

**INTERMEDIATE SCHOOL DISTRICT 917  
IN DAKOTA COUNTY**

**SCHOOL BOARD WORK SESSION**

**Tuesday, January 21, 2014**

**AGENDA:**

- I. Call to Order - Chair Lewis
- II. Conduct Pledge of Allegiance - Chair Lewis
- III. Goals Progress Review for 2013-2014 - All 2
- IV. Workers Compensation 12
- V. Adjournment

**SCHOOL BOARD CALENDAR INFORMATION SCHOOL BOARD CALENDAR INFORMATION**

February 4, 2014 - 5:15 PM, Regular School Board Meeting, 917 Board Room

February 17, 2014 - No school for staff or students - Presidents' Day

March 4, 2014 - 5:15 PM - Regular School Board Meeting, 917 Board Room

## Goals for ISD 917

### 2013-2014

1. Develop a teacher evaluation and peer review process for probationary and continuing contract teachers that is appropriate for the programs of Intermediate School District 917.
2. Implement the Intermediate School District 917 principal evaluation system.
3. Research the feasibility of developing Early Childhood Education and Hospitality/Tourism career pathway partnerships with DCTC and area employers.
4. Continue developing secondary program partnerships with DCTC in the areas of nanoscience and transportation careers.
5. Implement a revised student day schedule for DCALS and include an on-line option and independent study option for students to increase ADM and improve high school diploma completion.
6. Continue implementation of the Program Evaluation Model and Cycle. (Year 1 – PACES and SUN data collection and report writing; Year 2 – IDEA-goal setting.)
7. Develop and implement the roles and responsibilities of behavior support staff, including licensed psychologist and contracted behavior analyst, across district programs to increase student academic engagement.
8. Enhance focus on and involvement in addressing the mental health needs of learners, including staff development, supporting the efforts of the Dakota County Collaborative and advocacy at the State level.
9. Pilot an electronic time card system for hourly employees in selected special education programs.
10. Continue the implementation of the work plan for workers compensation claims control and reduction of lost work time.
11. Evaluate program space, conditions and relocation options for programs at Apple Valley and Gideon Pond.
12. Seek opportunities to develop partnerships with area school districts, DCTC, IHCC, Dakota/Scott WIB, and area employers to expand and enhance career pathways for students to meet the area work force needs of the 21<sup>st</sup> century.

TO: Board Members  
FROM: John Christiansen  
DATE: January 21, 2014  
RE: 2013-2014 Goals Update

The following is a short update on the 2013-2014 District Operational Goals where I have primary leadership responsibility.

1. Develop a teacher evaluation and peer review process for probationary and continuing contract teachers that is appropriate for the programs of Intermediate School District 917.

**A committee of teachers and administrators has been organized to develop our educator evaluation and peer support system. The committee has met three times. We have reviewed the current system and identified the elements that meet the statutory requirements and reviewed the components that need to be developed. Committee members have been assigned to gather information from other school districts and research best practice models.**

**The area that is the most difficult to develop for our type of district is the requirement to use student data collected from standardized assessments aligned to state and local academic standards measuring student growth to determine 35% of teacher evaluation results. We are gathering information from the other Intermediates, Coops, and Ed Districts on their plans to address this component.**

**Our next meeting will be scheduled in February to report back on the information gathered. Our time line is to have a final system model completed by the end of May to begin implementation for the 2014/15 school year.**

2. Implement the Intermediate School District 917 principal evaluation system.

**The 917 principal evaluation system began implementation in August 2013. The model includes a goal setting component aligned with the district strategic directives and annual operation goals. A self - evaluation component with performance measures in mission and vision, instructional leadership, human resources, professional and ethical relationship, and resource management is done twice during the year. The model includes goal progress conferences with the direct supervisor and a stakeholder electronic input survey. A supervisor summative performance review is completed at the end of the school year. The supervisor for the four assistant special education directors is special education director Melissa Schaller, and I am the supervisor for our Secondary Programs Principal, Eric Van Brocklin.**

3. Research the feasibility of developing Early Childhood Education and Hospitality/Tourism career pathway partnerships with DCTC and area employers.
4. Continue developing secondary program partnerships with DCTC in the areas of nanoscience and transportation careers.

5. Implement a revised student day schedule for DCALS and include an on-line option and independent study option for students to increase ADM and improve high school diploma completion.
6. Continue implementation of the Program Evaluation Model and Cycle. (Year 1 – PACES and SUN data collection and report writing; Year 2 – IDEA-goal setting.)
7. Develop and implement the roles and responsibilities of behavior support staff, including licensed psychologist and contracted behavior analyst, across district programs to increase student academic engagement.
8. Enhance focus on and involvement in addressing the mental health needs of learners, including staff development, supporting the efforts of the Dakota County Collaborative and advocacy at the State level.
9. Pilot an electronic time card system for hourly employees in selected special education programs.

**\*Test piloting Veritime which is a module with in our current AESOP system which tracks staff leaves and subs.**

**\*Becky Edson, Payroll Clerk and I began looking at this product in 2012-13 and recruited our TEA program staff and supervisor to be the test pilot for this system.**

**\*The initial product was a user friendly option that appeared to fit our needs with minimal set up requirements. After starting this conversion process, Veritime has rolled out numerous system up grades and overhauled most of the system with a completely different product structure compared to the original version.**

**\*The new version has many set up requirements for each employee and for each type of pay an employee may receive with in each location. If any of these variables were stable, set up could be completed once a year. This is not the case, all of these components vary through out the year. It has been very labor intensive to set up and will be on-going with this system.**

**\* I would like to review what TIES application for electronic timesheet management looks like this year and have set up a meeting with them to see if they have a product offering that will meet our needs.**

**\* Right now our payroll clerk and I have not found a solution within Veritime that will provide the efficiency and reduction in labor time we were seeking when processing timesheets. Paper timesheets right now are much more efficient and less labor intensive which is not what I was anticipating.**

10. Continue the implementation of the work plan for workers compensation claims control and reduction of lost work time.

**\*presentation and up dated presented by Brian Lewandoski representative from RJ Ahmann**

11. Evaluate program space, conditions and relocation options for programs at Apple Valley and Gideon Pond.

**Melissa and I have been exploring options for these locations and are not planning relocations for 2014-2015.**

12. Seek opportunities to develop partnerships with area school districts, DCTC, IHCC, Dakota/Scott WIB, and area employers to expand and enhance career pathways for students to meet the area work force needs of the 21<sup>st</sup> century.

**My participation on the Dakota/Scott Workforce Investment Board has provided me with several positive connections. Three of the WIB board members have agreed to serve on our secondary work experience advisory committee that will begin meeting this spring. We will also be involved in recruiting students to some career camp initiatives support by the Youth Council Committee of the WIB. One of the new camp projects being developed is a medical careers “camp” named SCRUBS.**



**Special Education Department Focus  
2013-2014 School Year**

*We work to remove the barriers of disabilities for students in order for them to reach their maximum potential.*

<b>Achievement</b>		
Increase achievement of all learners served.		
<b>Strategies</b>	<b>Responsibility/Resources Date/s</b>	<b>Progress</b>
<p>1. Promote and support the use of data-driven decision-making techniques including PLCs to monitor progress and drive instruction.</p>	<p><u>Responsibility</u></p> <ul style="list-style-type: none"> <li>○ Special Education Leadership Team</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>○ District-wide data including restraint, seclusion, mobility, child count</li> <li>○ Curriculum-based assessment</li> <li>○ Standardized and state-wide assessments</li> </ul> <p><u>Date(s)</u></p> <ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>○ Utilizing progress monitoring and assessment tools – QRI-5, DIBELS, AIMSWeb</li> <li>○ Planning fall training for assessment tools to encourage more widespread use</li> <li>○ Utilizing progress monitoring features of Read 180 from Scholastic</li> <li>○ Collecting data on the use of prone, seclusion and other restrictive procedures</li> </ul>
<p>2. Continue implementation of the curriculum review cycle with the plan to focus on aligning curriculum to state standards and ensure an articulated scope and sequence by program during round two of the cycle.</p>	<p><u>Responsibility</u></p> <ul style="list-style-type: none"> <li>○ Special Education Leadership Team</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>○ Curriculum resources (vendors, 916 contacts)</li> </ul> <p><u>Date(s)</u></p> <ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>○ Year 5 of the cycle – health, physical education, social skills, art</li> <li>○ Ongoing support for reading/language arts, math, science and social studies</li> </ul>

<p>3. Continue to develop and train staff in specialized instructional strategies focused on reading and math as well as on due process including standards-based IEPs.</p>	<p><b><u>Responsibility</u></b></p> <ul style="list-style-type: none"> <li>o Special Education Leadership Team</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>o Research-based curriculum vendors</li> <li>o Out-of-district contacts</li> </ul> <p><b><u>Date(s)</u></b></p> <ul style="list-style-type: none"> <li>o Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o Considering how to create support for math and other curriculum areas like exists for Read 180 this could include a position that will be partially funded from compensatory dollars for the 2014-2015 school year.</li> </ul>
<p>4. Continue to implement model and cycle for program evaluation.</p>	<p><b><u>Responsibility</u></b></p> <ul style="list-style-type: none"> <li>o Special Education Leadership Team</li> <li>o Special Education Staff</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>o Lynda Hurt</li> <li>o Diane Jeffries</li> <li>o MDE</li> </ul> <p><b><u>Date(s)</u></b></p> <ul style="list-style-type: none"> <li>o Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o Year one of implementation <ul style="list-style-type: none"> <li>o PACES and SUN – data collection and report writing</li> </ul> </li> <li>o Year two of implementation <ul style="list-style-type: none"> <li>o IDEA – goal setting</li> </ul> </li> </ul>
<p>5. Develop and implement the roles and responsibilities of behavior support staff, including licensed psychologist and contracted behavior analyst, across district programs to increase student academic engagement.</p>	<p><b><u>Responsibility</u></b></p> <ul style="list-style-type: none"> <li>o Licensed Psychologist</li> <li>o Contracted BCBA</li> <li>o Special Education Leadership Team</li> <li>o Special Education Staff</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>o Other district models</li> </ul> <p><b><u>Date(s)</u></b></p> <ul style="list-style-type: none"> <li>o Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o Ongoing meetings with licensed psychologist to define role. Duties include implementation of Nurtured Heart, Empowerment and parent groups.</li> <li>o Using the contracted behavior analyst to complete program evaluation and train staff. Will pursue a district hire for a BCBA for the 2014-2015 school year.</li> </ul>

<b>Relationships</b>		
Enhance communication and collaboration with member districts regarding programs and services provided by Intermediate School District 917.		
Support a positive culture throughout the Intermediate.		
<b>Strategies</b>	<b>Responsibility/Resources Date/s</b>	<b>Progress</b>
<p>1. Work to strengthen avenues of communication and broaden awareness of 917 programs, resources and mission.</p> <p>Including:</p> <ul style="list-style-type: none"> <li>o District Presentations (execute)</li> <li>o Website</li> <li>o Due Process Manual</li> <li>o Parent Handbook</li> </ul>	<p><b><u>Responsibility</u></b></p> <ul style="list-style-type: none"> <li>o Special Education Leadership Team</li> <li>o Special Education Staff</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>o Other districts' examples</li> </ul> <p><b><u>Date(s)</u></b></p> <ul style="list-style-type: none"> <li>o Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o On-going</li> <li>o Presentation shared with Dakota County Directors</li> <li>o Presented to ISD 191 special education leadership</li> <li>o Website development in process</li> </ul>
<p>2. Consider avenues to streamline the referral and intake process including centralized intake vs. specified programs and the referral process when a student leaves with a plan to return or moves programs.</p>	<p><b><u>Responsibility</u></b></p> <ul style="list-style-type: none"> <li>o Special Education Leadership Team</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>o Other Intermediate districts</li> </ul> <p><b><u>Date(s)</u></b></p> <ul style="list-style-type: none"> <li>o First half of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>o Committee meeting</li> <li>o Procedure undergoing updates</li> <li>o Holding tours for special education leadership from member districts</li> <li>o Collected information to be shared in a PowerPoint</li> </ul>
<p>3. Develop and foster relationships with Hennepin County to support learners from ISD 271.</p>	<p><b><u>Responsibility</u></b></p> <ul style="list-style-type: none"> <li>o Special Education Leadership Team</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>o ISD 271</li> </ul> <p><b><u>Date(s)</u></b></p> <ul style="list-style-type: none"> <li>o Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o On-going</li> <li>o Consulting with 271</li> </ul>
<p>4. Enhance focus on and involvement in addressing the mental health</p>	<p><b><u>Responsibility</u></b></p> <ul style="list-style-type: none"> <li>o Special Education Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>o Secondary trauma session at August staff development</li> </ul>

<p>needs of learners, including staff development, supporting the efforts of the Dakota County Collaborative and advocacy at the state level.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>○ 916</li> <li>○ 287</li> <li>○ NAMI</li> <li>○ MASE</li> </ul> <p><b><u>Date(s)</u></b></p> <ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>○ Participation in PREPaRE training</li> <li>○ Legislative platform</li> <li>○ Pursuing grant opportunity to train MHPs in specialized trauma intervention</li> <li>○ Collaborating with member district directors on the topic of mental health</li> </ul>
<p>5. Foster a culture of <i>Supporting our Why</i> across district programs to ensure high quality, focused services.</p>	<p><b><u>Responsibility</u></b></p> <ul style="list-style-type: none"> <li>○ Special Education Leadership Team</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>○ Start with <u>Why</u> by Simon Sinek</li> <li>○ SEAT Retreat</li> </ul> <p><b><u>Date(s)</u></b></p> <ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>○ On-going</li> </ul>

<b>Integrity of the Organization</b>		
Use resources strategically to advance our mission.		
Structure ourselves so that we can adapt to our changing environment.		
<b>Strategies</b>	<b>Responsibility/Resources Date/s</b>	<b>Progress</b>
1. Explore ways to recruit and retain quality special education staff.	<p><u>Responsibility</u></p> <ul style="list-style-type: none"> <li>○ Special Education Administrative Team</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>○ Special Education Leadership Team</li> <li>○ Staff</li> </ul> <p><u>Date(s)</u></p> <ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>○ MN Education Job Fair</li> <li>○ Interview process includes site visits</li> </ul>
2. Support the implementation of the new ASD licensure (July 1, 2015). <ul style="list-style-type: none"> <li>○ Provide staff with an overview of the license and application process.</li> <li>○ Provide additional staff training as necessary to support competencies necessary for licensure.</li> </ul>	<p><u>Responsibility</u></p> <ul style="list-style-type: none"> <li>○ Special Education Leadership Team</li> <li>○ ASD Licensure Committee</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>○ Special Education Leadership Team</li> <li>○ Minnesota Department of Education</li> <li>○ Other Districts</li> </ul> <p><u>Date(s)</u></p> <ul style="list-style-type: none"> <li>○ Ongoing with full implementation expected July 1, 2015.</li> </ul>	
3. Continue to monitor space/site projection to ensure effective special education programs for member districts while also considering efficient operations for the district.	<p><u>Responsibility</u></p> <ul style="list-style-type: none"> <li>○ Director of Special Education</li> <li>○ Assistant Directors</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>○ Minnesota Rule</li> </ul>	<ul style="list-style-type: none"> <li>○ Considering need for program expansion for SUN and TEA. This could involve more space at the AV location and reorganization at Cedar.</li> <li>○ Considering program contraction for IDEA</li> <li>○ Further considerations will be done with the completion of member district projections</li> </ul>

	<u>Date(s)</u>	
	<input type="radio"/> Ongoing	

**SFM 2012 – 2013 (pool)**

83 Total Paid Claims – 3 Remain Open

Total Incurred To Date - \$215,841 (80% of total premium)

3 Open Claims make up \$149,334 incurred of the \$215,841 (close to 70% of the total claim amount)

Verdict - 3% of employees make up 70% of total losses

**RTW – 2013-2014**

To Date, there have been 107 Incidents in which 17 have had incurred costs

Paid to Date \$7,952 and outstanding reserve of \$16,458 for Total Incurred of \$24,411 (6 open claims)

To Date – November had highest activity of incidents (37) next closest was October (24)

To Date – Thursdays have seen the most activity of incidents (28) next highest Friday with (20) – Friday highest claim cost (\$14k) next highest Tuesday (7k)

Location with most incidents – 6950 W 146<sup>th</sup> St – 35 claims, cost = \$7,813

Location with 2<sup>nd</sup> most incidents – 2140 Diffley Rd – 26 claims, \$6,265

Date of Hire – 28 incidents < 1yr on the job = total cost \$3,600

1-2 yrs – 22 claims = total cost \$26

3-5 years – 18 claims = cost \$5,651 (1,500 paid)

5-10 years – 14 claims = cost \$5,722 (752 paid)



# Workers' Compensation Loss Analysis

Name of Account    Intermediate School District #917

Analysis Period    06/30/2013 to 06/30/2014, Valued as of 01/20/2014

Contents

Page 1 Loss Summary	Page 6 - 7 Month of Year	Page 11 - 12 Date of Hire to Date of Injury	Page 17 + Loss Detail (Activity When Injured)
Page 2 - 3 Cause of Injury	Page 8 - 9 Day of Week	Page 13 - 14 Date of Injury to Date Employer Notified	
Page 4 - 5 Part of Body	Page 10 Location	Page 15 - 16 Date Employer Notified to Date RTW Notified	

## Loss Summary

Policy	Policy Inception	Policy Expiration	Policy Expiration	Estimated Premium	Experience Modification Rating	Claim Count	**Claims/\$M of Payroll (Frequency)	Paid to Date + Outstanding Reserves	= Total Incurred	*Loss Ratio	Deductible
AC-WC-005185-1	6/30/2013	6/30/2014	6/30/2014	273,406	1.95	107	13.09	7,952	24,411	15.9 %	0
<b>Totals</b>						<b>107</b>		<b>16,458</b>	<b>24,411</b>		

\* Loss Ratio: Ratio of the claims paid by an insurance company to the premiums received

\*\* Claims/\$M of Payroll: Claim count per million dollars of earned payroll.

Total Incurred claim costs in this report are gross claim costs



# Workers' Compensation Loss Analysis

Name of Account    Intermediate School District #917

Analysis Period    06/30/2013 to 06/30/2014, Valued as of 01/20/2014

## Cause of Injury

Cause Of Injury Category	Claim Count	Paid to Date	+ Outstanding Reserves	= Total Incurred
Struck or Injured By (Kicked, Stabbed, Bit)	67	3,906	15,958	19,864
Burn, Scald, Exposure, Contact	15	0	0	0
Strain Or Injured By	12	3,846	500	4,346
Caught In, Under Or Between	5	57	0	57
Fall, Slip Or Trip	4	144	0	144
Miscellaneous Causes	3	0	0	0
Striking Against Or Stepping On	1	0	0	0
<b>Totals</b>	<b>107</b>	<b>7,952</b>	<b>16,458</b>	<b>24,411</b>



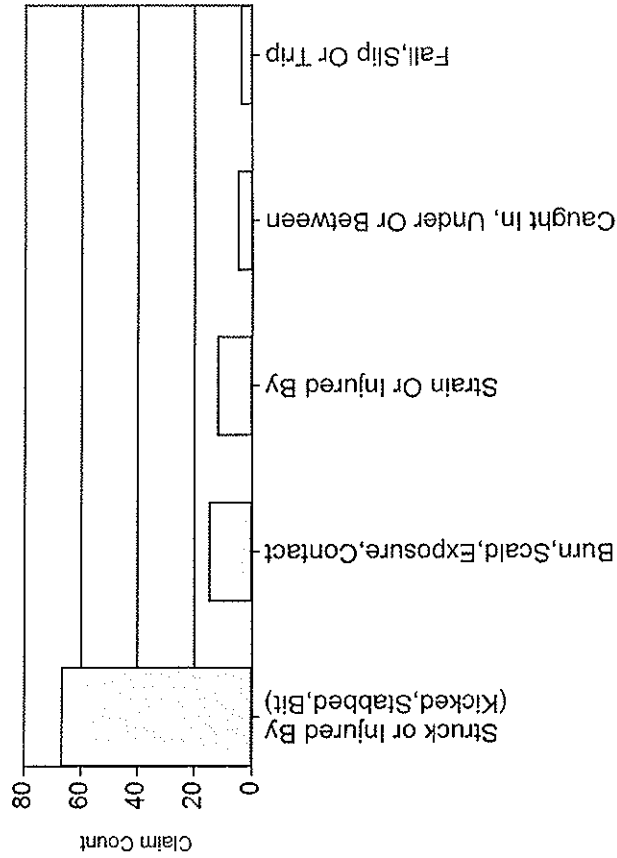
# Workers' Compensation Loss Analysis

Name of Account Intermediate School District #917

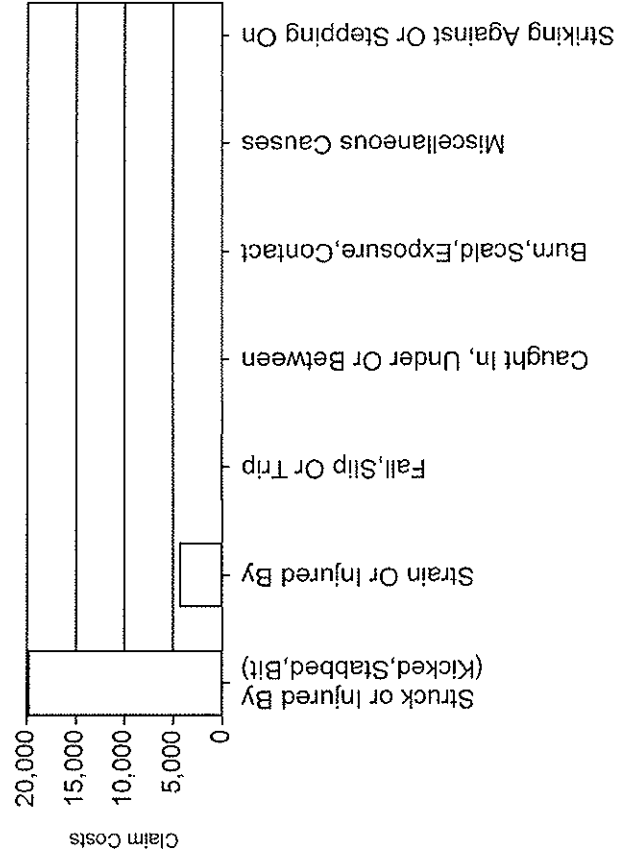
Analysis Period 06/30/2013 to 06/30/2014, Valued as of 01/20/2014

## Cause of Injury

Top 5 Cause of Injury by Claim Count



Top 5 Cause of Injury by Claim Costs





# Workers' Compensation Loss Analysis

Name of Account    Intermediate School District #917

Analysis Period    06/30/2013 to 06/30/2014, Valued as of 01/20/2014

**Part of Body**

Part of Body Category	Claim Count	Paid to Date	+ Outstanding Reserves	= Total Incurred
Multiple Injury	33	144	0	144
Hand	17	57	0	57
Finger	9	1,512	4,127	5,638
Leg	8	0	4,000	4,000
Shoulder	8	2,533	0	2,533
Facial	7	0	0	0
Arm	5	0	0	0
Eye(s)	5	0	0	0
Back	4	840	0	840
Brain	3	0	0	0
<b>Totals</b>	<b>99</b>	<b>5,085</b>	<b>8,127</b>	<b>13,212</b>



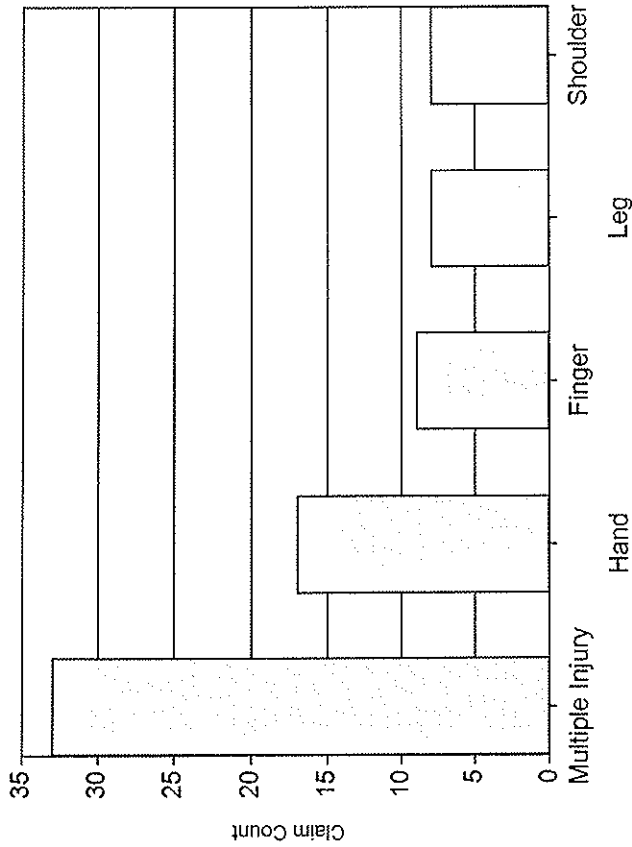
# Workers' Compensation Loss Analysis

Name of Account Intermediate School District #917

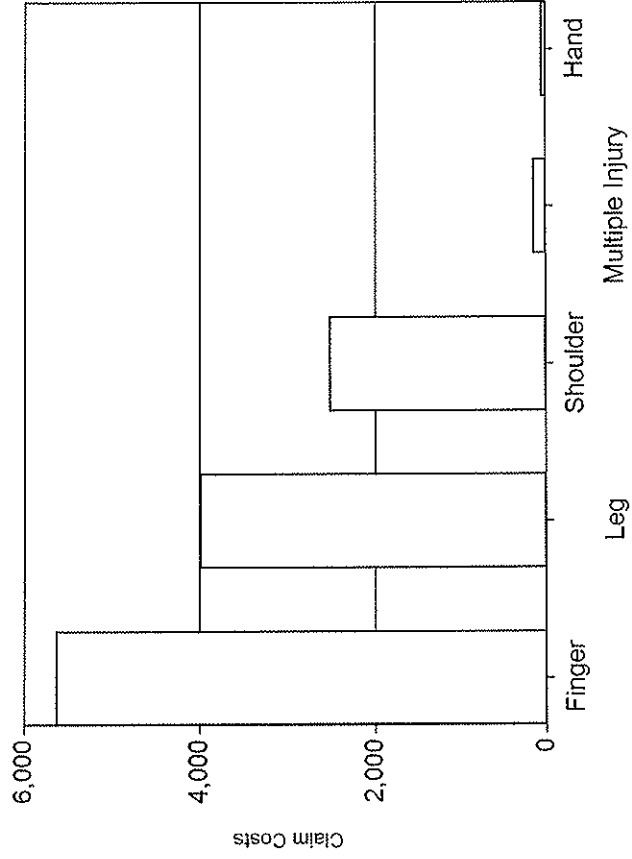
Analysis Period 06/30/2013 to 06/30/2014, Valued as of 01/20/2014

## Part of Body

Top 5 Part of Body by Claim Count



Top 5 Part of Body by Claim Costs





## Workers' Compensation Loss Analysis

Name of Account    Intermediate School District #917

Analysis Period    06/30/2013 to 06/30/2014, Valued as of 01/20/2014

**Month of Year**

Injury Month	Claim Count	Paid to Date	+ Outstanding Reserves	= Total Incurred
January	8	0	1,700	1,700
July	3	0	0	0
September	22	735	4,127	4,862
October	24	5,080	3,770	8,850
November	37	2,137	2,862	4,999
December	13	0	4,000	4,000
<b>Totals</b>	<b>107</b>	<b>7,952</b>	<b>16,458</b>	<b>24,411</b>

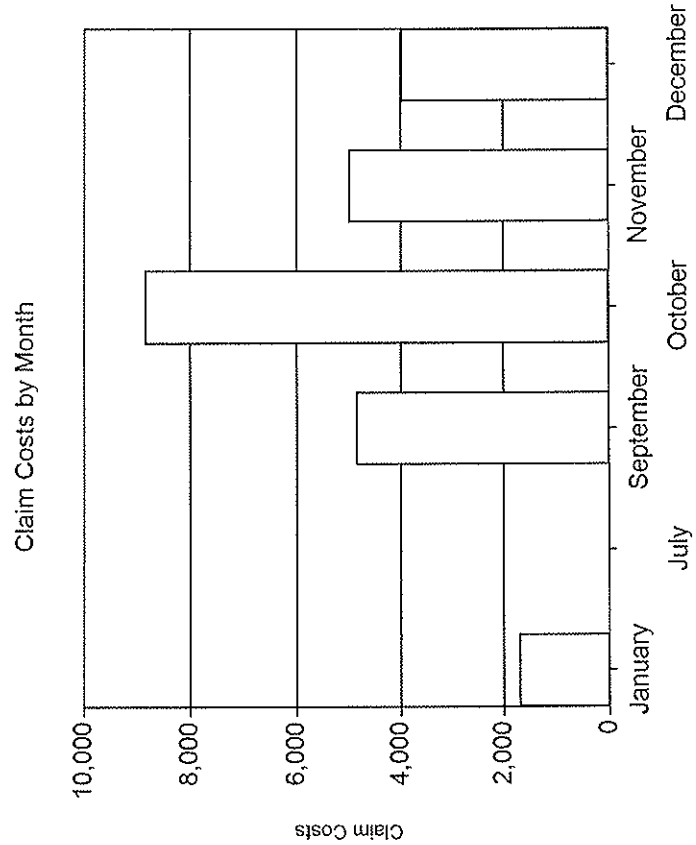
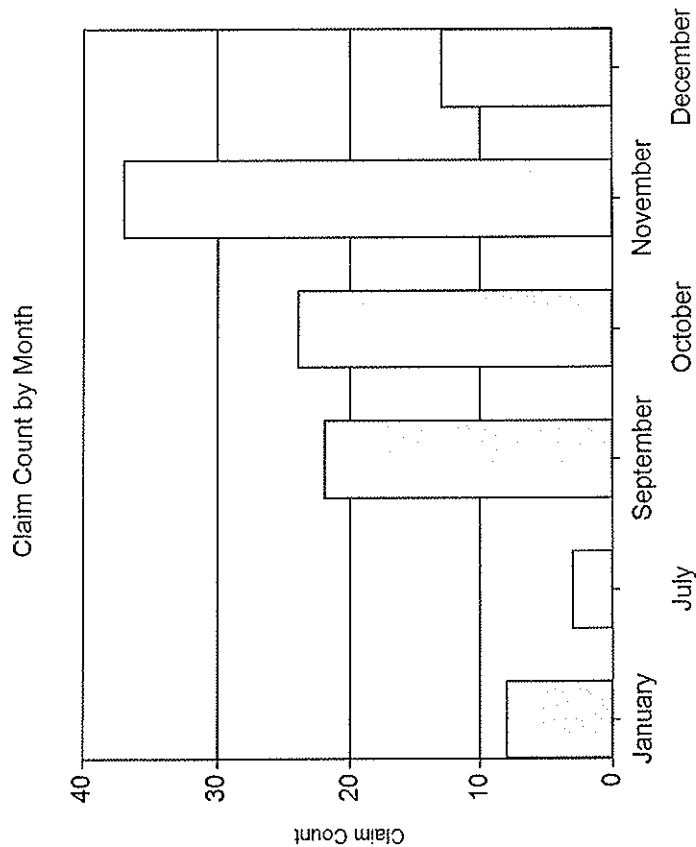


# Workers' Compensation Loss Analysis

Name of Account Intermediate School District #917

Analysis Period 06/30/2013 to 06/30/2014, Valued as of 01/20/2014

Month of Year





# Workers' Compensation Loss Analysis

Name of Account    Intermediate School District #917

Analysis Period    06/30/2013 to 06/30/2014, Valued as of 01/20/2014

## Day of Week

Day of Week	Claim Count	Paid to Date	+ Outstanding Reserves	= Total Incurred
Monday	19	645	500	1,145
Tuesday	22	3,265	3,770	7,035
Wednesday	18	0	0	0
Thursday	28	1,329	0	1,329
Friday	20	2,713	12,188	14,901
<b>Totals</b>	<b>107</b>	<b>7,952</b>	<b>16,458</b>	<b>24,411</b>



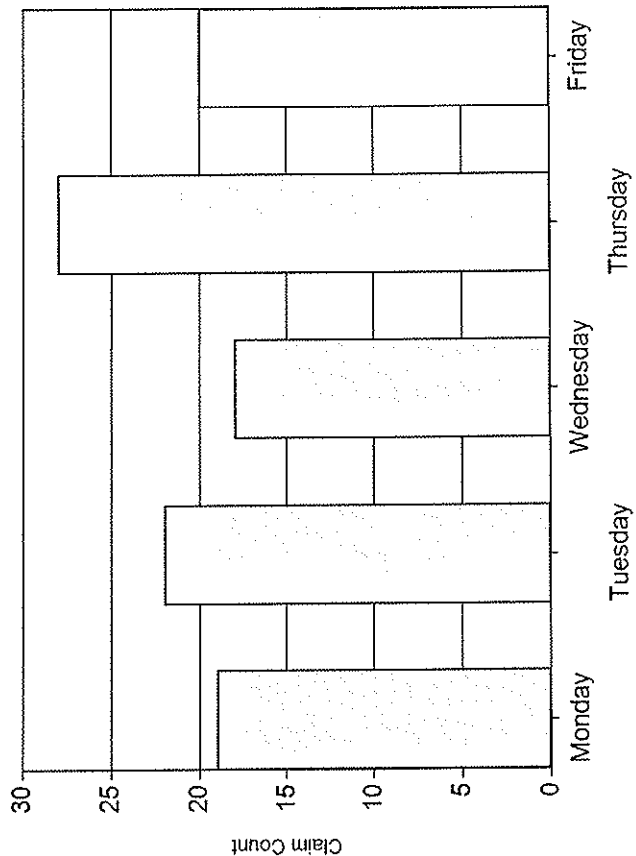
# Workers' Compensation Loss Analysis

Name of Account Intermediate School District #917

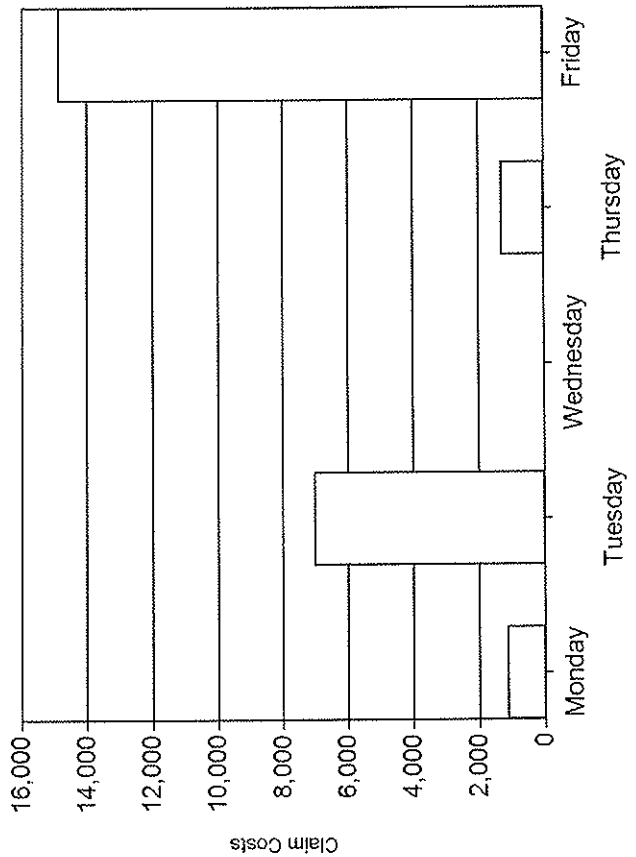
Analysis Period 06/30/2013 to 06/30/2014, Valued as of 01/20/2014

Day of Week

Claim Count by Day of Week



Claim Costs by Day of Week





# Workers' Compensation Loss Analysis

Name of Account    Intermediate School District #917

Analysis Period    06/30/2013 to 06/30/2014, Valued as of 01/20/2014

## Location

Location	City	State Code	Claim Count	Paid to Date	+ Outstanding Reserves	= Total Incurred
6950 West 146th Street	Apple Valley	MIN	35	3,813	4,000	7,813
14301 Biscayne Avenue West	Rosemount	MIN	26	556	1,200	1,756
2140 Diffley Road	Eagan	MIN	26	1,638	4,627	6,265
1300 145th Street East	Rosemount	MIN	12	1,296	2,862	4,158
613 East 130th Street	Burnsville	MIN	4	649	3,770	4,419
800 Denmark Avenue	Farmington	MIN	2	0	0	0
6100 195th Street West	Farmington	MIN	1	0	0	0
1601 West 12th Street	Hastings	MIN	1	0	0	0
<b>Totals</b>			<b>107</b>	<b>7,952</b>	<b>16,458</b>	<b>24,411</b>



# Workers' Compensation Loss Analysis

Name of Account    Intermediate School District #917

Analysis Period    06/30/2013 to 06/30/2014, Valued as of 01/20/2014

## Date of Hire to Date of Injury

Date Of Hire to Date of Injury	Claim Count	Paid to Date	+ Outstanding Reserves	= Total Incurred
< 1 year	28	3,100	500	3,600
1 - 2 years	22	26	0	26
2 - 3 years	6	1,253	0	1,253
3 - 5 years	18	1,525	4,127	5,651
5 - 10 years	14	752	4,970	5,722
> 10 years	14	0	4,000	4,000
Unknown	5	1,296	2,862	4,158
<b>Totals</b>	<b>107</b>	<b>7,952</b>	<b>16,458</b>	<b>24,411</b>



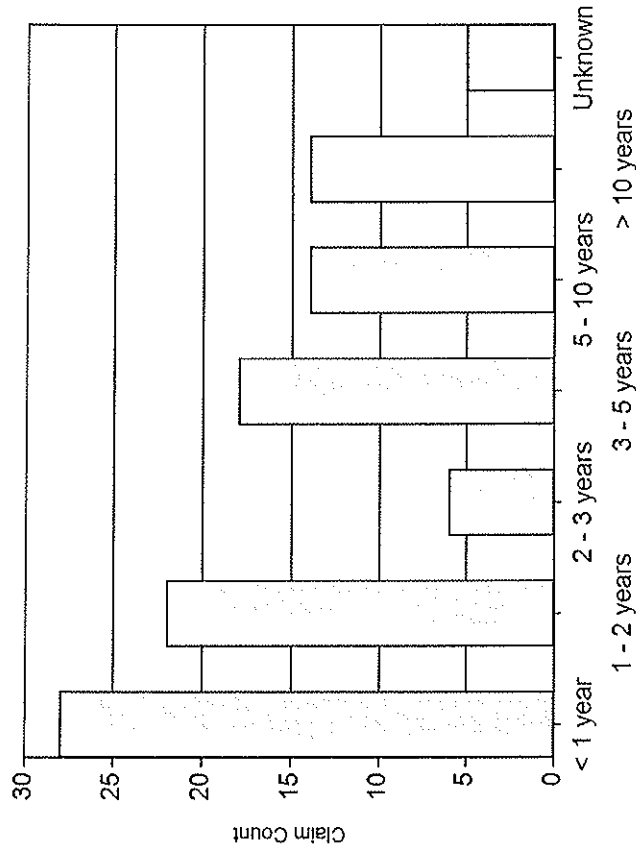
# Workers' Compensation Loss Analysis

Name of Account: Intermediate School District #917

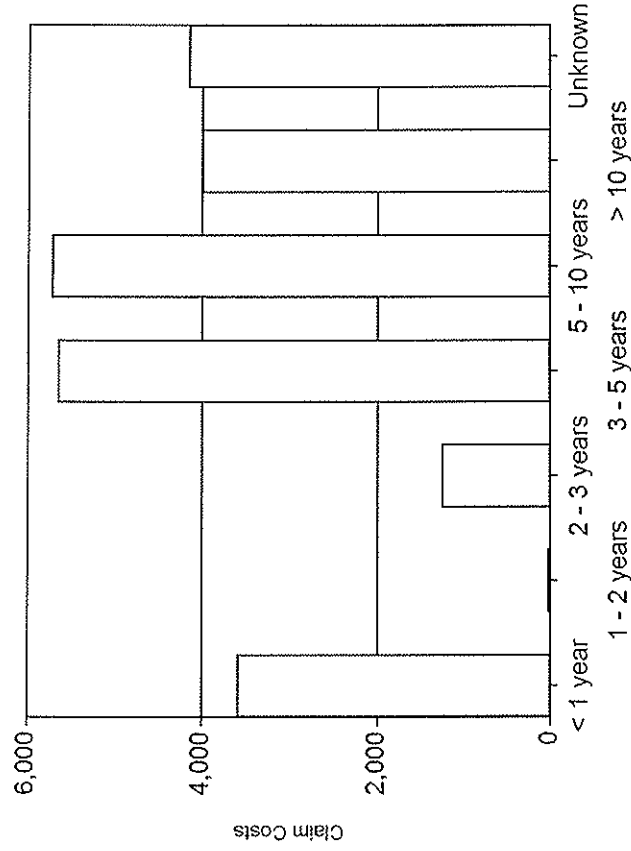
Analysis Period: 06/30/2013 to 06/30/2014, Valued as of 01/20/2014

## Date of Hire to Date of Injury

Date of Hire to Date of Injury by Claim Count



Date of Hire to Date of Injury by Total Claim Costs





# Workers' Compensation Loss Analysis

Name of Account Intermediate School District #917

Analysis Period 06/30/2013 to 06/30/2014, Valued as of 01/20/2014

## Date of Injury to Date Employer Notified

Date of Injury to Date Employer Notified	Claim Count	Paid to Date	+ Outstanding Reserves	= Total Incurred
0 to 3 days	100	5,495	16,458	21,954
4 to 7 days	4	0	0	0
8 to 30 days	2	2,457	0	2,457
Unknown	1	0	0	0
<b>Totals</b>	<b>107</b>	<b>7,952</b>	<b>16,458</b>	<b>24,411</b>



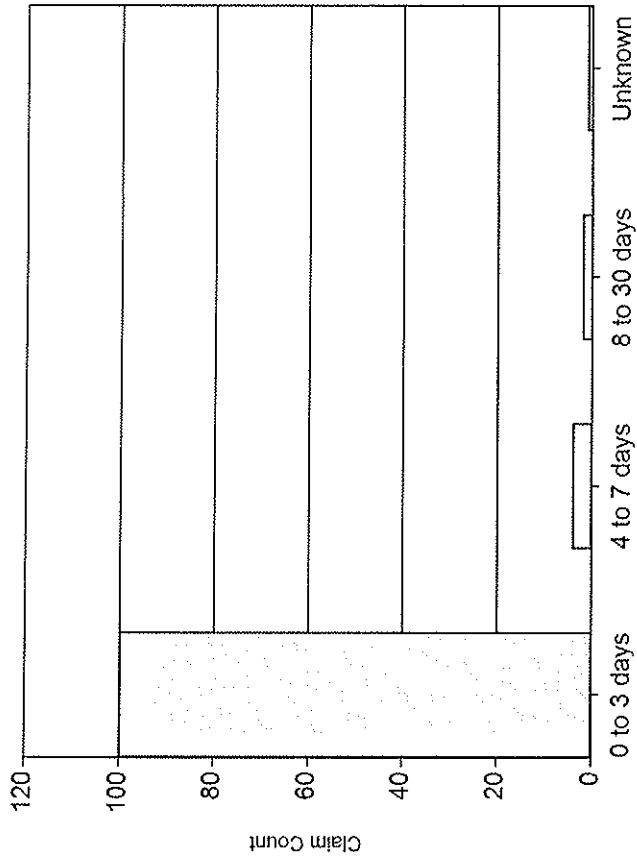
# Workers' Compensation Loss Analysis

Name of Account Intermediate School District #917

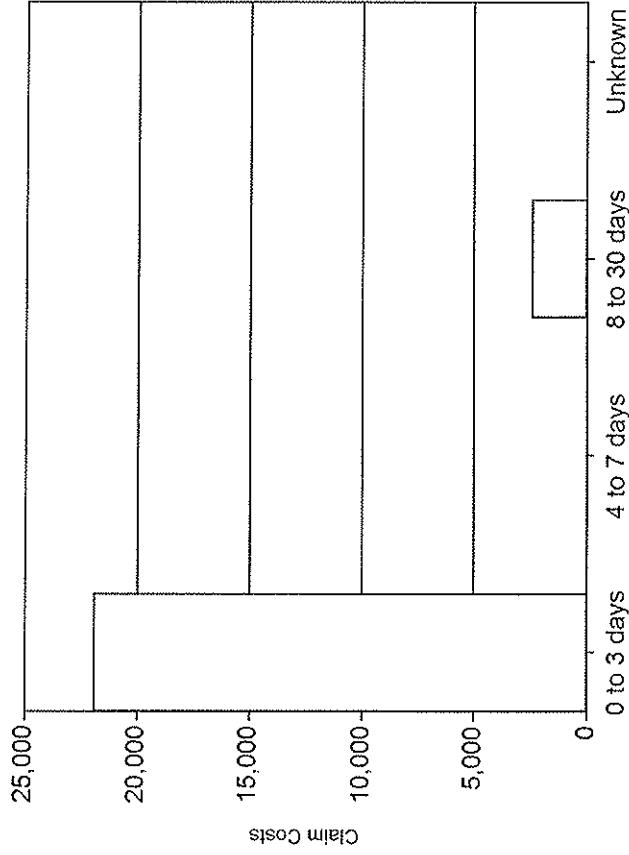
Analysis Period 06/30/2013 to 06/30/2014, Valued as of 01/20/2014

## Date of Injury to Date Employer Notified

Date of Injury to Date Employer Notified by Claim Count



Date of Injury to Date Employer Notified by Claim Costs





# Workers' Compensation Loss Analysis

Name of Account    Intermediate School District #917

Analysis Period    06/30/2013 to 06/30/2014, Valued as of 01/20/2014

## Date Employer Notified to Date RTW Notified

Date Employer Notified to Date RTW Notified	Claim Count	Paid to Date	+ Outstanding Reserves	= Total Incurred
0 to 3 days	71	7,233	12,332	19,565
4 to 7 days	27	719	4,127	4,846
8 to 30 days	8	0	0	0
Unknown	1	0	0	0
<b>Totals</b>	<b>107</b>	<b>7,952</b>	<b>16,458</b>	<b>24,411</b>



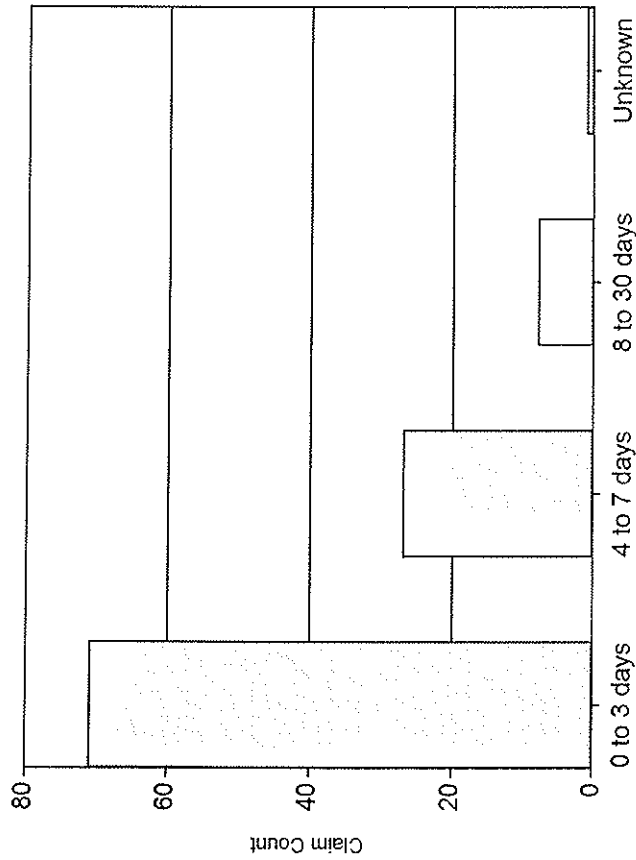
# Workers' Compensation Loss Analysis

Name of Account Intermediate School District #917

Analysis Period 06/30/2013 to 06/30/2014, Valued as of 01/20/2014

## Date Employer Notified to Date RTW Notified

Date Employer Notified to Date RTW Notified by Claim Count



Date Employer Notified to Date RTW Notified by Claim Costs

