

Work Session

Tuesday, August 6, 2024 4:30 PM

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

- I. Call to Order - Chair Cindy Nordstrom
- II. Conduct Pledge of Allegiance - Chair Cindy Nordstrom
- III. Visitors Opportunity to Be Heard - Chair Cindy Nordstrom
- IV. Integrity: Aligning our actions with our values and beliefs
- V. Review Staff Handbook and Culture Guide for 2024-2025 - Dr. Marci Levy-Maguire
- VI. Review Student Handbooks for Special Education and Secondary for 2024-2025 - Dr. Melissa Schaller
- VII. Review Temporary Employee Report - Nicolle Roush
- VIII. Review SRO Contract with Alliance Education Center and Lebanon Education Center and Dakota County Sheriff's Office for 2024-2026 - Dr. Melissa Schaller
- IX. Policies - Supt. Dr. Michael Favor (*Integrity*)
- X. Discussion on AESA Conference, December 4-6, 2024, Orlando, FL - Chair Cindy Nordstrom
<https://www.aesa.us/annualconference/>
- XI. Updates from Student Services - Dr. Melissa Schaller
- XII. Updates from Member Districts - All
- XIII. Adjournment



Intermediate School District 917

Purposeful. Personalized. Partners.

1300 145th Street East, Rosemount, MN 55068

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

Intermediate School District 917 Staff Handbook/Culture Guide 2024-2025



The information in this handbook is a reference.

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

Please refer to legal documents for specifics.

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

This summary of district procedures supersedes any earlier district handbooks.

ADD/EDIT FOR 2024-2025

- 2024-2025 legislative updates
- Map of 16 locations
- Standard Response Protocol - <https://iloveguys.org/The-Standard-Response-Protocol.html>
- Apprenticeship info
- Pathways to Education Support Professional
- Pathways to Teaching
- Laserfiche
- ISD 917 shortcuts folder - We will move many of the procedures, linked forms, etc. from below and the district website to shared documents in a shared Google drive to increase access to resources and develop a system for forms throughout the district
- File storage info per staff unit (i.e. - Google Drive, T Drive, etc.)
- Information on shared Google folders
- Grant-Funded Work (DEED, PELSB, SPED Teacher Pipeline, etc.)
- Commemoration Days
- Staff Recognition Days

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Welcome from the Superintendent!



Welcome to the 2024-2025 school year at ISD 917! In my fourth year as Superintendent of ISD 917, I am thrilled to welcome new staff members and welcome back returning staff members. It has been an honor to develop and strengthen partnerships, projects, and programs together during the past few years, and I look forward to our continued work together to embed our Core Values, achieve our Strategic Directions, and center humanity throughout our district and in our Special Education, Alternative Education, and Career and Technical Education programs.

This 2024-2025 ISD 917 Staff Handbook/Culture Guide is designed to tell our district story, demonstrate how we create a values-based culture of belonging, and create a sense of shared purpose for the entire community. It provides you with information about the *who, what, where, why, how, and how much* of our school district, and it outlines the various roles of the ISD 917 School Board, administration, and staff in developing and implementing policies, systems, procedures, and practices to uplift the humanity of our students, their families, and our staff.

Our 2024-2025 theme, *“Growing Together: Cultivating Community,”* offers the framework for the year as we offer diverse pathways for professional and personal development through our Registered Teacher Apprenticeship Program, Story Circles, grant-funded tuition support to earn disability-specific special education Tier 3 and 4 teaching licenses, Violet app, Continuous Improvement Plans, and partnerships with Mentor Minnesota, Minnesota Humanities Center, Metro State University, and others.

At ISD 917, we belong to each other, and we support each other’s growth to strengthen our community which is centered around students who are often marginalized in other contexts by creating unique learning and working settings designed to reflect the strengths and meet the needs of our diverse community.

I thank you all for the important roles you each play for the students, families, staff, and partners of ISD 917. Thank you for being a member of this incredible district. It’s going to be an amazing year!

Sincerely,
Dr. Michael Favor
Superintendent of ISD 917

Welcome from the Board Chair!



Welcome ISD 917 Staff! My name is Cindy Nordstrom, and I have served on the ISD 917 School Board since 2020. The 2024-2025 school year will mark my third year serving this wonderful district as the School Board Chair, and I look forward to continuing to lead the governance of this unique school district that provides important, personalized services for students, families, staff, and communities.

To this role, I bring my experiences as a parent, 30 years of classroom teaching experience, and 15 years as an ISD 199 School Board member, including five years as Board Chair. I also bring my belief in the Core Values, mission, vision, and Strategic Directions of ISD 917 as well as continued focus on equity, relationships, and trust.

The ISD 917 School Board consists of a representative from each of ISD 917's nine member school districts, and, together, we supervise the ISD 917 Superintendent, develop and/or revise district policies to align with legislation and district needs, oversee the implementation of the school district's mission, vision, and strategic plan, and approve policy, personnel, and financial decisions.

We embed the district Core Values in all aspects of governance by aligning board meeting agenda items and member district updates to specific Core Values and keeping them in mind as we review and act on agenda items. To support communication and collaboration among school board members, we conduct a work session to talk through questions and concerns before each board meeting.

Thank you for everything you do for the ISD 917 community and member districts! You are truly purposeful, personalized partners for all of us, and your School Board is here to support you. I look forward to an inspiring 2024-2025 school year with all of you!

Sincerely,
Cindy Nordstrom
Intermediate District 917 Board Chair

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

Mission (= Our Core Purpose)

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

Vision (= What We Intend to Create)

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

Core Values (= Drivers of Our Words and Actions)

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

Strategic Directions (= Focus of Our Improvement Efforts)

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

District Motto

Purposeful. Personalized. Partners.

ISD 917 At a Glance

Member Districts:

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

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

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

Intermediate School Districts

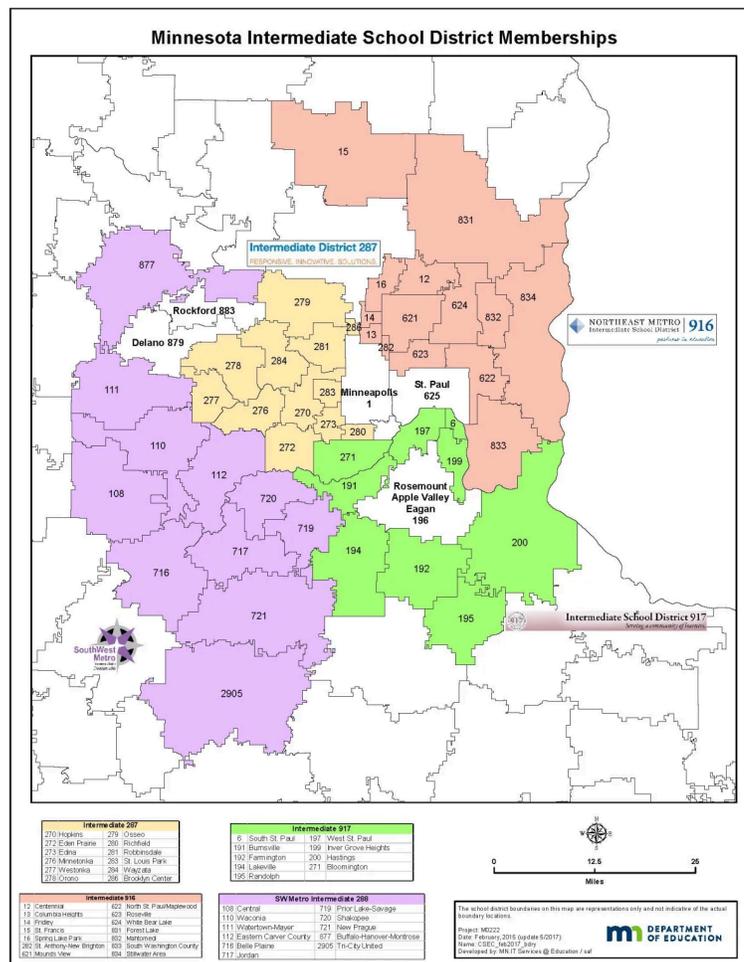
Intermediate School Districts, including ISD 917, were established by the Minnesota Legislature in **1969** and are governed by [Minnesota Statute Chapter 136D](#), under Postsecondary Education. They are defined as, “cooperative program[s]...that offer integrated services for secondary, postsecondary,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

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

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

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

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



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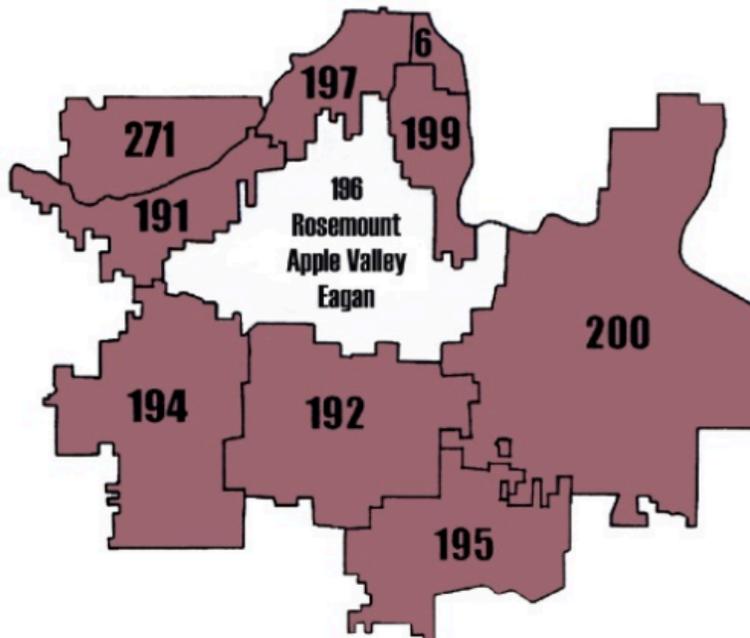
ISD 917 Member Districts & Leadership

Member Districts:

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

ISD 917 Member Districts



ISD 917 District Organizational Chart

To be created in August

Secondary Programs Staff Directory

To be created in August

[CLICK HERE TO SEE 2024-2025 ISD 917 DIRECTORY](#)

Key Dates in ISD 917 History

- 1969 - Intermediate School District 917 established by the Minnesota Legislature
- 1970 - ISD 917 School Board established
- 1972 - Amendments added to U.S. Constitution strengthening educational rights for all students
- 1973 - Rosemount campus opened for shared use by DCTC and ISD 917
- 1970 - Harold Grudem hired as founding Superintendent of ISD 917 (1970-1982)
- 1972 - Special Education Director Curt Thorstenson began his tenure with ISD 917 (1972-1984)
- 1970 - Superintendent Donald McGuire began his tenure with ISD 917 (1982-1989)
- 1972 - Special Education Director Dan Sullivan began his tenure with ISD 917 (1984-2008)
- 1982 - DASH program established
- 1983 - IDEA & TESA programs established
- 1986 - PACES program established
- 1986 - DCALS program established as a night school before transitioning to day school
- 1989 - Superintendent Roger Norsted began his tenure with ISD 917 (1989-2000)
- 1993 - Sunset Act of 1993
- 1995 - Establishment of Minnesota State Colleges and Universities separated ISD 917 & DCTC
- 1995 - ISD 196 ended ISD 917 member district status
- 2000 - Superintendent Bill Larson began his tenure with ISD 917 (2000-2005)
- 2003 - IDEA program established
- 2007 - SUN program established
- 2008 - Superintendent Dr. John Christensen began his tenure with ISD 917 (2005-2018)
- 2008 - Special Education Director Melissa Schaller began her tenure with ISD 917
- 2008 - Alliance Education Center established
- 2009 - TEA program established
- 2011 - ISD 271 joined ISD 917 as a member district
- 2013 - Cedar School established
- 2016 - Superintendent Mark Zuzek began his tenure with ISD 917 (2018-2021)
- 2017 - CASE program established
- 2018 - Perkins Act V reauthorized
- 2018 - ECSE TEA program established
- 2019 - DCALS South opened
- 2020 - Michael Berndt confirmed as DCTC President after 2 years as Interim President
- 2021 - Superintendent Dr. Michael Favor began his tenure with ISD 917
- 2021 - President Biden visited DCTC
- 2022 - Governor Walz visited ISD 917
- 2022 - DCALS South site closed
- 2024 - DCTC & ISD 917 Joint Powers Agreement extended through December 2024

ISD 917 Program Locations & School Times

Location	Address	Program	Phone #	School Hours	Emergency Closure Follows
Alliance Education Center (AEC)	14300 Biscayne Avenue West Rosemount, MN 55068	CASE	651-423-8100	8:00am - 2:25pm	ISD 917
		IDEA		7:45am - 2:10pm	
		SUN		7:45am - 2:10pm	
Bloomington Transition Center (BTC)	2575 W 88th Street, Door 10 Bloomington, MN 55431	DASH	952-681-6118	7:45am - 2:20pm	ISD 271
		SUN			
		TESA			
Cedar School	2140 Diffley Road Eagan, MN 55122	SUN	952-707-4000	7:45am - 2:10pm	ISD 917
Concord Education Center	9015 Broderick Boulevard Inver Grove Heights, MN 55076	SUN	612-902-9300	7:45am - 2:10pm	ISD 917
Dakota County Technical College (DCTC)	1300 145th Street East Rosemount, MN 55068	District Office	651-423-8229	Not Applicable	ISD 917
		CTE	651-423-8458	Shift #1: 7:45am - 10:00am Shift #2: 10:15am - 11:55am Shift #3: 12:30pm - 2:05pm	
		DCALS-Main	651-423-8447	8:10am - 3:05pm	
		TESA	651-423-8401	7:45am - 2:20pm	
DCALS-North	150 East Marie Avenue West St. Paul, MN 55118	DCALS-North	651-332-5570	8:10am - 3:05pm	ISD 917
Hastings High School	200 General Sieben Drive Hastings, MN 55033	DASH	651-480-7470	7:50am - 2:31pm	ISD 200
Inver Grove Heights Middle School	8167 Cahill Avenue Inver Grove Heights, MN 55076	DHH	651-306-7200	Inactive for 2022-2023	ISD 199
Juvenile Services Center	1600 Highway 55 West Hastings, MN 55033	New Chance Riverside	651-438-4980	7:45am - 3:00pm	ISD 917
Lakeville North	19600 Ipava Avenue West	DASH	952-232-3600	8:02am - 2:37pm	ISD 194

High School	Lakeville, MN 55044				
Lebanon Education Center	5800 149th Street Apple Valley, MN 55124	TEA	952-431-4062	7:45am - 2:10pm	ISD 917
Lincoln Center Elementary	357 9th Avenue North South St. Paul, MN 55075	DHH	651-457-9426	8:20am - 2:55pm	SSD 6
Pine Bend Elementary	9875 Inver Grove Trail Inver Grove Heights, MN 55076	ECSE TEA (K)	651-306-7701	8:15am - 2:15pm	ISD 199
Pond Family Center	9600 Pond Avenue South Bloomington, MN 55420	ECSE TEA	612-870-7422	9:25am - 1:25pm	ISD 271
Riverview Elementary School	4100 208th Street West Farmington, MN 55024	ECSE TEA	651-460-1600	9:00am - 1:00pm	ISD 192
Simley High School	2920 80th Street East Inver Grove Heights, MN 55076	DHH	651-306-7000	8:30am - 3:20pm	ISD 199
Two Rivers High School	1897 Delaware Avenue Mendota Heights, MN 55118	DASH	651-403-7100	8:30am - 3:04pm	ISD 197

ISD 917 2024-2025 Academic Calendar

See https://www.isd917.org/about/district_calendars for updates and additional calendar details



ISD 917 2024-2025 ACADEMIC CALENDAR



<p>4 - No School/Holiday 8 - ESY Staff Prof. Dev. & JSC 9-11 - ESY & JSC 12 - JSC 15-18 - ESY & JSC 19 - JSC 22-25 - ESY & JSC 26 - JSC 29-31 - ESY & JSC</p>	<p>JULY 2024</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table> <p style="font-size: small; text-align: center;">23 school days 10 (to start) non-school days</p>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>JANUARY 2025</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table> <p style="font-size: small; text-align: center;">18 school days 19 (to start) non-school days</p>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>1 - No School/Holiday 2 - No School/Winter Break 3 - No School/Winter Break 20 - No School/Holiday 24 - End of 2nd quarter (41 days) 27 - No School/Licensed Staff Prof. Dev.</p>							
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= No School for All Students	= No School (DCALS & CTE students)	= No School (Spec. Ed. Students)	

ISD 917 2025-2026 Academic Calendar

See https://www.isd917.org/about/district_calendars for updates and additional calendar details

ISD 917 2025-2026 ACADEMIC CALENDAR

<p>4 - No School/Holiday 7 - ESY Staff Prof. Dev. & JSC 8-10 - ESY & JSC 11 - JSC 14-17 - ESY & JSC 18 - JSC 21-24 - ESY & JSC 25 - JSC 28-31 - ESY & JSC</p>	<p>JULY 2025</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table> <p style="font-size: small; text-align: center;">23 student days 23 to 44/27 more for staff</p>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>JANUARY 2026</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table> <p style="font-size: small; text-align: center;">18 student days 18 to 44/27 more for staff</p>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p>1 - No School/Holiday 2 - No School/Winter Break 19 - No School/Holiday 23 - End of 2nd quarter (41 days) 26 - No School/Licensed Staff Prof. Dev.</p>														
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2024 Legislation Updates

During the 2024 session of the Minnesota Legislature, a number of bills were passed that impact school districts, including Intermediate Districts. ISD 917 district and site leaders and the school board are working collaboratively with internal and external stakeholders to ensure appropriate implementation of these legislative updates. Below is a summary of *some* of the key changes for the 2024-2025 school year and beyond pertinent to ISD 917.

Include information from:

[2024 Omnibus Bill](#)

Etc.

Staff Commitments

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

Relevant legislation includes, but is not limited to:

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

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

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

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

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

**Excerpts from policies are included throughout this document, but they are for reference only.
All staff members are responsible for reading and following
ALL ISD 917 policies and procedures,
including this handbook and information referenced and/or linked in this document.**

COLLABORATION

Working together to achieve more collectively.

- The unique nature of our district puts collaboration at the heart of our work. Our staff commit to being team players, bringing a positive attitude to work each day, learning the responsibilities of your team members, and attempting to resolve problems closest to the source of the issue. Effective collaboration requires each staff member to know and implement district policies and practices for staff, students, and families.
- District Collaborations:
 - **Joint Powers Agreement with Dakota County Technical College (DCTC):**
 - The Joint Powers Agreement between ISD 917 and DCTC the roles and responsibilities of each organization so ISD 917 can continue program planning, development, and offerings without interruption or adverse impact upon changes to state, federal, or Minnesota State Colleges & Universities (MNSCU) funding or policy decisions or changes.
 - **Member District Collaboratives of Superintendents, Special Education Directors, & Business Managers:**
 - Each group meets regularly throughout the school year to collaborate across member districts.
 - **Leadership Team:**
 - Our purpose is to implement the district vision of modeling an innovative culture with diverse pathways serving students and families through equitable practices with highly trained staff. District leaders and staff work together over time to serve students, families, and staff by implementing the ISD 917 Strategic Plan and School Board policies and developing and/or revising district systems, structures, policies, and practices to ensure positive working and learning environments throughout the district.
 - **Educational Administrative Team (EAT):**
 - District and site leaders who work together over time to support ISD 917 to achieve our strategic directions, district vision, and core values.
 - **CTE Advisory Committees:**
 - Minnesota requires local Perkins V funds recipients (districts who use funding for Career & Technical Education (CTE) and Work-Based Learning (WBL) programs) to create and use local “advisory committees” with employer members, as well as representation of parents/caregivers, educators, community members and students.
 - Advisory committees are essential to ensuring program relevance and quality, providing students and school districts with new opportunities and resources, and connecting students and educators with the larger regional, state and national employment communities.
 - **Dakota County Perkins Consortium:**

- One of 23 Perkins consortia in Minnesota formed to to promote collaborative planning and implementation of Career and Technical Education programs through the Perkins federal grant.
- Coordinated by a Consortium Coordinator from among the staff at ISD 917
- Consortium members include: ISD 917, Dakota County Technical College (DCTC), Bluesky Online Charter School, Farmington Area Public Schools (ISD 192), Hastings Public Schools (ISD 200), Inver Grove Heights Schools (ISD 199), Northfield Public Schools (ISD 659), Randolph Public Schools (ISD 195), South St. Paul Public Schools, (SSD 6), West St. Paul-Mendota Heights-Eagan Area Schools (ISD 197)
- **Core Values Committee:**
 - The Core Values Committee was established in spring 2023 to guide systemic implementation of ISD 917 Core Values to support a culture that is inclusive of all students, staff, and partners.
 - The committee is facilitated by Chris Devine and Kate Hulse.
 - The founding committee members signed on for a 2-year commitment and were chosen by the committee facilitators after a thorough application process.
 - Jen Petersen - Mental Health Provider Coordinator (Riverview - TEA)
 - Mike Zickrick - Special Education Teacher (Main - TESA)
 - Robin Knight - Classroom Assistant (Cedar School - SUN)
 - Anna Busch - CTE/DCALS Teacher (DCALS-Main/CTE - Main)
 - Audrey Weiler - Payroll Specialist (Main)
 - Rachel Novy - Special Education Teacher (Alliance - IDEA)
- **Strategic Partners:**
 - In addition to our nine member districts, ISD 917 partners with numerous strategic partners to build on our strengths and meet the diverse needs of our students, families, and staff.

Strategic Partners	
<u>Partner:</u>	<u>Learn More At:</u>
Brightworks	https://brightworksmn.org/
Council on Asian Pacific Minnesotans	https://mn.gov/capm/
Dakota County	https://www.co.dakota.mn.us/

Dakota County Technical College (DCTC)	https://www.dctc.edu/
Intermediate School District 287	https://www.district287.org/
Intermediate School District 288	http://swmetro.k12.mn.us/
Intermediate School District 916	https://www.916schools.org/
Mentor Minnesota	https://www.mentormn.org/
Metropolitan State University (Metro State)	https://www.metrostate.edu/
Minnesota Humanities Center (MHC)	https://www.mnhum.org/
Minnesota State University - Mankato	https://www.mnsu.edu/
University of St. Thomas	https://www.stthomas.edu/
360 Communities	https://360communities.org/

EMPATHY

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

- **Memorandum of Agreement**

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

- **Nursing Mothers & Lactating Employees**

- To see the legal rights of nursing mothers and lactating employees in Minnesota, click [here](#).
- For those who wish to express breast milk at work, as needed, up to twelve (12) months following the birth of their child, your supervisor should:
 - Provide a space that is in close proximity to your work area.
 - Provide a space that is private and secure (i.e. can be locked from others entering).
 - Provide a space that is clean.
 - Provide a space that has an electrical outlet.
- If you have any questions or concerns regarding your need to express breast milk at work, please reach out to: Benefits@isd917.org

INNOVATION

Ongoing improvement of programs and services.

- **Professional Development:**

- Professional development is a cornerstone of innovation, and we encourage our staff members' continuous professional growth. Please review our district [academic calendar](#) and your [contract](#) for specific information on district-supported professional development for your position.
- Workshop Week & Professional Development Days:
 - Professional development activities during workshop week and dedicated professional development days are designed to strengthen relationships

among ISD 917 staff while providing individuals and teams with the information, learning, training, resources, etc. needed to effectively meet our job responsibilities, increase collective efficacy, and support positive working and learning environments.

- Professional Learning Communities (PLCs):
 - Collaborative teams of ISD 917 educators learn and work collectively to develop and work toward achieving student-centered SMARTER goals, assess collective effectiveness based on evidence of student learning, and use results to inform and improve professional practices so all students learn at high levels.
 - SMARTER:
 - S = Strategic & specific
 - M = Measurable
 - A = Attainable
 - R = Rigorous & relevant
 - T = Time-bound
 - E = Equitable
- Mentoring & Cognitive Coaching for Probationary Employees:
 - ISD 917 employees working under the Teacher Contract, Education Support Professionals Contract, or Interpreter Contract will be paired with a continuing contract employee who will serve as a mentor and a continuing contract employee who has been trained as a Cognitive Coach.
- **Educator License Renewal:**
 - The Continuing Education Committee follows Professional Educator Licensure and Standards Board (PELSB) rules to evaluate continuing education activities and recommend renewal of five-year licenses and the teaching verification needed for initial continuing licensure.
 - Each teacher who is renewing a five year license is required to complete 125 clock hours with specific training in the areas of: positive behavioral interventions; modification, accommodation, or adaptation of curriculum, instruction, or materials for students with special needs; reading preparation; mental illnesses; suicide prevention; cultural competency; and supporting multilingual learners.
 - Learn more at <https://sites.google.com/isd917.org/ceu/home>.
 - Teachers may submit license renewal applications any time after January 1 of the year in which the license expires. Teachers may not teach without a current license or approved PELSB permission/variance. It is the responsibility of every teacher to maintain a current license at all times.
 - See updated teaching licensure information on the [PELSB website](#)

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

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

STEWARDSHIP

Managing financial and human resources carefully and responsibly.

- **Health & Safety**

- Your supervisor will review your site-based Emergency Procedures with you and the staff at your site. In emergency situations, all staff are expected to follow the provided Emergency Procedures. Review the plan for your location and know your role and responsibilities in each situation.
- Your primary responsibility is the safety of your students and yourself. Therefore, you should always conduct yourself in a safety conscious manner and encourage fellow staff to do likewise.
- Your role may require you to be a member of a Crisis Response Team. If so, your supervisor will provide you with additional information about your additional roles and responsibilities.
- **Crisis Management:**
 - Excerpts from [ISD 917 Crisis Management Policy 806](#)
 - The school district has developed an Emergency Procedures Handbook for each of the sites which provides procedures for responding to a wide range of natural and man-made crisis situations. The handbooks

include roles for school district administrators, staff, and community/county agencies in addressing emergencies.

- The Emergency Handbooks are available for administrator and staff reference in each school/program office.
- The school district will conduct reviews of this policy and the crisis management plan as required by state and federal law.

- **Bloodborne Pathogens**

- Universal precautions will be observed in the District to prevent contact with blood or other potentially infectious materials. All blood or other potentially infectious material will be considered infectious regardless of the perceived status of the source individual.
- Employees who work in situations where it is reasonably anticipated that skin, eye, mucous membrane or parenteral contact with blood or other potentially infectious materials may result from the performance of the employee's duties, must participate in an annual training session, report exposures, and, upon new hire, sign a district form informing us if you have received or are declining the Hepatitis B immunization.
- Any employee who has an exposure incident, which is contact of blood or other potentially infectious material with the employee's eye, mouth, mucous membrane or non-intact skin (including a human bite), must report the incident to health office staff or to their administrator.
- Additional information is available on our [Plans, Tools, and Forms for Health, Wellness, and Safety webpage](#).
- Possible Exposure to Body Fluids/Bloodborne Pathogen:
 - Follow the guidelines for assessment of possible exposure and post exposure instructions found in the Bloodborne Pathogens Program [Bloodborne Pathogens Control Plan](#) Some forms may need to be completed and returned to the ISD 917 School Nurse. Please read the directions carefully.

- **Student Illness Protocols:**

- Please refer to the below guidance from our ISD 917 School Nurse in regard to student illness.
 - 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 are started.
 - Students should be able to fully participate in school activities when they return
 - Please report any communicable illness such as measles, chicken pox, pink eye, strep throat, COVID-19, influenza or ringworm to your child's licensed school nurse.
- **Work-Related Accident Reports and Workers' Compensation**
 - Any employee sustaining an injury as part of fulfilling a job responsibility should *immediately* report the accident or injury to their supervisor. The employee must:
 - Call 911 in an emergency.
 - Call the Nurse Care Line (844-847-8708),
 - Complete the [Mandatory Incident Report for Staff and Information and Privacy Statement forms](#)
 - Forward the forms to Amy Alexander (Administrative Assistant for the Executive Director of Business Services) at amy.alexander@isd917.org within 24 hours of the incident. Employees who need medical treatment should seek treatment at a facility of their choice.
 - For any medical appointments, work with your workers' compensation representative.
 - The employee must return a workability report stating their restrictions or clearance to return to full duties filled out by their medical provider to their supervisor and Amy Alexander (Administrative Assistant for the Executive Director of Business Services) at amy.alexander@isd917.org before returning to work.
 - For additional information, see our [Worker's Compensation webpage](#).
- Excerpts from [ISD 917 Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions Policy 420](#)
 - Students with communicable diseases shall not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of a transmission of

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

- **Working with Students**

- ISD 917 is here to serve students and their families, and we take pride in the professionalism of our staff. At all times, staff members must maintain personal and professional boundaries with students.

- **Student Handbooks:**

- All ISD 917 staff members should know and enforce the policies and procedures outlined in the ISD 917 Student Handbooks for their programs.

- [Special Education Student & Family Handbook](#)

- [Secondary Education Student & Family Handbook](#)

- **Student Supervision:**

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

- **Wellness:**

- Excerpts from the [ISD 917 533 Wellness Policy](#):

- The school board recognizes that nutrition promotion and education, physical activity, and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and education.

- The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.

- **Learning & Working Environment Free from Harassment and Violence:**

- Excerpts from [ISD 917 School Board Policy 413: Harassment and Violence](#)

- The school district seeks to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, and disability. It prohibits any form of harassment or violence against a student, teacher, administrator, or other

school district personnel and will act to investigate all complaints and discipline or take appropriate action against anyone who violates this policy.

- **Employee-Student Relationships:**
 - Excerpts from [ISD 917 School Board Policy 423: Employee-Student Relationships](#)
 - The school district is committed to an educational environment in which all students are treated with respect and dignity. ISD 917 employee-student relationships are governed by Policy 423 at all times, whether on or off duty and on or off of school district locations. All students will be treated with respect, courtesy and consideration, and in a professional manner. All employees must be mindful of their authority and influence over students. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- **Student Discipline:**
 - [ISD 917 Student Discipline Policy 506](#) outlines a Code of Student Conduct and permissible actions for progressive discipline. Staff members are encouraged to speak with their supervisor prior to administering disciplinary measures.
 - Excerpts from [ISD 917 Student Discipline Policy 506](#)
 - All students are entitled to learn and develop in a setting which promotes respect of self, others, and property.
 - Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place.
 - The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience.
 - All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent.
 - Professional Crisis Management (PCM) - Many of our Special Education staff members receive specialized training in [PCM](#) to support the safety of students and staff during crisis situations. Your supervisor will provide further details if this training is necessary for your position.
- **Search of Student Lockers, Desks, Personal Possessions, & Person**
 - [ISD 917 Policy 502 Search of Student Lockers](#) outlines policies for ISD 917 school officials. Included in this policy are the following:

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

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

injury/accident report form is to be completed. If the injury was the result of student behavior, an additional form may be required.

- Per ISD 917 Licensed School Nurse discretion, the student injury report form may need to be sent to the Business Office in order to be processed with the insurance company.

- **SafeSchools Training:**

- [Chapter 122A](#) of the Minnesota statutes requires school district employees to conduct annual training activities. ISD 917 uses the [SafeSchools](#) system for online training.
- ***Every staff member is required to complete SafeSchools courses during work hours before October 31st of each school year.*** If you choose to take a SafeSchools course outside of normal work hours, it will be on your own time and will not be eligible for timesheet payment. Mandatory courses may include:
 - Sexual Harassment
 - Bloodborne Pathogens
 - Workplace Bullying
 - Staff Handbook
 - Various health-related courses
- In addition to the above courses, your supervisor may assign you additional courses that pertain to your job.
- The teachers' Relicensure Committee has agreed that one clock hour of continuing education credit will be granted for the completion of each SafeSchools course. The District does not require you to print off your certificate, as we keep digital records of your course completion. If you plan to use these trainings for continuing education credits, you are responsible for printing the certificate from SafeSchools.
- You must complete all sections of each assigned course, and you must pass each quiz with a minimum score of 80%. You may repeat the quiz as many times as you need to pass the assessment.
- To access SafeSchools:
 - An email will be sent to your ISD 917 email address with the required courses for you to complete.
 - Once logged into our website with your ISD 917 Google credentials, you can access SafeSchools through the [Teaching & Learning page](#) on our website.
- For questions on SafeSchools, contact Linda Berg at 651-423-8214 or email linda.berg@isd917.org.

- **AlertUs Mobile App:**
 - At the DCTC site, we use the AlertUs mobile app to send campus alerts directly to your phones and mobile devices. We ask every staff member working at this site to download this app to their mobile device.
 - Directions for set-up:
 - From the Apple App Store or Google Play, download the ALERTUS app.
 - Enter our campus organizational code: *dctcihcc*
 - Enter your *@isd917.org* email address
 - Verify your email address by confirming the email sent to you by AlertUs
 - Select DCTC to receive DCTC alerts
- **School Safety Drills and Emergency Evacuation of Buildings**
 - School Safety Drills: In accordance with [MN Statute 121A.07](#), all educational institutions are required to have a minimum of one tornado, five lockdown, and five fire drills at each school site each school year.
 - Each instructor will inform their students of the exit or exits that are to be used in emergency situations. It is the responsibility of the instructor to become familiar with the evacuation routes and assist their students in safe evacuation procedures. Please see your administrator for the evacuation chart and proper route to exit if there is an emergency and/or drill. Everyone must evacuate the building when the alarm sounds.
 - See your site-based Emergency Procedures for additional information.
- **Indoor Air Quality**
 - Indoor air quality includes but is not limited to temperature, ventilation and air pollutants in school buildings. The School District has an [Indoor Air Quality Management Plan](#) managed by Linda Berg, Executive Assistant to the Superintendent and School Board. The purpose of the plan is to proactively manage indoor air and provide a healthy and safe indoor environment for students, staff, and community. Staff who have concerns about indoor air quality should direct them to their administrator. They can also complete an [Indoor Air Quality Complaint Form](#). The administrator, building custodian, IAQ Coordinator may be involved in an investigation of the concern.
- **Allergens and Chemical Sensitivity**
 - Fragrances/Scents: Exposure to fragrances and other scents can cause sensitive people to experience upper respiratory irritation, asthma, headaches, and other symptoms. ISD 917 requests that all school and work spaces remain free of scented products, including personal care products, strong smelling cleaning supplies, air fresheners, etc.
 - Latex: Due to student and staff allergies, it is recommended that latex not be brought into schools or work spaces. This includes non-mylar balloons.

- Food: Due to potentially life-threatening allergies, it is highly recommended that no peanut or nut-containing products be present in common eating areas.
- **Smoking Restrictions**
 - Per [ISD 917 Tobacco Prohibition Policy 419](#) and [ISD 917 Drug-Free Workplace/Drug-Free School Policy 418](#), smoking is not permitted in the Main Campus DCTC building, grounds, or any building or vehicle owned/leased by Intermediate School District 917. Please check with your administrator as to smoking restrictions for the building in which you work. Smoking cessation programs may be available through ISD 917 health insurance programs.
- **Drug-Free Workplace/Schools**
 - Per [ISD 917 Drug-Free Workplace/Drug-Free School Policy 418](#), the use of alcohol, toxic substances, medical cannabis, and controlled substances without a physician's prescription, as well as paraphernalia associated with controlled substances, is prohibited before, during, and after school hours at school or in any other school location.
 - [ISD 917 School Board Policy 417 Chemical Use and Abuse](#) outlines expectations for the school district to provide students and employees with an instructional program to prevent chemical abuse and dependency. It also provides a protocol for reporting chemical use and abuse.
- **Weapons**
 - Excerpts from [ISD 917 Policy 501 School Weapons](#):
 - No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.
 - No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
 - No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.
 - "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school

activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school related functions are conducted, and anywhere students are under the jurisdiction of the school district.

- **Emergency Closings**

- Emergency closings will be communicated to staff, students, and families via direct email, phone, text, and/or website post.
- The unique nature of our district means that, on occasion, some sites will be closed and others will be open.
- Directions for staff are outlined in [Intermediate School District 917 Policy 820 Provisions for the Closing of Schools Due to Inclement Weather or Other Exigency](#)

- **Transportation**

- Many of you drive as part of your position with the district. For some, you drive your personal vehicle; for others, you drive a district vehicle.
- Student transportation in ISD 917 is governed by [ISD 917 Student Transportation Policy 709](#). All drivers must abide by federal, state, and local motor vehicle regulations, laws, and ordinances, as well as ISD 917 Policy 709.
- If an employee has two texting violations in the last three years, they will be ineligible to drive for work purposes. Texting and driving is deemed as dangerous by our insurance carrier as drinking and driving. Please be safe, and don't text and drive!

- **Parking**

- Free parking is available at all ISD 917 sites for staff members.
- Staff who work at multiple ISD 917 and/or member district sites should contact their supervisor for information on parking at those locations.
- At DCTC:
 - For ISD 917 staff working in the ISD 917 Administrative Offices and educational programs located inside of Dakota County Technical College (DCTC), there are both free and paid options.
 - Free parking: Parking is available in the West lot of the DCTC building and the lot on the East side of the DCTC building that is closer to the building than the designated ISD 917 lot.
 - Paid parking: DCTC holds a lottery for designated stalls in the gated lot on the North side of the DCTC building at a yearly fee (2023-2024 lottery date and price are yet to be determined). For information on the DCTC gated lot lottery or to enter your name into the lottery, please contact Amy Alexander at Amy.Alexander@isd917.org or 651-423-8229.

- If an ISD 917 staff member whose work site is not at DCTC and is attending a meeting of short duration (two hours or less), you may park in the visitor lot North side of the DCTC building, if space is available.
 - If you are visiting the DCTC site, please park in the East parking lot furthest from the DCTC building. It is designated for Intermediate School District 917 use.
 - **Visitors:**
 - [ISD 917 Policy 903 Visitors to School District Buildings and Sites](#) outlines district policies regarding visitors, including students participating in post-secondary enrollment options (PSEO).
 - Excerpts from [ISD 917 Policy 903 Visitors to School District Buildings and Sites](#):
 - The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.
 - The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.
- Human Resources, Payroll, & Benefits Information
 - **Contracts/Master Agreements**
 - Master Agreements for all collective bargaining units can be found on the website at [Union Contracts](#).
 - **Job Postings**
 - Job vacancies are posted on the District's website via the Frontline (aka AppliTrack) applicant tracking system at <https://www.applitrack.com/isd917/onlineapp/default.aspx?all=1>.
 - Internal candidates for a position should submit a letter of interest and an updated application via Frontline (formerly Applitrack). Some bargaining units have specific criteria to be considered. Employees should check their collective bargaining agreement for more information. Successful candidates must provide official transcripts and proof of licensure, if in a position for which a license is required.
 - Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered to be finalists for a position. Finalist means an individual selected for an interview prior to

selection. The following personnel data that is collected on current and former applicants is public: veteran's status, relevant test scores, job history, education and training, and work availability.

- **Background Checks**

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

- **Paychecks**

- Payroll checks are distributed through direct deposit to employees' bank accounts on the 15th and the last day of each month, or the day prior to a weekend or holiday, which includes the normal payroll date.
- Additions or changes to direct deposit must be submitted via [paper form](#) with supporting account verification documentation to Audrey Weiler, Payroll Specialist, in the Business Office. Additional information is available on our [Business Services webpage](#) under For Staff.
- To view and/or print your paystubs, follow the directions for the EAC on the upcoming page.
- Payroll checks must be picked up in-person at the ISD 917 Business Office on pay day. They will not be mailed.

- **District Identification**

- All school district personnel are required to have and to wear a photo ID when working at or visiting a school site during student-contact hours. Employees who have lost or damaged their ID cards (\$10 replacement fee) or have had a name change should arrange for a replacement.
- District Photo Identification cards are taken at Dakota County Technical College in the District Administrative Office. Please contact Lauren Kelly, HR Coordinator, at Lauren.Kelly@isd917.org for assistance.
- Some ISD 917 sites may require additional badges. If so, your supervisor will let you know.

- **Employee Access Center: Pay Information System**

- Intermediate School District 917 has adopted the [eFinancePlus Employee Access Center \(EAC\)](#) system to provide employees with all information regarding your pay stub, leave balances, personal information (address, phone number, etc.), tax withholdings, W-2s, and other information on a secure website. You can access, change, and print information from any computer, anytime, anywhere (though specific browsers may be needed).
- To access your information on the EAC:

- Click or enter <https://isd917-efp.sourcewell.org/employeeaccess>
 - Your User ID is your ISD 917 email address (firstname.lastname@isd917.org)
 - Your initial User Password is the last four digits of your social security number (SSN)
 - You will be required to change your password upon logging in for the first time. New Passwords require eight alphanumeric characters with at least one special character.
 - You will also be asked to set up three security questions out of 10 predetermined questions.
- If you have any questions, please contact:
 - Human Resources at HR@isd917.org or 651-423-8206.
 - Audrey Weiler, Payroll Specialist at Audrey.Weiler@isd917.org or 651-423-8245
- **Absence Reporting & Leave Requests:**
 - All absence reporting is completed through [Frontline](#).
 - You will receive an email invitation from Frontline with Frontline login and password set-up information.
 - Please consult your employment contract for information regarding your available leave.
- **Superintendent Extended Absence:**
 - In the extended absence of the Superintendent due to illness or incapacitation, the Executive Director of Student Services (who must have a valid Minnesota Superintendent's license) will become the Acting Superintendent, in alignment with our ISD 917 Organizational Chart. At the succeeding Board meeting(s), the Board will review district needs to determine if any more permanent changes are necessary. The Board Chair will work in collaboration with Board members, the Superintendent and/or district leadership to determine future actions.
- **Resignations**
 - The more notice that a professional can provide the District about their departure plans, the better. Standard expectation for support/unlicensed positions is at least two weeks' written notice to your supervisor, however, some contracts require more notice or have specific timelines.
 - As per [Minnesota Statute 122A.40](#), subdivision 7, licensed staff working under the Teacher contract on a continuing contract with the District are required to submit their written resignation prior to April 1. If an agreement for the terms and conditions of employment for the succeeding school year has not been adopted prior to March 1, the teacher's right to resign extends to the 30th calendar day following School Board adoption of the collective bargaining

agreement. If an agreement for the terms and conditions of employment for the succeeding school year has not been adopted prior to the end of the last agreement (June 30), the teacher's right to resign for the upcoming school year ends on July 15th.

- Teachers who do not submit their resignations in a timely manner may not be released from their contracts.
- **Earned Sick and Safe Leave (ESSL)**
 - Effective 1/1/24, Minnesota's earned [sick and safe time law](#) requires employers to provide paid leave to employees who work in the state. Sick and safe time is paid leave, at the employee's hourly rate, that employers must provide to employees in Minnesota, which employees can use for certain reasons, including when an employee is sick, to care for a sick family member, or to seek assistance if an employee or their family member has experienced domestic abuse.
 - ISD 917 has provided yearly paid leave to employees in the form of:
 - Paid Time Off (PTO): For teachers, licensed staff, BCBA's, MPH Coordinators, and Intake Coordinators
 - Sick Leave: All other employees (Paraprofessionals, Interpreters, Clerical, Health Associates, Business Office Staff, Classified School Year, Administrators, and Liaisons)
 - How much sick and safe leave (ESSL) can employees earn?
 - An employee earns/accrues one (1) hour of sick and safe time for every 30 hours worked and can earn a maximum of 48 hours each year unless the employer agrees to a higher amount.
 - Intermediate School District 917 has provided paid leave to employees each school year (July - June) that exceeds the hours required by the state. Unused ESSL rolls over into a sick leave bank that can be accrued and used in the future.
 - What can earned sick and safe leave (ESSL) be used for?
 - Employees can use their earned sick and safe time for reasons such as:
 - the employee's mental or physical illness, treatment, or preventive care;
 - a family member's mental or physical illness, treatment, or preventive care;
 - absence due to domestic abuse, sexual assault, or stalking of the employee or a family member;
 - when determined by a health authority or health care professional that the employee or a family member is at risk of infecting others with a communicable disease; and

- closure of the employee's workplace due to weather or public emergency or closure of a family member's school or care facility due to weather or public emergency.
- Prior to the 2023-2024 school year, Intermediate School District 917 has recognized employee's needs to take off work (using paid sick leave or PTO, depending on the contract) for numbers one (1) through four (4) listed above. As a school district, student-facing employees have not been required to use any leave for number five (5) listed above, but have been paid for weather-related closures. Once a certain number of days have been reached for weather-related closures, the district has historically required student-facing employees to make up time due to student contact requirements from the state. If required to work on a school closure day, employees may use ESSL.
- Which family members are included in ESSL?
 - their child, including foster child, adult child, legal ward, child for whom the employee is legal guardian or child to whom the employee stands or stood in loco parentis (in place of a parent);
 - their spouse or registered domestic partner;
 - their sibling, stepsibling or foster sibling;
 - their biological, adoptive or foster parent, stepparent or a person who stood in loco parentis (in place of a parent) when the employee was a minor child;
 - their grandchild, foster grandchild or step-grandchild;
 - their grandparent or step-grandparent;
 - a child of a sibling of the employee; a child-in-law or sibling-in-law;
 - a sibling of the parents of the employee;
 - any of the family members listed above of an employee's spouse or registered domestic partner;
 - up to one individual annually designated by the employee (NOTE: Annual designation will run from July to June for ISD 917); and
 - any other individual related by blood or whose close association with the employee is the equivalent of a family relationship.

***Prior to the 2023-2024 school year, some employment contracts with ISD 917 have limited the family members for which an employee can use their sick leave/PTO. Starting in January 2024, ISD 917 will comply with the ESSL law by expanding the use of PTO or sick leave (depending on contract group listed previously) to the family members listed above for a given number of hours (not less than 48 for full-time staff), depending on your contract.*

- This notice was provided to all ISD 917 employees, in accordance with the law, prior to 1/1/24.
- Yearly distribution of paid leave that aligns with the requirements for ESSL will occur as it has been in years past, with the year beginning in July and ending the following June, thus following the school calendar.
- The total number of earned sick and safe time hours available for use, as well as the total number of earned sick and safe time hours used, will be available on each paycheck statement starting in July 2024 with the new school year.
- In the meantime, total available paid leave can be viewed on each paycheck
- and in ISD 917's attendance tracking/reporting system: Frontline.
- In compliance with the law, ISD 917 continues to require advanced notice of the use of paid leave, per the requirements outlined in each employment contract.
- ISD 917 can also require employees to provide documentation of the reason for the absence if more than three (3) consecutive days of ESSL are used, per the law and employment contracts.
- Employees must enter their absences and use of ESSL into Frontline, but are NOT required to find a sub before its use. All absences using paid leave are paid at the same hourly rate employees earn from employment/standard work hours.
- To use your ESSL in Frontline (attendance tracking system):
 - Teachers, licensed staff, BCBAs, MPH Coordinators, and Intake Coordinators:
 - Select “PTO > Sick & Safe (ESSL)”
 - All other employees without PTO leave in their contract:
 - Select “Sick > Sick & Safe (ESSL)”
 - You may use ESSL for all or part of a day, depending on need.
 - For additional information: Benefits@isd917.org or <https://www.dli.mn.gov/sick-leave>
- Retaliation & Right to File a Complaint
 - It is against the law for an employer to retaliate, or to take negative action, against an employee for using or requesting ESSL or otherwise exercising their earned sick and safe time rights under the law. If an employee believes they have been retaliated against or improperly denied earned sick and safe time, they can file a complaint with the Minnesota Department of Labor and Industry. They can also file a civil action in court for earned sick and safe time violations.
 - As leaders and staff become accustomed to this new leave, please reach out to the Director of Human Resources (Lauren.Kelly@isd917.org) or

Benefits@isd917.org if you have any concerns regarding your request or use of ESSL.

- **Employee Benefits**

- Insurance Coverage:

- Employees who wish to enroll in benefits through the district must enroll online through the District's benefits enrollment platform, Apprize. Any employee who does not enroll in their new hire window will default to not enrolling in coverage outside of district provided benefits.
 - You are eligible for benefits on the first day of the month following your date of hire, unless your hire date is the first working day of the month. If hired on the first working day of the month, benefits go into effect on the first working day of the month when you sign up for coverage.
 - Open enrollment for the next calendar year occurs in late October through early November.

- Tax Sheltered Annuities and Deferred Compensation Plan:

- Per ISD 917 Tax Sheltered Annuities and Deferred Compensation Plan, any employee may participate in qualified tax deferred annuity and tax deferred compensation plans via a salary reduction agreement.
 - Forms and information are available on our website [here](#):
 - Employees may use a district approved 403b/457 Plan Provider. Employees may change their contributions at any time by submitting a new salary reduction [form](#). This change will take place as close to the requested change date as possible but may take approximately 30 days after submission of the form. Employees must comply with the IRS rules regarding the amount that may be deferred to a tax-sheltered annuity or tax-deferred compensation plans. Employees may be eligible under their contract for a matching contribution to a tax-deferred annuity or deferred compensation plan.
 - Individuals should consult applicable Master Agreements for specific benefits for their employee group.

- Direct Deposit:

- In accordance with [MN Statute section 471.426](#), ISD 917 requires all district employees to sign up for direct deposit. All documentation for direct deposit must be submitted in paper-form with account verification for security reasons. The District does not accept direct deposit changes over email or phone. Please submit the change form for direct deposit at least three (3) weeks before the intended change. It is recommended that employees do not close your previous account

prior to confirming that your pay will be deposited into the new account. Click here for the [Direct Deposit Enrollment Form](#).

- Employee Assistance Program:
 - All of us experience times when a personal problem or crisis affects the way we function at work and home. ISD 917 has partnered with a vendor to provide FREE, confidential assessment, short-term counseling, referral, and follow-up for you and your family.
 - A licensed counselor will assist you in assessing your situation, finding options, making choices, or locating further help. The program provides help in many areas including relationship issues, alcohol and other drug problems, work concerns, loss and grief, financial and legal concerns, depression, anxiety, and many other life challenges.
 - See our [Employee Assistance webpage](#) for more information.
- Purchasing & Reimbursement:
 - **Purchasing:**
 - To protect the legal and financial interests of the District, all commitments to supplies for goods or services are made through written purchase orders and contracts issued by the Purchasing Department.
 - All procurements are to be made in compliance with applicable federal, state and local law, directives and executive orders. Compliance with the requirements of the [Uniform Municipal Contracting Law](#) is specifically the responsibility of the Purchasing Office.
 - ISD 917 is not responsible for purchases made by employees or individuals associated with the school district who do not have prior approval and fail to follow general purchasing guidelines.
 - Purchasing Guidelines:
 - When are quotes needed for purchasing?
 - Under \$999.00 no quotations are needed.
 - \$1,000 to \$24,999 two written quotes are required by the purchasing department
 - \$25,000 to \$174,999 three written quotes are required by the purchasing department.
 - Any purchase of \$175,000 or greater must follow formal Sealed Bid guidelines:
 - Advertising for Bid (two-weeks prior to opening date) must include time, place of bid, detailed description of item, or project, where to acquire bid forms, who to contact with questions and where to send the bid envelope
 - Bid bond requirement at time of bid opening. Afterward, payment and performance bonds, certificate of insurance

and signed contract are required. Bids must be kept on file along with the bid tabulation and proof of school board approval.

- Purchasing Process:
 - Ensure the purchase or contract for goods or services is within the approved budget.
 - Complete a [Purchase Requisition Form](#).
 - Employee completes a purchase requisition form for goods or services needed and attaches all supporting documentation necessary to place the order or service required.
 - Employee forwards completed requisition to their supervisor for approval and any additional routing, then the requisition is forwarded to the Purchasing Department.
 - The purchase requisition is carefully reviewed by the Buyer, Barb Schmitz (barbara.schmitz@isd917.org) for the following:
 - All necessary signatures
 - Appropriate budget codes
 - Dollar amount (see Guidelines above);
 - If the vendor has already been set up, or needs to be set up, which would include the following: Business name, address, telephone and fax number, e-mail address and completed W-9 form
 - Requisition data entered electronically into the E-Finance system, creating a Purchase Order
 - Purchase order and encumbrance summary is processed by Purchasing Department
 - Purchase order is placed to vendor, via fax, e-mail, internet, postal service or confirmed by phone
 - Orders are shipped to DCTC warehouse unless other is indicated on purchase requisition
 - Once order has been received, packing slips are initialed by requisitioner and sent to Accounts Payable.
- **Expense Reimbursement:**
 - If you have work expenses (i.e., mileage) which are authorized by [ISD 917 Policy 412 Expense Reimbursement](#) district policy and approved by your supervisor, fill out the [2024 Mileage Reimbursement Form](#) and submit it to your supervisor.
 - You can find additional information and forms on the [Business Services webpage](#)

- All employee reimbursements will be paid on the 3rd Thursday of each month. This will include expenses from Mileage Reports, Check Requests, etc.
 - All receipts and proper documentation referencing the expense must be submitted by the Friday before the payout. The original receipts need to be submitted.
 - If there are staff members or students included in the expense, such as expenses for field trips, a list of attendees is needed.
 - Timeliness for submitting reimbursement requests for expenditures along with proper documentation is critical. Any expenditures turned in after 60 days from the occurrence date are reported as taxable income as required by the IRS.
- **Gifts:**
 - Excerpts from [ISD 917 Acceptance of Gifts Policy 706](#)
 - It is the policy of this school district for the school board to accept gifts only in compliance with state law. If the school board agrees to accept a gift, it shall be the property of the school district unless otherwise provided in the agreed upon terms.

COMMUNICATION

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

- **Directory Information:**
 - Staff member contact information is available on our [website](#) “Contact Us” Quick Link.
 - School Board member contact information is available at https://www.isd917.org/about/school_board/school_board_members.
 - Student and family contact information is available in Infinite Campus.
- **Website:**
 - Our website is updated regularly on an ongoing basis. Please forward questions, content, and/or concerns to marci.levy-maguire@isd917.org.
 - School Board directory information, policies, and meeting dates, agendas, and minutes can be found at https://www.isd917.org/about/school_board.
 - Academic program Information can be found at <https://www.isd917.org/programs>.
 - The [For 917 Staff](#) section at https://www.isd917.org/for_917_staff (which requires you to log in with your ISD 917 Google credentials) houses many forms and informational resources for staff.
 - Healthy Learning information can be found at <https://www.isd917.org/covid-19>.
- **Communications with Staff:**
 - Superintendent Monthly Update:

- 2nd Wednesday of each month (or day after monthly Board meeting): Staff will receive an emailed update from the Superintendent's office, including Board Notes that summarize discussions and decisions from the monthly Board meeting.
 - Executive Director of Student Services:
 - 3rd Thursday of each Month: Each month, a district- wide Smore newsletter is sent to staff with updates from Special Education and Teaching and Learning.
 - Human Resources:
 - Quarterly: Each quarter, a district-wide newsletter is sent to staff with updates on a variety of topics pertaining to Human Resources.
- **Communications with Students & Families**
 - Ongoing Communications:
 - Instructors will contact parents on a regular basis regarding their child's program. Parents are encouraged to reach out to teachers before or after the school day via phone if possible or using email. Students are generally only allowed to make phone calls in emergency situations. A student must receive permission from the classroom teacher before being permitted to use the phone. If a parent needs to talk with a child during the school day, office staff will assist parents in reaching or delivering a message to the student.
 - Conferences/Open Houses:
 - Conferences/Open Houses provide a time for staff to connect with students and their families regarding academic and social-emotional progress and performance as well as college &/or career readiness. Site leaders will provide additional information on details and logistics.
 - Secondary Programs Conference Dates:
 - Fall: 11/2/23
 - Spring: 3/14/24
 - Career & Technical Education (CTE) Open House Date:
 - 10/12/23
 - Special Education Conference Dates:
 - Fall: 11/9/23 (evening) & 11/10/23 (daytime)
 - Spring: 4/11/24 (evening) & 4/12/24 (daytime)
- **Confidentiality:**
 - Confidentiality is one of the most critical and important aspects of your job at ISD 917. This topic falls under [federal legislation](#), Minnesota state legislation, and ISD 917 policies. These include, but are not limited to, [Family Educational Rights and Privacy Act \(FERPA\)](#), [Chapter 13: Government Data Practices](#), and numerous [ISD 917 School Board Policies](#).
 - It is your legal and ethical responsibility to observe both the rights of students, families, and staff, with or without disabilities, in regard to data privacy.

- In addition to the guidelines and requirements outlined in the above, we require all ISD 917 staff members to follow the below guidelines. If you have any questions about the below or about confidentiality, please contact your supervisor.
- Excerpts from [ISD 917 Public and Private Personnel Data Policy 406](#)
 - All data on individuals collected, created, received, maintained or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district. All other data on individuals is private or confidential.
- Excerpts from [ISD 917 Protection and Privacy of Pupil Records Policy 515](#)
 - The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students pursuant to the requirements of [20 U.S.C. § 1232g, et seq., \(Family Educational Rights and Privacy Act \(FERPA\)\)](#) [34 C.F.R. Part 99](#) and consistent with the requirements of the [Minnesota Government Data Practices Act](#), [Minnesota Statutes, Chapter 13](#), and [Minnesota Rules Parts 1205.0100-1205.2000](#).
 - “Legitimate educational interest” includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person’s need to know in order to: Perform an administrative task required in the school or employee’s contract or position description approved by the school board; Perform a supervisory or instructional task directly related to the student’s education; Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid; or Perform a task directly related to responding to a request for data.
- Excerpts from [ISD 917 Policy 722 Public Data Requests](#)
 - The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 (MGDPA), and Minn. Rules Parts 1205.0100-1205.2000 in responding to requests for public data. All requests for public data must be made in writing directed to the ISD 917 Superintendent.
- Excerpts from [ISD 917 Protection and Privacy of Student Records Policy 515](#)
 - The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.
 - “Directory information” means information contained in an education record of a student which; would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student’s name;

date of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name of the student's parent(s).

- Excerpts from [ISD 917 Subpoena of a School District Employee Policy 408](#)
 - The MN Government Data Practices Act (MGDPA) classifies all educational data, except directory information, as private data on individuals. It also states that private data on individuals may not be released, except pursuant to informed consent by the subject of the data or a parent/guardian of the subject of the data is a minor, or pursuant to a valid court order. A subpoena is not a court order under the MGDPA. Any employee who receives a subpoena for any purpose related to employment is to inform the building administrator or designated supervisor when the employee receives the subpoena. The building administrator or designated supervisor shall immediately inform the superintendent that the employee has received a subpoena.
- **Technology for Communication**
 - **Acceptable Use of Technology, Equipment, & Materials**
 - As a staff member of ISD 917, you will use a variety of technology, equipment, and materials in your work.
 - Student and employee acceptable use of district computer systems and the internet, including electronic communications, is outlined in [ISD 917 Internet Acceptable Use and Safety Policy 524](#).
 - Excerpts from [ISD 917 Internet Acceptable Use and Safety Policy 524](#)
 - The school district technology system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities.
 - No user has any right or expectation of privacy in anything that is created, sent, received, or stored on ISD 917-owned software or software.
 - See the above policy for specific unacceptable activities.
 - **Google Suite: Gmail (email), Google Calendar, Contacts, etc.**
 - Your ISD 917 Google and Gmail account will be set up by the Technology Department within one week of your start date and upon communication that all new hire employment paperwork has been received by the Human Resources department.
 - To access your ISD 917 email:
 - Go to google.com → click Gmail on the top right

- Make sure you are signed out of any other Google accounts, then log in to Gmail your isd917.org account
 - Your username is: legalfirstname.lastname@isd917.org
 - Your password for the initial login is: Winter-17
 - Upon first login, you will be asked to change your password.
 - The same username and password will give you access to multiple Google apps.
 - To setup Gmail, Google Calendar, and Google Contacts on your cell phone:
 - Launch Settings from your Home screen
 - Click Mail, Contacts, Calendars
 - Click Add Account
 - Click Google
 - Enter your name, Gmail email address, password, and a descriptive name
 - Select which services you want to leave on for sync: Mail, Calendars, and Notes
 - Click Save
- **Website:**
 - The [ISD 917 website](http://www.isd917.org) is located at www.isd917.org.
 - In 2022, ISD 917 switched to a new website template, and we are continuing to update the site to communicate more effectively within and outside of our district.
 - The ISD 917 website is available to the public, except for the [For 917 Staff](#) section which requires staff to log in with their Google credentials to access staff-only resources. You can log in at any time, but you will be prompted to log in upon attempting to enter the For 917 Staff page.
 - To log in to the ISD 917 website:
 - Go to www.isd917.org
 - In the top, dark grey bar, click Login (next to the Search bar)
 - Log in with your ISD 917 Google credentials
 - To log in from the [For ISD 917 Staff](#) page:
 - Go to https://www.isd917.org/for_917_staff
 - Click “Login” in the body of the webpage
 - Log in with your ISD 917 Google credentials
 - Website Calendars:
 - All website calendars are available to the public and should include important dates for our students, staff, families, School Board, and/or member districts.
 - District Calendar: The district calendar is found at https://www.isd917.org/about/district_calendars. Please forward all

important dates and activities for the district calendar to marci.levy-maguire@isd917.org.

- Program Calendars: Each ISD 917 academic program has an aligned public web calendar designed for communication with students, families, and staff for that specific program. These calendars will be managed at each site by the Assistant Director or their delegate.
- The website is managed by Marci Levy-Maguire, our Communications, Innovation, & Public Relations Coordinator, and Cory Langenfeld, our Technology Coordinator. Please contact Marci at marci.levy-maguire@isd917.org for questions about website content. Please contact Cory at cory.langenfeld@isd917.org for questions about website technology.
- **Infinite Campus**
 - ISD 917 uses [Infinite Campus \(IC\)](#) as a Student Information System to collect, store, and share enrollment, directory, scheduling, etc. information for students. We also use IC for communications with students, families, and staff.
- **SpEd Forms**
 - ISD 917 uses [SpED Forms](#) for special education due process documents, etc.
- **Social Media**
 - ISD 917 currently maintains a Facebook account (<https://www.facebook.com/intermediate917>) and an Instagram account (<https://www.instagram.com/intermediate917/>) to publicize our programs, promote events, and celebrate our students, staff, and families.
 - The ISD 917 social media accounts are managed by Marci Levy-Maguire, our Communications, Innovation, & Public Relations Coordinator. Please invite her to capture activities in action at your sites and/or share photos, stories, updates, and ideas with her at marci.levy-maguire@isd917.org
 - Square, well-lit photos of people work best.
 - Our students' confidentiality is extremely important to us, so please confirm that any student about whom we will be sharing information or images has a signed Media Release in Infinite Campus.
 - If staff members do not want their images shared on social media or our website, please communicate that information to your supervisor and/or team and contact marci.levy-maguire@isd917.org directly.
 - Our social media accounts are open to the public, and we encourage an interactive environment where others can post their thoughts and provide valuable feedback on our school district.
 - If someone posts inappropriate content, we have the ability to delete posts or ban users (as a last resort). Responding to negative feedback in a positive way

can actually help our community see how proactive we are in taking steps to resolve issues.

- If you “like” the school’s Facebook page, other users will not have access to your personal account, though they will see your name and profile photo. If you choose to comment on a post, they will also be able to see that post.

- **Phones & Voicemail**

- Please communicate your work phone number and/or extension to families and/or relevant parties so they can contact you.
- Due to the district having 16 sites, many of which are housed in other school districts, each ISD 917 site has a unique phone system. Specific information about phone and voicemail logistics will be provided at your site.
- All ISD 917 phone extensions are attached to voicemail systems that can be accessed on the phone itself or forwarded to your computer.
- Voicemail should be checked daily, and phone calls returned within 24 hours of your return to work.
- Please be cautious of private or confidential student or staff information on voicemails to or from you. Promptly delete incoming voicemail messages.
- Teachers should communicate their work extension numbers to the parents of their students. All employees are expected to check voicemail messages daily and to return calls promptly (typically within 24 hours or upon return to work). Voicemail messages are also to be deleted promptly.
- Personal voicemail greetings are to be courteous, concise and professional. Voicemail users should include an indication of when messages will be picked up/returned and/or how to reach the employee personally. During summer break or other vacation periods, personal greetings should be changed to announce that voicemail is not being monitored and to direct callers to the main office.

- **Walkie Talkies:**

- Depending on your role, you may be asked to use a walkie talkie for communications during the school day.
- Walkie talkies allow staff to communicate effectively while minimizing disruption to the learning environment, and they are important tools in crisis situations.
- Walkie talkies may be handheld or require an earpiece or headset.
- Your supervisor or a site representative will provide specific guidelines for using walkie talkies at your site.
- It is of primary importance that walkie talkies are used appropriately to support safety, a positive learning and working environment, and student confidentiality.

- **Cell Phones:**

- Staff:

- ISD 917 recognizes that cell phones are pervasive in current society and are used for a wide variety of purposes.
 - While at work, cell phones are **only** to be used on breaks.
 - You should not have your cell phone on you while working with students. Please keep it in a secure location where it will not get damaged (i.e. locker, etc.).
 - During professional development/training, please refrain from using your cell phone and put it on vibrate/silent. If there is an emergency, please step out of the room before answering and inform your supervisor or trainer.

- Students:

- [Policy 556](#)

- **Technology Support**

- For technology assistance, submit an online Information Technology (IT) Help Request form through <https://isd917.zendesk.com/hc/en-us/requests/new>.
 - You can also contact Cory Langenfeld, Technology Coordinator, at cory.langenfeld@isd917.org or 651-423-8290.

- **District Branding:**

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

- Motto:

- Purposeful. Personalized. Partners.

- Logo:

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



- Colors:

Red: #851e1e

Chalky Black: #231f20

Lavender/Periwinkle: #D8CEE6

- Website Font:

- Bitter

INTEGRITY

Aligning our actions with our values and beliefs.

- ISD 917 expects all persons employed by ISD 917 to abide by federal, state and local legislation, ISD 917 School Board policies, and district and site guidance, including, but not limited to, the below ISD 917 Staff Code of Ethics.
- **Curriculum, Instruction, & Assessment**
 - Excerpts from [ISD 917 Policy 601 School District Curriculum and Instruction Goals](#):
 - ISD 917 aligns its curriculum and instruction with all federal and state requirements established by law “under which all learning in the school district should be directed and for which all school district learners should be held accountable” within the scope of the education setting or a student’s Individualized Education Program (IEP). To that end, the district is committed to providing an educational program that ensures all students will receive high quality, effective instruction, and be challenged to reach their maximum potential.
 - School District goals include the following:
 - All students will be required to demonstrate essential skills to effectively participate in lifelong learning.
 - Prepare students to thrive in a rapidly changing world.
 - Foster a love of learning.
 - Promote a recognition of each individual’s intrinsic value and capacity to contribute to society.
 - Ensure that the curriculum used is equitable, inclusive, and reflective of all students, especially students from historically marginalized groups.
 - Each ISD 917 Principal/Assistant Director shall adopt a comprehensive, continuous improvement plan to support and improve learning and teaching that is aligned with state and federal regulations...[and] shall include...Academics, Social-Emotional Learning, and Equity.
 - Teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence.
 - Excerpts from [ISD 917 Policy 603 Curriculum Development](#):
 - Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.
 - A district advisory committee shall provide assistance at the request of the Director of Teaching and Learning. The advisory committee membership shall include teacher, support staff, member district representation, and administration representation.
 - The Director of Teaching and Learning shall be responsible for:
 - Curriculum development

- Determining the most effective way of conducting research on the school district's curriculum needs
- Establishing a long range curriculum development plan
- Determining timelines for periodic reviews of each curriculum area
- Informing the school board of all state-mandated curriculum changes, as well as recommended discretionary changes
- Periodically presenting recommended modifications for school board review and approval
- Developing guidelines and directives to implement school board policy relating to curriculum development
- Excerpts from [ISD 917 Policy 616 School District System Accountability](#):
 - We recognize our role as an intermediate school district in assisting our member districts to achieve the World's Best Workforce Strategic and Accountability Plans.
- **ISD 917 Staff Code of Ethics:**
 - Each ISD 917 staff member assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are outlined throughout this handbook and other documents and reflect the [Code of Ethics for Minnesota Teachers](#), the Minnesota [Code of Ethics for School Administrators](#), and district policies and procedures.
 - At ISD 917, ALL STAFF:
 - Shall provide professional education services in a nondiscriminatory manner.
 - Shall make reasonable effort to protect the student from conditions harmful to health and safety.
 - Shall take reasonable action to provide an atmosphere conducive to learning
 - In accordance with state and federal laws, shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
 - Shall not use professional relationships with students, parents, and colleagues to private advantage.
 - Shall not deliberately suppress or distort subject matter.
 - Shall not knowingly falsify or misrepresent records or facts relating to their own qualifications or to another staff member's qualifications.
 - Shall not knowingly make false or malicious statements about students, students' families, staff, or colleagues.
 - Shall not accept gratuities, gifts, or favors that impair professional judgment, nor offer any favor, service, or item of value to obtain special advantage.
 - Shall not engage in conduct involving dishonesty, fraud, or misrepresentation in the performance of professional duties.

- **Staff Expectations & Responsibilities:** Click here for a summary of [Staff Expectations and Responsibilities](#)
- **Employee Dress Code:**
 - ISD 917 employees act as role models for students. Employees should present a neat, clean appearance and wear closed-toed shoes for their own protection while working with students. Employees should not wear clothing with inappropriate sayings, offensive language, or language that endorses the use of alcohol, tobacco, or drug products.
 - All employees should maintain a professional appearance, which, on student contact days, typically **excludes** the following:
 - Sneakers/shoes with holes
 - Revealing tank tops (such as spaghetti straps without shirts underneath)
 - Ripped/worn jeans or cutoffs
 - Clothing that exposes the lower back, upper buttocks, midriff, and/or underwear
 - Low-cut or see-through clothing that exposes cleavage or exposes legs above the knee
 - Shorts, skirts, or skorts that expose the mid- and upper thigh
 - Open-backed shoes, flip-flops and sandals
 - Baseball caps, unless used as protective equipment
 - Blankets
 - Pajamas
- **Staff Attendance:**
 - Good staff attendance is key to ensuring our students' success and essential to the operation of ISD 917, and student achievement is negatively impacted by absenteeism. We encourage all staff members to maintain good attendance, maintain good personal health, and attend to personal affairs during non-working hours whenever possible. It is an expectation that employees be at work on their scheduled workdays, be on time to work, and adhere to their scheduled breaks and/or lunch periods.
 - Employees are provided with time off for personal illness, bereavement, family illness, jury duty, personal business, FMLA, etc. per their designated employment contract. Employees must use leave only for the purpose for which it is intended. If an employee exhibits excessive absences or an unusual pattern of absences, their administrator will meet with them. Employees may be asked to provide medical documentation for absences. Disciplinary action may result due to excessive absences or utilizing leave for a purpose other than for which it was intended.

PERSONALIZATION

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

- Personalization is at the heart of everything we do at ISD 917. We see this in our district Vision and Motto, and we see it every day in our work.
- **Individual Education Plans (IEPs)**
 - Students receiving special education services must have an Individualized Education Program (IEP). The IEP helps students with disabilities with schoolwork and helps them make progress toward graduation according to their individualized goals. Students are eligible for IDEA Part B services if they meet specific state eligibility requirements under one or more of 13 disability categories as defined in Minnesota Rules.
 - Goals of special education per the Minnesota Department of Education (MDE):
 - Provide Free Appropriate Public Education (FAPE) in the least restrictive environment.
 - FAPE is defined as instruction and services that are:
 - Based on eligibility and need.
 - Written into an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP).
 - Improve performance on statewide assessments.
 - Increase special education student graduation rates.
 - Coordinate services for students receiving support from more than one agency.
- **Section 504**
 - [Section 504 of the Rehabilitation Act of 1973](#) (34 C.F.R. Part 104) is a federal civil rights statute that assures individuals will not be discriminated against based on their disability. All school districts that receive federal funding are responsible for the implementation of this law.
 - [Section 504](#) protects a student with an impairment that substantially limits one or more major life activities, whether the student receives special education services or not.
 - Examples of physical or mental impairments that may be covered under Section 504 include: epilepsy, AIDS, allergies, vision impairment, broken limbs, cancer, diabetes, asthma, temporary condition due to accidents or illness, ADD/ADHD, learning disabilities, autism, depression, intellectual disability, traumatic brain injury, and post-traumatic stress disorder.
 - Examples of major life activities that can be affected by the student's disability include: learning, thinking, concentrating, reading, speaking, walking, breathing, sleeping, caring for oneself, as well as major bodily functions,

including brain function, immune system function, or digestive functions.

This is not an exhaustive list.

- For specific information on 10th graders with Disabilities who wish to take Career and Technical Education (CTE) courses through Postsecondary Enrollment Options (PSEO), see [Alternate PSEO Eligibility Options Policy](#).

- **Person-First Language**

- At ISD 917, we see the person, not the disability. In general, our district uses person-first terminology to demonstrate respect, acceptance, and inclusion. However, if an individual prefers to be addressed in a different way, we ask you to respect that preference and address them as they wish.

- **Alternative Learning**

- Our Dakota County Area Learning Centers (DCALS) programs are approved [alternative learning](#) sites through the Minnesota Department of Education. They are designed to provide viable educational options for students who are experiencing difficulty in the traditional system.
- State-Approved Alternative Programs are governed by these statutes:
 - Graduation Incentives Criteria used to identify at-risk students ([Minnesota Statutes, section 124D.68](#)).
 - Continual Learning Plan (CLP) developed annually for each student to outline the steps necessary for grade promotion and/or graduation ([Minnesota Statutes, section 124D.128, Subdivision 3](#)).
 - Information to students and families regarding alternative education options ([Minnesota Statutes, section 124D.68, Subdivision 6](#)).

- **Career & Technical Education**

- [Career and Technical Education](#) (CTE) programs are a sequence of courses that integrate core academic knowledge with technical and occupational knowledge and skills to provide students a pathway to postsecondary education and careers. CTE teaches transferable workplace skills in applied learning contexts to provide opportunities to explore high-demand career options, and gives students the technology and skills needed for success in adult life.
- Much of our work is driven by the [Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#) to improve career and technical education and create opportunities to enter high-skill, high-wage, or in-demand employment for all learners. This Act provides an increased focus on the academic achievement of CTE students, strengthens connections to experiential learning and work-based learning opportunities, and increases emphasis on student progress toward earning industry-recognized certificates and postsecondary credentials.

EQUITY

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

- **Lenses of Equity**

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

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

- **Absent Narratives**

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

- **Public Education**

- Per [MN Statute 123B.35](#), public school education shall be free and no pupil shall be denied an education because of economic inability to furnish educational books and supplies necessary to complete educational requirements necessary for graduation.
- Per [MN Statute 123B.36](#), school boards may require certain fees. Per [MN Statute 123B.37](#), ISD 917 is not authorized to charge certain fees nor withhold grades or diplomas for nonpayment of student fees.
- Excerpts from [ISD 917 Equal Educational Opportunity Policy 102](#)
 - It is the school district’s policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, or age. The school district also makes reasonable accommodations for students with disabilities.

- The school district prohibits harassment and discrimination of any based on any of the protected classifications listed above.
 - The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities.
 - This policy applies to all areas of education including academics, coursework, co- curricular and extracurricular activities, or other rights or privileges of enrollment.
 - It is the responsibility of every school district employee to comply with this policy conscientiously.
- **Hazing Prohibition:**
 - Excerpts from [ISD 917 Hazing Prohibition Policy 526](#)
 - The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district’s policies and procedures.
- **Disability Nondiscrimination:**
 - Excerpts from [ISD 917 Student Disability Nondiscrimination Policy 521](#)
 - The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need services, accommodations, or programs in order that such learners may receive a free appropriate public education (FAPE). A learner who is protected under Section 504 is one who: has a physical or mental impairment that substantially limits one or more of such person’s major life activities; or has a record of such an impairment; or is regarded as having such an impairment. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504

even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

- Excerpts from [ISD 917 Student Sex Nondiscrimination Policy 522](#)
 - Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex. Every school district employee shall be responsible for complying with this policy.
 - Title IX Coordinator: Kate Hulse (kate.hulse@isd917.org)

- **Gender Inclusion:**

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

- **McKinney-Vento Homeless Assistance Act**

- The McKinney-Vento Homeless Education Assistance Act outlines educational rights and protections for children and youth experiencing homelessness or high mobility in their living situation. Per federal law, ISD 917 has designated a local homeless education liaison and trained staff to help families and unaccompanied minor students access opportunities to enroll in school, remain enrolled, and access a free and appropriate public education.

DIVERSITY

Appreciating and valuing everyone's unique selves.

- **Service Animals in Schools:**

- Excerpts from [ISD 917 Policy 535 Service Animals in Schools](#):
 - Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.
 - In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go.
 - When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:

- Is the service animal required because of a disability?
 - What work or tasks is the service animal trained to perform?
- The service animal must be under the control of its handler at all times.
- The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- **Pledge of Allegiance:**
 - ISD 917 has waived the requirement to recite the Pledge of Allegiance during class at any time. See [ISD 917 Policy 531 The Pledge of Allegiance](#).
- **Staff & Student Recognition:**
 - Staff Recognition: ISD 917 staff recognition is governed by [ISD 917 Staff Recognition Program Policy 467](#) which authorizes the administration to develop a program for the recognition of staff members and their contributions to the success of ISD 917 in providing a high quality of education, including:
 - A spring recognition event
 - Recognition awards for years of service
 - Quarterly recognition of individual staff for exemplary service
 - Annual recognition for outstanding service
 - Student Recognition:
 - DCALS:
 - Student of the Quarter: DCALS teachers nominate students each quarter. The selection criteria are at the discretion of the teachers and may represent outstanding effort, accomplishment, and/or attendance. The Student of the Quarter is presented a certificate at a special scheduled recognition ceremony following the end of the quarter they are selected and has a photo displayed in the DCALS photo display case.
 - Career & Technical Education (CTE):
 - Student of Distinction: Program instructors select up to three Students of Distinction each semester. The selection criteria are at the discretion of the instructor and may represent outstanding effort, accomplishment and/or attendance. The Student of Distinction is presented a certificate at a special student recognition event with parents/guardians in attendance and has their photo displayed in a photo display case.

Technology Systems for ISD 917 Staff

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

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

ISD 917 Glossary

BCBA: Board Certified Behavior Analyst

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

CASE: Customized Alternative Solutions for Education

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

CTE: Career & Technical Education

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

DCALS: Dakota County Area Learning Schools

DCTC: Dakota County Technical College

DHH: Deaf/Hard of Hearing Resource

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

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

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

IDEA: Intra-Dakota Educational Alternative

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

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

OT: Occupational Therapy

PACES: Program Alternative for Communication, Education, and Socialization

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

PLC: Professional Learning Community

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

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

Shift: A CTE class period; 3 shifts per day

SUN: Students with Unique Needs

TEA: Therapeutic Education Alternative

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

TESA: Transitional Education Service Alternative

Technical Tutor: Provides program and student support in CTE programs

Staff Expectations & Responsibilities

Professional Responsibilities

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

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

The Sixteen (16) Expectations for Staff

1. Professional and Ethical Standards

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

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

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

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

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

2. General Work Rules

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

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

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

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

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

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

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

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





Intermediate School District 917

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 8, 2024
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. It is an audit requirement to have the board review and approve these reports annually.
- Enclosed for your review and approval are the temporary work agreements (TWA's) for the fiscal year 2023-24, totaling is **\$761,027.83**. Costs incurred are from Summer School, Interviews, trainings, meetings outside of workday, and other Misc. (see TWA spreadsheet July 1, 2023, through June 30, 2024, for further details). These expenditures are down in comparison to fiscal year 2022-23 by (\$96,124.91). We are recognizing some of these cost savings are due to the reduction in summer school services and one-to-one health associate services.
- In addition to TWA's, the district has other employee earnings for the fiscal year 2023-24, totaling **\$296,835.55**. The costs incurred are from training on PCM, Due Process, referral bonuses and misc. (see Other Employee Earnings spreadsheet July 1, 2023, through June 30, 2024, for further details). These expenditures are up slightly in comparison to fiscal year 2022-23 by \$13,974.88.

Recommendation: Board approval recommendation to approve fiscal year 2023-24 TWA's and the other earnings reports in the amount of **\$1,057,863.38**.

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

**JOINT POWERS AGREEMENT
BETWEEN THE COUNTY OF DAKOTA AND ISD 917
FOR THE PROVISION OF SCHOOL RESOURCE OFFICER SERVICES**

This Agreement is between Independent School District 917, 1300 145th Street East, Rosemount, MN 55068-2932 ("School District"), and the County of Dakota through its Sheriff's Office ("County"). The Agreement uses the word "parties" for both County and School District.

WHEREAS, the County and School District are governmental units as that term is defined in Minn. Stat. § 471.59; and

WHEREAS, Minn. Stat. § 471.59 authorizes local governmental units to jointly and cooperatively exercise any power common to the contracting parties and the School District has authority under Minn. Stat. 126C.44 to levy for school resource officer costs; and

WHEREAS, the School District offers services to local school districts for students with disabilities through the IDEA (Individuals with Disabilities Education Act) program and the SUN program (Students with Unique Needs); and

WHEREAS, the parties share the mutual goals of promoting school safety, reducing school violence and enhancing the school climate and agree that these goals are best achieved through relationship-building, student support and intervention, clear and respectful communication, de-escalation techniques, conflict resolution and restorative practices; and

WHEREAS, the School District desires school resource officer services; and

WHEREAS, the County desires and is qualified to provide these services; and

WHEREAS, the parties agree that the referral of students to the juvenile justice system through school-related citation or arrest is a last resort reserved for circumstances in which students pose a significant threat to health, safety and property; and

WHEREAS, the parties agree that all students have a right to an equitable educational experience and that it is therefore necessary to periodically examine School District and County practices and student outcomes arising out of this Agreement in order to ensure equity for all students; and

WHEREAS, the County and School District understand and agree that:

1. The County and the assigned school resource officer(s) are not agents, servants, or employees of the School District and shall not make any such representations nor hold themselves out as such; and
2. The County and the assigned school resource officer(s) shall have no authority to bind the School District for the performance of any services or to otherwise obligate the School District; rather the County and assigned school resource officer's authority is specifically limited to the duties assigned under this Agreement; and
3. The County and the assigned school resource officer(s) shall not accrue any continuing contract rights for the services performed pursuant to this Agreement, including but not limited to those afforded by Minn. Stat. § 122A.40, and the County and the assigned school resource officer(s) specifically waive any and all rights thereto; and

WHEREAS, the County Board of Commissioners by Resolution No. _____ authorized the County to enter into an agreement with the School District for the provision of school resource officer services and a Sheriff's vehicle for the period of September 1, 2024, through August 31, 2026.

NOW, THEREFORE, in consideration of the mutual covenants and promises contained herein and other good and valuable consideration, it is agreed as follows:

Article 1
PURPOSE

The purpose of this Agreement is for the County, through the Dakota County Sheriff's Office, to provide school resource services to the School District by providing licensed peace officers to work at the Lebanon Education Center in Apple Valley and at the IDEA Program at the Alliance Education Center in Rosemount, and at other school locations throughout the School District.

The County agrees to provide to the School District two (2) full-time equivalent (FTE) licensed peace officers. The school resource officer's duties within the school include: fostering a positive school climate through relationship building and open communication; protecting students, staff, and visitors to the school grounds from criminal activity; serving as a liaison from law enforcement to school officials; providing advice on safety drills; identifying vulnerabilities in school facilities and safety protocols; educating and advising students and staff on law enforcement topics; and enforcement of criminal laws. The school resource officer will not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.

In addition, the County shall provide a Sheriff's vehicle to be physically present on school property whenever the assigned school resource officer is working. The law enforcement officer shall not act as an educational service provider, nor attend IEP meetings, or be involved, in any way, in school discipline.

The County shall be solely responsible for assigning school resource officers pursuant to this Agreement, but the School District may request the replacement of an assigned officer for any legitimate nondiscriminatory reason related to the officer's performance or fitness for the assignment. All assigned officers will apply for and go through an interview/selection process prior to assignment to this position. Assigned officers must possess experience working with youth and an interest in student achievement, juvenile justice, child and adolescent development and the development of a positive school climate. Officers will complete basic school resource officer training when possible that covers the responsibilities and limitations of school resource officers, juvenile law and legal issues, effective collaboration with school administrators, threat assessments and response procedures, street to school mindset training, strategies for working with special needs populations, use of force considerations in school environments, child development, conflict resolution, developmentally informed de-escalation and crisis intervention techniques, working with youth in a school setting, integrating school resources officers into a positive school environment and any other training required by Minnesota Statute 626.8482 subd. 4. All training will comply with the timelines as provided for in Minnesota Statute 626.8482 subd. 3. Exceptions may be made to the requirement of basic school resource training for assigned officers, but only in unique circumstances with advance notice to the School District and in compliance with Minnesota Statute 626.8482 subd. 3 (d).

The parties mutually agree upon the paramount importance of educational equity for all School District students, as well as equity in the juvenile justice system. The parties agree that the demands of equity require a shared commitment to examine race and disability-based disparities among students related to:

- School-related referrals to school resource officers;
- School-related citations issued by school resource officers; and
- School-related arrests made by school resource officers.

To further the shared commitment to equity for School District students, these referrals, citations, and arrests will be tracked and disaggregated based upon race, gender and disability status. Each assigned school resource officer will meet with the school administrative team three or more times per year to review the collected data on referrals, citations and arrests for the previous time period (school trimester or quarter) and discuss strategies to reduce any apparent disparities while simultaneously maintaining a safe school environment. The data will also be shared with a representative of the School District and the County and discussed by administrative representatives of the parties on an annual basis.

The recitals set forth in the Whereas clauses above are incorporated by reference as if fully set forth herein.

Article 2 **COMPENSATION**

Section 1. Hard Costs.

The School District shall pay to the County for school year 2024-25 an amount not to exceed Two Hundred Ten Thousand Six Hundred Thirty Dollars, and 00/100 (\$210,630.00) for school resource officer services (including a Sheriff's vehicle) as provided in Article 1.

The School District shall pay to the County for school year 2025-26 an amount not to exceed Two Hundred Ten Thousand Six Hundred Thirty Dollars, and 00/100 (\$210,630.00) for school resource officer services (including a Sheriff's vehicle) as provided in Article 1.

Section 2. Soft Costs.

The School District shall provide workspace for the school resource officer including office furniture, telephone, utilities, computer access and clerical support and supplies. The County shall provide training for the school resource officer including minimum training required for peace officer licensing, uniforms, and the other supplies and services customarily provided for deputies in the Dakota County Sheriff's Office.

Section 3. Invoices.

For the school year 2024-2025 the County shall, within twenty (20) business days following the last day of each calendar quarter throughout the Term of this Agreement (for a total of 4 quarters), submit an invoice and request for payment on an invoice form acceptable to the School District. Each quarterly invoice submitted will not exceed Fifty-TwoThousand, Six Hundred Fifty Seven Dollars and 50/100 (\$52,667.50).

The County is only entitled payment for services actually performed. In the event that full-time on-site school resource officer services are either not required or not available for portions of a school year due to reasons related to the COVID-19 pandemic or other emergency, the amount paid for school resource officer services will be reduced as follows:

- If the School District uses a "hybrid model" of learning during a calendar quarter, school resource officer services will only be required on Mondays, Tuesdays, Thursdays and Fridays during the time the hybrid model is in effect and the County will invoice the School District in a reduced amount that reflects 80% of the amount due for full services for those weeks in which the School District operated a hybrid model of learning.
- In the event that the School District uses a "distance model" of learning during a calendar quarter, school resource officer services will not be required during the time the distance model is in effect and the County will invoice the School District in a reduced amount that reflect no charge for those weeks in which the School District used a distance model of learning.

For the school year 2025-2026 the County shall, within twenty (20) business days following the last day of each calendar quarter throughout the Term of this Agreement (for a total of 4 quarters), submit an invoice and request for payment on an invoice form acceptable to the School District. Each quarterly invoice submitted will not exceed Fifty-TwoThousand, Six Hundred Fifty Seven Dollars and 50/100 (\$52,667.50).

The County is only entitled payment for services actually performed. In the event that full-time on-site school resource officer services are either not required or not available for portions of a school year due to reasons related to the COVID-19 pandemic or other emergency, the amount paid for school resource officer services will be reduced as follows:

- If the School District uses a “hybrid model” of learning during a calendar quarter, school resource officer services will only be required on Mondays, Tuesdays, Thursdays and Fridays during the time the hybrid model is in effect and the County will invoice the School District in a reduced amount that reflects 80% of the amount due for full services for those weeks in which the School District operated a hybrid model of learning.
- In the event that the School District uses a “distance model” of learning during a calendar quarter, school resource officer services will not be required during the time the distance model is in effect and the County will invoice the School District in a reduced amount that reflect no charge for those weeks in which the School District used a distance model of learning.

Article 3
TERM

This Agreement shall begin September 1, 2024, and shall continue through August 31, 2026, or as soon thereafter as final payment is made unless earlier terminated by law or according to the provisions herein. This Agreement may be terminated with or without cause, by either party upon thirty (30) calendar days’ written notice. This Agreement may be terminated for cause if the funds necessary or compensation are not appropriated by either party. The parties agree this Agreement may be terminated if the performance needs of the assigned school resource officer(s) is no longer needed by the School District due to long term school closures.

Article 4
LIABILITY

Each party shall be liable for its own acts and omissions and the acts and omissions of its own agents and employees to the extent provided by law.

It is understood and agreed that the County’s and School District’s liability shall be limited by the provisions of the Municipal Tort Claims Act, Minn. Ch. 466 or other applicable law.

Article 5
INDEPENDENT CONTRACTOR

The County through the school resource officer(s) is to be and shall remain an independent contractor with respect to any and all work performed under this Agreement. The County shall at all times be free to exercise initiative, judgment and discretion as to how to best perform or provide services identified herein.

The County acknowledges and agrees that the County and the assigned school resource officer(s) are not entitled to receive any of the benefits received by School District employees and are not eligible for workers’ or unemployment compensation benefits under the School District. The County also acknowledges and agrees that no withholding or deduction for state or federal income taxes, FICA, FUTA, or otherwise, will be made from the payments due to the County and that it is the County’s sole obligation to comply with the applicable provisions of all federal and state tax laws. The person(s) designated as school resource officer(s) shall be and remain an employee of the County for any and all purposes.

Article 6
GENERAL

Section 1. Notices.

The School District or County may, by giving written notice to the other party, designate any address or addresses to which notices or other communications to them shall be sent when required by or related to this Agreement. Until otherwise provided by the respective parties, all notices or communications shall be addressed as follows:

To the School District:
Melissa Schaller
Executive Director of Student Services
1300 145th Street East
Rosemount, MN 55068

To the County:
Joe Leko, Sheriff
Dakota County Sheriff's Office
1580 Highway 55
Hastings, MN 55033

Section 2. Amendments.

Any amendments to this Agreement are only valid when reduced to writing, specifically identified as an amendment, and signed by both parties' authorized representative. Where necessary, amendments may also require County Board approval to be valid.

Section 3. Severability.

The provisions of this Agreement are severable. If any provision of this Agreement is void, invalid, or unenforceable, it will not affect the validity and enforceability of the remainder of this Agreement unless the void, invalid, or unenforceable provision substantially impairs the value of the entire Agreement with respect to either party.

Section 4. Compliance with laws/standards.

4.1. General. Both parties shall abide by all Federal, State or local laws, statutes, ordinances, rules, and regulations now in effect or hereafter adopted pertaining to this Agreement or to the facilities, programs, and staff for which the parties are responsible. The parties agree that they are in compliance with all applicable federal, state and local anti-discrimination and equal opportunity laws, and agree to remain in compliance with these laws throughout the term of this Agreement. The County and the School District agree that they shall each provide annual training to their professional employees on matters of discrimination, diversity and cultural competence. All school resource officers assigned to School District schools will be offered the opportunity to participate free of charge in any such training offered to staff by the School District and will participate in the training if they are available to do so within the hours of service required by this Agreement.

4.2. Minnesota Law to Govern. The laws of Minnesota govern all matters related to this Agreement, without giving effect to the principles of conflict of law. Venue and jurisdiction for any litigation related to this Agreement must be in those courts located within Dakota County, State of Minnesota or U.S. District Court, District of Minnesota.

4.3. Licenses. At its own expense, both parties shall procure and maintain all licenses, certifications, registrations, permits, or other rights required to perform the services under this Agreement.

Section 5. Confidentiality.

5.1 "Protected Data" has the same meaning as Not Public Data as defined in Minn. Stat. § 13.02, subd. 8a.

5.2 For purposes of this Agreement, all data created, collected, received, stored, used, maintained, or disseminated by the parties in the performance of this Agreement is subject to the requirements of the Minnesota Government Data Practices Act ("MGDPA"), Minn. Stat. Chapter 13 and its implementing rules, as well as any other applicable State or Federal laws on data privacy or security. The parties understand and agree that any sharing of data between them must occur in accordance with the law governing the

dissemination of data, including, but not limited to, specific laws governing the sharing of data on students and minors.

5.3 Each party shall provide the other party with prompt Notice of a breach of the security of data as defined in Minn. Stat. § 13.055, subd. 1(a) or suspected breach of the security of data and shall assist in remedying such breach. Providing or accepting assistance does not constitute of waiver of any claim or cause of action for breach of contract.

5.4 Each party shall cooperate with the other party in responding to all requests for data. The parties shall promptly notify each other when any third party requests Protected Data related to this Agreement or the services. The parties shall ensure that all subcontracts contain the same or similar data practices compliance requirements. All provisions of this Section apply to any subcontract or subcontractor.

5.5 This section survives expiration or termination of this Agreement.

Section 6. Non-Appropriation.

Notwithstanding any provision of this Agreement to the contrary, this Agreement may be terminated by either party in the event sufficient funds from the County, State, Federal or other sources are not appropriated, obtained and continued at least at the level relied on for the performance of this Agreement and the non-appropriation of funds did not result from any act of bad faith on the part of the terminating party.

Section 7. Records, Disclosure/Retention, Audits. Pursuant to Minnesota Statutes Section 16C.05, subdivision 5, any books, records, documents, and accounting procedures and practices of the County and the School District relevant to this Agreement are subject to examination by the County or the School District and either the Legislative Auditor or the State Auditor as appropriate. The County and the School District agree to maintain these records for a period of six years from the date of performance of all services covered under this Agreement.

Section 8. Final Agreement.

This Agreement is the final expression of the agreement of the parties. This Agreement is the complete and exclusive statement of the provisions agreed to by the parties. This Agreement supersedes all prior negotiations, understandings, or agreements. There are no representations, warranties, or provisions, either oral or written, not contained herein.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date(s) indicated below.

Approved as to form:

/s/
Assistant County Attorney/Date
Approved by Dakota County
Board Resolution No.
County Attorney File #:

COUNTY OF DAKOTA

By _____
Joe Leko, Sheriff
Date of Signature _____

INDEPENDENT SCHOOL DISTRICT 917

(I represent and warrant that I am authorized by law to execute this contract and legally bind the Contractor).

By _____

Title _____

Date of Signature _____



Intermediate School District 917

Purposeful. Personalized. Partners.

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

8229 * <http://www.isd917.org>

Dr. Michael Favor

TO: School Board

FROM: Dr. Michael Favor

DATE: August 6, 2024

RE: Policies

The policies listed below are a first and final reading:

- **102** Equal Educational Opportunity - Adds legislative change to “discrimination” definition
- **104** School District Mission Statement - Adds statutory reference change
- **207** Public Hearings – Removes address requirement
- **413** Harassment and Violence – Updates “familial status” definition
- **521** Student Disability Nondiscrimination - Updates statutory definition of “disability”
- **603** Curriculum Development - Adds statutory reference change

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 **one or more of the following**: 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)



Intermediate School District 917

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

ISD 917 School District Mission Statement Policy 104

Board Approved 1/8/2019

Board Reviewed October 4, 2022

Board revised, first and final reading, August 6, 2024

104 SCHOOL DISTRICT MISSION STATEMENT

I. PURPOSE

The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

II. GENERAL STATEMENT OF POLICY

The school board believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. MISSION STATEMENT

- A. 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.
- B. 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.
- C. Core Values (= Drivers of Our Words and Actions)
 - a. Collaboration: Working together to achieve more collectively.
 - b. Empathy: Considering and respecting the perspective and needs of member districts, students, families and staff.
 - c. Innovation: Ongoing improvement of programs and services.
 - d. Stewardship: Managing financial and human resources carefully and responsibly.
 - e. Communication: Multi-dimensional, transparent conversation focused on sharing information and creating a positive learning and working environment.
 - f. Integrity: Aligning our actions with our values and beliefs.
 - g. Personalization: Building on the strengths and addressing the unique needs of individual students.
 - h. Equity: Intentionally providing opportunities while removing barriers at all levels of the organization.
 - i. Diversity: Appreciating and valuing everyone's unique selves.
- D. Strategic Directions (= Focus of Our Improvement Efforts):
 - a. Increase student achievement and engagement
 - b. Support and lead staff through continuous improvement
 - c. Deepen engagement of stakeholders through quality, equitable communication practices

- d. Increase social-emotional learning and skills for students and staff
- e. Increase support for ALL through inclusive practices
- E. District Motto: Purposeful. Personalized. Partners.
- F. Logo:



IV. REVIEW

The school board will review the school district's mission on a regular basis, especially when members of the board change. The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community, every five to seven years.

Legal References:

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement **Goals; Striving for Comprehensive Achievement and Civic Readiness**)

Minn. Rule Parts 3501.0010-3501.0180

Minn. Rule Parts 3501.0200-3501.0270

207 PUBLIC HEARINGS

I. PURPOSE

The school board recognizes the importance of obtaining public input on matters properly before the school board. The purpose of this policy is to establish procedures to efficiently receive public input.

II. GENERAL STATEMENT OF POLICY

In order for the school board to efficiently receive public input on matters properly before the school board, the procedures set forth in this policy are established by the school board.

III. PROCEDURES

A. Public Hearings

Public hearings are required by law to be held concerning certain issues, including but not limited to, school closings (Minn. Stat. § 123B.51), truth in taxation (Minn. Stat. § 275.065), education district establishment (Minn. Stat. § 123A.15), and agreements for secondary education (Minn. Stat. § 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the discretion of the school board.

B. Notice of Public Hearings

Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in the manner required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a special meeting if held in conjunction with a special meeting, or as otherwise determined by the school board.

C. Public Participation

The school board retains the right to require that those in attendance at a public hearing indicate their desire to address the school board and complete and file with the clerk of the school board an appropriate request card prior to the commencement of the hearing if the school board utilizes this procedure. In that case, any request to address the school board after the commencement of the

hearing will be granted only at the discretion of the school board.

1. Format of Request: If required by the school board, a written request of an individual or a group to address the school board shall contain the name ~~and address~~ of the person or group seeking to address the school board. It shall also contain the name of the group represented, if any, and a brief statement of the subject to be covered or the issue to be addressed.
2. Time Limitation: The school board retains the discretion to limit the time for each presentation as needs dictate.
3. Groups: The school board retains the discretion to require that any group of persons who desire to address the school board designate one representative or spokesperson. In the event that the school board requires the designation of a representative or spokesperson, no other person in the group will be recognized to address the school board, except as otherwise determined by the school board.
4. Privilege to Speak: A school board member should direct any remarks or questions through the chair. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
5. Personal Attacks: Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
6. Limitations on Participation: Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient and fair opportunity for those present to be heard.

Legal References: Minn. Stat. § 123A.15 (Education District Establishment)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123B.51 (School **Houses and Sites; Uses for School and Nonschool Purposes;** Closings)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)

413 HARASSMENT AND VIOLENCE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Assault" is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. “Harassment” prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, when the conduct:
1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or
 3. otherwise adversely affects an individual’s employment or academic opportunities.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
1. “Disability” means, with respect to an individual who
 - a. a physical sensory or mental impairment that materially limits one or more major life activities of such individual;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 2. “Familial status” means the condition of one or more minors ~~being domiciled with~~ **having legal status or custody with:**
 - a. ~~the# minor’s~~ **parent or parents or the minor’s legal guardian or guardians;** or
 - b. the designee of the parent or parents or guardian **or guardians** with the written permission of the parent or parents or guardian **or guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential**

requirements for physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate information or make or communicate decisions. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
6. ~~“Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.~~

“Sexual orientation” means to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities.

7. “Gender identity or expression” means the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity. The manner in which persons represent or express gender to others, often through behavior, clothing, hair style, activities, voice, or mannerisms. Or a person’s deeply held sense of knowledge of their own sex.
 8. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect,

support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment; Definition

1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons ;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

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

H. Violence; Definition

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

IV. REPORTING PROCEDURES

- A. Any person who believes they have been the target or victim of harassment or violence on the basis of Protected Class or gender identity or expression by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the Title IX Formal Complaint Form available on the ISD 917 website but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by

the reporting party or complainant.

- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates ~~Don Budach~~, as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.¹
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

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

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

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

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint.

The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

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

VII. RETALIATION OR REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes chapter 260E may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be included in the ISD 917 staff handbook and available to staff and independent contractors who regularly interact with students at the time of initial employment with the school district via the ISD 917 website.
- C. This policy shall appear in the student handbook.

- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

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

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

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

521 STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Disabled students who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
 - 4. has an impairment that is episodic or in remission and would materially limit a major life activity when active.**
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments should contact **Don Budach, Assistant Director, 1300 145th Street East, Rosemount, 651-423-8426**. This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)
Minn. Stat. § 363A.03, Subd. 12 (Definitions)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

603 CURRICULUM DEVELOPMENT

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

~~A.~~ The Director of Teaching and Learning shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the Director of Teaching and Learning that will provide for periodic reviews of each curriculum area.

IV. DISTRICT ADVISORY COMMITTEE

- A. The school board must delegate to the Director of Teaching and Learning to establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, must reflect the diversity of the district and its school sites, include teachers, parents or guardians, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents or guardians and other community residents must comprise at least two-thirds of advisory committee members.
- C. The District Advisory Committee must pursue community support to accelerate the academic and native literacy and achievement of multilingual learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the District Advisory Committee.

- E. The District Advisory Committee must recommend to the school board:
1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a, 120B.022, subdivisions 1a and 1b, and 120B.35;
 2. district assessments;
 3. means to improve students' equitable access to effective and more diverse teachers;
 4. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. CURRICULUM DEVELOPMENT PROCESS

- A. The Director of Teaching and Learning shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- B. The Director of Teaching and Learning shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References:

- Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
- Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement **Goals; Striving for Comprehensive Achievement and Civic Readiness**)
- Minn. Stat. § 120B.12 (~~Reading Proficiently No Later than the End of Grade 3~~ **Read Act Goal and Interventions**)
- Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
- Minn. Stat. § 124D.59 (Definitions)
- Minn. Rules Part 3500.0550 (Inclusive Educational Program)
- ~~Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)~~
- Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)**
- Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
- Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
- Minn. Rules Parts 3501.0900-3501.0955 **60** (Academic Standards in

Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Executive Director of Student Services
Board Update
August 2024

Values

Collaboration: Working together to achieve more collectively.

- Special Education Leadership Summit: The Council of Administrators of Special Education (CASE) holds an annual Special Education Leadership Summit in Washington DC each summer. A delegation of special education leaders from Minnesota attended the event July 29th through August 1st. In my role with the Minnesota Administrators for Special Education (MASE) as the CASE liaison, I was responsible for setting up meetings with Minnesota's senators and representatives. We shared the three issues that were the focus of the Summit: appropriations, mental health, and educator shortages.

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

- Member district special education leadership event: Our member district special education leadership event on July 17th was well attended. Member districts learned about *The 5 Languages of Workplace Appreciation* and participated in a Story Circle. Justin Hoelscher presented on referrals and intakes while Taylor Lovin and Lori Klein presented on itinerant services. We brainstormed about components of an alternative to expulsion program and also touched base on the Standard Response Protocol. After a lunch and learn focused on sensory deficits, Laura Tubbs Booth and Adam Frudden shared their annual legal year in review presentation.

Innovation: Ongoing improvement of programs and services.

- The Violet app: We are introducing a new app for staff this fall. Violet is a virtual tool to promote educator well-being. App users have the ability to curate their preferred self-care experience from a host of options including mood tracking tools, research articles, affirmation exercises, inspirational stories, humorous content, and mindfulness exercises. The app leverages AI to create a personalized experience with the goal of helping each educator feel valued, engaged, and empowered in their work. A team is meeting to formulate a districtwide rollout plan. A small group of central office staff have access to the app and have created personal accounts to explore its content.

Stewardship: Managing financial and human resources carefully and responsibly.

- Hiring: As of July 24th, 2024, we have hired three school psychologists for SY25, two BCBA's, two school social workers, two school counselors, and one Nurtured Heart teacher on special assignment. In addition, we have six new Behavioral Support Specialists pursuing their Registered Behavior Technician credential this year and gained access to their preparatory coursework in early July.

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

- Smores: Following our member district event on July 17th, a Smore was sent to the group welcoming new directors, sharing information from the event, and preparing for the upcoming school year. You can review that Smore [here](#). Watch your district email for District Updates on August 8th and August 22nd.

Integrity: Aligning our actions with our values and beliefs.

- Continuous Improvement Planning: Site leadership spent time in July reflecting on their continuous improvement plans from the 2023-2024 school year. They reviewed site level data on the Data Hub and reflected on their goals and action steps. They will continue this work in August and will create their goals and action steps for the upcoming year. As a reminder, site goals are based around the district's strategic directions of student learning and engagement, social/emotional learning, and equity.

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

- Extended School Year (ESY): This year we have 232 students participating in ESY. This is 34 more students than last summer. The details are below.
 - Alliance Education Center-CASE/IDEA/SUN: 28 students
 - Concord Education Center-SUN (including Cedar School): 55 students
 - DASH: 19 students at 4 sites (BTC, HHS, LNHS, Two Rivers HS)
 - DHH: 17 students including ECSE students (Lincoln Center)
 - PACES: 21 students at 5 sites (Boeckman MS, C. Huddleston Elem, FHS, LNHS, McGuire MS)
 - TEA: 26 students (Lebanon Education Center held at AEC and in the community for ECSE students)
 - TESA/SUN: 55 students at 2 sites (BTC and DCTC)
 - Vision-Expanded Core Curriculum (August) and Braille Camp: 11 students at CEC

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

- DCALS scheduling: To best support all the individual needs of our students and to provide access for the DCALS North students to access CTE, Betsy Cook with support from administration, rebuilt our student information system to provide inter-district class scheduling. The team was able to create a course master catalogue of classes to support ALC and CTE programming which allows students to access all classes, track attendance, grades, and provide

accurate data for our staff to best support all of our students instructionally across both physical sites.

Diversity: Appreciating and valuing everyone's unique selves.

- Administrator Wellness Series: Site level leadership has engaged in different wellness activities as a part of their professional development over the summer. Knowing that everyone has different needs in the area of wellness, we have participated in a variety of activities including: salsa making, planting, painting, exercising, and wellness presentations. We have also started sharing leadership stories and learning about appreciation in the workplace (recognizing that appreciation can look different for everyone).