year the goal is to increase fill rate %

#### **Overview for 2022-23 school year**

- Highest months for absences occurred in October, November and May.
- Overall fill rate range for the year was 17.4%-61.33% depending on the month and the average fill rate was 27%. Minnesota state comparison fill rate was 68% which highlights the challenges ISD 917 experiences recruiting substitutes particularly in level 4 sites.
- Teacher absence requests for the year were 1,245 and average fill rate of 42.27%. Fridays were the highest absence volume by day of the week.
- Paraprofessional absence requests for the year were 4,237 with an average fill rate of 21.83%. Tuesdays were the highest absence volume by day of the week.
- Overall fill rate by day of the week: Teachers fill rate higher on Tuesday and Wednesday and Paraprofessionals were Wednesday and Friday.
- Teachers on call areas of focus will be to reestablish talent expectations, differentiating assignments, and identify/recruit building substitutes.

#### **Summary:**

Teacher absences slightly lower in FY23 compared to FY22 with average fill rates improving with a 3.52% increase over FY22. Annual report does not seem to support paying sub teachers' higher pay rate on Monday and Fridays. Paraprofessional absences significantly lower compared to FY22 with average fill rates improving with a 9.34% increase over FY23. Teachers on call is working closely with ISD 917 to find ways to continue increasing the fill rates by providing substitutes more information about each of our programs so they have a better understanding of each location and the programs that are running in these locations.

#### 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



# Intermediate School District 917 Year-End Partnership Review

6/20/2023



A Kelly® Education Company



**Confidential and Proprietary**

Any use, disclosure, reproduction, adaptation, or distribution of this material, in whole or in part, is strictly prohibited without the express written consent of Kelly Services, Inc.

# Year-End Partnership Review Agenda

- ▶ District Data
- ▶ Year in Review
- ▶ Areas of Focus and Progress
- ▶ Substitute Health
- ▶ Recruiting and Activities



A Kelly Education Company

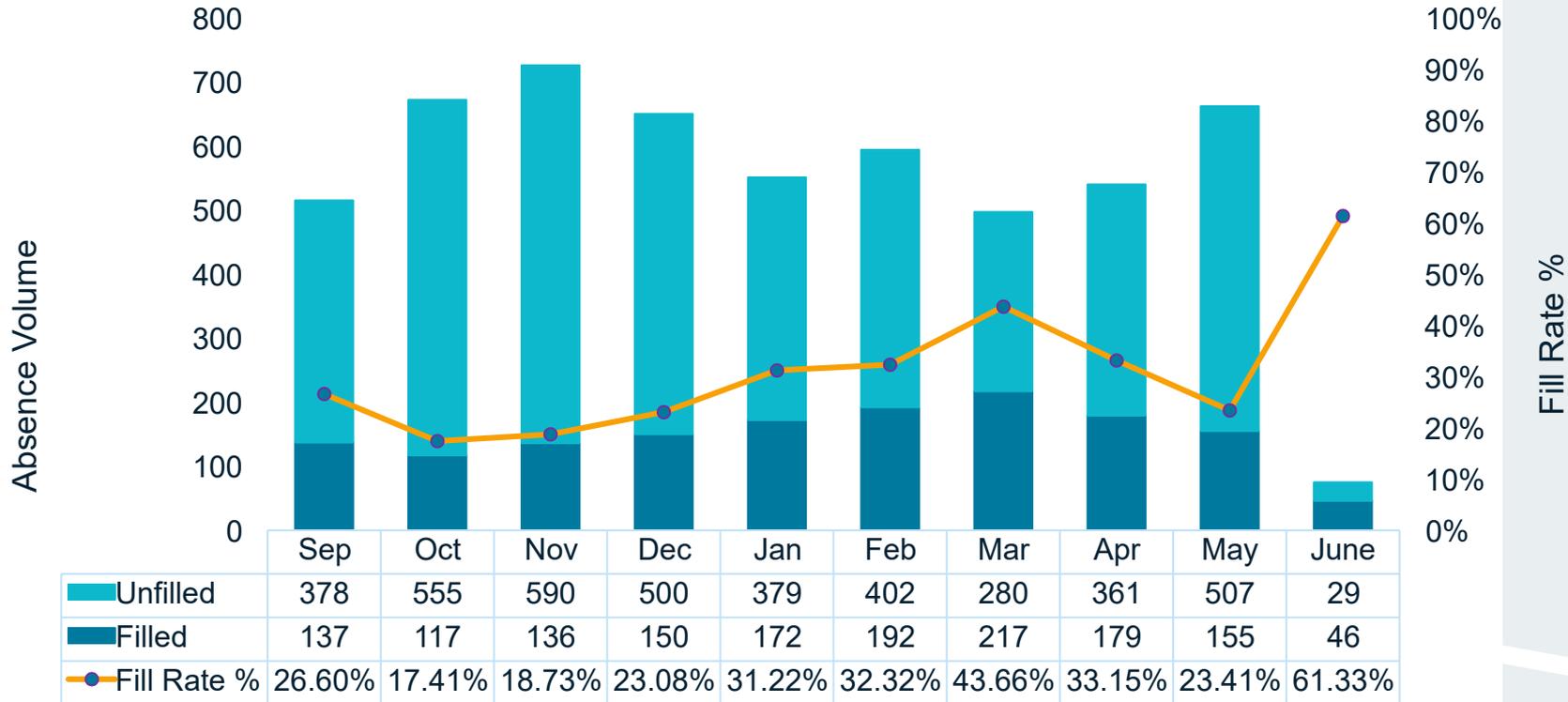
# District Data

September 1, 2022 – June 8, 2023

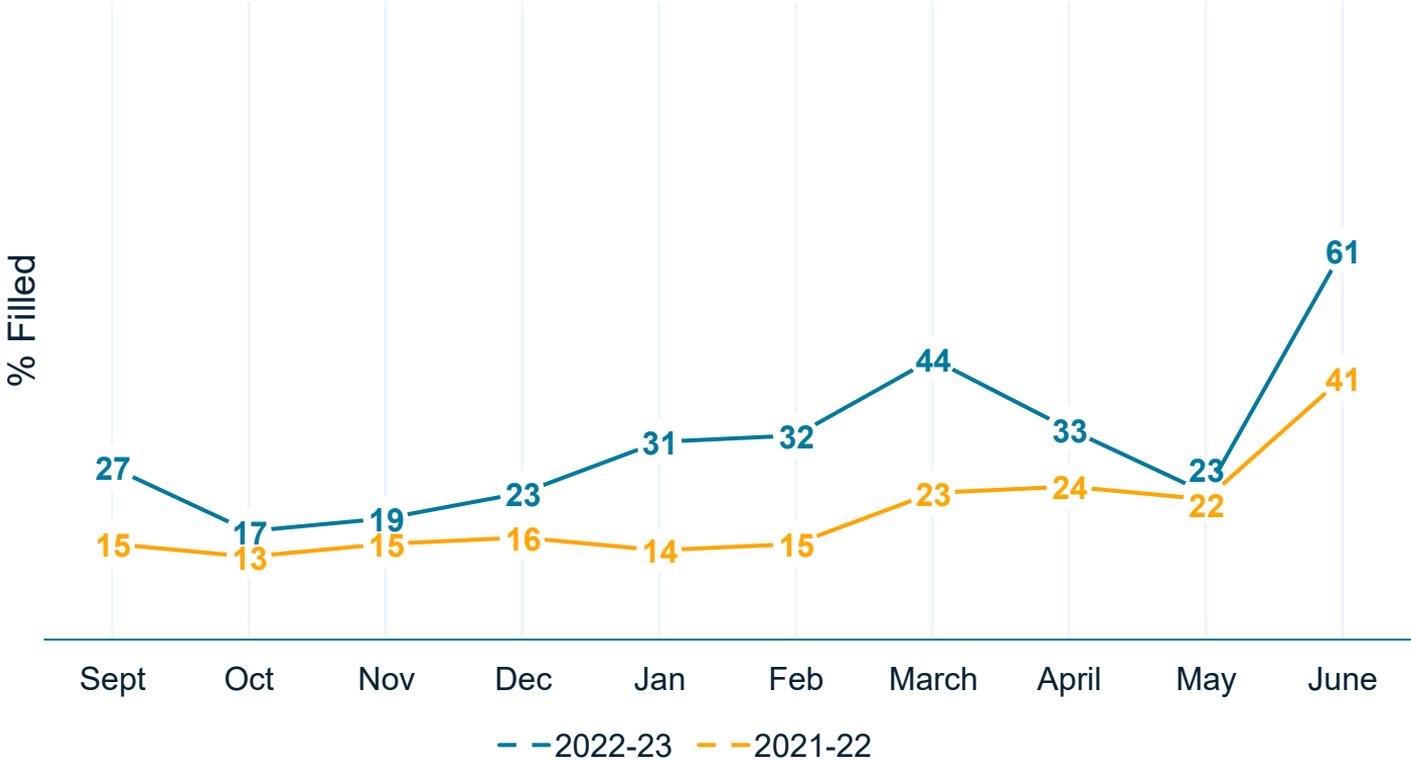


# Absence Volume and Fill Rate by Month

Overall

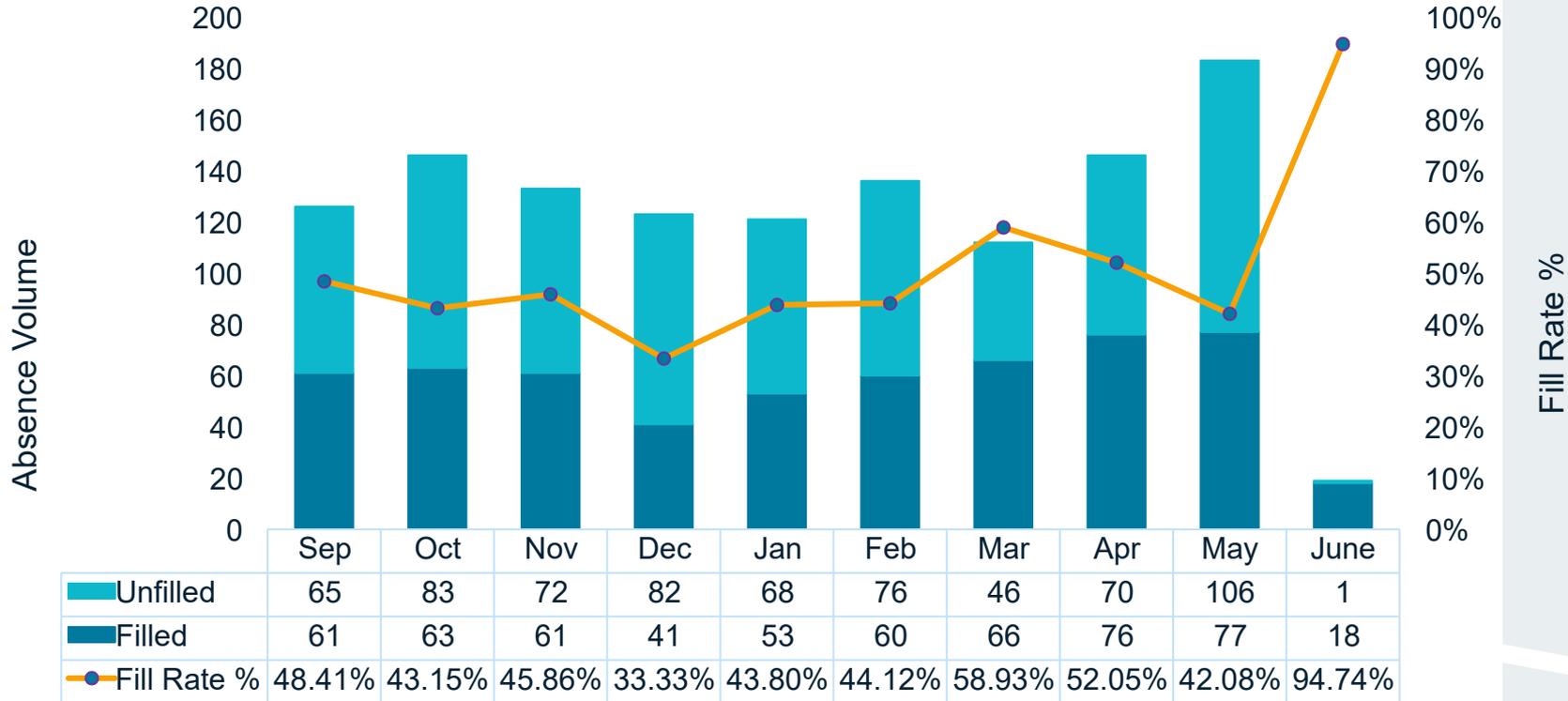


# Fill Rate Trend – Overall

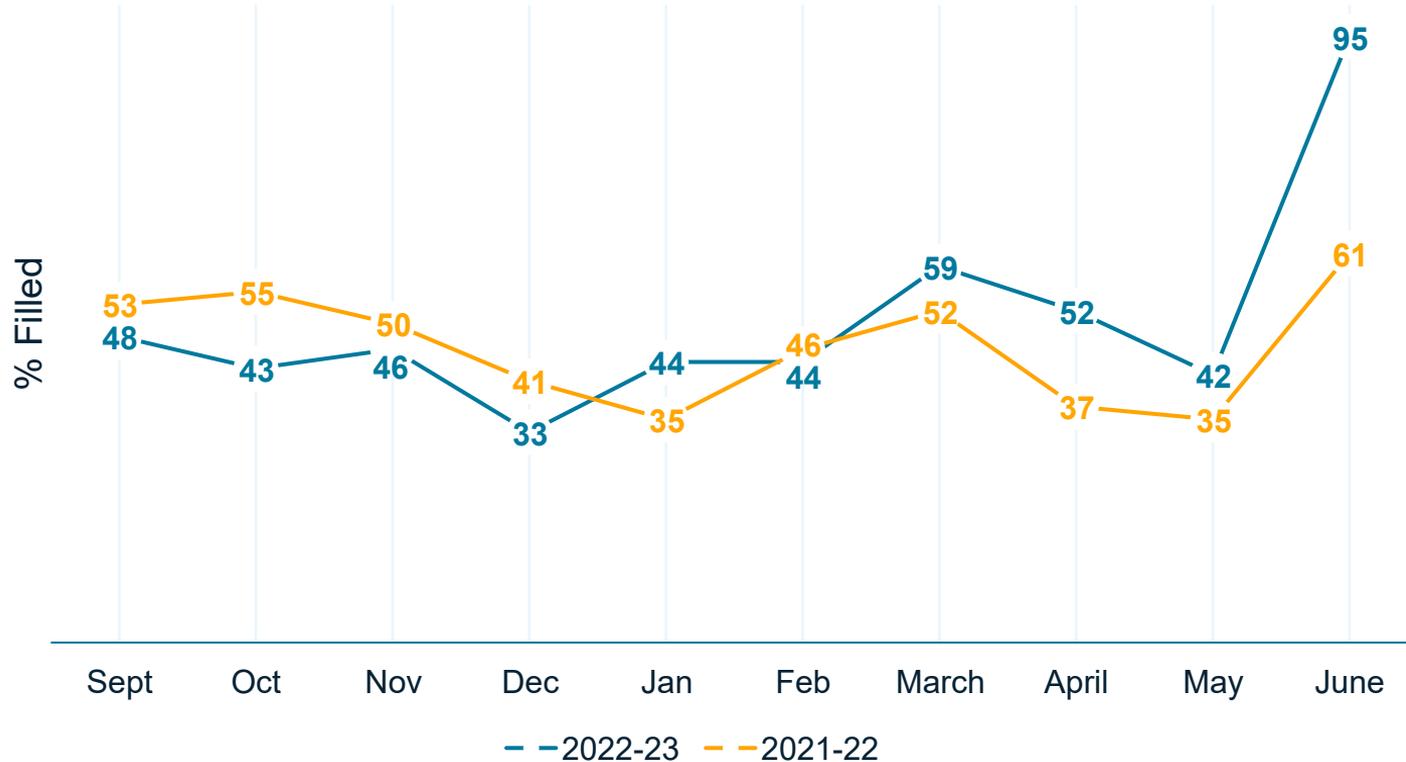


# Absence Volume and Fill Rate by Month

## Teachers

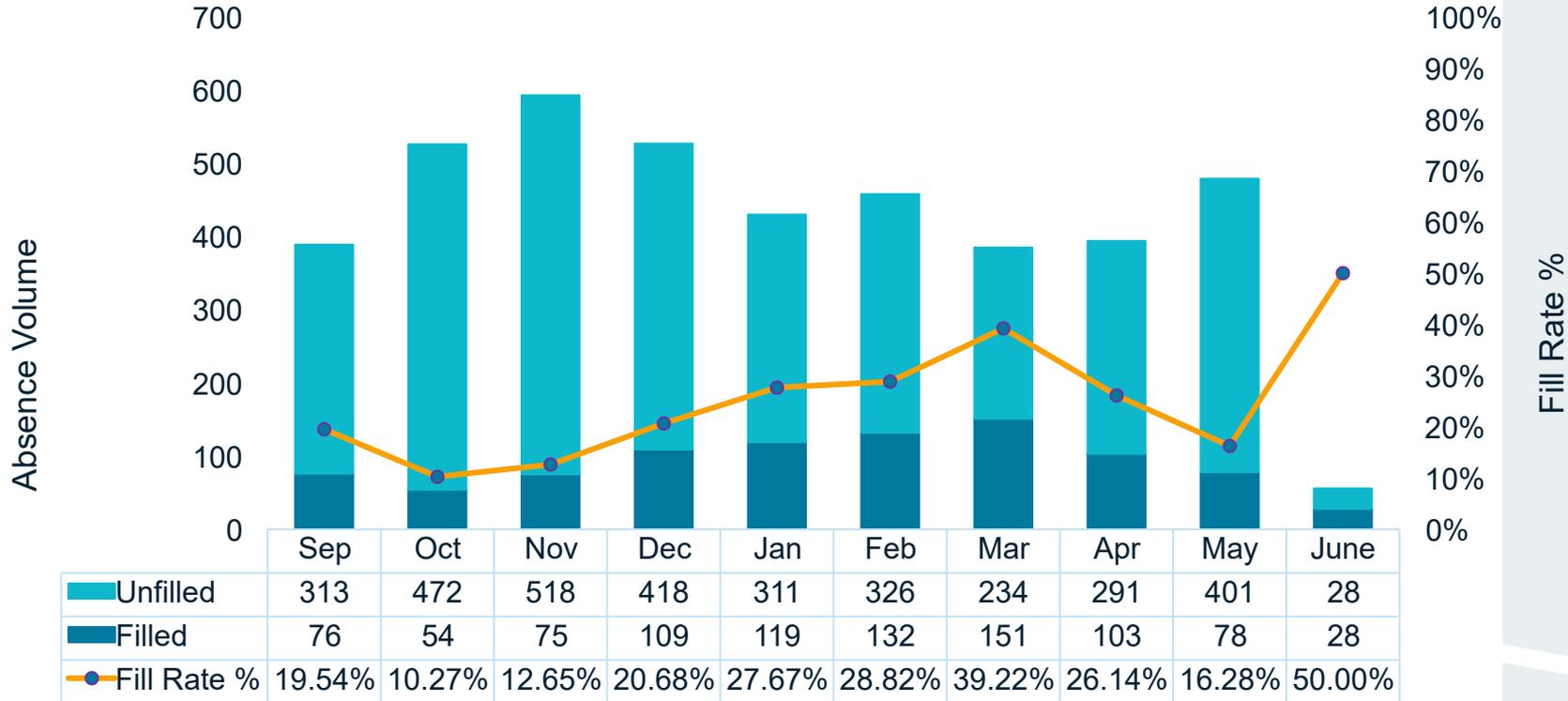


# Fill Rate Trend – Teachers

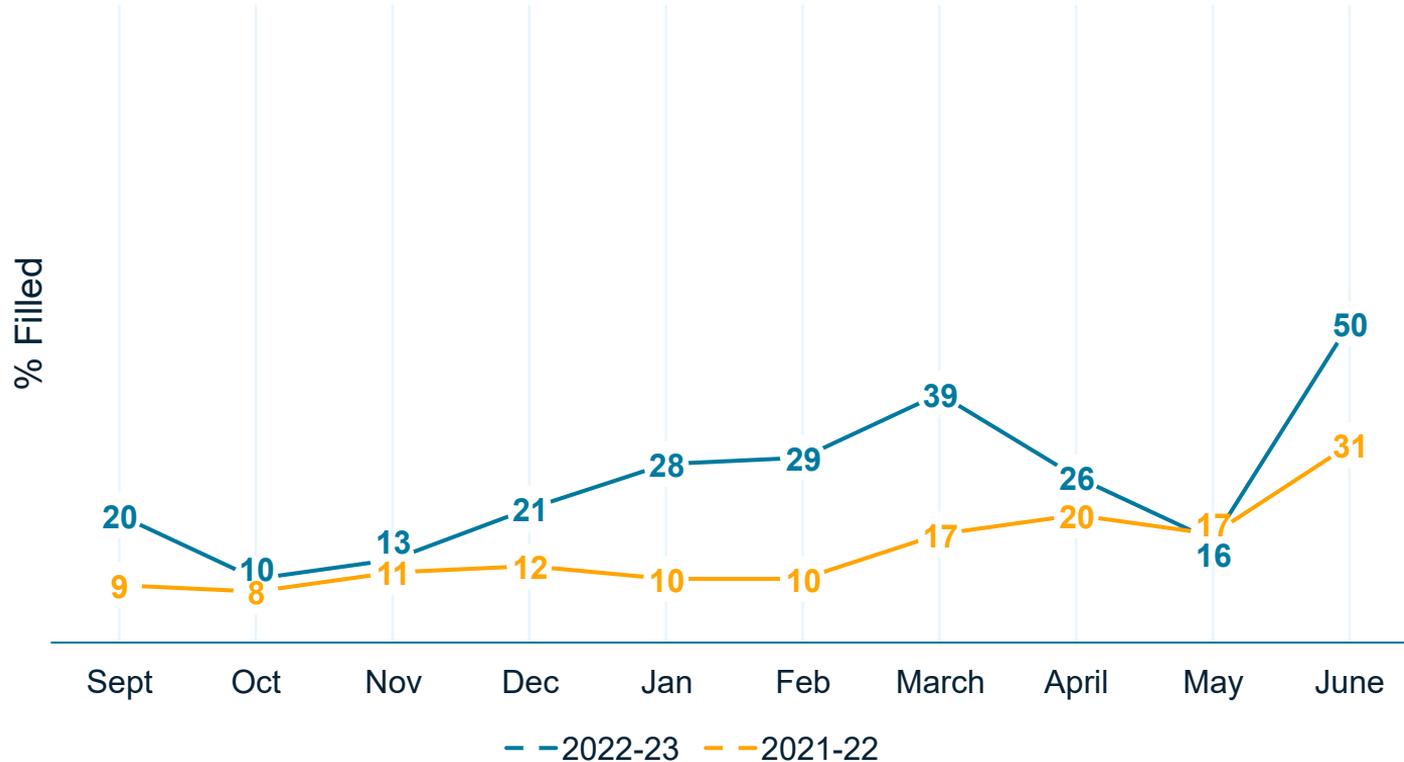


# Absence Volume and Fill Rate by Month

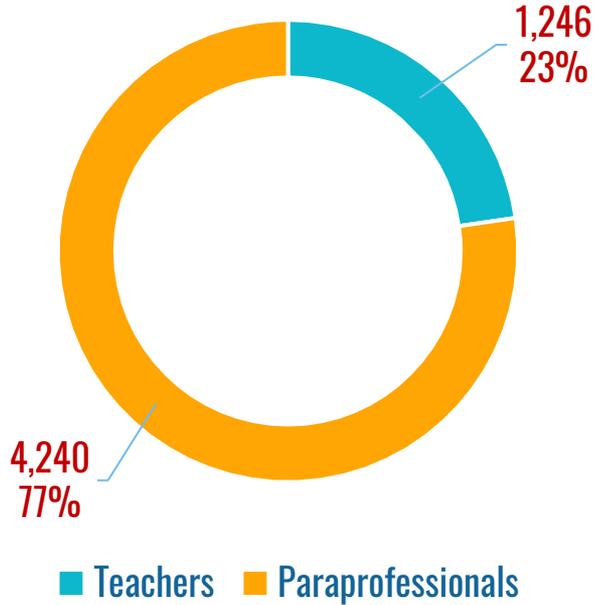
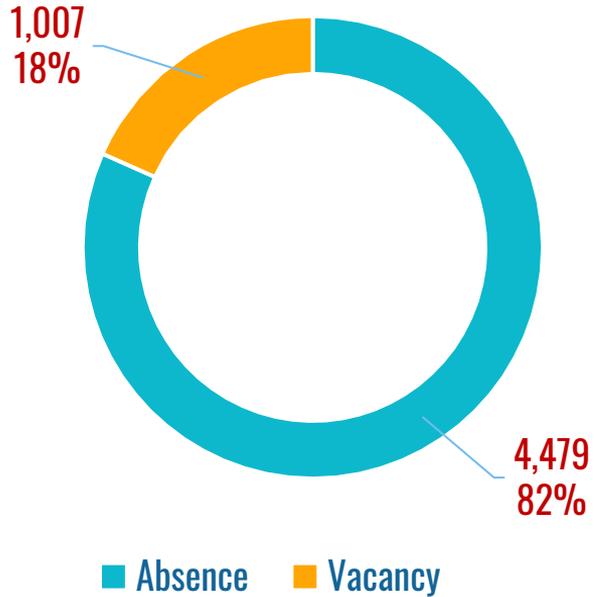
## Paraprofessionals



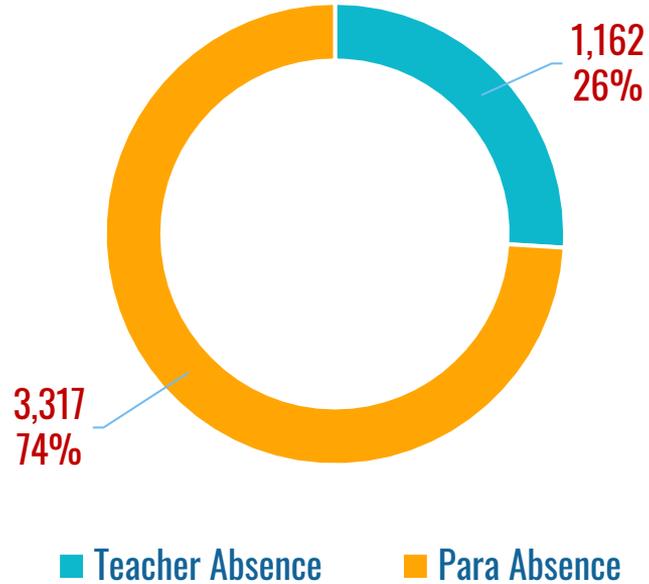
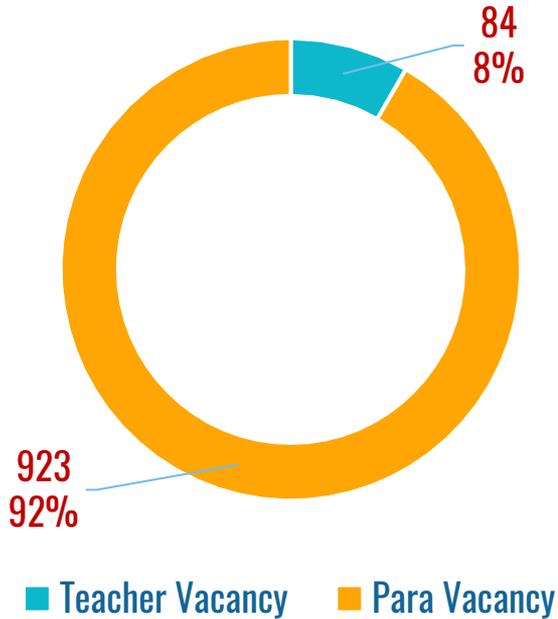
# Fill Rate Trend – Paraprofessionals



# Absence and Position Type Break Outs

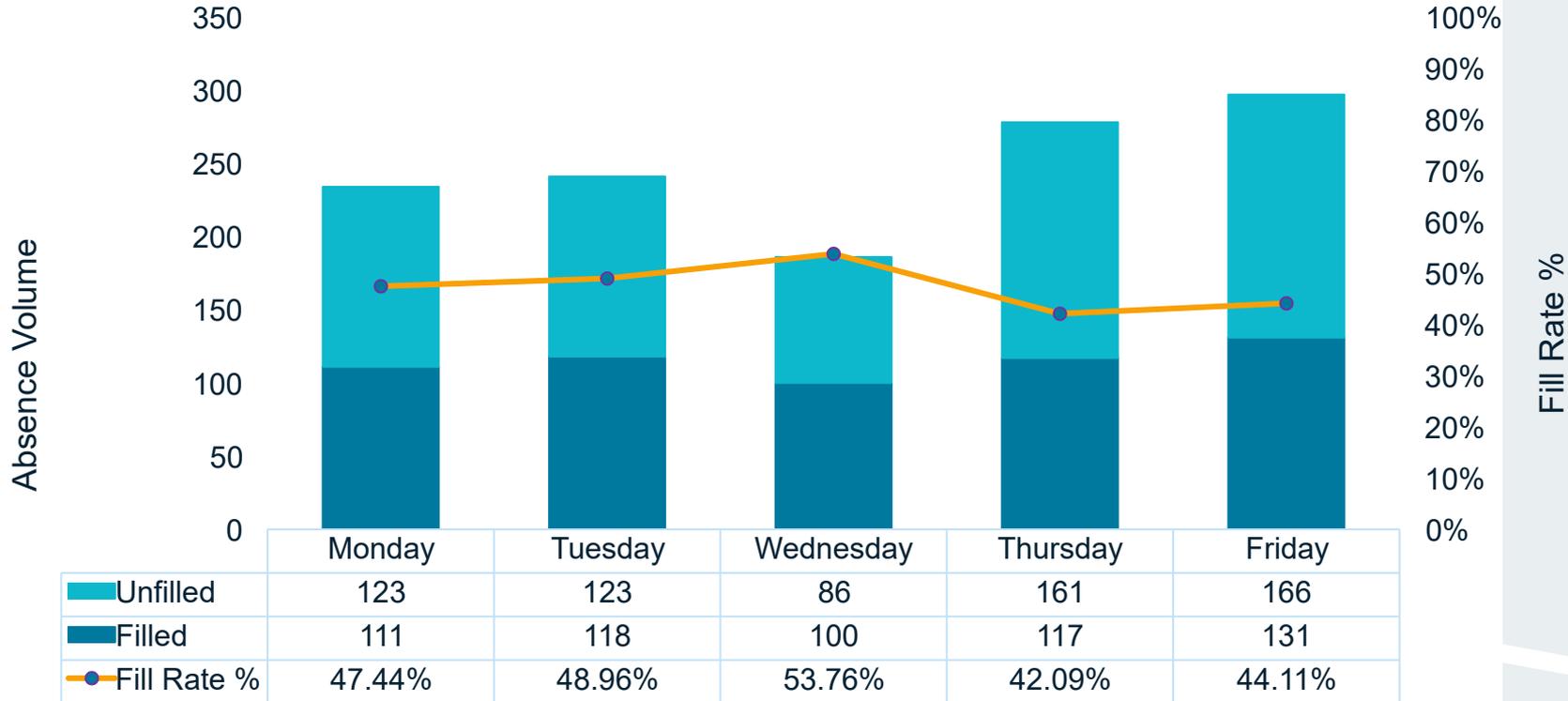


# Absence and Position Type Break Outs



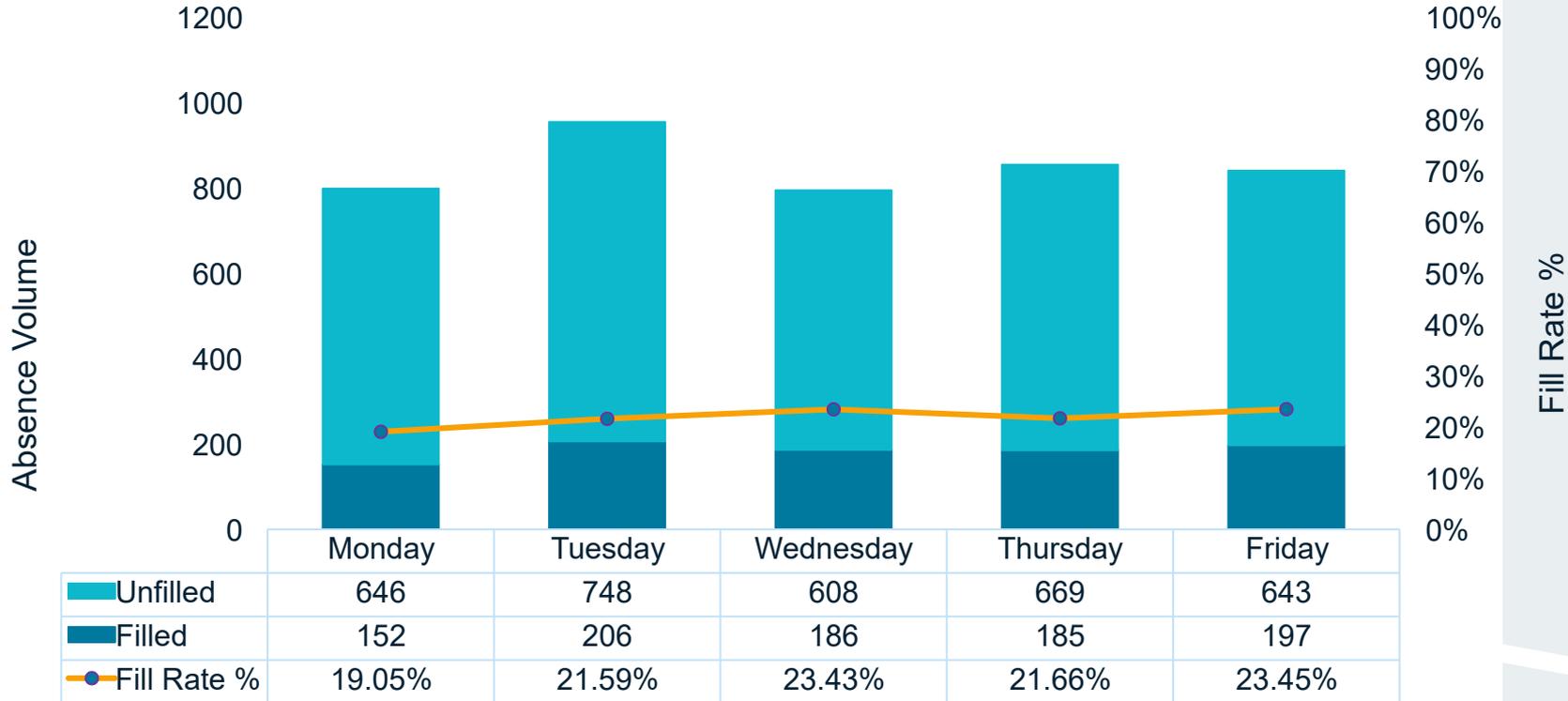
# Absence Volume and Fill Rate by Day of Week

## Teachers

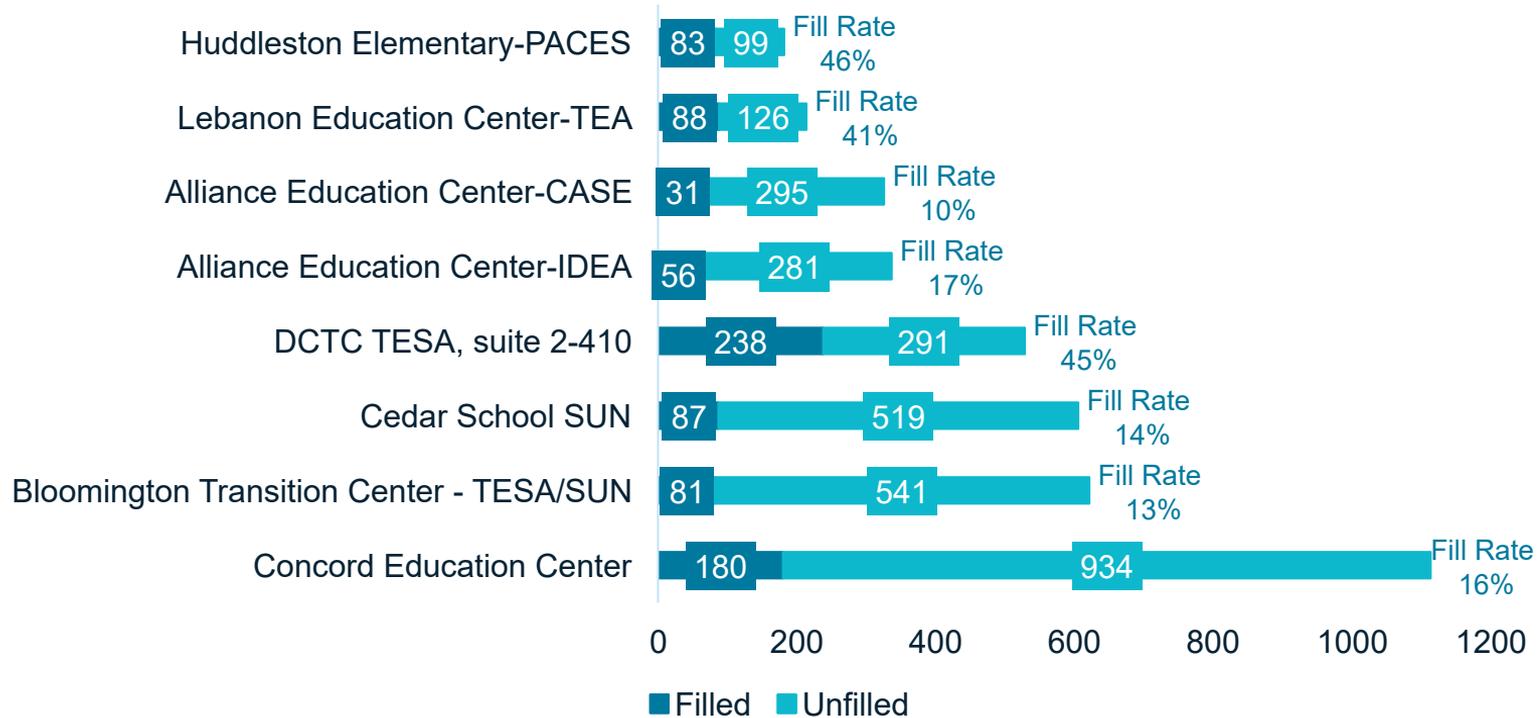


# Absence Volume and Fill Rate by Day of Week

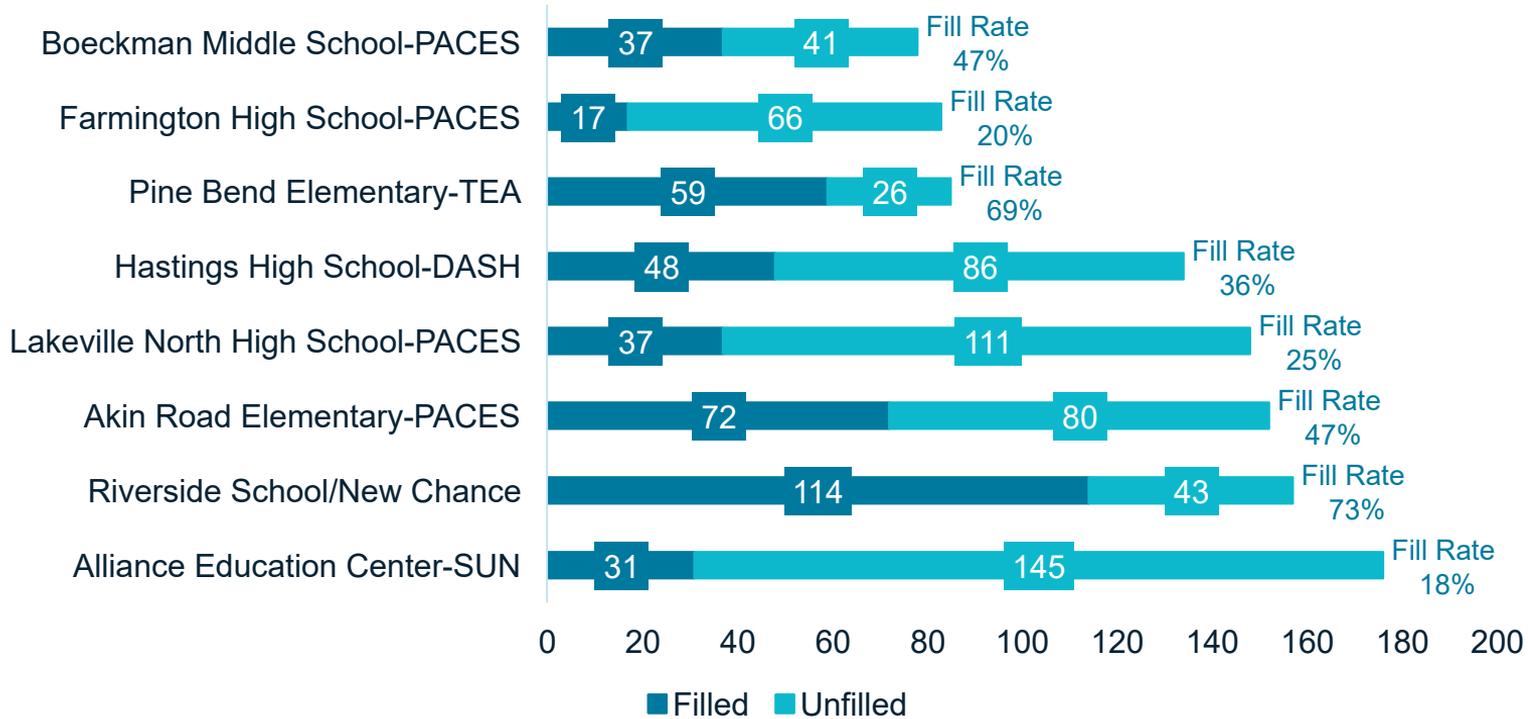
## Paraprofessionals



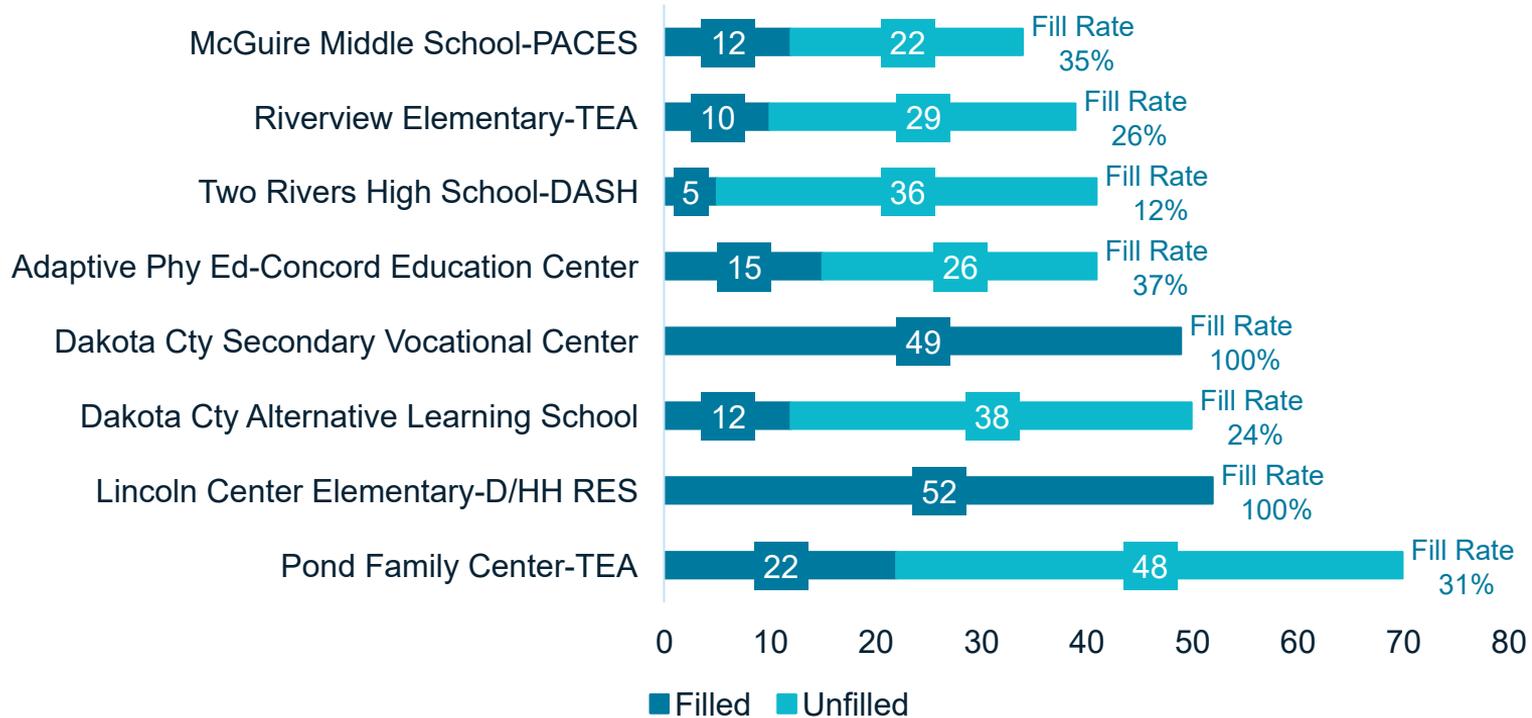
# Filled & Unfilled Requests by School



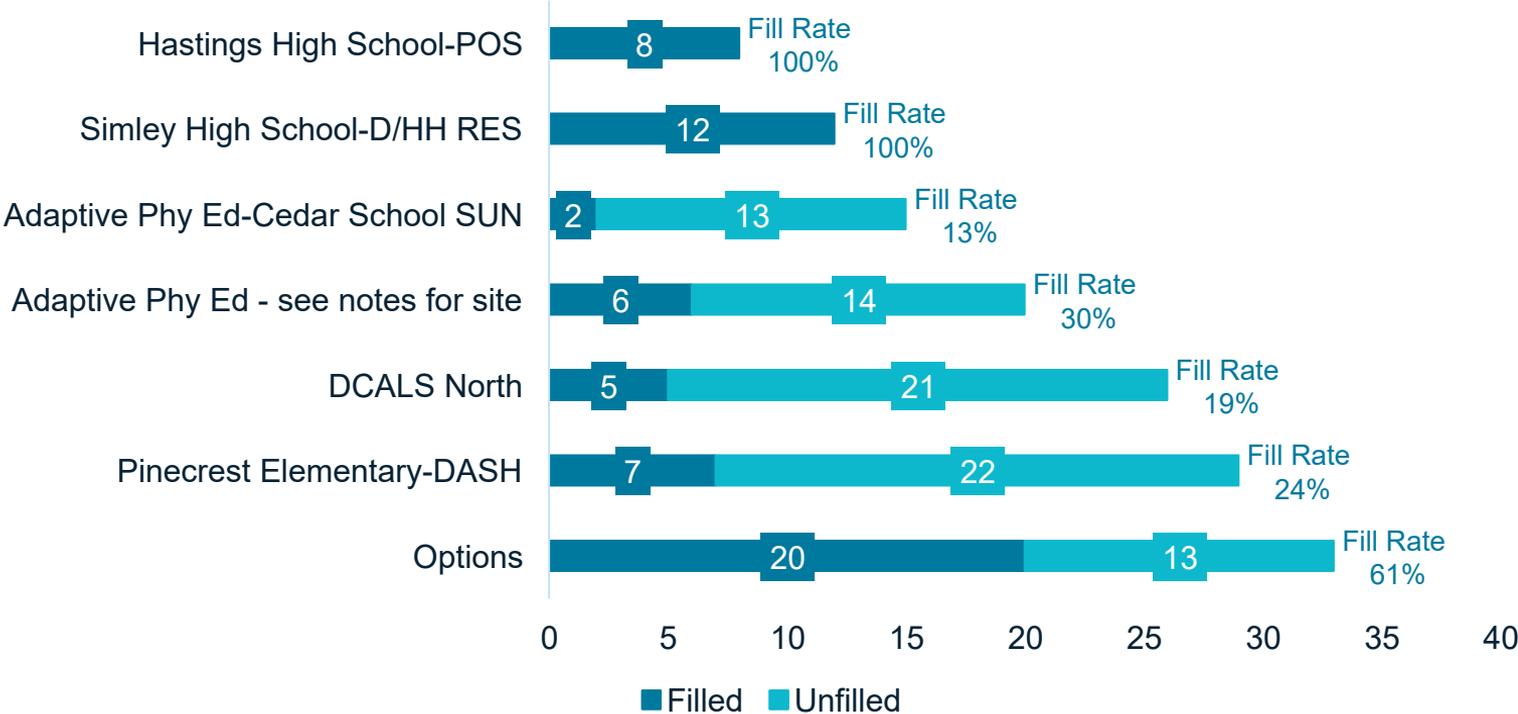
# Filled & Unfilled Requests by School



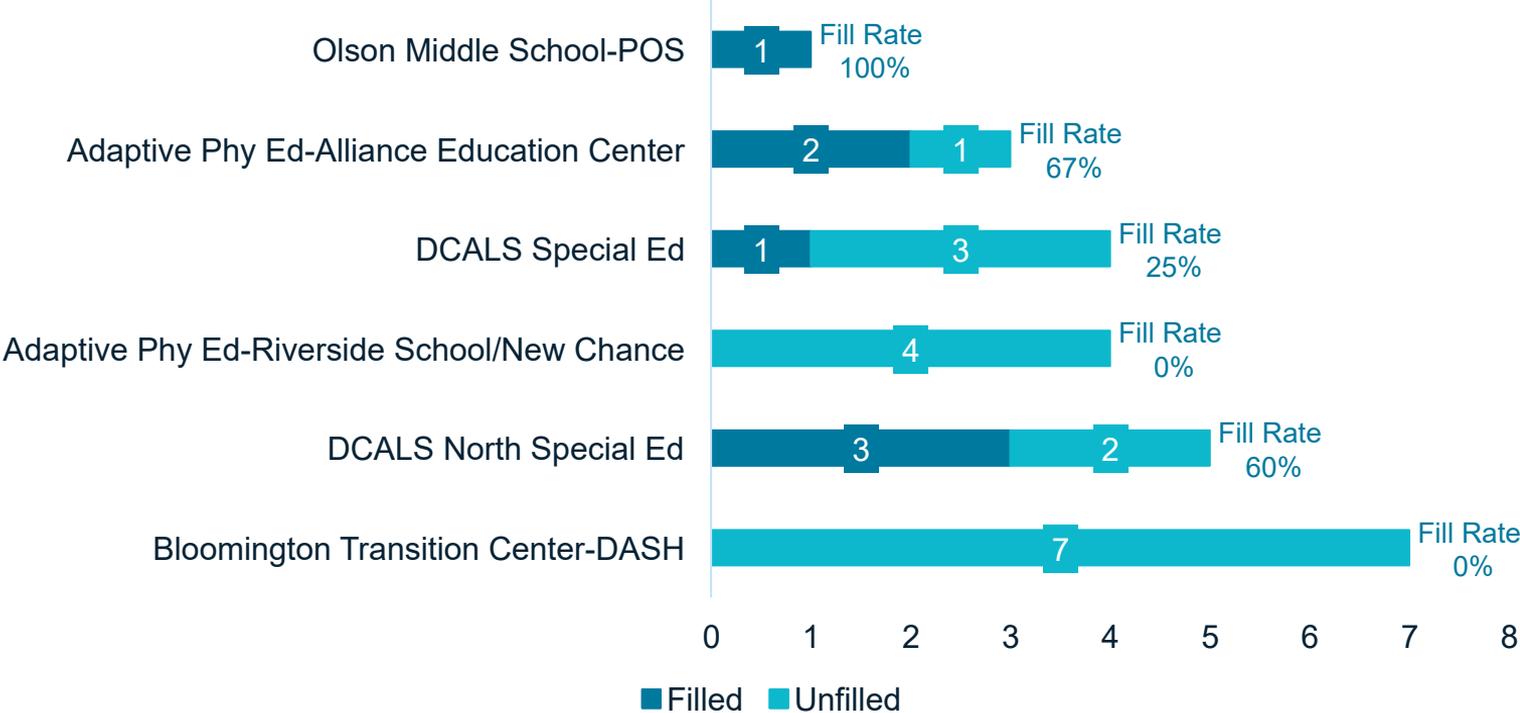
# Filled & Unfilled Requests by School



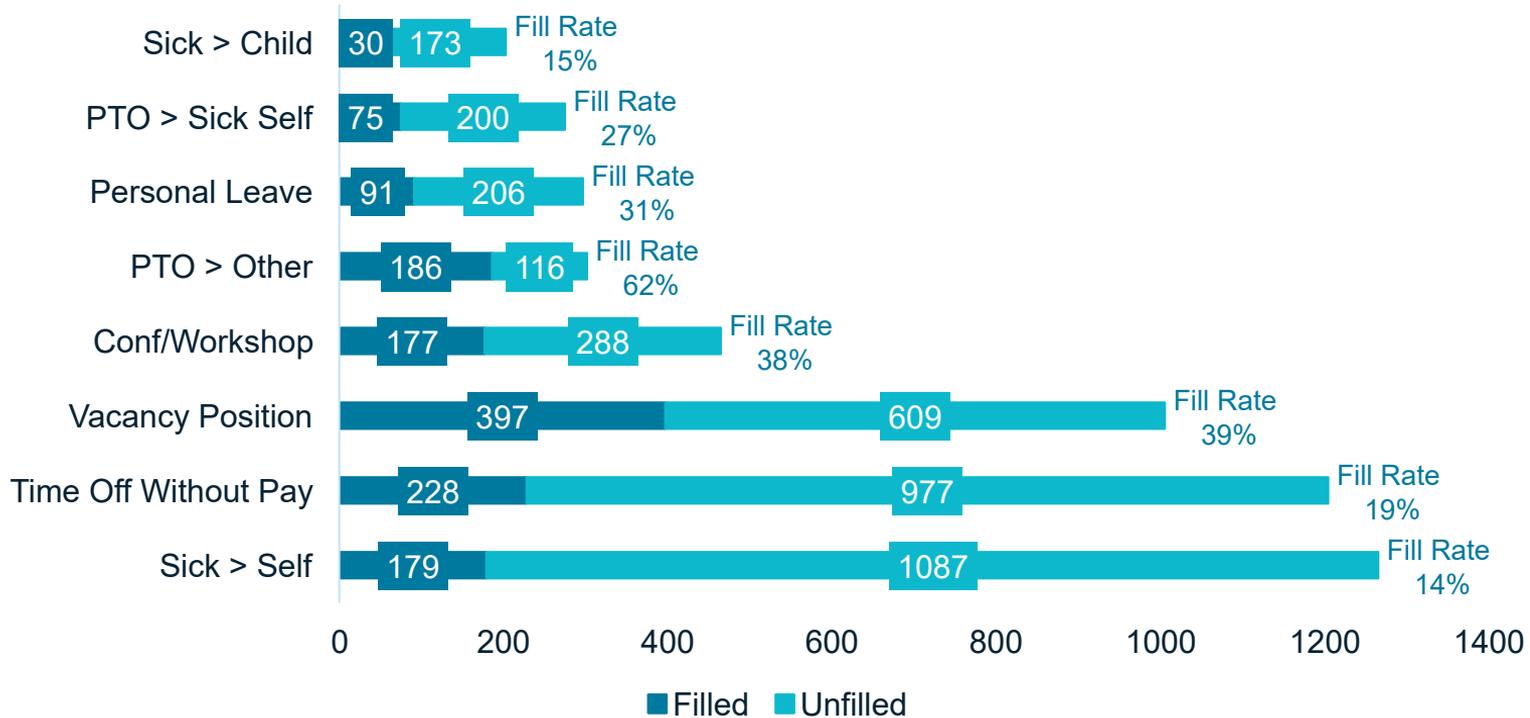
# Filled & Unfilled Requests by School



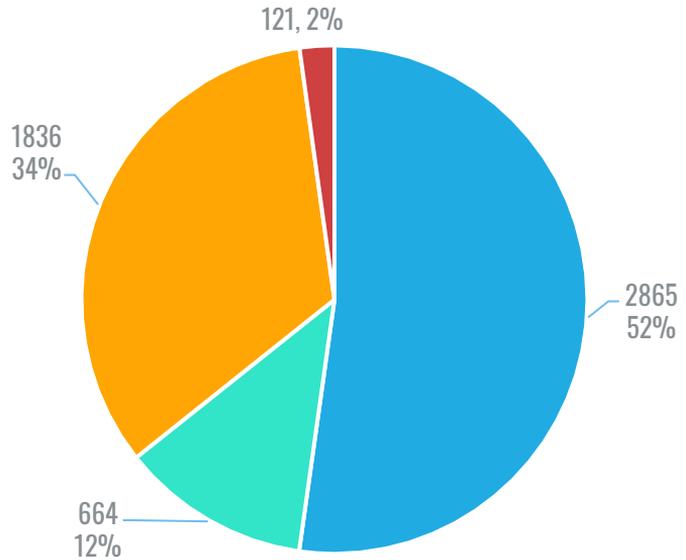
# Filled & Unfilled Requests by School



# Filled & Unfilled Requests by Absence Reason

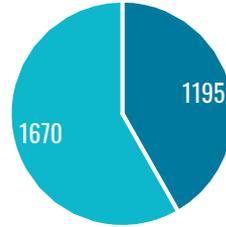


# Absence Lead Times



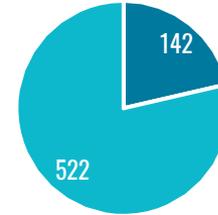
- Greater Than 24 Hours
- Less Than 12 Hours
- 12-24 Hours
- Entered After Start Time

Greater Than 24 Hours



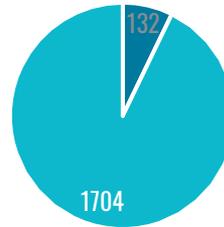
- Filled
- Unfilled

12-24 Hours



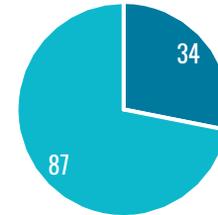
- Filled
- Unfilled

Less Than 12 Hours



- Filled
- Unfilled

Entered After Start Time



- Filled
- Unfilled

# Year in Review...

- ▶ **District Absenteeism Rate:** 10%
- ▶ **ISD 917 Comparison**
  - ▷ 2022-23 Fill Rate 27% ; 5,486 absences/vacancies
  - ▷ 2021-22 Fill Rate 18% ; 7,962 absences/vacancies
- ▶ **State Comparison**
  - ▷ 2022-23 MN Fill Rate 68% ; 470,539 absences/vacancies
  - ▷ 2021-22 MN Fill Rate 64% ; 448,671 absences/vacancies
- ▶ **National Comparison**
  - ▷ 2022-23 National Fill Rate 73% ; 5,564,746 absences/vacancies
  - ▷ 2021-22 National Fill Rate 62% ; 5,546,296 absences/vacancies



# Areas of Focus and Progress

## Reestablishing Talent Expectations

TOC would like to review talent expectations at the beginning of the school year in order to have classrooms run efficiently all year long. In order to do so, we would like to partner with the district and ask for your school policies.



A Kelly Education Company

## Differentiating Assignments

Providing lesson plans, note in Absence Management if seating chart will be available, recess duty, etc are helpful details for talent. Knowing this information ahead of time is a large motivating factor for talent when choosing which assignment to accept.

## Explore Implementing Building Substitutes

Building Talent are committed to work every school day and are typically designated to 1 building or float to a couple of nearby schools. They can work in different classes each day to cover the anticipated last-minute needs and will be assigned by TOC or the school.

# Building Substitutes

- A Building Substitute serves as a daily substitute in your school, **one qualified candidate** providing **unwavering help to the school each day** in an ongoing position.

Additional benefits include:

- School staff values **reliable daily support**, knowing who this individual is and that they are there to help where needed every day.
  - Substitutes and staff value **building relationships**.
  - **No extra cost**, no added fees, no additional markup. Pay the daily **rate you choose** – That's it!
- Teachers On Call staffed **over 1,000 Building Substitutes** this school year
    - **89.9% Fill Rate for Teachers On Call Building Substitute requests**

# Substitute Pool Health



# Current Statistics

Current pool size is 91

Added 38 substitutes  
*(Since July 2022)*

Participation Rate 70%  
Engagement Rate 32%

District Pay Rate  
vs  
Average Rate for Districts in Area

District Pay Rates:  
Teachers (T-TH) – \$26/hour  
Teachers (M&F) – \$31/hour  
Paras – \$20.72/hour

Average Surrounding Rates:  
Teachers (T-TH) – \$25.47/hour  
Teacher (M&F) – \$26.27/hour  
Paras – \$17.80/hour

# Recruiting

## VIRTUAL EFFORTS

Online Job Fairs/Webinars  
Facebook/LinkedIn Ads  
Pandora/Snapchat Ads  
Minnesota Works  
EdPost- St Cloud State



## COLLEGE CONNECTIONS

Concordia University  
Hamline University  
Bemidji State  
Augsburg College  
Northwestern College



Minneapolis Toy Library  
Family Values for Life  
Friends of San Lucas  
Hosanna Heartland

## COMMUNITY CONNECTIONS



Rosemount Community  
Center  
Robert Trail Library  
Hope Field House

## GRASSROOTS EFFORTS



# Active Threat



# School Safety & Security



Each school should have their own emergency protocol that substitute employees will be instructed to request from your administrators to follow.

# School Safety & Security

**Emergencies are best met by preparedness and planning**

**In the event of an emergency situation, substitutes are to follow management and preparedness procedures set forth by the district and the school they are assigned to.**

**Emergency Situations may include:**

- ▶ Active Threat/Lockdown
- ▶ Weapon-use and hostage situations
- ▶ Security Alerts
- ▶ Fires and Evacuation Procedures
- ▶ Weather emergencies
- ▶ Natural disasters
- ▶ Hazardous materials or toxic chemical spills

**We instruct all TOC employees to be familiar with the Emergency Plan each location they enter and to request this from an Administrator if it is not available in the classroom.**



# Thank you for your partnership!

## Any questions?



A Kelly Education Company

**Confidential and Proprietary**

Any use, disclosure, reproduction, adaptation, or distribution of this material, in whole or in part, is strictly prohibited without the express written consent of Kelly Services, Inc.





## Intermediate School District 917

*Purposeful. Personalized. Partners.*

1300 145th Street East, Rosemount, MN 55068

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

## ISD 917 School Board Self-Appraisal July 2023

### *Executive Summary*

#### Survey & Respondents Summary

- A self-appraisal survey was completed by 100% of ISD 917 school board members between 5/23/23 & 6/12/23
- Questions focused on:
  - The extent of the board embracing and enacting each ISD 917 core value
  - The extent of the board having the tools and resources to support each ISD 917 core value
  - Board members' comfort level supporting and aligning core values with board policies and practices
  - Proposed supports for board members to further embed core values in governance
  - What to start, stop, and continue during board work sessions
  - What to start, stop, and continue during board meetings

#### Executive Summary of Findings

- Quantitative Findings:
  - **100%** of board members (9 of 9) agreed or strongly agreed that the ISD 917 school board fully **embraces and enacts** and has the **tools and resources** to support seven core values (*Collaboration, Communication, Personalization, Diversity, Equity, Integrity, Empathy*).
  - **89%** of board members (8 of 9) agreed or strongly agreed that the ISD 917 school board fully **embraces and enacts** and has the **tools and resources** to support two core values (*Innovation & Stewardship*).
- Qualitative Findings Themes:
  - Board members like/appreciate:
    - “The teamwork, the openness, and the work relationships...[and] the knowledge, the perspectives, and contributions of each member.”
    - The current structure of board work sessions before each board meeting
    - The flow of meetings
    - The focus on core values and the resources available to them to embed them in governance
    - Food at meetings
    - The work of ISD 917 with strategic partners

#### 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.

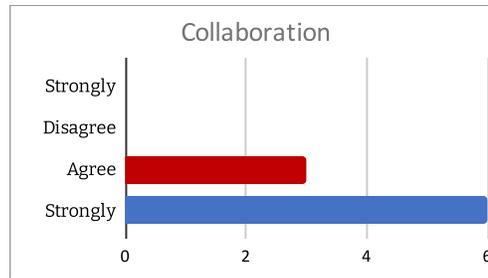
#### ISD 917 Core Values

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

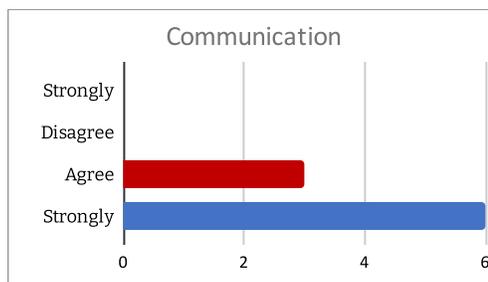
- “Amazing reports and data” from ISD 917 administration
- Opportunities for individual and district learning to support board members and their home districts
- Student voice at board meetings
- The ability to ask questions during the work sessions to make board meetings more efficient
- Moving forward, board members would like/appreciate:
  - Additional learning opportunities
  - More structured orientation and resources to support onboarding of new board members
  - More efficient preparation for board meetings (including a shared Google drive, reordering of policies in BoardBook, and, possibly, moving away from BoardBook)
  - Additional opportunities to bond with board members outside of meetings
  - Increased understanding of the unique nature of intermediate school districts and the multiple programs of ISD 917
  - Additional information included in briefings from administration
  - Increased student voice to celebrate successes and related to topics on board agendas
  - Increased focus on the needs, mission, and vision of ISD 917 rather than home/member districts
  - Snacks (rather than full dinners) at board meetings
  - Not reading entire resolutions during board meetings
  - Moving the Pledge of Allegiance to the start of the regular board meeting instead of the work session
  - Increased focus on district goals
  - More learning opportunities on equity and inclusion

## To what extent do you agree the ISD 917 school board fully EMBRACES & ENACTS each of our district core values?

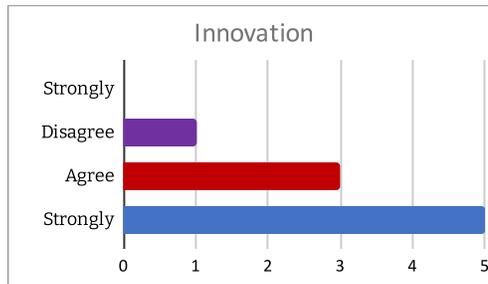
<b>Collaboration</b>	#	%
Strongly Agree	6	67%
Agree	3	33%
Disagree	0	0%
Strongly Disagree	0	0%



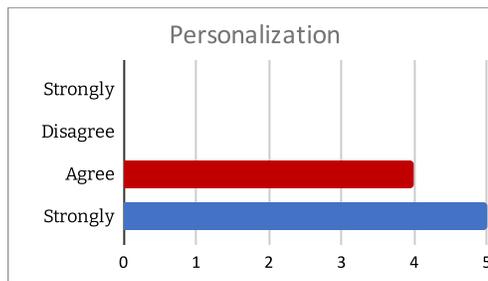
<b>Communication</b>	#	%
Strongly Agree	6	67%
Agree	3	33%
Disagree	0	0%
Strongly Disagree	0	0%



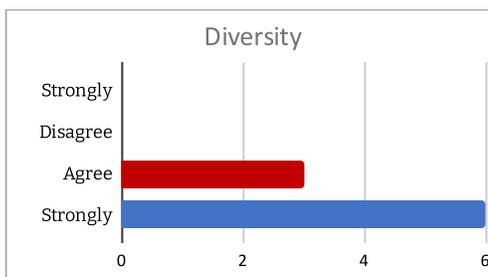
<b>Innovation</b>	#	%
Strongly Agree	5	56%
Agree	3	33%
Disagree	1	11%
Strongly Disagree	0	0%



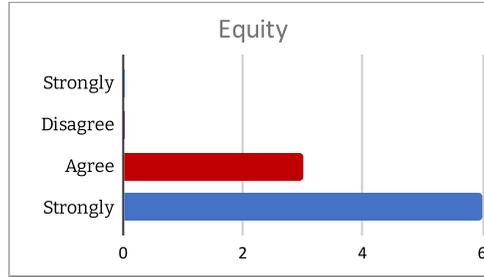
<b>Personalization</b>	#	%
Strongly Agree	5	56%
Agree	4	44%
Disagree	0	0%
Strongly Disagree	0	0%



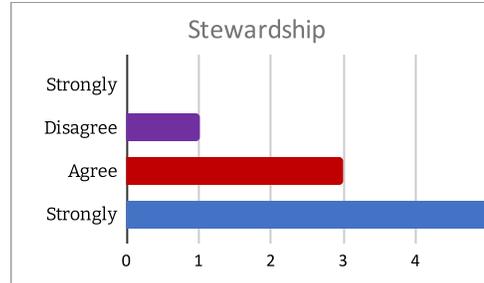
<b>Diversity</b>	#	%
Strongly Agree	6	67%
Agree	3	33%
Disagree	0	0%
Strongly Disagree	0	0%



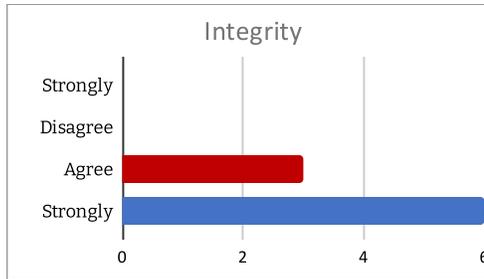
<b>Equity</b>	#	%
Strongly Agree	6	67%
Agree	3	33%
Disagree	0	0%
Strongly Disagree	0	0%



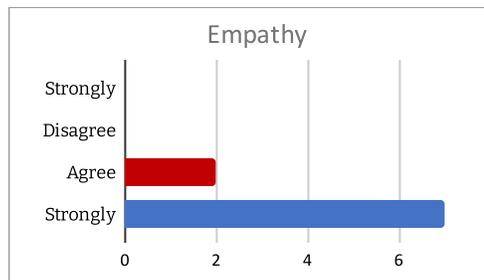
<b>Stewardship</b>	#	%
Strongly Agree	5	56%
Agree	3	33%
Disagree	1	11%
Strongly Disagree	0	0%



<b>Integrity</b>	#	%
Strongly Agree	6	67%
Agree	3	33%
Disagree	0	0%
Strongly Disagree	0	0%

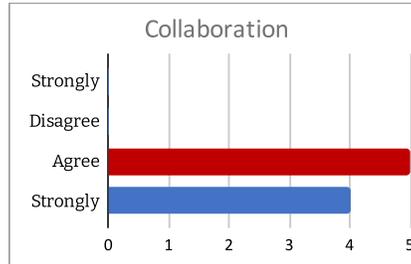


<b>Empathy</b>	#	%
Strongly Agree	7	78%
Agree	2	22%
Disagree	0	0%
Strongly Disagree	0	0%

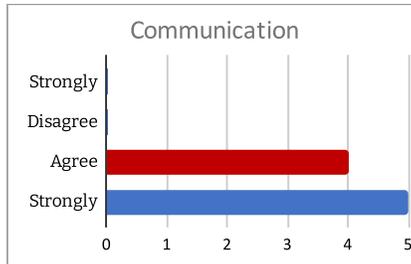


**To what extent do you agree the ISD 917 school board has the  
TOOLS & RESOURCES to support each of our district core  
values?**

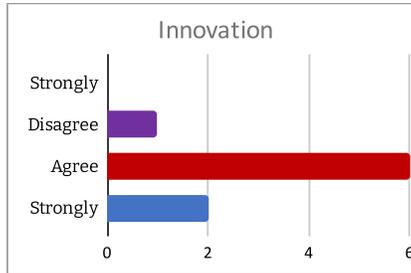
<b>Collaboration</b>	#	%
Strongly Agree	4	44%
Agree	5	56%
Disagree	0	0%
Strongly Disagree	0	0%



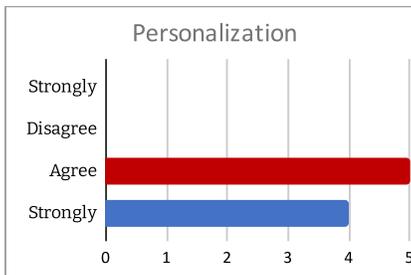
<b>Communication</b>	#	%
Strongly Agree	5	56%
Agree	4	44%
Disagree	0	0%
Strongly Disagree	0	0%



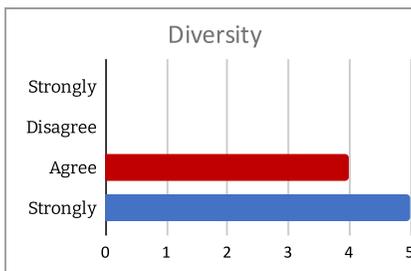
<b>Innovation</b>	#	%
Strongly Agree	2	22%
Agree	6	67%
Disagree	1	11%
Strongly Disagree	0	0%



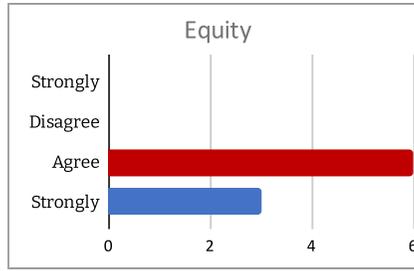
<b>Personalization</b>	#	%
Strongly Agree	4	44%
Agree	5	56%
Disagree	0	0%
Strongly Disagree	0	0%



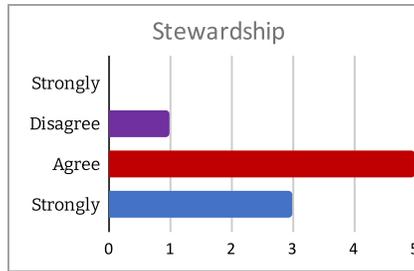
<b>Diversity</b>	#	%
Strongly Agree	5	56%
Agree	4	44%
Disagree	0	0%
Strongly Disagree	0	0%



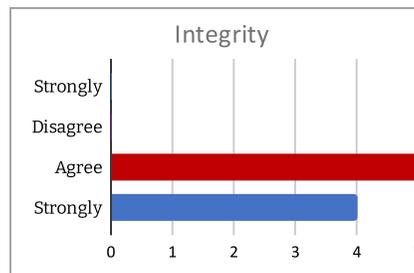
<b>Equity</b>	#	%
Strongly Agree	3	33%
Agree	6	67%
Disagree	0	0%
Strongly Disagree	0	0%



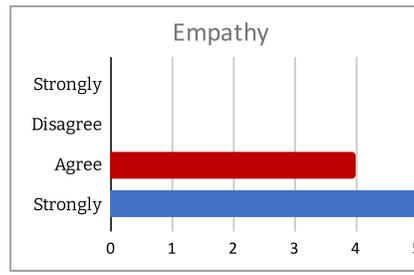
<b>Stewardship</b>	#	%
Strongly Agree	3	33%
Agree	5	56%
Disagree	1	11%
Strongly Disagree	0	0%



<b>Integrity</b>	#	%
Strongly Agree	4	44%
Agree	5	56%
Disagree	0	0%
Strongly Disagree	0	0%



<b>Empathy</b>	#	%
Strongly Agree	5	56%
Agree	4	44%
Disagree	0	0%
Strongly Disagree	0	0%



**What tools and/or resources would be helpful to support the board to embrace and enact our core values?**

Have all necessary notices weekly with any district issues...each department updates monthly.

It's hard wrapping my head around all the services and locations...I get the overall mission, but I would not have any idea how to "grow" the personalization or innovation for the district. I love hearing from the programs and administration related to the district goals, this helps educate us. We have to trust in our administration to be the leaders of the tasks and goals.

Trend presentations on funds for stewardship and a better understanding of how policies come to the board.

Filling open positions with culturally competent individuals.

It has been very helpful to have our core values visible and the core values identified under the meetings agenda.

I feel we are provided the tools and resources necessary to embrace and enact our core values.

I think continuing to always have the Core Values out for us to see and reference when having discussions, making decisions, asking questions, reporting, etc. I have found that to be extremely helpful. I recommend continuing to show the alignment in our meeting materials and reports.

I appreciate the opportunities provided to the Board, to advance my understanding of the innovation possibilities, for example, grow our own, and creating inclusive environments, the offerings from the Mn Humanities Center, etc. Anything I could learn, be exposed to enhances my Board service. I believe each Board member is fully engaged, supports and works to implement the strategic plan and goals of ISD 917.

**How can the school board support you in your role as a board member?**

Have discussions with with me if they have concerns about issues in our district that affect us possibly personally

Collaboration among districts is the power of this board and yet, staying focused that our 917 board role focuses on 917 while representing our home district....maybe it's more like "sharing" from our home district, but knowing their are other viewpoints and ways of doing things. The decisions we make are for 917 first and home districts 2nd in this unique role.

Doing great. Continuing to learn about the district and how governance of an intermediate district is different than an independent.

Opportunities for bonding with fellow board members away from the board table.

I feel very supported by my fellow school board members. When I have a question or need clarification on something I get positive feedback and thoughtful respectful answers. I feel that we have developed cohesive team who supports each and every person thoughts, feeling and opinions. I really appreciated that we are assigned a mentor for new members.

I feel very supported.

I think a more structured process to help orient new board members to 917 would be helpful. People, services, key documents like strategic plan, technology, norms, etc.

Continuing to provide the amazing reports and data. I value text reminders when I am off-track. I value shared resources and the opportunity for us to do that for the benefit of one another's boards.

I appreciate the team work, the openness, and work relationships we have with each other. I respect the knowledge, the perspectives, and contributions of each member, and enjoy working as a team to govern 917. I hope as Board members we continue to support each other in this work.

## School Board Work Sessions

Start	Stop	Continue	Additional Comments
Add an administrative briefing for information - such as by site, by innovation, legislative impacts	Adding discussion items during board meeting if they are not on the agenda	I like the focus on the district goals rather than on the Core Values...I believe we've got the Core Values down and moving to less items (3 goals) could help us dive deeper into those goals.	Seems to be going great
Provide additional opportunities for board member learning/ development	Providing entire meals - consider offering appetizers/snacks	Showing support of fellow districts and board members	I feel our new format for board work sessions is working very well.
Shared Google drive for board resources	Rushing through agenda items	Informally asking questions and truly getting to know the organization	I really like this newer format for our meetings with work sessions before.
Enable commenter permissions on policy docs to foster easier collaboration		Covering the topics coming up for action at the following board meeting	Excellent flow to the meetings
		Including food at meetings	Just a really great group of people doing good, important work.
		Including student voice at board meetings	
		Holding a work session before each board meeting	
		Fostering productive discussion and conversation that supports good decision-making	
		The sense of camaraderie, teamwork, and general enjoyment of being in good company	
		District administration being well prepared and providing detailed, excellent information in advance of the meetings	
		Asking questions about policies or details during the work session or prior to board meetings so that we can move efficiently through the regular board meeting.	

### School Board Regular Meetings

Start	Stop	Continue	Additional Comments
Increasing student voice related to topics on board agendas and celebrating successes	Reading entire resolutions	Having students attend board meetings	I believe with our work session prior to board meeting it has made board meetings more efficient and equally as effective.
Shared Google drive for board resources	Consider moving away from Board Book	Board member updates on their districts and school boards	Board meetings are more efficient and equally as effective with the majority of discussion taking place during our work sessions.
Ordering policies in BoardBook by number or reading (1st, 2nd, etc.). They currently are listed by the time they are uploaded, which can make it difficult to access the right document quickly to follow along.		Reminding "audience" we covered an item during a work session and are doing our homework prior to taking action on items	I like how the meetings are organized.
Including the Pledge of Allegiance at the start of the regular board meeting instead of the work session (due to more formal nature of board meeting)		Continue to remind board members that district reports should be mission oriented and related to the work of 917.	
Including more learning opportunities on equity and inclusion		Our format with work session and discussion before regular board meetings.	