

**INTERMEDIATE SCHOOL DISTRICT 917  
IN DAKOTA COUNTY**

**REGULAR SCHOOL BOARD MEETING**

**Tuesday, December 2, 2014**

**AGENDA:**

- I. **Call to Order - Chair Lewis**
- II. **Conduct Pledge of Allegiance - Chair Lewis**
- III. **Visitors opportunity to be heard - Chair Lewis**
- IV. **Additions to the agenda - Chair Lewis**
- V. **Legislative Update - Valerie Dosland**
- VI. **Good News Report - Directors** 2
- VII. **Consent Items - Chair Lewis**
  - A. Minutes, November 5, 2015, Regular School Board Meeting 8
  - B. Personnel Considerations 10
- VIII. **Donations - Chair Lewis**
  - A. Resolution Approving Donations 16
- IX. **Business Manager's Report - Nicolle Roush**
  - A. Review and Approve Payment of Bills 17
  - B. Review and Approve Wire Transfers 20
  - C. Review and Approve Investment Report 34
- X. **Reports**
  - A. Intermediate School District 917 Employee and Teacher of the Fall Quarter - Melissa Schaller
  - B. Overview of SUN Program Evaluation - Melissa Schaller, Jennifer Hetland, Dave Stoll 35
- XI. **New Business**
  - A. Approval of Construction Trades House Sale - Nicolle Roush
- XII. **Adjournment**

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

December 24-25, 2014 - Closed for Holiday Break

January 1, 2015 - Closed for New Year's Day

January 6, 2015 - 5:15 PM, School Board Meeting, 917 Board Room

January 20, 2015 - 4:30 PM, School Board Work Session

## **Richard Saintey**

Ricky came to ISD 917 in August of 2013, and started at Alliance Education Center as a DAPE teacher. Ricky brings a positive attitude, high volume of energy and a wide range of skills and experiences. Ricky believes that the better prepared you are, the better your students will behave in the classroom. His classroom is filled with respect, energy, fun and excitement.

Ricky's co-worker describe him as extremely supportive, positive and caring. He has a good rapport with the students he works with and works hard to meet all their needs.

Ricky's contributes as much as he can both in everyday situations and interaction with students and staff. He wants every student to feel respected, valued and to succeeded in some manner. Most recently Ricky has spent a significant amount of time helping his fellow physical education and DAPE instructors, develop and implement a new curriculum that will be available district wide.

## **Kari Vilinskis**

Kari Vilinskis began working at Apple Valley SUN in 2008, as a student assistant. In 2010, she was approached about being a part of the BAT Team (Radio Response Team). Now four years later she works at Cedar School and helps throughout the school in crisis situations. Kari received her certification as an instructor for PCM, this past summer and has trained several classes since then. Kari is also a member of the PST (Problem Solving Team), which meets bi-weekly with licensed staff to discuss any issues with a particular student.

Kari's co-workers describe her as a leader for new staff, hardworking, willing to help out wherever needed all with a smile on her face.

Students would describe Kari as fun and always there to help. Kari also donates clothing and food to ISD 917 for those students in need. Kari is an employee who gives her heart and soul to students in Special Education!

Good News Report  
December 2014  
Secondary Programs

The DCALS main campus program had 8 students receive Student of the Quarter recognition. Halie Avalos, Jeremy Davis, Wyatt Day, Josh Klinkner, Jordan Sullivan, Sidney Tapia, Login Thompson-McMahon, and Tawny Yos. All of these students were nominated by staff members for improvement in grades, attendance, attitude, and positive contributions to our program. We also had 13 students graduate during the first quarter this year. We have admitted 20 new students during the month of November. Our DCALS North campus had 3 graduates in quarter 1 and has had 6 new students start in November.

Don Williams, Social Studies and Lead Teacher at our DCALS North campus was recently named a TIES Technology Exceptional Educator for 2014. He will be recognized on December 9<sup>th</sup> at the TIES Technology Conference. Don has been working hard to implement the online learning, project based learning, and technology enhanced education for the students at that campus.

The good news is we hit temperatures in the 40's and 50's. I am sorry to say I am a realist and the bad news is that was on a Saturday and Sunday. :(

The good news is although we did not pre sell the student built house like we hoped to in November, we are way ahead of the game when we offer it the next time. I want to take a moment and thank Barb Schmitz and all the crew who helped put this first sale together.

I just want to let you know how many compliments my students receive for the cabins at Whitetail Woods. People I don't even know stop me and say they are just so impressed with the work our students did. The cabins will start renting out in December and all the information is on the Dakota County web site.

Paul Landwehr, Construction Trades

Our Repair program took 10 XP computers out of Adam Rachuy's room and will be replacing them with 4 Widows 7 machines the week of Dec 5th.

The Networking program just donated 10 used chairs to the DCALS computer lab.

Dale Engman, Computer Network Instructor

### **Cooking With Pork**

The Minnesota Pork Producers Association sent President Karen Richter, a local pork farmer to speak to the Food Industry Careers and Fundamental Chef Students about raising pork and how to prepare pork. Richter demonstrated how to use an 8 lb pork loin to get various meat dishes from egg and pork burrito breakfast wraps to southwest pork chops. Students got to sample some tasty pork dishes. The Minnesota Pork Producers Association donated an eight pound pork loin for the day.

### **National Dine In Night**

December 3 is National Dine In Night. This is a movement encouraging people to “Dine In” at home to promote family togetherness and healthy eating. Food Industry Careers Students will create some food recipes to eat at home on December 3. They will take pictures and share their experience of eating together as a family and will share what they ate by taking pictures to post. The American Association of Family and Consumer Sciences is promoting National Dine In Night. The Food Industry Careers students invite all ISD 917 employees and school board members to “Dine In” and take pictures. Write up a summary of your evening "Dine In" Meal, take a picture and send it to Cherry Cramer, instructor at [cherry.cramer@isd917.k12.mn.us](mailto:cherry.cramer@isd917.k12.mn.us)

### **GINGERBREAD GALLERY - FOOD DRIVE**

The Food Industry Careers program will hold the Annual Gingerbread Gallery and Food Drive on December 19 from 8:30 a.m. to 2:00 p.m. in the West Commons area of Dakota County Technical College. All Intermediate School District 917 staff, students, family and friends are invited to tour the Gingerbread Gallery. This year there will be over 15 gingerbread houses to vote for.

To promote community awareness, you are invited to bring non-perishable food items to the Gingerbread Gallery. All items collected will be given to local food shelves in Dakota County.

### **HOLIDAY BAKE SALE**

Time to order your holiday cookies! Let Food Industry Careers students do your baking! Six delectable varieties of cookies are available for purchase including Holiday Sugar Cookies, Snickerdoodles, Peanut Butter Blossom Kisses, Cherry Blossom Kisses, Oatmeal Craisin White Chocolate Chip Cookies and Pecan Sandies.

Each variety of cookie will be sold by the dozen for \$5.00 or a Party Tray of 3 dozen cookies (1/2 dozen of each variety) for \$15.00. Call or email instructor Cherry Cramer by **December 11 to place your order**. You can pick the cookies up on December 19 at the Gingerbread Gallery or in the Food Industry Careers classroom on December 22 or 23. Call 651-423-8225 or email [cherry.cramer@isd917.k12.mn.us](mailto:cherry.cramer@isd917.k12.mn.us)



**Good News**  
**Special Education**  
December 2, 2014

- On November 5, 2014, a Low Vision Clinic for learners preschool through age 21 who are visually impaired was held at the MN Department of Education. This clinic was put on with assistance of three doctors who specialize in low vision and offered at no cost to families or districts. Based on a needs survey from the Regional Low Incidence Project, five students who receive services from ISD 917 attended the clinic. The students were accompanied by their parents and the Teacher of the Blind/Visually Impaired who serves them. The students varied in range from pre-school through high school. The students received an eye exam and prescribed low-vision devices determined to meet their individual eye condition and needs. These devices were given to the students at the clinic to keep. The five families of learners served by ISD 917 who attended were thankful and found the Low Vision Clinic very helpful to better understand the vision needs of their child.
- Salas University in Elkins Park, Pennsylvania has named Lori Klein, ISD 917 Teacher of the Blind/Visually Impaired and Lead Vision Teacher, as adjunct faculty for the 2014-15 academic year. Due to the lack of a vision teacher training program in Minnesota, MDE set up a vision teacher training and licensure program through Salas University several years ago to provide training courses. These courses are online or in face-to-face sessions in MN. This appointment would allow Lori to assist in teaching a portion of a class or an entire class online, if requested, for current students in Minnesota as well as across the country who are studying to become Teachers of the Blind/Visually Impaired or Orientation and Mobility Specialists. In addition, Lori could also teach face-to-face sessions in MN as requested.
- Amanda Peters has been selected as a TIES Exceptional Educator. Ms. Peters has been a Physical and Health Disabilities teacher for nine years. This is Amanda's first year with ISD 917. She has also previously worked two years as an Assistive Technology Coordinator in Rochester School District, and five years as Assistive Technology Product Manager for *Atomic Learning*. She has acquired a high level of expertise in assistive technology, and provided support to countless students, their parents and their school teams. Ms. Peters serves in a role of consultant in guiding teams in choosing, and then training students and staff on the most appropriate assistive technology programs and devices that will allow the learners maximum independence and efficiency to complete the general education expectations of their classes given the challenges of their physical and health needs. She has been a developer of video tutorials on technology applications used in the classroom and worked as a product manager focused on assistive technology products. Among her many projects, Amanda created the vision for the *Lesson Wizard*, which uses backward design principles to create lessons that align to the Common Core standards and integrate technology. She has also facilitated online courses on topics such as using i-Pads with students with special needs and meeting the technology requirements in the Common Core standards. Amanda created hundreds of video tutorials on implementing technology in the classroom which featured technology used for general classroom purposes, assistive technology for individual students, and technology to support differentiated instruction and UDL principles.
- During the month of November the Alliance staff and students created videos to show how to be positive at school. PBIS is a framework modeled to promote and maximize academic

achievement and behavioral competence. The goal of PBIS is to adopt a sustained, positive, and effective approach to behavior management. The PBIS video project allowed for staff and students to promote PBIS throughout the school in a fun and creative manner. Each of the 14 classrooms was assigned an area of the school to create their PBIS video. Some examples of the assigned areas include the hallway, classroom, lunchroom, bus loading, and FACS room. With help from the staff, students came up with a script and examples of what positive behavior looks like in their designated area. The rubric for the judging the films included creativity, student effort, displaying positive behaviors in designated area, student/staff engagement and participation, and on-time completion. In order to be considered for participation, students could either help write the script, act in the film, or help edit the film. The videos were judged based on the rubric and certificates were awarded to the class with the winning video. One winning video was chosen from the SUN classrooms and one winning video was chosen from the IDEA classrooms.

- The parents of Hannah Connolly, who attends the PACES program at Boeckman Middle School, have graciously offered to provide one-year of weekly Music Therapy for students in PACES. The person who will deliver the service is Christina Brantner, a neurologic music therapist from the company, Therapy Thru Music. PACES teacher, Shelli Vollbrecht, and speech/language pathologist, Elizabeth Annoni, will be teaming with Christina to help incorporate communication, social, and functional skills into music therapy sessions.
- Mark Greenlee with Professional Wireless Communications has donated 10 computers and radios to ISD 917. The computers and radios are for the TESA students to dismantle and recycle as a part of their transition program in TESA Works.
- On Tuesday, November 11<sup>th</sup>, students in TESA welcomed Chad Pemble, to speak to them in recognition of Veterans Day. Chad, a member of the Air Force Reserves, provided his insights and information about the time he has spent in the Armed Services. After his presentation Chad was asked a wide range of questions regarding his experience in the military. The presentation was well received by staff and students in TESA.
- The TESA Student Council will be hosting the “3<sup>rd</sup> Annual TESA Holiday Showcase” December 19<sup>th</sup> in the Dakota Room from 12:30-2:00. As the name infers, the TESA Holiday Showcase will give students the opportunity to display a variety of classroom projects, accomplishments and community service projects, as well as group and individual talents. Families, alumni, district faculty and board members are all welcome to attend this event.
- Sixteen students from TESA participated in the 3<sup>rd</sup> annual Reality Store which was held on November 17<sup>th</sup> at Boeckman Middle School in Farmington. This event was organized by the Dakota County CTIC. Students were given the opportunity to visit a variety of stations including housing, insurance, grocery, legal, and banking. They spent a projected monthly income on living expenses. The purpose of this event was to focus on those students who would typically not qualify for county developmental disabilities services, but would have challenges transitioning to the adult world.

## INTERMEDIATE SCHOOL DISTRICT 917

A School Board Meeting of the Intermediate School District 917 School Board was held on Wednesday, November 5, 2014, at Apple Valley TEA, 6950 W. 146<sup>th</sup> Street, Suite 114, Apple Valley, MN.

**Members Present:** Dick Bergstrom, Dan Cater (arrived 5:34 PM), Ron Hill (arrived 5:41 PM), Jill Lewis, Bob Erickson, Deb Clark, Vanda Pressnall, Joanne Mansur, Melissa Sauser, and ex-officio member Superintendent John Christiansen.

**Members Absent:** none.

**Also Present:** Eric Van Brocklin, Jim Eichten, Dave Stoll, and Linda Berg

School Board Chair Jill Lewis called the meeting to order at 5:15 PM.

There were no visitors to be heard.

The good news reports were presented.

1. Motion by Deb Clark, seconded by Dick Bergstrom, to approve the consent items, as presented. All present voted aye. Motion carried.
  - **Minutes:** October 7, 2014, Regular School Board Meeting
  - **Minutes:** October 23, 2014, Special School Board Meeting
  - **Personnel:** *New Hires:* Mary Stadelman, Classroom Assistant, effective October 29, 2014. *Change in Status:* Linda Berg, Executive Assistant, Medical Leave Request effective November 17, 2014, with an expected return date of December 29, 2014. Kelly Nohelty, Special Education Teacher, Maternity Disability Leave effective on or about January 21, 2015, with a return date of August 24, 2015. Sarah Rabe, Special Education Teacher, reduction from 8 hours per day (1.0 FTE), to 6.4 hours per day (.8 FTE), effective November 3, 2014, for the 2014-2015 school year only. Sara Rabe, Special Education Teacher, Maternity Disability Leave effective on or about February 13, 2015, with a return date of February 13, 2016. Shannon Rasmussen, Special Education Teacher, increase from 148 days per year at 8 hours per day (.8 FTE), to 182 days per year (.95 FTE), effective November 3, 2014, for the 2014-2015 school year only. *Resignations and Terminations:* Tywander Ejiogu, Program Assistant, effective October 31, 2014. Sherri Harvey, Program Assistant, effective October 24, 2014. Kim Lindelien, Administrative Assistant, effective November 7, 2014. Cosmas Onyambu, Classroom Assistant, effective October 15, 2014. *Retirements:* Pam Whitcomb, DAPE Teacher, effective October 16, 2014.

Jim Eichten of MMKR reported to the School Board on the Audit for 2013-2014.

2. Motion by Bob Erickson, seconded by Deb Clark, to accept the Management, Financial and Extra-Curricular Student Activity Reports for 2013-2014, as presented. (Addendum A.) All present voted aye. Motion carried.

The School Board toured the Apple Valley TEA site.

3. Board Member Deb Clark, introduced the following resolution: Resolution to Accept Donations.

Donation of \$243 to the Karen O'Brien Trust Fund from the Walter family of Apple Valley and donation of \$243 from the Robert Smith family of Apple Valley to the Karen O'Brien Trust Fund. Donation of a keyboard and mouse from Mr. Thelen. The motion for the adoption of the foregoing resolution was duly seconded by Vanda Pressnall, and upon vote being taken thereon, the following voted in favor thereof: Dick Bergstrom, Dan Cater, Deb Clark, Bob Erickson, Jill Lewis, Vanda Pressnall, Ron Hill, Melissa Sauser, Joanne Mansur, and the following voted against the same: none. Whereupon said resolution was duly passed and adopted. (Addendum B.)

4. Motion by Ron Hill, seconded by Dan Cater, to approve the bills from October 3, 2014, through October 30, 2014, as presented by the Business Manager. All present voted aye. Motion carried.
5. Motion by Bob Erickson, seconded by Ron Hill, to approve the Investment Report for the month of September, 2014, and the wire transfers as presented by the Business Manager. All present voted aye. Motion carried.
6. Motion by Dick Bergstrom, seconded by Joanne Mansur to accept the Revenue and Expenditure Report, as presented. (Addendum C.) All present voted aye. Motion carried.
7. Motion by Vanda Pressnall, seconded by Dick Bergstrom, to approve the Joint Power Agreement for CTIC, as presented. (Addendum D.) All present voted aye. Motion carried.
8. Motion by Joanne Mansur, seconded by Dan Cater, to adjourn the meeting. All present voted aye. Motion carried.

There being no further business the meeting adjourned at 6:33 P.M.

The next regular School Board Meeting will be Tuesday, December 2, 2014, in the 917 Board Room at Dakota County Technical College.

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Clerk

To Bd 12/2/14

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: November 24, 2014	Teaching Licenses Held:
NAME: Margaret Altman	
Position: Program Assistant	
College:    Secondary:    Special Education: x    District:	Recommended Salary : \$16.19
	Employment Date: 12/1/14

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	Minnetonka High	Yes	Generals	Diploma
Technical College				
College	U of M – Mankato	Yes	Psychology	BA
	U of M – Twin Cities	Yes	Human Ecology	BA
Other				

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
RIS	11/11	Current	Supervisor
Macy's	10/05	2/10	Sales and Design
Ellerbe Becket	9/04	12/04	Intern

Total Years Business/Industry Work Experience 10

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Remarks:**

Margaret will be a program assistant in the YTP Program replacing Tywander Ejiogu.

To Bd 12/2/2014

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: November 21, 2014	Teaching Licenses Held:
NAME: Anna Barrett	
Position: Classroom Assistant	
College:    Secondary:    Special Education: x    District:	Recommended Salary : \$16.57
	Employment Date: 11/17/14

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	North St. Paul	Yes	Generals	Diploma
Technical College				
College	U of M	Yes	Youth Studies	BA
Other				

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	9/14	Current	Student Assistant
Maple Tree Child Care	1/14	4/14	Teacher

Total Years Business/Industry Work Experience 6 mths

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Remarks:**

Anna will be a classroom assistant in the TEA Program.

To Bd 12/2/14

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: November 10, 2014	Teaching Licenses Held:
NAME: Carmen Nydegger	
Position: Program Assistant	
College:    Secondary:    Special Education: x    District:	Recommended Salary : \$ 16.19
	Employment Date: 11/18/14

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Mahtomedi High	Yes	Generals	Diploma
Technical College				
College	St. Catherine	Yes	Nursing	BA
Other				

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
Roseville Schools	9/13	Current	Substitute Para
Home cleaner (Owner)	10/12	10/14	Cleaner
Prudential Life	3/06	10/07	Medical Underwriter
Edelweiss Pediatric	9/03	5/05	Nurse

Total Years Business/Industry Work Experience 6

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

**Remarks:**

Carmen will be a program assistant at YTP replacing Brandy Green.

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: 10/30/14	Teaching Licenses Held:
NAME: Kristen Schmit	
Position: Classroom Asst.	
College:    Secondary:    Special Education: x    District:	Recommended Salary : \$16.19
	Employment Date: 10/29/14

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Harding High	Yes	Generals	Diploma
Technical College	Inver Hills	Yes	Education	AA/AS
College	Metropolitan	In process	Urban Education	
Other				

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
Teachers on Call	4/14	Current	Substitute Paraprofessional
Rainbow Child Development Center	8/13	4/14	Preschool Teacher
New Visions Academy	1/01	7/13	Food Service Coordinator
ISD 917		12/00	Pupil Support

**Total Years Business/Industry Work Experience 14**

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

**Total Years Experience**

**Remarks:**

**Kristen will be a classroom assistant in the SUN Program at Alliance Education Center replacing Staci Lee.**

To Bd 2/2/14

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: November 20, 2014	Teaching Licenses Held:
NAME: Teranic Williams	
Position: Classroom Assistant	
College:    Secondary:    Special Education: x    District:	Recommended Salary : \$16.19
	Employment Date: 11/17/14

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Park High	Yes	Generals	Diploma
Technical College	Rasmussen College	Yes	Child Care Specialist	Certification
College				
Other				

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
So. St. Paul Schools	4/13	Current	Paraprofessional
So. St. Paul Schools	9/13	Current	Lunch room Supervisor
Community Action	2/07	2/13	Bus Monitor / Teachers Aid

**Total Years Business/Industry Work Experience 7**

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities

**Total Years Experience**

**Remarks:**

**Teranic will be a classroom assistant in the TEA Program located in Apple Valley.**

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**SUMMARY OF PERSONNEL ITEMS RECOMMENDED  
FOR ACTION AT BOARD MEETING OF DECEMBER 2, 2014**

**NEW HIRES:**

Margaret Altman, Program Assistant, effective December 1, 2014.

Anna Barrett, Classroom Assistant, effective November 17, 2014 (from Student Assistant to Classroom Assistant).

Carmen Nydegger, Program Assistant, effective November 18, 2014.

Kristen Schmit, Classroom Assistant, effective October 29, 2014.

Teranic Williams, Classroom Assistant, effective November 17, 2014.

**CHANGE IN STATUS:**

Lucas Jones, Program Assistant, Medical Leave effective October 1, 2014.

Rosemary Lentsch-Murray, Special Education Teacher, Medical Leave effective December 8, 2014, through January 16, 2015 (retirement effective January 17, 2015).

Sarah Rabe, Special Education Teacher, Maternity Disability Leave change in effective date to November 10, 2014.

Erin Search-Wells, Student Assistant, Maternity Disability Leave effective on or about January 5, 2015, with a return date on or about March 7, 2015.

**RESIGNATIONS & TERMINATIONS:**

Melissa Grassl, Classroom Assistant, effective November 18, 2014.

Nicole Hird, Health Associate, effective January 1, 2015.

Heidi Reiter, Classroom Assistant, effective December 23, 2014.

Jolene Wattlelet, Program Assistant, effective December 5, 2014.

**RETIREMENTS:**

Rosemary Lentsch-Murray, Special Education Teacher, effective January 17, 2015.

# **Intermediate School District #917 School Board**

## **Resolution to Accept Donations**

Board member \_\_\_\_\_ introduced the following Resolution:

RESOLVED, that the School Board of Intermediate School District 917 accept the following donations, as indicated below, in the amount of \$70.

1. Donation of \$70 to the PACES Program from Keith Koentopf of Farmington to be used for student needs and activities.

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

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

Date Board Approved:

Intermediate School Dist 917  
 CHECK REGISTER FOR BANK 01 - WELLS FARGO BANK  
 DATE RANGE: 11/01/14 - 11/24/14

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
317517	S	\$1557.50	11/03/14	40072	0	VOIDED	VOIDED
317518	S	\$1259.19	11/03/14	40022	0	AXA EQUITABLE LIFE INS CO	OUTSTANDING
317519	S	\$949.90	11/03/14	21866	0	DAKOTA COUNTY TECH COLLEGE	OUTSTANDING
317520	S	\$6062.85	11/03/14	40016	0	EDUCATION MINNESOTA, LOCAL 3904	OUTSTANDING
317521	S	\$4200.92	11/03/14	29026	0	EDUCATION MN EST BILLING TRUST	OUTSTANDING
317522	S	\$5748.58	11/03/14	40060	0	FIDELITY INVESTMT TAX-EX SVC CO	OUTSTANDING
317523	S	\$573.98	11/03/14	40017	0	O.P.E.I.U., LOCAL 12	OUTSTANDING
317524	S	\$267.16	11/03/14	23901	0	OFFICE OF THE ATTORNEY GENERAL	OUTSTANDING
317525	S	\$156.70	11/03/14	29972	0	RELATED SERVICES NURSES ESP	OUTSTANDING
317526	S	\$2363.71	11/03/14	40018	0	S.E.P. LOCAL 4242	OUTSTANDING
317527	S	\$76.09	11/03/14	29207	0	U.S. DEPARTMENT OF EDUCATION	OUTSTANDING
317528	S	\$1393.79	11/03/14	28803	2	VOYA	OUTSTANDING
317529	S	\$1326.67	11/03/14	40071	0	WADDELL & REED INC	OUTSTANDING
317530	S	\$428.88	11/05/14	22200	0	ADT SECURITY	OUTSTANDING
317531	S	\$999.23	11/05/14	23725	0	ADVANCED IMAGING SOLUTIONS	OUTSTANDING
317532	S	\$65.85	11/05/14	23268	0	APPOLLO SECURITY INC.	OUTSTANDING
317533	S	\$14942.16	11/05/14	40056	1	DAKOTA COUNTY SHERIFF	OUTSTANDING
317534	S	\$921.20	11/05/14	40092	0	FLOCK HIES & ASSOCIATES INC.	OUTSTANDING
317535	S	\$1022.11	11/05/14	03079	0	FRONTIER COMMUNICATIONS	OUTSTANDING
317536	S	\$571.16	11/05/14	22631	0	GOVCONNECTION INC	OUTSTANDING
317537	S	\$14167.70	11/05/14	13450	0	IND SCH DIST 200	OUTSTANDING
317538	S	\$5407.10	11/05/14	23297	0	INNOVATIVE OFFICE SOLUTIONS	OUTSTANDING
317539	S	\$367.60	11/05/14	23090	0	KNG INTERNATIONAL	OUTSTANDING
317540	S	\$130.00	11/05/14	22853	0	LIFESAVERS	OUTSTANDING
317541	S	\$13.20	11/05/14	08517	0	LILLIE SUBURBAN NEWSPAPER, INC	OUTSTANDING
317542	S	\$235.00	11/05/14	22778	0	LOFFLER BUSINESS SYSTEMS	OUTSTANDING
317543	S	\$363.00	11/05/14	22778	0	LOFFLER BUSINESS SYSTEMS	OUTSTANDING
317544	S	\$71.00	11/05/14	22778	1	LOFFLER COMPANIES	OUTSTANDING
317545	S	\$9500.00	11/05/14	21208	1	MALLOY, MONTAGUE, KARNOWSKI, RADOSEVICH & CO	OUTSTANDING
317546	S	\$478.06	11/05/14	23917	1	VOIDED	VOIDED
317547	S	\$493.25	11/05/14	13407	0	MCKESSON MEDICAL	OUTSTANDING
317548	S	\$8525.00	11/05/14	21663	0	MEINKE, STEPHANIE	OUTSTANDING
317549	S	\$570.69	11/05/14	14116	0	MENARDS	OUTSTANDING
317550	S	\$1139.00	11/05/14	21857	2	MN DEPT OF HEALTH	OUTSTANDING
317551	S	\$279.59	11/05/14	20568	1	OFFICE DEPOT	OUTSTANDING
317552	S	\$105.80	11/05/14	23784	1	PATTERSON MEDICAL	OUTSTANDING
317553	S	\$8.04	11/05/14	22376	0	PELLICCI ACE HARDWARE	OUTSTANDING
317554	S	\$410.78	11/05/14	22779	0	PHONAK	OUTSTANDING
317555	S	\$2817.80	11/05/14	23874	0	REINHART FOODSERVICE, LLC	OUTSTANDING
317556	S	\$560.13	11/05/14	00623	0	REPUBLIC SERVICES	OUTSTANDING
317557	S	\$235.28	11/05/14	29040	0	SAM'S CLUB	OUTSTANDING
317558	S	\$417.00	11/05/14	13162	1	SCHOLASTIC, INC	OUTSTANDING
317559	S	\$295.26	11/05/14	15713	0	SOUTHPAW ENTERPRISES	OUTSTANDING
317560	S	\$1654.86	11/05/14	13704	0	SYSCO MINNESOTA	OUTSTANDING
317561	S	\$9290.00	11/05/14	00643	0	TIES	OUTSTANDING
317562	S	\$89.10	11/05/14	24048	0	TOTAL TOOL	OUTSTANDING
317563	S	\$440.48	11/05/14	20330	0	WASTE MANAGEMENT	OUTSTANDING
317564	S	\$2523.11	11/05/14	02776	0	XCEL ENERGY	OUTSTANDING
317565	S	\$29648.00	11/13/14	23997	1	AMERICAN COMPENSATION INSURANCE COMPANY	OUTSTANDING
317566	S	\$333.00	11/13/14	22724	0	BUG BUSTERS, INC	OUTSTANDING
317567	S	\$91.85	11/13/14	13162	3	SCHOLASTIC, INC	OUTSTANDING
317568	S	\$493.32	11/12/14	23725	1	ADVANCED IMAGING SOLUTIONS	OUTSTANDING

CHECK REGISTER FOR BANK 01 - WELLS FARGO BANK  
 DATE RANGE: 11/01/14 - 11/24/14

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
317621	S	\$180.86	11/14/14	29972	0	RELATED SERVICES NURSES ESP	OUTSTANDING
317622	S	\$2338.53	11/14/14	40018	0	S.E.P., LOCAL 4242	OUTSTANDING
317623	S	\$107.16	11/14/14	24510	0	SOCIAL SECURITY ADMINISTRATION	OUTSTANDING
317624	S	\$76.09	11/14/14	29207	0	U.S. DEPARTMENT OF EDUCATION	OUTSTANDING
317625	S	\$307.00	11/14/14	40012	0	UNITED WAY, GREATER TWIN CITIES	OUTSTANDING
317626	S	\$1393.79	11/14/14	28803	2	VOYA	OUTSTANDING
317627	S	\$1326.67	11/14/14	40071	0	WADDELL & REED INC	OUTSTANDING
317628	S	\$483.03	11/20/14	22200	1	ADT SECURITY SERVICES	OUTSTANDING
317629	S	\$875.46	11/20/14	22907	0	AMSAN BRISSMAN-KENNEDY	OUTSTANDING
317630	S	\$13967.44	11/20/14	19720	0	APPLE VALLEY BUSINESS CENTER LTD	OUTSTANDING
317631	S	\$648.00	11/20/14	29932	0	BLUECROSS BLUESHIELD OF MINNESOTA	OUTSTANDING
317632	S	\$375.50	11/20/14	24083	0	BOOTH LAW GROUP	OUTSTANDING
317633	S	\$137.97	11/20/14	21674	0	CENTURYLINK	OUTSTANDING
317634	S	\$4148.95	11/20/14	22551	0	DAKOTA COUNTY LUMBER	OUTSTANDING
317635	S	\$7.83	11/20/14	21866	0	DAKOTA COUNTY TECH COLLEGE	OUTSTANDING
317636	S	\$512.06	11/20/14	02286	0	DAKOTA ELECTRIC ASSN	OUTSTANDING
317637	S	\$165.07	11/20/14	07278	0	FLAGHOUSE	OUTSTANDING
317638	S	\$2417.38	11/20/14	03079	0	FRONTIER COMMUNICATIONS	OUTSTANDING
317639	S	\$26.06	11/20/14	22631	0	GOVCONNECTION INC	OUTSTANDING
317640	S	\$224.88	11/20/14	01433	0	GRAINGER W W INC	OUTSTANDING
317641	S	\$11730.00	11/20/14	19858	0	IND SCH DIST # 196	OUTSTANDING
317642	S	\$1341.00	11/20/14	09592	0	IND SCH DIST 191	OUTSTANDING
317643	S	\$854.25	11/20/14	09592	10	IND SCH DIST 191	OUTSTANDING
317644	S	\$561.85	11/20/14	22677	0	KARLSBURGER FOODS INC	OUTSTANDING
317645	S	\$99.85	11/20/14	24509	0	MARGARET NAUMAN	OUTSTANDING
317646	S	\$41.90	11/20/14	23996	0	MEDICAREBLUE RX	OUTSTANDING
317647	S	\$27.99	11/20/14	22910	0	MICRON CPG	OUTSTANDING
317648	S	\$105.00	11/20/14	21807	6	MN ASSN OF ALTERNATIVE PROGRAMS	OUTSTANDING
317649	S	\$1470.00	11/20/14	23657	3	MN DEPT OF EDUCATION	OUTSTANDING
317650	S	\$259.94	11/20/14	23258	0	MN ENERGY RESOURCES CORPORATION	OUTSTANDING
317651	S	\$290.97	11/20/14	23909	0	OFFICE DEPOT	OUTSTANDING
317652	S	\$1188.00	11/20/14	20568	1	OFFICE DEPOT	OUTSTANDING
317653	S	\$295.00	11/20/14	22957	0	PRAIRIE ELECTRIC CO INC	OUTSTANDING
317654	S	\$723.99	11/20/14	23874	0	PROFESSIONAL WIRELESS COMMUNICATIONS	OUTSTANDING
317655	S	\$290.85	11/20/14	22826	0	REINHART FOODSERVICE, LLC	OUTSTANDING
317656	S	\$1626.74	11/20/14	13704	0	SCHOOL NURSE SUPPLY	OUTSTANDING
317657	S	\$262.80	11/20/14	23672	0	SYSCO MINNESOTA	OUTSTANDING
317658	S	\$60.00	11/20/14	23595	0	THE DECK AND DOOR COMPANY	OUTSTANDING
317659	S	\$1440.00	11/20/14	23814	0	THE MCDOWELL AGENCY, INC	OUTSTANDING
317660	S	\$220.23	11/20/14	18330	0	TRIG LIFE SERVICES	OUTSTANDING
317661	S	\$2105.66	11/20/14	02776	3	VIRCO INC	OUTSTANDING
706785	E	\$5.99	11/13/14	99999	0	XCEL ENERGY	OUTSTANDING
706786	E	\$91.28	11/13/14	99999	9770	ALEXANDER, AMY DOREEN	OUTSTANDING
706787	E	\$33.60	11/13/14	99999	9874	ALLEN, ANN CATHERINE	OUTSTANDING
706788	E	\$60.48	11/13/14	99999	10776	ANNONI, ELIZABETH	OUTSTANDING
706789	E	\$30.24	11/13/14	99999	8686	BERG, LINDA JO	OUTSTANDING
706790	E	\$349.00	11/13/14	99999	10832	BERGSTROM, RICHARD	OUTSTANDING
706791	E	\$439.99	11/13/14	99999	8873	BUDACH, DON JAMES	OUTSTANDING
706792	E	\$348.88	11/13/14	99999	8873	BUDACH, DON JAMES	OUTSTANDING
706793	E	\$43.85	11/13/14	99999	8873	BUDACH, DON JAMES	OUTSTANDING
706794	E	\$71.12	11/13/14	99999	10853	BURGIO, MICHAEL	OUTSTANDING
706795	E	\$31.36	11/13/14	99999	10762	BYER-RAUPT, ANNE	OUTSTANDING
					9723	CATER, DANNY GARY	OUTSTANDING

RUN: MON 11/24/14 09:16 PAGE 5

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
706848	E	\$6.00	11/13/14	99999	10860	SPEEDLING, KAITLIN	OUTSTANDING
706849	E	\$81.88	11/13/14	99999	10405	STOLL, DAVID L.	OUTSTANDING
706850	E	\$134.40	11/13/14	99999	10405	STOLL, DAVID L.	OUTSTANDING
706851	E	\$20.57	11/13/14	99999	10517	STROMBERG, RHIANON	OUTSTANDING
706852	E	\$6.23	11/13/14	99999	10517	STROMBERG, RHIANON	OUTSTANDING
706853	E	\$128.80	11/13/14	99999	10042	TENNESSEN, LAURA	OUTSTANDING
706854	E	\$122.08	11/13/14	99999	10751	TUFTEE, SHANYN	OUTSTANDING
706855	E	\$87.92	11/13/14	99999	10751	TUFTEE, SHANYN	OUTSTANDING
706856	E	\$74.48	11/13/14	99999	10861	TURZYNSKI, ADRIENNE	OUTSTANDING
706857	E	\$15.01	11/13/14	99999	10879	WALKER, CHASE	OUTSTANDING
706858	E	\$110.88	11/13/14	99999	6232	WELLAND, MARY ELIZABETH	OUTSTANDING
706859	E	\$82.79	11/13/14	99999	9192	WOOD, FRAN LOUISE	OUTSTANDING
92001340	W	\$1532.80	11/05/14	40072	0	AFLAC	OUTSTANDING
92001341	W	\$6201.71	11/03/14	40027	0	AMERIPRISE FINANCIAL ADVISORS	OUTSTANDING
92001342	W	\$18.37	11/03/14	22898	0	CORPORATE HEALTH SYSTEMS	OUTSTANDING
92001343	W	\$24712.53	11/10/14	30132	0	DELTA DENTAL OF MINNESOTA	OUTSTANDING
92001344	W	\$32991.36	11/04/14	40006	0	EXECUTIVE DIRECTOR	OUTSTANDING
92001345	W	\$2184.00	11/03/14	40026	0	HORACE MANN LIFE INS	OUTSTANDING
92001346	W	\$149538.36	11/03/14	40037	0	INTERNAL REVENUE SERVICE	OUTSTANDING
92001347	W	\$7910.45	11/03/14	24031	0	KANSAS CITY LIFE INSURANCE COMPANY	OUTSTANDING
92001348	W	\$276206.67	11/03/14	21088	0	MEDICA	OUTSTANDING
92001349	W	\$121.50	11/03/14	21704	0	MN CHILD SUPPORT PAYMENT CENTER	OUTSTANDING
92001350	W	\$23850.31	11/03/14	40003	0	MN DEPT OF REVENUE	OUTSTANDING
92001351	W	\$357.34	11/03/14	40058	0	MN DEPT OF REVENUE(C)	OUTSTANDING
92001352	W	\$61713.82	11/04/14	40005	0	STATE TREASURER, TRA	OUTSTANDING
92001353	W	\$9618.81	11/03/14	23474	0	THE BANCORP BANK	OUTSTANDING
92001354	W	\$7645.73	11/03/14	40033	0	VARIABLE ANNUITY LIFE INS CO	OUTSTANDING
92001355	W	\$2239.51	11/03/14	28803	2	VOYA	OUTSTANDING
92001356	W	\$405598.52	11/14/14	40001	0	PAYROLL ACCT #3805704197	OUTSTANDING
92001357	W	\$147204.41	11/17/14	40037	0	INTERNAL REVENUE SERVICE	OUTSTANDING
92001358	W	\$6201.71	11/17/14	40027	0	AMERIPRISE FINANCIAL ADVISORS	OUTSTANDING
92001359	W	\$9451.43	11/17/14	23474	0	THE BANCORP BANK	OUTSTANDING
92001360	W	\$5.59	11/14/14	22898	0	CORPORATE HEALTH SYSTEMS	OUTSTANDING
92001361	W	\$32001.11	11/18/14	40026	0	EXECUTIVE DIRECTOR	OUTSTANDING
92001362	W	\$2184.00	11/17/14	40006	0	HORACE MANN LIFE INS	OUTSTANDING
92001363	W	\$121.50	11/17/14	21704	0	MN CHILD SUPPORT PAYMENT CENTER	OUTSTANDING
92001364	W	\$23390.47	11/17/14	40003	0	MN DEPT OF REVENUE	OUTSTANDING
92001365	W	\$357.34	11/17/14	40058	0	MN DEPT OF REVENUE(C)	OUTSTANDING
92001366	W	\$60913.82	11/18/14	40005	0	STATE TREASURER, TRA	OUTSTANDING
92001367	W	\$7601.97	11/17/14	40033	0	VARIABLE ANNUITY LIFE INS CO	OUTSTANDING
92001368	W	\$2239.51	11/17/14	28803	2	VOYA	OUTSTANDING
92001369	W	\$5879.53	11/07/14	22898	0	CORPORATE HEALTH SYSTEMS	OUTSTANDING
92001370	W	\$238.27	11/07/14	22898	0	CORPORATE HEALTH SYSTEMS	OUTSTANDING
92001371	W						
92001372	W						
92001373	W						
TOTAL # OF ISSUED CHECKS:			249	TOTAL AMOUNT		1583772.17	
TOTAL # OF VOIDED CHECKS:			2	TOTAL AMOUNT		2035.56	
TOTAL # OF UNISSUED CHECKS:			0				

Date: November 21, 2014

To: FOR EFT INPUT

From: Becky Edson  
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Reimbursement 2014

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$1,298.51  
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$20.00	
10-215-40	\$1,278.51	
10-215-42	\$0.00	
Total	\$1,298.51	proof \$0.00

cc: Payroll Insurance Payment File  
Date Bank Account to be debited 11/21/2014 \$1,298.51

Authorized Signature  Date 11-24-14

DUPLICATE

Date: November 21, 2014

To: FOR EFT INPUT

From: Becky Edson  
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Benny Card Reimbursement Nov 17 to Nov 21, 2014

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$618.80  
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$618.80	
10-215-40	\$0.00	
10-215-42	\$0.00	
Total	\$618.80	proof \$0.00

cc: Payroll Insurance Payment File  
Date Bank Account to be debited 11/24/2014 \$618.80

Authorized Signature  Date 11-24-14

Date: November 18, 2014

To: Accountns Payable

From: Becky Edson  
Payroll Clerk

Invoice nbr: 33837023  
Date: 11/13/2014  
Member ID: 803601310

Subject: RX - Trexler

Issue a Check in the amount of \$ 41.90

Payable to:  
Medicare Blue RX  
(Dec, 2014)

Vendor #

Charge to:

Amount

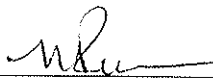
20-005-420-000-221-220

\$41.90

Total

\$41.90 proof \$0.00

Authorized Signature



Date

11-18-14

Date: November 18, 2014

To: Accoutns Payable

From: Becky Edson  
Payroll Clerk

Invoice nbr: XZ72029264  
Date: 11/8/2014  
Group: Y0848-SR3


Subject: Medical Ins - Trexler

Issue a Check in the amount of \$ \$648.00

Payable to:  
Blue Cross Blue Shield of MN  
(Dec, Jan, Feb)

Vendor # 29932

Charge to:	Amount	
20-005-420-000-221-220	\$648.00	
Total	\$648.00	proof \$0.00

Authorized Signature  Date 11-18-14

TO: Nicolle Roush                      DATE: 11/12/2014  
       Business Manager

FROM: Becky Edson  
        Payroll/Fringe Benefits Technician

SUBJECT: EFT for pay period ending                      November 14, 2014

Amerprise Vendor #40027	6,201.71
PERA Vendor #40006	32,001.11
Horace Mann Vendor #40026	2,184.00
TRA Vendor #40005	60,913.82
VALIC (Variable Annuity Life) Vendor #40033	7,601.97
Minnesota Dept. of Revenue Vendor # 40003	23,390.47
Internal Revenue Service Vendor Nbr 40037	147,204.41
Payroll Acct #XXXXXX4197 Vendor #40001	405,598.52
Bancorp Vendor # 23474	9,451.43
VOYA (MSRS) Vendor # 28803-2	2,239.51
MN Child Support Vendor #21704	121.50
MN Dept Revenue Vendor (Garnishment) #40058	357.34

**Total Electronic Funds Transfer was made in the amount of \$**

**697,265.79**

Authorized Signature  Date 11-17-14

Date: November 14, 2014

To: FOR EFT INPUT

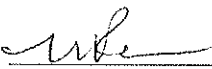
From: Becky Edson  
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Benny Card Reimbursement Nov 10 to Nov 14, 2014

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$5.59  
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$5.59	
10-215-40	\$0.00	
10-215-42	\$0.00	
Total	\$5.59	proof \$0.00

cc: Payroll Insurance Payment File  
Date Bank Account to be debited 11/14/2014 \$5.59

Authorized Signature  Date 11-17-14

**ECOPY**

Date: November 7, 2014

To: FOR EFT INPUT

From: Becky Edson  
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Benny Card Reimbursement for Nov 7, 2014

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$238.27  
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$238.27	
10-215-40	\$0.00	
10-215-42	\$0.00	
Total	\$238.27	proof \$0.00

cc: Payroll Insurance Payment File  
Date Bank Account to be debited 11/7/2014 \$238.27

Authorized Signature  Date 11-10-14

**COPY**

Date: November 7, 2014

To: FOR EFT INPUT

From: Becky Edson  
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Reimbursement 2014

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$5,879.53  
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$272.06	
10-215-40	\$5,607.47	
10-215-42	\$0.00	
Total	\$5,879.53	proof \$0.00

cc: Payroll Insurance Payment File  
Date Bank Account to be debited 11/7/2014 \$5,879.53

Authorized Signature  Date 11-10-14


TO: Nicolle Roush DATE: 11/05/2014  
Business Manager

FROM: Becky Edson  
Payroll/Fringe Benefits Technician

SUBJECT: EFT for pay period ending Oct 31, 2014

Aflac Vendor #40072	1,532.80
Amperprise Financial Vendor #40027	\$ 6,201.71
Horance Mann Vendor #40026	\$ 2,184.00
PERA - Executive Director Vendor #40006	\$ 32,991.36
TRA - State Treasurer Vendor #40005	\$ 61,713.72
VALIC (Variable Annuity Life) Vendor #40033	\$ 7,645.73
Minnesota Dept. of Revenue Vendor # 40003	\$ 23,850.31
Internal Revenue Service Vendor Nbr 40037	\$ 149,538.36
Payroll Acct #XXXXXXX4197 Vendor #40001	\$ 413,054.73
Bancorp Vendor #23474	\$ 9,618.81
VOYA (MSRS) Vendor # 28803-2	\$ 2,239.51
MN Dept of Revenue - Garnishments Vendor #40058	\$ 357.34
MN Child Support Vendor # 21704	\$ 121.50

**Total Electronic Funds Transfer was made in the amount of \$ 711,049.88**

Authorized Signature  Date 11-5-14

Date: November 3, 2014

To: Accountns Payable

From: Becky Edson  
Payroll Clerk

Invoice nbr: 0035972765  
Date: 11/1/2014  
Group # 586196

Subject: Group Insurance Premium for Nov 2014  
(Employer's Costs and Employees' Withholdings)

Wire Funds Transfer was made in the amount of \$ 276,206.67

Payable to:  
Medica

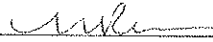
Vendor # 21088

Charge to:

Amount

01-215-30	\$29,886.77
02-215-30	\$236,057.10
10-215-30	\$10,262.80
20-215.30	\$0.00

Total	\$276,206.67	proof	\$0.00
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Authorized Signature  Date 11-3-14

Date: November 3, 2014

To: FOR EFT INPUT

From: Becky Edson  
Payroll Clerk

Subject: Group Insurance Premium for October 2014  
(Employer's Costs and Employees' Withholdings)

Payable to: \$24,712.53  
Delta Dental Vendor # 30132

Charge to:	Amount
21-005-110-000-235-250	\$24,712.53

Total	\$24,712.53	proof	\$0.00
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cc: Payroll Insurance Payment File  
Date Bank Account to be debited 11/10/2014

Authorized Signature  Date 11-3-14

Date: November 3, 2014

To: Accounts Payable

From: Becky Edson  
Payroll Clerk


Subject: Group Insurance Premium for November 2014  
(Employer's Costs and Employees' Withholdings)

Wire Funds to Kansas City Life Insurance Co \$7,910.45

Payable to:  
Kansas City Life Ins Co Vendor # 24031

Charge to:	Amount	
01-215-32	\$479.04	
02-215-32	\$4,476.17	
10-215-32	\$249.76	
01-215-33	\$269.46	
02-215-33	\$2,316.50	
10-215-33	\$119.52	
Total	\$7,910.45	proof \$0.00

cc: Payroll Insurance Payment File

Authorized Signature  Date 11-3-14

Date: November 3, 2014

To: FOR EFT INPUT


From: Becky Edson  
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Benny Card Reimbursement for Nov 3, 2014

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$18.37  
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$18.37	
10-215-40	\$0.00	
10-215-42	\$0.00	
Total	\$18.37	proof \$0.00

cc: Payroll Insurance Payment File  
Date Bank Account to be debited 11/3/2014 \$18.37

Authorized Signature  Date 10-31-14

Date: October 31, 2014

To: FOR EFT INPUT

From: Becky Edson  
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Benny Card Reimbursement for Oct 31, 2014

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$30.00  
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39	\$30.00	
10-215-40	\$0.00	
10-215-42	\$0.00	
Total	\$30.00	proof \$0.00

cc: Payroll Insurance Payment File  
Date Bank Account to be debited 10/31/2014 \$30.00

Authorized Signature  Date 10-31-14

**INTERMEDIATE SCHOOL DISTRICT 917  
SCHOOL BOARD REPORT OF  
CONSOLIDATED INVESTMENTS (GENERAL & BUILDING)  
OCTOBER 2014**

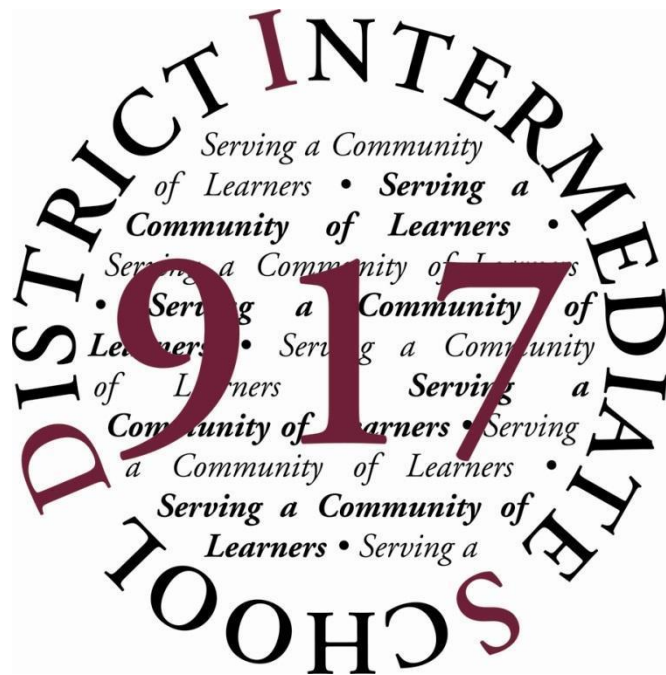
ACCOUNT NAME	ACCT NO	BEGINNING BALANCE	PURCHASES CREDITS	SALES TRANSFERS	(INVESTMENT) FEES	INTEREST EARNED	ENDING BALANCE	YEAR TO DATE INTEREST EARNED
1 MSDLAF + MAX	01	1,258,655.49	0.00	0.00	0.00	53.15	1,258,708.64	186.35
2 MSDLAF	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MSDLAF FIXED (CD's, Term, Comm)	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3 WELLS FARGO SAVINGS ACCT	01	1,625,828.45	0.00	200,000.00	0.00	64.11	1,425,892.56	310.82
4 WELLS FARGO PORTFOLIO	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL</b>		2,884,483.94	0.00	200,000.00	0.00	117.26	2,684,601.20	497.17

**EXPLANATION:** Lines 1 through 4 above are School District Investments complying with the requirements of Minnesota Statutes 118.01, 471.56 and 475.66. Lines 1 through 2 represent portfolios of investments made with Minnesota School Liquid Assets Fund plus (MSDLAF+) and are explained along with line 4 below.

1. MSDMAX is MSDLAF'S "Max Portfolio" and includes pooled investments plus banker's acceptances, commercial paper, repurchase agreements and US Government obligations.
2. MSDLAF is MSDLAF'S primary clearing "Money Market" fund. All fixed rate investments (FRI) clear through this account as do maturities, interest, and fees.
3. WELLS FARGO is a Savings Account.
4. WELLS FARGO PORTFOLIO includes pooled investments plus banker's acceptances, commercial paper, repurchase agreements and US Government obligations

NOTE: October 2014 Average MSDLAF Liquid Rate was .0% and the MSDLAF+MAX Average Rate was .05%. The MSDLAF CD Average Rate was 0%. The Average Wells Fargo Savings Rate was .05%.

NR:vjw



Intermediate School District 917

Program Evaluation Report  
**Students with Unique Needs (SUN)**

1300 145<sup>th</sup> Street East, Rosemount, MN

[www.isd917.k12.mn.us](http://www.isd917.k12.mn.us)



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## **Introduction**

Laws were passed by the Minnesota Legislature in the late 1960s establishing Intermediate School Districts. In 1967, chapter 822, as amended, established Intermediate School District 287; in 1969, chapter 775, as amended, established Intermediate School District 916; and also in 1969, chapter 1060, as amended, established Intermediate School District 917. The purpose for establishing the Intermediates was to offer integrated services for secondary, postsecondary, and adult students in the areas of vocational education, special education, and other authorized services. All intermediate school districts separated from the technical colleges with which they were associated in 1995 when MNSCU merged.

Chapter 136D of the Minnesota Statutes further details Intermediate School Districts. 136D.81 through 136D.94 specifically pertains to Intermediate School District 917. There are many other references to Intermediate School Districts in statute.

The school board for Intermediate School District 917 was established in February of 1970. The school board of Intermediate School District 917 is comprised of a representative of each of its member districts. Typically individuals appointed to the board are current or past board members in the member district they represent.

The first superintendent of the district took office on July 1, 1970. Intermediate School District 917 has had five superintendents:

- Harold Grudem (1970-1982)
- Donald McGuire (1982-1989)
- Roger Norsted (1989-2000)
- Bill Larson (2000-2005)
- John Christiansen (2005-present)

There have been three directors of special education for Intermediate School District 917.

- Curt Thorstenson (1972-1984)
- Dan Sullivan (1984-2008)
- Melissa Schaller (2008-present)

Intermediate School District 917 serves the low incidence needs of students from nine member school districts in the southeastern metropolitan area. These districts include Bloomington, Burnsville, Farmington, Hastings, Inver Grove Heights, Lakeville, Randolph, South St. Paul and West St. Paul. As space permits, referrals are accepted from other districts for programming. Membership in Intermediate School District 917 has been fairly consistent. In 1996 the Rosemount-Apple Valley-Eagan School District (ISD 196) withdrew from the district with the intent of providing services to their students independently. This was the first time an intermediate experienced the withdrawal of a member district. In 2011, the Bloomington Public School District (ISD 271) transitioned their membership from Intermediate School District 287 to Intermediate School District 917. This was the first occasion a district switched intermediate district membership.

Programs and services are offered because member school districts desire comprehensive program options and efficient special education services that can be offered cooperatively under the direction of Intermediate School District 917.

### ***Mission, Vision, Values of Department of Special Education***

Whereas, public education is a fundamental right of all children and youth and whereas, every person is entitled to an equal opportunity to obtain an education, the School Board of Intermediate School District 917 upholds the following beliefs as a basis for program decisions:

- Students are to be valued equally.
- All students can learn, including students with disabilities.
- Individual education plans are to be developed through cooperation of resident district staff, Intermediate School District 917 staff and parents/guardians on the basis of varied sources of information. These individual education plans shall portray a comprehensive and accurate view of a student, his or her abilities and needs including transitional issues important to settings that the student will experience after graduation as well as extended school year.
- Students with disabilities must be served in an environment appropriate to their educational needs. We believe that providing services to students with disabilities in integrated settings is determined by individual student needs and should be practiced and encouraged when that setting will foster appropriate educational growth.
- Educators from the resident school districts and Intermediate School District 917 must cooperate with each other and other human service agencies in order to achieve comprehensive student centered services.
- Because the school district in which the student resides is legally responsible for the special education services provided to the student, District 917 must also be responsive to the expectations of that district.

### ***Goals of Department of Special Education***

#### Achievement

Increase achievement of all learners served.

1. Promote and support the use of data-driven decision-making techniques to monitor progress and drive instruction.
2. Align curriculum to state standards and ensure an articulated scope and sequence by program.
3. Continue to train staff in due process, standards-based IEPs, specialized instructional strategies focused on reading and areas specific to re-licensure.
4. Develop model for program evaluation and begin the process with a focus on SUN and IDEA.

#### Relationships

Increase the trust and confidence of all school districts served by Intermediate School District 917.

1. Work to strengthen avenues of communication.
2. Continue to develop and foster relationships with community agencies to address student needs including county collaborations.

#### Integrity of the organization

Use resources strategically to advance our mission. Structure ourselves so that we can adapt to our changing environment.

1. Explore ways to recruit and retain quality special education staff including development of a stronger mentorship program and enhancing consistencies in the evaluation process.
2. Develop district model for school psychology and social work services.
3. Study enhancements for efficient Third Party Billing processes.
4. Continue to develop and refine operating procedures.
5. Continue to update space/site projection to ensure effective special education programs for

member districts while also considering efficient operations for the district.

### ***Staff Development Summary***

August workshop for 2012-13 included the following trainings:

#### Due Process

- I-PLAN
- Standards-Based IEPs and State Testing
- IEP Team Training
- Planning and Writing Evaluation Reports
- FBA and BIPs
- Evaluation update

#### Data

- Data Collection: Tools for Use for Academics and Behavior Intervention
- NCI
- Beyond Rewards and Consequences: Understanding Behavior Responses in Students with Neurobiological Disorders
- Self-Regulation Strategies
- Trauma
- Faces of Bullying

#### Technology

- I-CUE
- Report Cards
- Third Party Billing

#### Assistive Technology

- I'll Show You My App If You Show Me Yours...
- Ready, SETT, Go!
- Sensory Supports for Engaged Learning

#### Transition

- Transitions: Where Do We Go From Here?

#### Other

- CPR
- First Aid

Other trainings offered during the 2012-13 school year:

#### Assistive Technology

- Closing the Gap
- The iPad in Special Education
- VizZle

#### Communication

- Social Thinking
- Developing Social and Academic Language

#### DAPE

- Positive Motion
- Me Moves

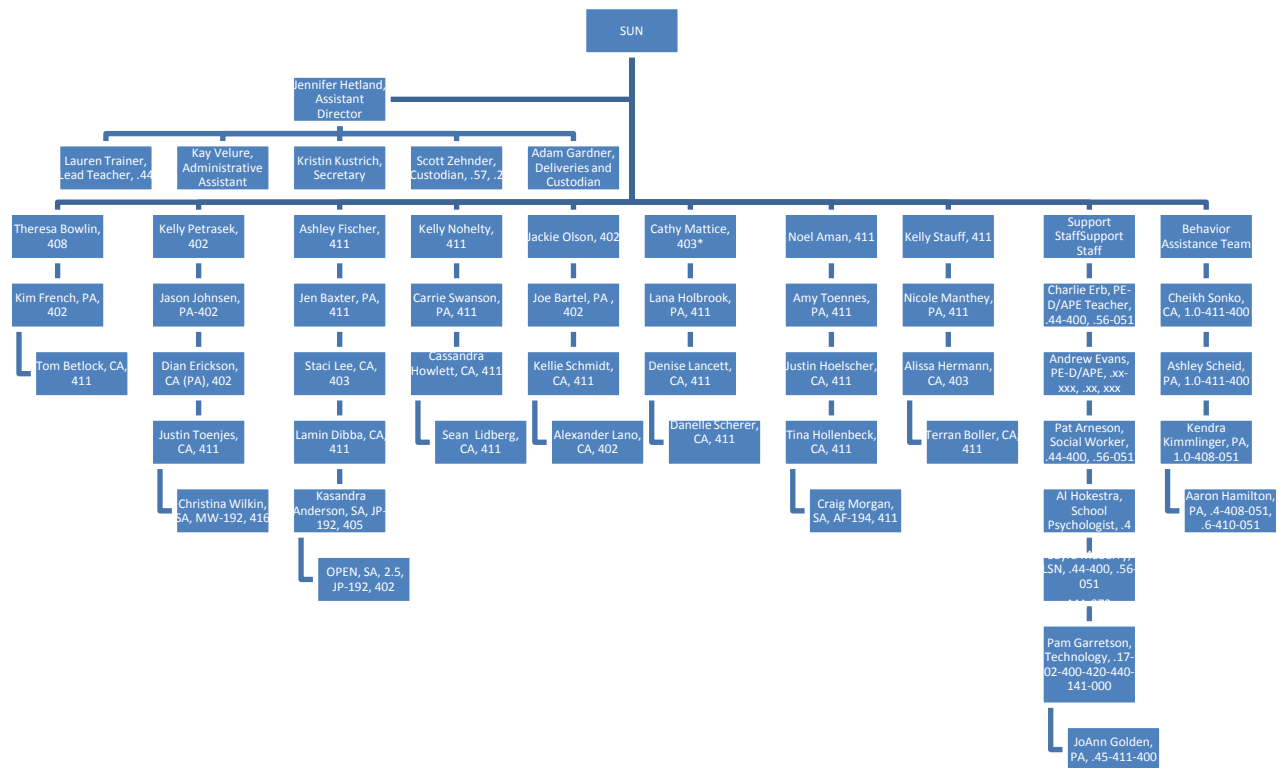
- iPad, iPod, PE apps
- Activity Modification

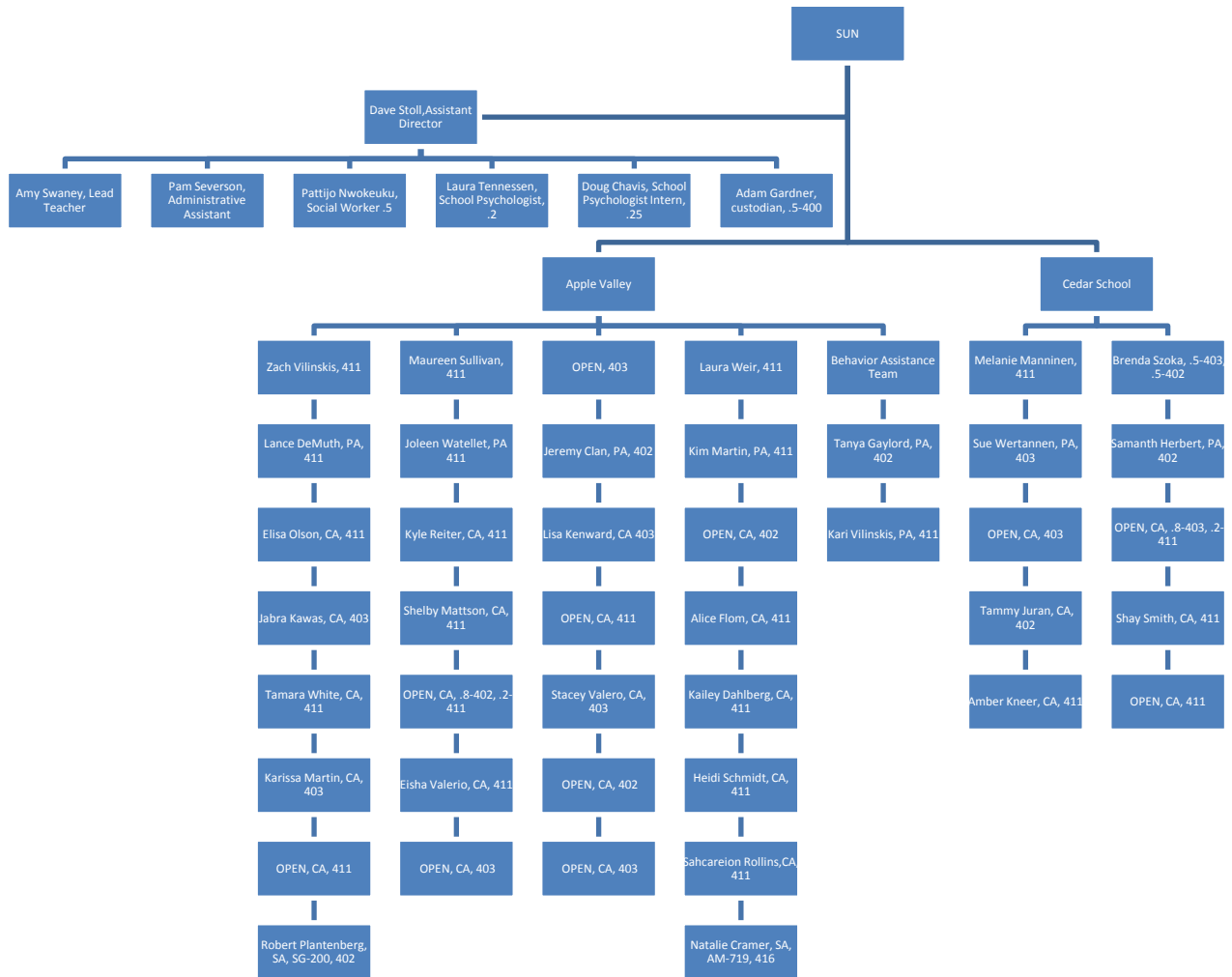
Individuals and programs received specialized training and support as necessary including consultation with an autism consultant, work with a behavior analyst as well as opportunities to attend outside trainings.

**Goal of Program Evaluation**

- Ensure program goals are being met
- Determine if allocated resources are yielding the greatest educational benefit
- Identify what works well, what does not, and why
- Identify program areas that need improvement
- Inform leadership decisions regarding the program
- Report progress and communicate a program’s value

**Program Organizational Charts**





**Program Descriptions**

Website:

Students in the **SUN – Students with Unique Needs** program fall into a variety of disability categories including Autism Spectrum Disorders (ASD), Developmental Cognitive Disabilities (DCD) and Emotional Behavioral Disorders (EBD). Programming is focused on a small staff to student ratio. This program offers students the opportunity to work on academics as well as functional, transition and social skills. Additionally students participating in SUN Works gain valuable work experience. The SUN program also works in cooperation with various public and private agencies to meet students’ individual needs. Programming is located at Alliance Education Center in Rosemont, Nicollet Jr. High in Burnsville and also in a more individualized setting at our satellite location in Apple Valley.

Handbook:

**Students with Unique Needs (SUN)** --This program provides services to students with unique needs who require a low staff-to-student ratio. Classrooms are located at Alliance Education Center in Rosemount, Apple Valley, and at Cedar School in Eagan. The SUN Program offers students the opportunity to work on academics as well as functional, transition, and social skills. Another component of the program is SUN Works. Transition-aged students have the opportunity to gain work experience through this program component. The SUN Program also works in cooperation with various public and private agencies to meet students' needs.

Since these descriptions were published, they have been updated to reflect current programming.

**Data**

Students served

- Number of students served
  - 92 for 2012-2013
- Students served who were referred prior to the 2012-2013 school year
  - 54 students were carried over from the 2011-2012 school year
- Member versus nonmember students served

<i>Member</i>	<i>Number</i>
SSD 6 (South St. Paul)	13
ISD 191 (Burnsville)	11
ISD 192 (Farmington)	14
ISD 194 (Lakeville)	20
ISD 195 (Randolph)	0
ISD 197 (West St. Paul)	6
ISD 199 (Inver Grove Heights)	9
ISD 200 (Hastings)	8
ISD 271 (Bloomington)	9
<i>Nonmember</i>	<i>Number</i>
ISD 196 (Rosemount-Apple Valley-Eagan)	2
ISD 256 (Red Wing)	1
ISD 719 (Prior Lake/Savage)	1

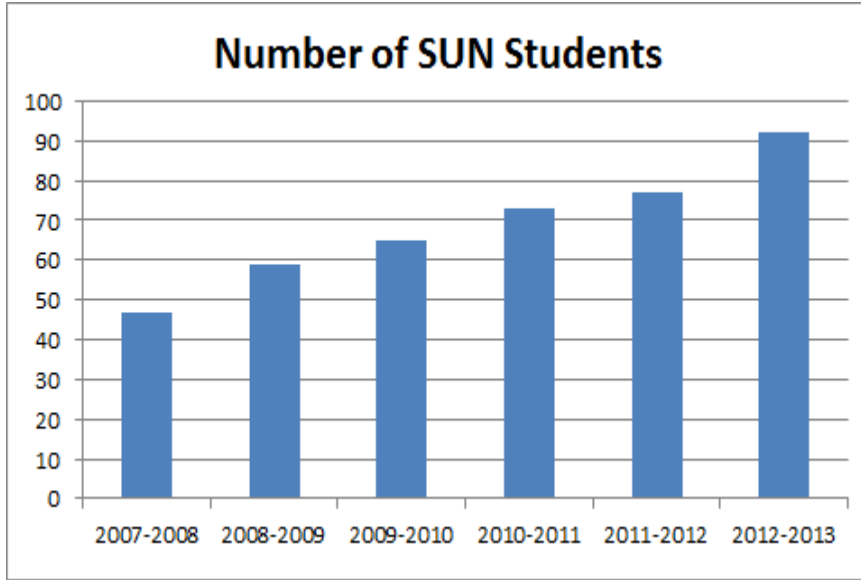
- Students referred
  - 53 for 2012-2013
    - 12 students did not attend programming after being referred
    - 3 were duplicate referrals
    - 38 students referred showed and were served in program

During the 2012-2013 school year, the majority of referrals came from ISD 192 (Farmington), ISD 271 (Bloomington), SSD 6 (South St. Paul), ISD 194 (Lakeville), ISD 191 (Burnsville), and ISD 199 (Inver Grove Heights). ISD 197 (West St. Paul) and ISD 200 (Hastings) referred fewer students. ISD 195 (Randolph) did not refer any students.

Note: Two students were referred by two districts (the students did not matriculate following the first referral, moved to another district and then were referred again.) Both of these referring districts for the same student are reflected in this data. One student was referred twice during the year by the same district (i.e., the student did not matriculate after the first referral.) Only one of those referrals is reflected in this data.

Enrollment

- Overall enrollment history



Student Demographics

- Living situation

One Parent	49
Two Parents	26
Grandparent(s)	4
Foster Parent	4
Legal Guardian	0
Other	9

During the 2012-2013 school year, 82% of students lived with one or both of their parents for most of the year. 18% of students lived with grandparents, foster parents, legal guardians or others.

Source: MARRS 12\_13\_enrollments with address

- Race

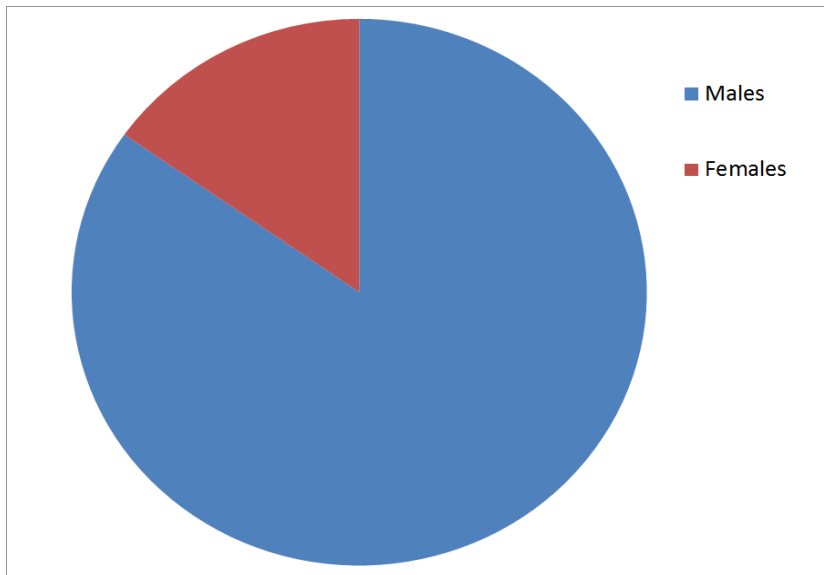
	Black	Am. Indian	Hispanic	Asian/PI	White
State of MN	10.6%	2.3%	7.3%	6.8%	73.0%
ISD 917-SUN	22.8%	3.3%	7.6%	2.2%	64.1%
SSD 6 (South St. Paul)	10.5%	1.0%	22.2%	2.0%	64.3%
ISD 191 (Burnsville)	20.9%	1.1%	13.3%	9.4%	55.4%
ISD 192 (Farmington)	3.9%	1.0%	4.2%	5.2%	86.2%

ISD 194 (Lakeville)	4.3%	1.0%	4.2%	4.6%	86.4%
ISD 195 (Randolph)	0%	0.3%	1.0%	1.7%	97.1%
ISD 197 (West St. Paul)	11.0%	1.2%	24.5%	6.2%	57.1%
ISD 199 (Inver Grove Heights)	11.4%	1.2%	18.2%	4.7%	64.5%
ISD 200 (Hastings)	3.3%	0.7%	3.4%	1.5%	91.1%
ISD 271 (Bloomington)	19.0%	1.3%	14.4%	10.0%	55.3%

Based on 2012-2013 enrollment data provided through the MDE website, Black and American Indian students were enrolled at a higher rate than state and member district enrollments would predict. Whites/ Hispanic and Asian/Pacific Islanders were referred at a lower rate than would be predicted.

Source: <http://w20.education.state.mn.us/MDEAnalytics/Reports.jsp>

- Gender



85% (78) of the students enrolled in the SUN program during 2012-2013 school year were male, and 15% of the students were female (14).

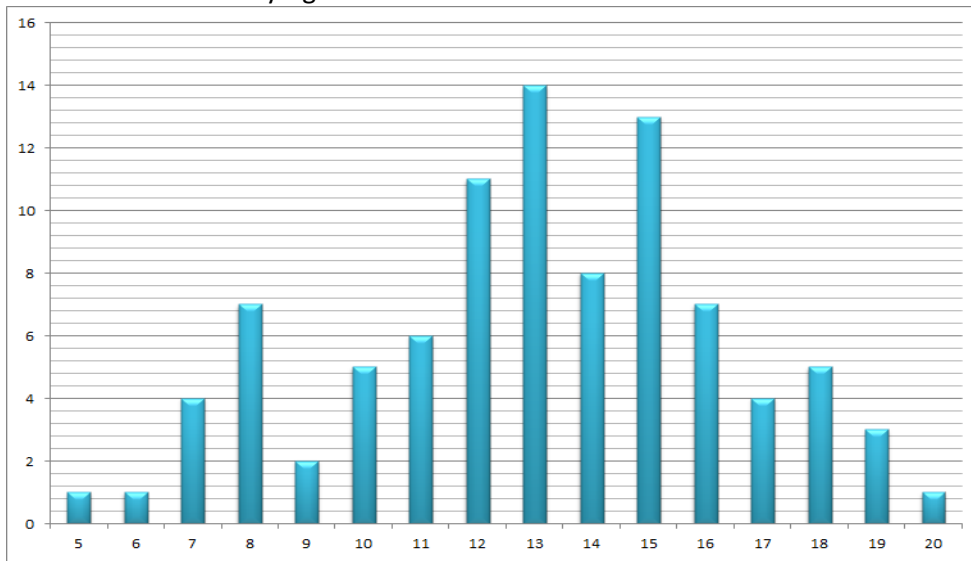
Source: MARSS Edit Summary Report

- Age

Age in Years	Number of Students by Age
5	1
6	1
7	4
8	7
9	2

10	5
11	6
12	11
13	14
14	8
15	13
16	7
17	4
18	5
19	3
20	1

Number of Students by Age



The majority of students in the SUN program during the 2012-2013 school year were middle and high school aged. Referrals begin to increase at age 12 and began to drop off at 17.

Source: SUN 2012-13 Enrollments, MARSS SUN Report 2012-2013

- Mobility rate
  - Average length of enrollment for the SUN program is 129 days.
  - The average daily attendance rate across the SUN program is 89.2%.

Source: SUN 2012-13 Enrollments, MARSS SUN Report 2012-2013

- Graduation rate

During the 2012-2013 school year, none of the students in the SUN program were expected to graduate.

Source: Site Secretary Graduates List

- Characteristics of Alliance SUN (52 students)

Outside Diagnosis

Diagnosis	Total Number	Percent of All Students	Percent of Students w/Diagnosis
ADHD	28	53.8	60.9
Anxiety	25	48.0	54.3
Bipolar	2	3.8	4.3
Conduct Disorder	1	1.9	2.2
Depression	12	23.0	26.1
Disruptive Behavior	1	1.9	2.2
Mood Disorder	5	9.6	10.9
Obsessive-Compulsive	1	1.9	2.2
Oppositional Defiant	4	7.7	8.7
Post-Traumatic Stress	1	1.9	2.2
Prader Willi	2	3.8	4.3
Reactive Attachment	3	5.8	6.5
None Identified	4	7.7	8.7
Unknown	6	11.5	55.8

During the 2012-2013 school year, 88.5% of the students in the Alliance SUN program had one or more outside diagnosis. Of the 52 students in the Alliance SUN program, only six of those students had no identified outside diagnosis. Of those students with an outside diagnosis, 55.8 percent had two or more diagnosis. The average number of diagnosis was 1.9 per student with a diagnosis. Two students had four diagnoses and eight students had three diagnoses. The three most prevalent diagnoses were ADHD (53.8%), Anxiety (48%), and Depression (12%).

- Characteristics of Satellite SUN Programs (37 students)

Outside Diagnosis

Diagnosis	Total Number	Percent of All Students	Percent of Students w/Diagnosis
ADHD	10	27.0	43.5
Adjustment	1	2.7	4.3
Anxiety	6	16.2	26.1
Bipolar	1	2.7	4.3
Depression	3	8.1	13.0
Developmental Delay	2	5.4	8.7
Disruptive Behavior	1	2.7	4.3
Fetal Alcohol	2	5.4	8.7

Syndrome			
Learning Disability	1	2.7	4.3
Mild Mental Retardation	4	10.8	17.4
Mood Disorder	1	2.7	4.3
Obsessive Compulsive	1	2.7	4.3
Oppositional Defiant	4	10.8	17.4
Pervasive Development Disorder	5	13.5	21.7
Post-Traumatic Stress	2	5.4	8.7
Prader Willi	2	5.4	8.7
Reactive Attachment	1	2.7	4.3
Seizures	1	2.7	4.3
Severe Mental Retardation	2	5.4	8.7
Social Phobia	1	2.7	4.3
None Identified	14	37.8	71.0

During the 2012-2013 school year, 62.2 percent of the students in the Satellite SUN programs had one or more outside diagnosis. Of the 37 students in Satellite SUN programming last year, 14 of those students had no identified outside diagnosis. Of those students with an outside diagnosis, 71 percent had two or more diagnoses. The average number of diagnosis was 2.2 per student with a diagnosis. Two students had five diagnoses, two had four, and three had three. The three most prevalent diagnoses were ADHD (27%), Anxiety (16.2%), and PDD (13.5%).

Source: Student Record Review 2012-2013

- Primary Disabilities

Disability	Alliance	Satellites
Autism	25	16
Developmental Cognitive Disability-Mild/Moderate	8	5
Developmental Cognitive Disability-Severe/Profound	2	8
Emotional/Behavioral	13	4
Other Health Disability	6	1
Severely Multiply Impaired	0	2
Specific Learning Disability	1	0
Traumatic Brain Injury	1	1

The SUN programs service students with a wide range of primary disabilities. Forty-four percent of the overall student population has the primary disability of Autism. The next three most prevalent primary disabilities are Emotional/Behavioral Disability (EBD) at 18%, Developmental Cognitive Disability-Mild/Moderate (DCD-MM) at 14% and Developmental Cognitive Disability-Severe/Profound (DCD-SP) at 11%.

There are some differences between the Alliance and Satellite programs in the primary disabilities served. Both programs had similar percentages of their student populations with primary disabilities of Autism (AEC 45% and Satellites 43%) and DCD-MM (Both 14%). However, the Alliance program had a greater percentage of students with EBD (23% vs 11%) and OHD (11% vs 3%) while the Satellites had a greater percentage of students with DCD-SP (22% vs 4%) and SMI (5% vs 0%). This difference in student population is not surprising as the satellites provide a more intensive level of service and can be expected to service a larger percentage of students with more significant disabilities (DCD-SP and SMI).

- Related Services

Alliance SUN	Number of Students Receiving Services	Number of Direct Hours per Week	Number of Indirect Hours per Week
Speech/Language	49	28.25	10
DAPE	28	14	0
OT	38	14.25	6.75
Social Work	44	14.67	7.33
1:1 Para	4	2520	

Forty-nine students in the SUN program at AEC receive speech/language services. Twenty-eight students qualified for DAPE services. Thirty-eight students qualified for occupational therapy services. Four students were staffed with a paraprofessional.

Cedar SUN	Number of Students Receiving Services	Number of Direct Hours per Week	Average Number of Indirect Minutes per Week
Speech/Language	5	2.15	.35
DAPE	7	2	0
OT	6	1	1.25
Social Work	4	1.33	.67
1:1 Para	1	2940	

Five of the students in the Cedar SUN program qualify for speech/language services. Seven students qualify for DAPE services and 6 students qualify for occupational therapy services. Four of the students received social work services. One student was staffed with a paraprofessional .

AV SUN	Number of Students Receiving Services	Number of Direct Hours per Week	Number of Indirect Hours per Week
Speech/Language	18	8	.35
DAPE	12	2.70	0
OT	19	4	1.25
Social Work	7	2.33	1.17
1:1 Para	2	2940	

Eighteen students at the Apple Valley SUN program qualified for speech/language services, 12 for DAPE services, and 19 for occupational therapy services. Two students were staffed with an

additional paraprofessional. Since all of the students at the Apple Valley site already have a paraprofessional as part of the program, these students had two paraprofessionals with them.

Source: DAPE, OT, Speech, 1 to 1 paraprofessional information: Related Service Supervisor Service Minutes Spreadsheet

Source: Social Work/Mental Health information: TIES Related Service Report

- Special Education Services

During the 2012-2013 school year, the average special education service minutes was 332 minutes (or 5-1/2 hours) per day. The range of minutes per student was 90 minutes to 421 minutes (approximately 7 hours) per day.

Source: TIES student service minutes

- Transition services

During the 2012-2013 school year, 5 students in the SUN program participated in transition programming, which included receiving instruction for portions of their school day within their home districts or schools. On average, these students spent 2 hours per day in their home districts or schools with daily attendance minutes ranging from 48 minutes to 3.6 hours. The range of total hours spent within the students' home districts during the school year ranged from 16 hours to 305 hours, with an average of 53 hours. All of the students participating in their home district were in middle or high school.

Source: ISD 917 Special Education 2012-2013 Transition Services Data

## Staff

- Teachers

Currently, there are 14 teachers in the SUN program, and the average caseload is 6 students. SUN teachers have an average of 4 years of experience teaching, and an average of 3.5 years teaching for Intermediate School District 917. Teacher education levels range from BA to MA+20 and licensure areas are detailed below, by site:

### *Alliance Education Center*

Teacher 1: License: Social Studies-All, Elementary Education, Developmental Disabilities  
Teacher 2: License: Emotional Behavior Disorders, Elementary Education, Science 5-8  
Teacher 3: License: Emotional Behavior Disorders  
Teacher 4: License: Community Expert  
Teacher 5: License: Emotional Behavior Disorders  
Teacher 6: License: Elementary Education, Developmental Disabilities  
Teacher 7: License: Autism Spectrum Disorders, Developmental Disabilities  
Teacher 8: License: Developmental Disabilities

### *Apple Valley SUN*

Teacher 1: License: Variance for Developmental Cognitive Disability  
Teacher 2: License: Developmental Cognitive Disability, Autism Spectrum Disorders  
Teacher 3: License: Elementary Education, Learning Disabilities, Developmental Disabilities  
Teacher 4: License: Developmental Disabilities

*Cedar SUN*

Teacher 5: License: Elementary Education, Mild to Moderate Mentally Handicapped, Moderate to Severe Mentally Handicapped

Teacher 6: License: Elementary Education, Developmental Disabilities, Communication Arts/Literature

Source: The TIES SMASG screen and the Teachers-Licensed 2012-2013 Tenured Probationary Seniority list

Average Years of Teaching Experience-statewide (2012-2013): 15

Source: <http://w20.education.state.mn.us/MDEAnalytics/Summary.jsp>

AEC SUN Sample Schedule

7:50-8:00	Arrival/Lockers
8:00-8:50	Breakfast/Morning Jobs
8:30-8:50	Morning Meeting
8:50-9:30	Reading
9:30-9:40	Snack
9:40-10:25	Math
10:25-11:10	Gym
11:10-11:30	Lunch
11:30-11:50	Recess
11:50-12:10	Sensory/Grooming
12:10-12:40	Science
12:40-1:05	Social Studies
1:05-1:30	Daily Living Skills
1:30-2:05	Computer
2:05	Dismissal

Cedar SUN Sample Schedule for Group Classroom:

7:40-8:00	Arrive, Breakfast, Bathroom & Hygiene
8:00-8:25	Current Events
8:25-9:00	Math
9:00-9:35	Transition Life Skills or Social Skills
9:35-9:45	Break
9:45-10:15	Science-Biology
10:15-10:45	Kansas Writing Strategy
10:45-11:20	Transition Job Skills- Packing Birthday Bags
11:20-11:45	Lunch
11:45-11:55	Read Aloud
11:55-12:30	Gym
12:30-1:00	Social Studies
1:00-1:45	Reading Instruction, Computer Read 180 & Independent Reading
1:45-1:55	Make Up Work/Free Choice
1:55-2:00	Prep for Home
2:00	Dismissal

Cedar SUN Sample Schedule for Individual Program

8:00-8:15	Breakfast
8:15-8:30	Puzzle
8:30-9:00	Morning Meeting
9:00-9:30	Reading
9:30-9:45	Break
9:45-10:15	Math
10:15-10:30	Work Task
10:30-10:45	Scooter
10:45-11:15	Social Studies
11:15-11:30	Break
11:30-12:00	Lunch
12:00-12:15	Puzzle
12:15-12:30	Reading
12:30-12:45	Work Task
12:45-1:00	Scooter
1:00-1:30	Science
1:30-1:45	Data Sheet Collection
1:45-2:00	Transition to Bus

- Paraprofessionals

Currently, there are 50 paraprofessionals working within ISD 917’s SUN program. There is an average of 6 paraprofessionals per classroom in the individual SUN program and 4 paraprofessionals per room in the group program. On average, these individuals have 4.9 years of experience in schools and 2.6 years of experience working for Intermediate School District 917. The range of experience in schools is from 1 year to 14 years.

All of the paraprofessionals have at a minimum a high school or equivalent diploma. As a whole, 14 of the 20 paraprofessionals who responded to the survey have completed additional credits beyond a high school diploma. Paraprofessionals who have not completed a minimum of 60 semester credits at the post secondary level have passed the ParaPro Test in order to meet highly qualified standards.

High School/Equivalent Degree: 29%

Plus 20 credits: 0%

Plus 40 credits: 7%

Associates Degree: 28%

Bachelor’s Degree: 36%

Master’s Degree: 0%

Source: 917 SurveyMonkey

Source: 917 paraprofessional seniority list, years working for District 917

### ***Program Evaluation***

#### Locations

SUN programming was provided to students at 3 locations: Alliance Education Center in Rosemount and the SUN Satellite Programs (Apple Valley and Cedar School in Egan.)

#### Students by Resident District for Each Location

	Alliance Education Center	Satellite Programs
SSD 6 (South St. Paul)	7	5
ISD 191 (Burnsville)	3	7
ISD 192 (Farmington)	11	3
ISD 194 (Lakeville)	14	6
ISD 195 (Randolph)	0	0
ISD 197 (West St. Paul- Mendota Heights- Eagan)	3	3
ISD 199 (Inver Grove Heights)	4	5
ISD 200 (Hastings)	4	4
ISD 271 (Bloomington)	4	5
ISD 196 * (Rosemount/Apple Valley/Eagan)	1	1
ISD 256 * (Red Wing)	0	1
ISD 719 * (Prior Lake/ Savage)	0	1

\* Indicates non-member districts

Source: MARRS 12\_13\_enrollments with address

#### Site Evaluation

Alliance Education Center was opened by Intermediate School District 917 in the fall of 2008. The building was built with the IDEA and SUN Federal Setting IV programs as the intended occupants. The space has fourteen classrooms, a gymnasium/cafeteria, a student activities center, an exercise/weight room, a reading room, a computer lab, a family and consumer science room, a student support services room, two study rooms, a locked time-out room, two conference rooms and office spaces for a school resource officer, a social worker, a school nurse, twenty-two itinerant and six office staff.

Geography played an important part in the decision of the location of Alliance Education Center. Alliance is geographically located in the center of Dakota County. Enrollment at Alliance Education Center in Rosemount was not influenced by the program location. The districts sending the largest number of students were ISD 194 and ISD 192.

Enrollment in the SUN programs is determined mainly by the level of service the student requires. Those students enrolled at the Apple Valley site require a more intensive level of support due to significant behaviors or an inability to interact with peers for extended periods of time. These students require a minimum of one-to-one paraprofessional support (there were two students requiring two-to-one support) and access to their own office. Students attending SUN programming at the Alliance Education Center and Cedar School are able to function as part of a small group for a majority of the day and usually do not require one-to-one staffing.

The 2012-2013 school year was the first year that Intermediate School District 917 leased the space at Cedar School from the Burnsville-Eagan School District. The overall leased space consists of nine classrooms, a kitchen area, administrative offices, computer lab, conference room, a cafeteria and a gym. Only a portion of the space was initially utilized: four classrooms (two for SUN programming and two for IDEA programming), kitchen, cafeteria, computer lab and conference room. The outdoor space includes a large green space with two ball fields.

Rather than move all of the SUN satellite programming to this site for the 2012-2013 school year, the individual programming remained at the Apple Valley site. This allowed the district time to analyze space needs for the individual programming and to design the space to meet those needs. The space was remodeled over the summer of 2013 with the SUN programming from the Apple Valley site being relocated to Cedar for the 2013-2014 school year.

The Apple Valley site occupies three suites in the Apple Valley Business Center. The site consists of two classroom areas, a sensory room, 20 student offices, a kitchen area, four open areas, and several staff offices. There is a fenced in outdoor area with a jungle gym located behind the building.

Curriculum Utilized

*Reading*

The primary curriculum used in SUN to teach Reading is Read 180. Teachers use the Scholastic Reading Inventory (SRI) which monitors a student’s lexile level, to determine intervention and appropriate supports for each student. Read 180 is designed for students with a basic level of phonemic awareness. The following is a chart that indicates lexile scores and the proficiency level according to grade:

Grade	At-Risk	Basic	Proficient	Advanced
1	N/A	99 and below	100-400	401 and above
2	99 and below	100- 299	300-600	601 and above
3	249 and below	250- 499	500- 800	801 and above
4	349 and below	350- 599	600-900	901 and above
5	449 and below	450- 699	700-1000	1001 and above
6	499 and below	500-799	800-1050	1051 and above
7	549 and below	550-849	850-1100	1101 and above
8	599 and below	600-899	900-1150	1151 and above
9	649 and below	650-999	1000-1200	1201 and above
10	699 and below	700-1024	1025-1250	1251 and above
11	799 and below	800-1049	1050-1300	1301 and above

For students who do not have the basic phonemic awareness to do the Read 180 program, there is a program also through Scholastic called System 44 that the IDEA program also uses with their students. With this program, students take a test called the Scholastic Phonics Inventory. Instead of being issued a score like the SRI does, it instead highlights students specific phonemic need areas and addresses those.

In both Scholastic programs, Read 180 and System 44, there is a three tiered approach to intervention used with students. Students are taught in large group settings, small groups for specific skill intervention, as well as given time to read books and complete computer software at an individualized level.

The Sondag system is also used in the IDEA program by students who need extra support in beginning reading, writing and spelling instruction. The Sondag System is an Orton-Gillingham based, systematic, explicit, sequential, and cumulative multisensory language instruction program which cements student learning into long-term memory.

*Science*

The SUN program began using The Pearson Interactive Science curriculum for the 2012-2013 school year. Each grade is aligned with state Science standards and offers teachers and students an opportunity to learn material through reading in text books, workbooks, and hands-on experiments. Teachers are able to individualize their approach to student learning via Pearson resources that level instruction for all learners. Students have enjoyed exploring the lab kits. Teachers appreciate the user-friendly curriculum and materials to engage their students and help them meet their learning targets.

*Math*

The SUN program began using Pearson’s Envision Math curriculum for the 2011-2012 school year. Elementary students benefit from having workbooks and secondary students have text books. Additionally, there are a number of ready-made centers that teachers use to promote students’ learning through hands-on activities. There is also a software component to the curriculum that allows teachers to present interactive lessons and to assign individualized assignments to students that will meet their specific needs. This curriculum also has an intervention system for teachers to use for tier two students, as well as enrichment opportunities for students who need more challenging work. When students have math needs that the Pearson curriculum can’t meet, teachers have a variety of other intervention strategies they use to help students experience success (like “coupon math” activities and creating individualized lessons using VizZle, an interactive software that supports learning through interactive and visual lessons). SUN students have access to the Success Maker online math program that adjusts the degree of difficulty to meet the needs of the students.

*Social Studies*

Intermediate School District 917 adopted social studies curriculum starting in the 2013-2014 school year. Pearson My Way is being used in the elementary grades. Grade six is using the Northern Lights curriculum from the Minnesota Historical Society, grade seven is using McGraw Hill, grade eight is using National Geographic, while grades nine through twelve use McGraw Hill.

Performance Measures

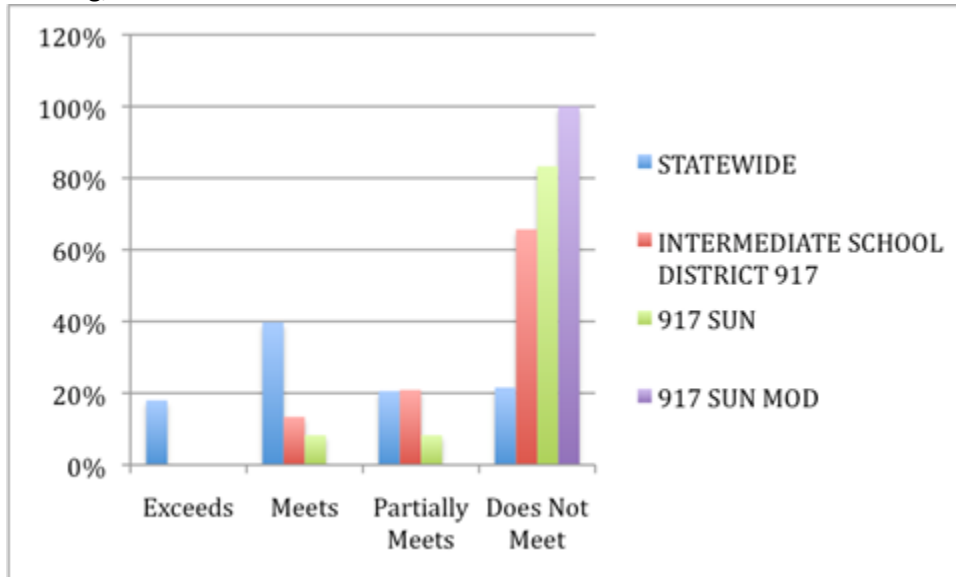
READ 180 Summary Report for the SUN program

	Grade Range	Total Students in Analysis	Pre-Test Lexile Score	Post-Test Lexile Score	Mean Lexile Growth	Approx. Grade Level Gain	% of Students with 1 or More Years Growth	Mean READ 180 Sessions	Average Sessions Per week
District Total	2 to 12	24	654	727	73	1.0	50%	16	3

Source: The READ 180 2012-2013 Summary Report

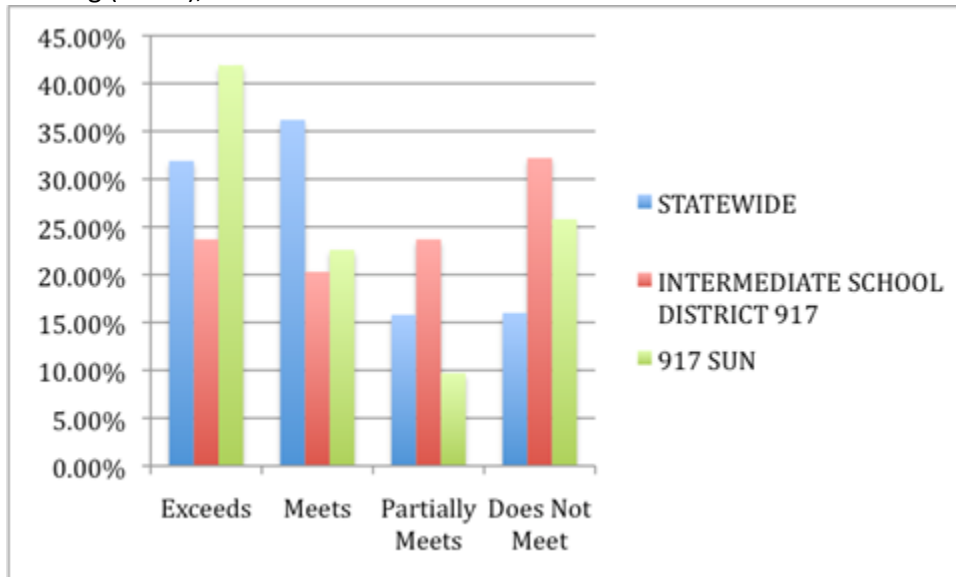
MCA DATA FOR THE SUN PROGRAM, 2012-2013 Summary

Reading, All Grades



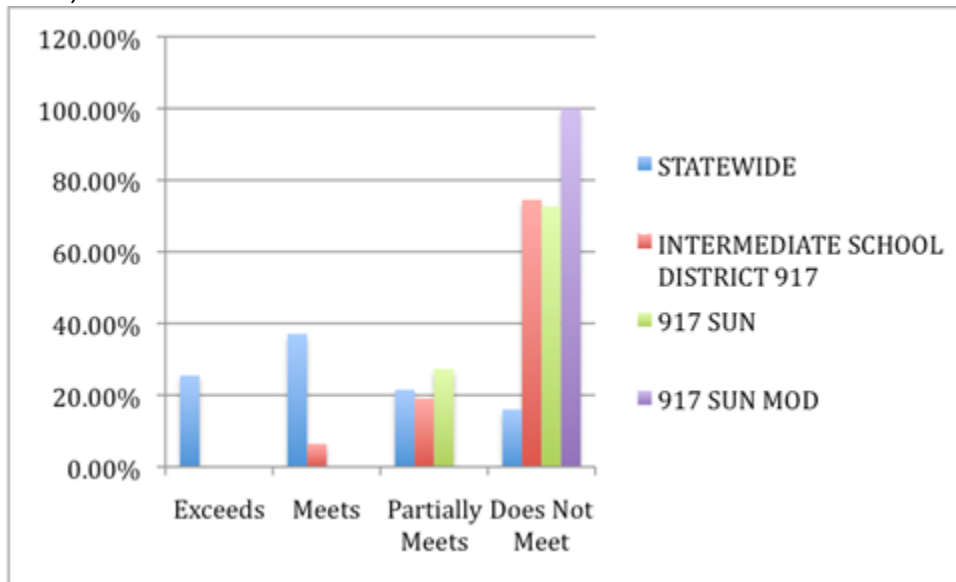
Based on MCA Reading scores, students within the SUN program are meeting proficiency at 8.3%, and partially meeting proficiency at 8.3%. SUN students taking the MCA Modified did not meet/partially meet proficiency.

Reading (MTAS), All Grades



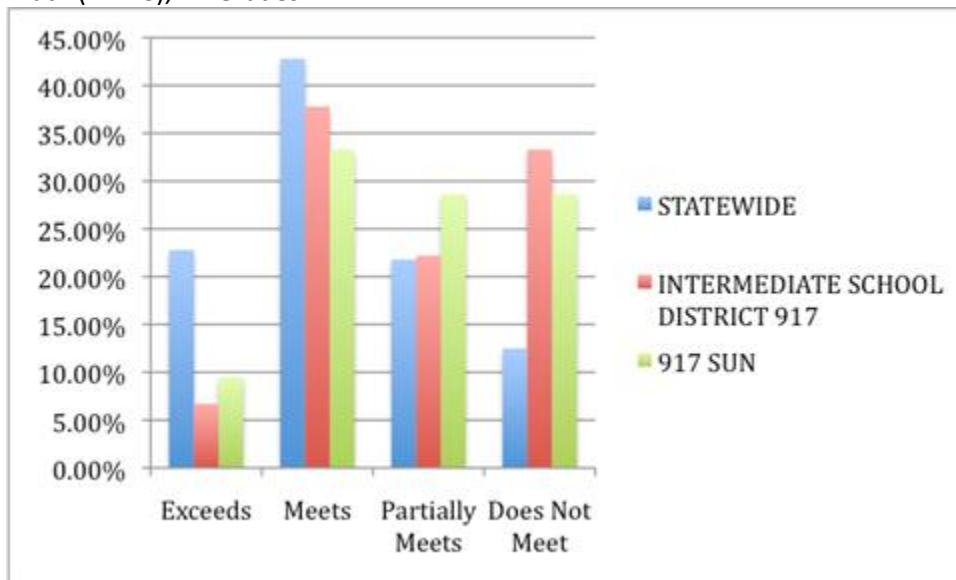
Based on MCA-MTAS Reading scores, students within the SUN program are meeting/exceeding proficiency at 64.5%, and partially meeting proficiency at 9.7%.

Math, All Grades



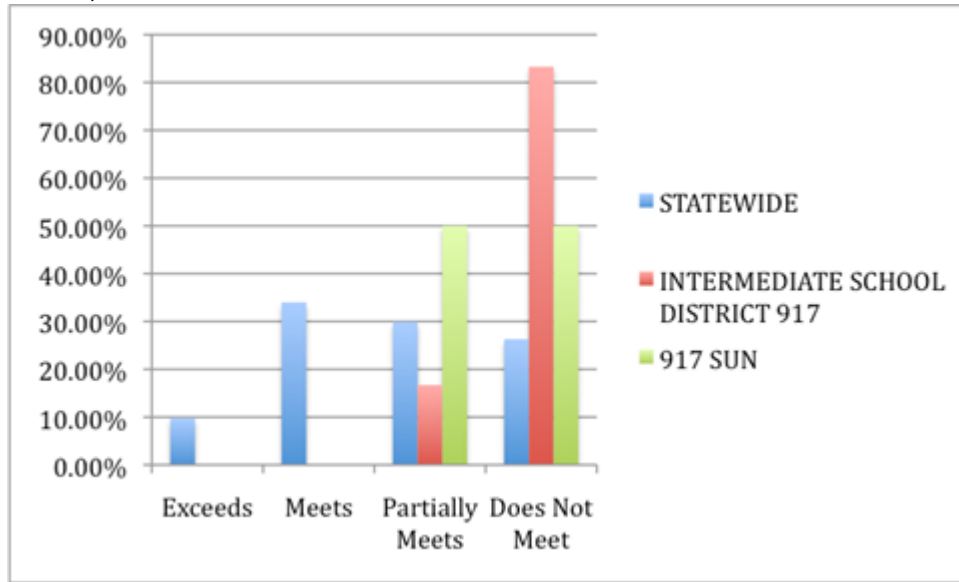
Based on MCA Math scores, students within the SUN program are not meeting proficiency standards, with 27.3% partially meeting proficiency. SUN students taking the MCA Modified did not meet/partially meet proficiency.

Math (MTAS), All Grades



Based on MCA-MTAS Math scores, students within the SUN program are meeting proficiency standards with 42.8% meeting/exceeding standards, with 28.6% partially meeting standards.

Science, All Grades



Based on MCA Science scores, students within the SUN program are not meeting proficiency standards, with 50% partially meeting the standards.

Source: Test Results Summary from Data Center, Secure Reports, MDE website

Suspensions

2011-2012				
Suspensions by Type	Alliance		Satellite Programs	
	#	Days	#	Days
Assault	2	3	0	0
Disruption/Disorderly	8	16	3	5
Fighting	1	1	0	0
Threat/Intimidation	1	1	0	0
<b>Total</b>	<b>12</b>	<b>21</b>	<b>3</b>	<b>5</b>

2012-2013				
Suspensions by Type	Alliance		Satellite Programs	
	#	Days	#	Days
Disruption/Disorderly	9	10	2	4
Fighting	1	1	0	0
Verbal Abuse	0	0	1	2
<b>Total</b>	<b>10</b>	<b>11</b>	<b>3</b>	<b>6</b>

During 2011-2012, there were 15 incidents in the SUN programs that resulted in a suspension. The total number of days of suspension in the SUN program was 26. Seventy-three percent of the incidents resulting in a suspension and eighty-one percent of the days of suspension were due to disruption/disorderly conduct.

During 2012-2013, there were 13 incidents resulting in suspension resulting in 17 days of suspension.

Eighty-five percent of the incidents and eighty-two percent of the days of suspension were due to disruption/disorderly conduct.

Overall, there was a decrease in the number of suspensions in the SUN programs between 2011-2012 and 2012-2013 school years. Alliance SUN decreased in number of suspensions from 12 to 10, and days of suspension from 21 to 11.

Suspensions by Race 2012-2013						
	White		Black		Hispanic	
	#	Days	#	Days	#	Days
Alliance SUN	1	1	8	9	1	1
Cedar SUN	3	6	0	0	0	0
Total	4	7	8	9	1	1

During the 2012-2013 school year, White students received 30.7% of the suspensions and 41.2% of the total number of suspension days. Black students received 61.5% of the suspensions and 52.9% of the total number of suspension days. Hispanic students received 7.7% of the suspensions and 5.9% of the days.

In comparison to percentage of student enrollment, Black students received a higher percentage of suspensions (61.5% of suspensions compared to 22.8% of the enrollment) while White students received a lower percentage suspensions (30.7% of suspensions compared to 64.1% of enrollment). Hispanic students' percentage of suspensions (7.7%) was similar to their percent of enrollment (7.6%).

Source: TIES Comprehensive Discipline Report

#### Restrictive Procedures

During the 2011-2012 school year, a total of 402 restrictive procedures were implemented at the AEC program. Sixty-six of these procedures were seclusion room and four were prone holds. The remaining 332 procedures were less restrictive holds: 2-person transports, 1-arm wraps, 2- and 3-person vertical immobilizations. During the same school year, a total of 710 restrictive procedures were implemented at the SUN satellites. One hundred and forty-seven of these procedures were prone holds. The remaining 563 procedures were less restrictive holds: 2-person transports, 1-arm wraps, 2- and 3-person vertical immobilizations.

During the 2012-2013 school year, a total of 245 restrictive procedures were implemented at the AEC SUN program. Eighty-three of these procedures were seclusion room and 14 were prone holds. The remaining 148 procedures were less restrictive holds: 2-person transports, 1-arm wraps, 2- and 3-person vertical immobilizations. During the same school year, a total of 1,279 restrictive procedures were implemented at the SUN satellites. Two hundred sixty-nine of these procedures were prone holds. The remaining 1010 procedures were less restrictive holds: 2-person transports, 1-arm wraps, 2- and 3-person vertical immobilizations.

Source: 917 Year End Restrictive Procedure Summary Report for MDE

## Behavioral Systems

SUN has Behavioral Intervention Plans (BIPs) for each student in attendance. Each student has specific behaviors (as identified in the Functional Behavioral Assessments or FBAs) that are targeted throughout their school day. Whenever a student has a behavioral issue in SUN, an incident report is written. At Alliance Education Center the incident reports are then entered into the School Wide Information System (SWIS). The SWIS system generates reports that organize the information according to function of behavior, time, staff involved, etc. At the SUN satellites the information is entered into an Excel spreadsheet for each student and sorted by time of day, month and type of behavior. Staff work together to respond to the data to improve student outcomes.

Additionally, the most prevalent category students receive special education services in SUN is Autism Spectrum Disorders (ASD). These students have behavioral goals on their IEPs. Data on these behaviors is collected on an individual basis, as the IEP requires. Students also carry point sheets throughout their day to help facilitate staff's ability to give immediate feedback on their demonstration of desirable skills. Students are able to have access to certain privileges throughout the day, based on their earning points.

## Quality Indicators

### Environmental Management:

The SUN program at Alliance Education Center was built with the students that are served in mind. The layout and physical space are designed to hold 48 students in the SUN program and the staff they need for support. The students have designated spaces for working, for support and for activities. An additional sensory space was added at Alliance to allow for increased sensory breaks.

Over the past two years, the number and location of the SUN satellite programs has changed due to a shifting student population. Two years ago the SUN Satellite program began the year with 3 teachers and a capacity to serve 18 students in individualized settings. During the year, a fourth teacher was added increasing the capacity to 24 students. The individual program was located only at the Apple Valley site and the space was at capacity. With individual student offices in addition to spaces for group activities, the individual program requires a larger amount of space per student than the same number of students being served in a small group setting. The individual offices provide space for students to calm when escalated, complete work with their paraprofessionals or regroup following interacting with peers in a small group. The offices can also be set up with the equipment, materials, and sensory items to meet each student's individual needs.

Furthermore, the intensity of behaviors exhibited by many of the SUN students requires different criteria for construction and design of the environment than other special education programs. While the Apple Valley site provides sufficient space for the individual programming, it is not adequate in terms of layout, construction, and availability of common spaces. The individual student offices are set up in groups of three or four around an open space used for group activities. However, there is very little in the way of noise abatement which can be an issue with students who are sensitive to noise or can be triggered by behaviors of other students. The layout also makes it difficult to control the flow of foot traffic through the building or can lead to students not having access to parts of the building because of a peer's behavior. Staff have some control over student access and movement through keyed locks, but students may break through doors. Also, students have relatively easy access to exterior exists which may lead to use of restrictive procedures if a young or vulnerable student elopes from the building.

For the 12-13 school year the SUN satellite programs expanded adding two group classrooms to meet

the increased number of referrals. To meet the increased space needs, the district leased space at the Cedar School from ISD 191. While the space at the Cedar School was great enough to accommodate the individual programming, the decision was made to leave the individual programming at the Apple Valley location for the 12-13 school year and only have the two group classrooms move to the location. Waiting for a year before doing any construction allowed the district to work with an architectural firm and ISD 191 to design a space to best meet the needs of the students.

#### Behavior Management:

Positive Behavior Instruction and Supports (PBIS) has been a very important part of the Alliance Education Center behavior management program. The expectations are posted for everyone to see and the expectations are taught to the students in ways that include the students such as video, role-play and poster making.

Both the SUN Alliance and SUN Satellites use a proactive approach to manage behaviors and keep students regulated. In the small group classrooms, staff use strategies such as picture or written schedules to provide students with the structure for the day. Zones of Regulation and the Five Point Scale are used to help students regulate behaviors and learn strategies to regulate their energy level at each zone. Reward systems are often used to reinforce desired behaviors and/or progress towards IEP goals. When students become dysregulated students have access to various sensory tools (fidgets, swings, gross motor, noise canceling headphones, break rooms, putty of different densities, pressure vests, weighted blankets) to help regulated. Part of the behavior management system is teaching students to see the signs that they are becoming dysregulated and also when/how to access strategies and tools to help them calm. Initially students need direct instruction on these strategies and prompts on when to use a strategy. The goal being students will learn to independently identify when they are becoming dysregulated and self-select a strategy to calm.

The environment and use of proactive strategies is even more important in helping students in the Cedar individualized SUN program regulate their emotions and manage their behaviors. Students are arranged in "pods" based on sensory needs, temperature, lighting, triggers, access to certain areas (sensory room, bathrooms, exit to bus). Students are all staffed one-to-one and in some cases two-to-one to help meet their individual needs. In addition to the strategies used in the group rooms, staff will use such strategies as "first-then," picture schedules, PECS system, integrated approach, changing activities more frequently, and scheduled sensory breaks. Many of the students are non-verbal or have difficulty processing language. Difficulty with communication can often cause behaviors in the students. Staff implement assistive technology (dynavox, iPads), sign language, PECS, and simplified language to decrease the student's frustrations resulting from an inability to communicate.

Outside behavior and autism consultants are used to problem solve specific student behaviors, provide staff training on strategies, and provide program evaluations.

#### Affective Education:

Currently, there is not a specific curriculum(s) used in the SUN programs for teaching social skills. In the SUN group classrooms staff are using Superflex, Zones of Regulation, and Skillstreaming for social skills. The speech therapist and occupational therapist team teach their groups to work on fine motor and social interaction at the time utilizing various art activities to work on fine motor skills while also working on social skills such as turn-taking, conversation, sharing, and making requests. The one-to-one staffing of the individual program allows for constant and consistent reinforcement, modeling, and prompting of specific social skills related to the individual goals of each student.

During the 13-14 school year, the district will engage in the curriculum review process for social skills curriculum with implementation of the new curriculum(s) in the 14-15 school year. Because of the varying needs and ability levels of the students within the district, there will not be a recommendation and selection of a single curriculum to be used district wide. Instead, several curriculums will be recommended and programs will be able to implement the curriculum that will best meet the needs of the student in their program.

#### Individualization and Personalization:

Low student-to-staff ratios allow for processing situations on as needed and relatively immediate basis. In addition to teachers and paraprofessionals at the program, students in the SUN program are able to process with the social worker, lead teacher, and assistant director either by phone or in person. Solutions developed during processing are communicated to other staff during daily after school staff meetings, emails, or phone calls, depending on location of those involved in the processing and how quickly the plan needs to be communicated. At the very least, parents/guardians and home districts are involved in the process by informing them of the issue and the resolution. Often, parents/guardians and home districts are contacted as part of the actual processing of the situation. This area is an overall strength in the SUN program.

As discussed in the other areas, the individualized SUN satellite program provides the highest level of personalization. The one-to-one staffing and individual student offices allow for the greatest flexibility in environment, schedule, curriculum, and strategies to meet the needs of those students who have difficulty interacting with peers for extended periods of time. The goal of this intensive level of service is to build the coping, regulation, and social skills necessary for these students to move to a less restrictive setting.

#### Academics:

Over the past five years Intermediate School District 917 has worked diligently to adopt curriculum that helps to support teachers in delivering quality academics to their students. READ 180, Pearson Math and Pearson Science were reviewed, adopted and staff were trained. In serving multiple school districts, it is not possible to select a curriculum that mirrors curriculums used in our member districts. During the adoption process the teams reviewed the member district curriculums and took into account the amount of assistive technology that was offered to support the curriculum and the array of modifications and accommodations that were available for the curriculum. With its' built-in, on-going staff development, the READ 180 program has lead to the greatest impact on the quality of instruction. The READ 180 program addresses the needs of those students needing to develop their reading skills. However, it does not address the needs of those students who are proficient readers or whose skills are below the entry level. We are addressing these needs by implementing System 44 for those students in need of developing their decoding and phonemic awareness skills and Expert 21 for those students testing above READ 180.

#### Family Involvement and Support:

The main avenue for family involvement and support has been through team meetings and frequent, contact case managers have with parents and guardians. The school social workers have been able to provide outside resources to those families that are not already connected to social services or outside agencies. There has not been a school-based support network for families with students in the SUN program. During the 2013-2014 school, parent groups were started in IDEA and Therapeutic Education Alternative. This will be expanded to the SUN program during the 2014-2015 school year.

**Goals**

1. Increase Family Involvement and Support  
Over the course of the three-year improvement cycle, the SUN program will increase parent participation in parent group from a level of 0% of families participating to a level 10% of families participating.
2. Reduce Prone Restraint  
During the 2012-2013 school year the SUN program implemented 283 prone restraints. The SUN program will decrease the number of prone restraints by 40% for the 2013-2014 and 2014-2015 school years in preparation for the exclusion of prone restraints beginning with the 2015-2016 school year.
3. Address Cultural Competencies  
By the end of the three year improvement cycle, a racial group's percentage of overall suspensions will be no more than 2 percentage points higher than that racial group's percentage of overall enrollment

The following are the 12-13 percentages:

<u>Race</u>	<u>% of Enrollment</u>	<u>% Out of School Suspension</u>
Black	23%	62%
Hispanic	8%	8%
White	64%	30%

**Next Steps**

The first year of program evaluation is the evaluation year. The culmination of the evaluation year is the report you've just read. There are four additional years in the cycle. Years two, three and four will focus on program improvement. Year five will focus on data gathering that will be used for evaluation when the cycle repeats with year one.

While the intent of this report is for internal evaluation and improvement, it will be shared with key constituency groups including directors, superintendents and the school board.