

**INTERMEDIATE SCHOOL DISTRICT 917
IN DAKOTA COUNTY**

Regular School Board Meeting

Tuesday, March 7, 2017

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. **Good News Report - Directors** 2
- VI. **Consent Items - Chair Lewis**
 - A. Minutes, February 7, 2017 - Regular School Board Meeting - John Christiansen 8
 - B. Personnel Considerations - John Christiansen 10
- VII. **Donations - Chair Lewis** 25
- VIII. **Business Manager's Report - Nicolle Roush**
 - A. Review and Approve Payment of Bills 26
 - B. Review and Approve Wire Transfers 32
 - C. Review and Approve Investment Report 48
- IX. **Reports**
 - A. 917 Teacher and Employee of the Quarter - Melissa Schaller
 - B. D/HH Program Review - Kitri Kylo 49
 - C. Discussion of Essential Strategic Directives - John Christiansen 124
- X. **Policies**
 - A. Review Revised Policy 6.76 - Immunization Requirements, first reading - Melissa Schaller 126
- XI. **New Business**
 - A. SUN Overnight Camping Trip Proposal - Melissa Schaller 131
- XII. **Adjournment**

SCHOOL BOARD CALENDAR INFORMATION SCHOOL BOARD CALENDAR INFORMATION

April 4, 2017 - 5:00 PM - Regular School Board Meeting, 917 Board Room, DCTC

April 18, 2017 - 4:30 PM, School Board Work Session

April 26, 2017 - 3:45 PM, 917 Staff Recognition, DCTC Dakota Room

May 2, 2017 - 5:00 PM, School Board Meeting

Good News
Special Education

March 7, 2017

- TESA students held a penny wars fundraiser. The object was to collect the most pennies and other change in each homeroom. At the end of the fundraiser, student donations raised totaled \$68.42. All classrooms participated and the students were very competitive and excited throughout the event. Money raised will be put toward the Como Zoo trip this spring.
- Jim Cochran and his students in the TESA Community Based Vocational Learning (CBVL) class have begun a community service learning opportunity at the Minnesota Zoo on a weekly basis. Students will be working behind the scenes at the Zoo in preparing maps and pamphlets for distribution to the general public as well as assisting with general cleaning activities at the zoo.
- Lebanon Education Center celebrated Kindness Week from February 13-17. Each day there were different activities encouraging random acts of kindness. At the start of the week staff created a Kindness Tree in the front lobby of the building. Throughout the week staff and students put leaves on the tree recognizing of kindness they have witnessed or done. One day Tara Lein and Jessica Sinkinson's class made breakfast for the building and the students delivered it to each classroom. Another day Erin Stevens and Brenda Sather's class made brownies for everyone. There was Kindness Bingo followed by ice cream sundaes and a kindness scavenger hunt. Finally, students made cards for the patients at St. Paul Children's Hospital.



- Kudos to MiKayla Sanocki, ISD 917 Physical Therapist, for sharing information with the parents of one of the learners she serves which resulted in this wonderful good news! Megan, a mother of a beautiful boy with a neurological condition, was nominated by her son's occupational therapist and Ms. Sanocki to become a *Heart Strides* recipient. Ms. Sanocki shares that Megan is the solid rock for her family and the primary caregiver for her son. She demonstrates tenacity, selflessness and love while caring for her family. Her days are often spent attending medical appointments, countless hospital stays and caring for her other child. Throughout all of this,

she had let her health drop to a low priority. She was recently selected to become a *Heart Strides* recipient mother, and has begun training for her first 5K running race. *Heart Strides* helps mothers who have children with disabilities find time for themselves and make their health a priority by giving them the resources and gear to start moving in the right direction. All mothers receive a pair of running shoes, socks, chocolate, a 5K training plan (provided by Another Mother Runner) and variety of donated items from hydration samples to apparel!

Individuals can nominate a mother by visiting the website: <http://heartstrides.org/nominate/>

- Congratulations to Phuong Nguyen, a student who is blind at Kennedy High School in Bloomington, for being the winner of the grades 9-12 division of the *Great Lakes Braille Readers are Leaders* reading contest held December 1, 2016-January 20, 2017! The challenge is supported by the *National Federations of the Blind* in Minnesota, Wisconsin, Illinois, Michigan, and Ohio. The purpose of the contest is to promote the joy of reading for pleasure, to promote a pride in Braille as a viable literacy medium equal to print, and to demonstrate the importance of independent reading in the development of Braille literacy skills. Students had to log what materials they read during the contest timeline; however, textbooks and related materials assigned as required reading by the student's teacher or educational program were not allowed. Any student who reads braille enrolled in a kindergarten through twelfth grade educational program in the five states noted above was eligible to compete. After all reading logs were turned in, Lori Klein, ISD 917 Teacher of Blind/Visually Impaired, who provides services to Phuong, was notified that Phuong was the winner in the grades 9-12 division. Phuong will receive a cash prize and a package with gifts in the next month. Congratulations again to Phuong for putting in extra reading over and above her busy academic schedule!
- The 917 Assistive Technology Fair was held on January 23, 2017. Special education teachers from all sites following the ISD 917 calendar attended sessions on the latest and greatest assistive technology tools available to help students reach their full potential. Tools for reading, writing, social skills, self-advocacy, and self-regulation were explored, including learning how to use video and a green screen to improve literacy and self-advocacy skills. Teachers also got to try out adapted art tools from the Zot Art equipment borrowed from Metro ECSU. A new checklist for considering and assessing students' assistive technology needs was introduced along with a form to request tools, training, or information from the Assistive Technology Team. The assistive technology team members providing trainings during the AT Fair were Berdetta Lang, Patti Eldred, Taylor Thomas, Lynn Quam, Karri Fisher, and Amanda Peters. The AT Team would like to thank other teachers, school psychologists, and behavior specialists for sharing their expertise at the fair as well. These presenters included Michael Burgio, Kelli Proulx, Amanda Boehmer, Lindsey Hartjes, Nichole Short, Laura Tennesen, Alyssa McDonough, Matthew Newquist, and Adrienne Turzynski. The contributions of so many experts made for a rich, and happy, professional development experience.
- On Friday, January 27th, Viktor the Viking came to Alliance with some friends and provided students and staff with his message to S.T.O.P. bullying. The presentation was interactive and gave students some action steps they can take to S.T.O.P. bullying behavior.



- On Monday, February 13th, we opened a new elementary classroom in our IDEA program. Lauren Lehman joined our team as a new teacher and we are so excited to be able to serve the additional students this allowed us to bring to AEC. Ms. Lehman and her students have settled in nicely to their new room. Thanks Mr. Scott for getting it ready for them!
- Alliance Education Center has started a great activity called “Popcorn Friday”. As the name suggests, staff elicit the help of a few students and make popcorn each Friday afternoon. Just the right thing for a great afternoon snack!
- On Wednesday, February 15, 2017, over 100 staff and students participated in a field trip to Eko Backen, near Forest Lake, for a fun-filled day of snow tubing! It was an amazing day and both staff and students returned to Alliance with some of the biggest smiles we’ve seen this year. A big “thank you” to the staff at Eko Backen and Theresa Bowlin and Kate Adams from Alliance, for making this happen for our students. We’re already making plans to go back again next year!

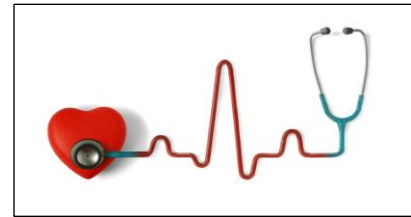


Good News Report
March 2017
Secondary Programs

-DCALS North received a scholarship from the McKnight Foundation to attend our field trip to Mill City Museum

MEDICAL CAREERS GOOD NEWS!

Our Nurse Assisting/Home Health Aide class is going full speed! The students are engaged, learning, and excited about what's next. We have 54 skills to learn and have already accomplished 17! They are learning about positioning, passive range of motion, support stockings, making occupied beds, assisting a vision impaired patient, dressing a patient who has suffered a stroke, and how to wash feet. We even made time for Adam Rachuy to spend a class with us in the Wellness Center to learn about "Self-Defense" for women. Next week we start Vital Signs, how to correctly obtain them and what the results mean.

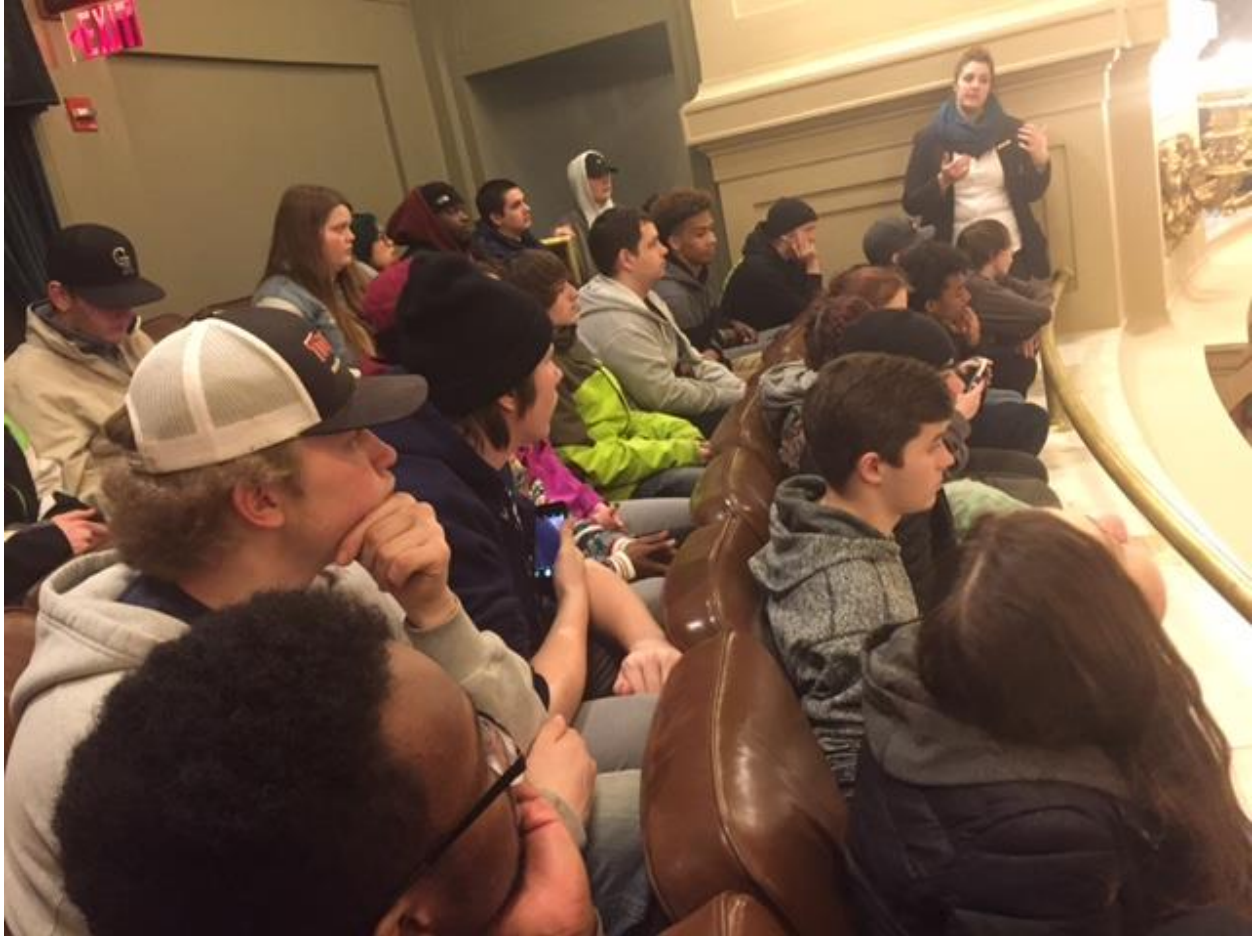




***** As of March 1, 2017 our class has a total of 17 students signed up for the State of Minnesota Nursing Assistant Exam on June 2nd and June 7th. Total cost of \$190.00 each!**

-Thursday March 9, 2017 from 3:30-7:30 PM: Open House for all Career & Technical Education classes. Come and tour our shops, classrooms, and space at Dakota County Technical College. Learn about secondary career exploration and training options for students in Dakota County.

-Over 50 Students went to the Minnesota History Museum and the State Capitol on February 10th. We had a fantastic guided tour of The Capitol and afterwards met with Senator Greg Clausen in the Rotunda



-12 Students in Outdoor Ed went to Vertical Endeavors in Bloomington on March 1. They had a great time learning about and trying out their rock climbing skills.

-Doug Speedling Builders is paying for a bus and lunch and set up 2 tours. One at a truss plant and one at a panel shop in Hastings.

-The 3rd Annual Dakota County Perkins Consortium Career and College Fair were held on March 2, 2017 at Hastings HS. Over 120 vendors presented information to students. All members of the consortium had students participate. Over 1000 students attended the fair again this year. A great deal of thanks to Lynn Colvin- Hastings HS Career Counselor, Patrick Lair-DCTC Success Coordinator, Bob and Stephanie Meinke-Perkins Coordinator, and the Hastings HS community for allowing us to use the space. Also, a word of thanks to Farmington HS for allowing us to use 40 tables for the fair and the Hastings Army National Guard for contributing 50 tables.

-Don Williams, Social Studies and Lead Teacher at our DCALS North campus is recognized as the Winter 2017 Employee of the Quarter.

INTERMEDIATE SCHOOL DISTRICT 917

A School Board Meeting of the Intermediate School District 917 School Board was held on Tuesday, February 7, 2017, at 1300 145th Street East, Rosemount, MN.

Members Present: Dick Bergstrom, DeeDee Currier, Joanne Mansur, Dan Cater, Bob Erickson, Vanda Pressnall, and ex-officio member Superintendent John Christiansen.

Members Absent: Wendy Felton, Melissa Sauser, and Jill Lewis

Also Present: Nicolle Roush, Eric Van Brocklin, Melissa Schaller, and Linda Berg

School Board Vice-Chair Bob Erickson called the meeting to order at 5:00 PM.

There were no visitors to be heard.

Supt. Christiansen congratulated and thanked the Board for their service to ISD 917. Board Member appreciation week is February 20-24.

The good news reports were presented.

2. Motion by Dick Bergstrom, seconded by Dan Cater, to approve the consent items, as presented. All present voted aye. Motion carried.
 - **Minutes:** January 3, 2017, Regular School Board Meeting
 - **Minutes:** January 17, 2017, School Board Special Meeting
 - **Personnel:** *New Hires:* Bassirou Faye, Classroom Assistant, effective February 6, 2017. Katelyn Burgess, Classroom Assistant, effective January 24, 2017. Sarah Fairbanks, Classroom Assistant, effective January 17, 2017 (from Student Assistant to Classroom Assistant). Jennifer Kendall, Classroom Assistant, effective January 24, 2017. Lauren Lehman, Special Education Teacher, effective January 23, 2017. Erica Somers, Classroom Assistant, effective January 9, 2017. *Change in Status:* Danny Hoffman, Technical Tutor, medical leave effective January 19, 2017, with an expected return date of May 18, 2017. Kari Vilinskis, Program Assistant, medical/disability leave effective September 22, 2016. *Resignations and Terminations:* Karri Fisher, Occupational Therapist, effective April 21, 2017. Craig Horejsi, Teacher of the Visually Impaired, effective June 9, 2017. Daniel Kuklock, Classroom Assistant, effective January 12, 2017. Karissa Martin, Program Assistant, effective February 10, 2017. Kathryn Rafnson, Classroom Assistant, effective January 18, 2017. Kris Wagner, Classroom Assistant, effective February 17, 2017. Owen Wells, Special Education Teacher, effective June 9, 2017.
3. Board Member Dick Bergstrom, introduced the following resolution and waived the reading: Resolution to Accept Donations in the amount of \$510. Donation of a scooter to the PACES Program from Jason Connolly and Karen Teff of Farmington. Value: \$350. Donation of \$100 to the TESA Program from Robert and Jackie Stokke of Inver Grove Heights to be used for various student needs. Value: \$100. Donation of \$60 to the PACES program from Keith Koentopf of Farmington to be used for student needs and activities. (Value: \$60.) The motion for the adoption of the foregoing resolution was duly seconded by Dan Cater, and upon vote being taken thereon, the following voted in favor thereof: Dick Bergstrom, Joanne Mansur, Dan Cater, Vanda Pressnall, DeeDee Currier, Bob

Erickson, and the following voted against the same: none. Whereupon said resolution was duly passed and adopted. (Addendum A.)

4. Motion by Dan Cater, seconded by Dick Bergstrom, to approve the bills from January 1, 2017 through January 31, 2017, the investment report and the wire transfers as presented. All present voted aye. Motion carried.

Supt. Christiansen reviewed with the School Board the Statements from Strategic Directives document.

Dick Bergstrom was appointed to the 2017-2018 calendar committee.

5. Motion by Vanda Pressnall, seconded by DeeDee Currier to approve the maintenance payments to Member districts, as presented. All present voted aye. Motion carried. (Addendum B.)
6. Board Member Dick Bergstrom, introduced the following resolution: Resolution Directing Administration to Make Recommendations for Reductions in Programs and Positions and Reasons Therefore. The motion for the adoption of the foregoing resolution was duly seconded by Dan Cater, and upon vote being taken thereon, the following voted in favor thereof: Dick Bergstrom, Dan Cater, DeeDee Currier, Bob Erickson, Vanda Pressnall, Joanne Mansur, and the following voted against the same: none. Whereupon said resolution was duly passed and adopted. (Addendum C.)
7. Motion by DeeDee Currier, seconded by Vanda Pressnall, to approved the revised 2016-2017 budget for 917, as presented. (Addendum D.) All present voted aye. Motion carried.

Bob Erickson noted that he was pleased with the way the self-funded insurance plan was working out and that 917 was doing well with this change.

8. Motion by Joanne Mansur, seconded by DeeDee Currier, to adjourn the meeting. All present voted aye. Motion carried.

Dick Bergstrom and Vanda Pressnall commented on the D/HH play at Gideon Pond. Excellent performance by students and they looked like they really enjoyed themselves.

There being no further business the meeting adjourned at 5:45 P.M.

The next regular School Board Meeting will be Tuesday, March 7, 2017, at 5:00 PM, at DCTC, 1300 145th Street East, Rosemount, MN.

Clerk

**SUMMARY OF PERSONNEL ITEMS RECOMMENDED
FOR ACTION AT BOARD MEETING OF MARCH 7, 2017**

NEW HIRES:

Cassandra Cahill, Program Assistant, effective February 13, 2017.

Mary Cornick, Long-Term Substitute Special Education Teacher, effective February 13, 2017, through April 13, 2017.

Latricia Domally, Classroom Assistant, effective February 13, 2017.

Taylor Heitman, Classroom Assistant, effective February 13, 2017.

Jennifer Hernandez, Classroom Assistant, effective February 22, 2017.

Taylor Hewitt, Classroom Assistant, effective March 8, 2017.

Alicia Iverson, Sign-Language Interpreter, effective February 13, 2017.

Lindsey Jackson, Classroom Assistant, effective February 27, 2017.

Eleanore Miller, Classroom Assistant, effective February 21, 2017.

Rashidat Oladipupo, Classroom Assistant, effective February 20, 2017 (from Student Assistant to Classroom Assistant).

Brooke Stoeklen, Program Assistant, effective February 27, 2017.

Alyssa Stone, Classroom Assistant, effective February 22, 2017.

Andrew Webster, Classroom Assistant, effective February 16, 2017.

CHANGE IN STATUS:

Cynthia Dively, Teacher of Deaf/HH, medical leave request effective February 28, 2017, with an expected return date of April 12, 2017.

Sarah Fairbanks, Classroom Assistant, maternity disability leave effective on or about April 1, 2017, with a return date of June 12, 2017.

Angelita Fleming, Speech Language Pathologist, increase to 1.0 FTE (185 days at 8 hours per day) effective August 28, 2017.

Shanyn Tuftee, Physical Therapist, increase from 111 days at 8 hours per day (.6 FTE) to 129.5 days at 8 hours per day (.7 FTE) effective August 28, 2017, for the 2017-2018 school year only.

**SUMMARY OF PERSONNEL ITEMS RECOMMENDED
FOR ACTION AT BOARD MEETING OF MARCH 7, 2017
(continued)**

RESIGNATIONS & TERMINATIONS:

Tiane Christopherson, Classroom Assistant, effective February 15, 2017.

Jennifer Hernandez, Classroom Assistant, effective February 23, 2017.

Denise Swanson, Administrative Assistant II, effective March 10, 2017.

Jessica Tietz, Classroom Assistant, effective March 8, 2017.

Hanna White, Special Education Teacher, effective June 9, 2017.

RETIREMENTS:

Berdetta Lang, Speech Language Pathologist, effective June 9, 2017.

To BA 3/7/17

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: 2/9/17	Teaching Licenses Held:
NAME: Cassandra Cahill	
Position: Program Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : 16.95
	Employment Date: 2/13/17

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Woodbury High	Yes	Generals	Yes
Technical College				
College	Quincy University, Illinois	Yes	Psychology and Biology	BA, BS
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Teachers on Call	9/16	Current	Substitute Paraprofessional
American Eagle	5/16	1/17	Stock Associate

Total Years Experience 1

Remarks:

Cassandra will be a program assistant in the IDEA Program at Alliance Education Center.

To Ed 2/17/17

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: February 15, 2017	Teaching Licenses Held:
NAME: Mary Cornick	
Position: Substitute Teacher	
College: Secondary: Special Education: x District:	Recommended Salary : 51,183.00 prorated to 10,651.60
	Employment Date: 2/13/17

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Cathedral High	Yes	Generals	Yes
Technical College				
College	College of St. Benedict	Yes	Education	MA
	St. Cloud State	Yes	Special Education	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 196	9/13	12/16	Teacher
Mounds View Public Schools, 621	1988	2013	Teacher

Total Years Experience 28

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Remarks:

Mary will be a teacher in the SUN Program at Alliance filling in for Ashley Schaefer.

To Bd 3/7/17

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: February 1, 2017	Teaching Licenses Held:
NAME: Latricia Domally	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : \$17.34
	Employment Date: 2/13/17

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Park High	Yes	Generals	Yes
Technical College				
College	Rochester Community	Yes	Generals	Associates
	MN Northwestern	Pending	Health Psychology	BA in May
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Mayo Clinic	10/11	Current	Surgical Transcription
Mayo Clinic	1/10	9/11	Medical Secretary
Mayo Clinic	1/09	1/10	Office Support Services

Total Years Experience 17

Remarks:

Latricia will be a classroom assistant in the PACES Program replacing Dan Kuklock.

To Bd. 3/7/17

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: February 1, 2017	Teaching Licenses Held:
NAME: Taylor Heitman	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : \$16.95
	Employment Date: 2/13/17

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Farmington High	Yes	Generals	Yes
Technical College				
College	St. Olaf	Yes	Theater	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Hideaway Coffeehouse and Wine Bar	11/16	current	Barista
Carhartt	12/13	Current	Sales Associate

Total Years Experience 3

Remarks:

Taylor will be a classroom assistant in the IDEA Program at Alliance Education Center.

To Bd 3/7/17

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: 2/22/17	Teaching Licenses Held:
NAME: Jennifer Hernandez	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : 17.34
	Employment Date: 2/22/17

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Kennedy High	Yes	Generals	Yes
Technical College				
College	Gustavus Adolphus	Yes	Spanish/Latin American	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
United Health Group	11/16	Current	Health Care Advisor
HRS Erase	11/14	11/16	Bilingual Lead
MN Masonic Home	8/13	6/14	Dietary Aide

Total Years Experience 3

Remarks:

Jennifer will be a classroom assistant in the SUN Program at Cedar School.

To Bd 3/7/17

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: 2/22/17	Teaching Licenses Held:
NAME: Taylor Hewitt	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : 17.34
	Employment Date: 3/8/17

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	New Futures High, NM	Yes	Generals	Yes
Technical College				
College				
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Rudolph Community and Care	6/15	Current	Direct Support
Skies Health Care	9/14	3/15	Recreation Assistant

Total Years Experience 2

Remarks:

Taylor will be a classroom assistant in the SUN Program at Cedar School.

To Bd 3/7/17

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: February 6, 2017	Teaching Licenses Held:
NAME: Alicia Iverson	
Position: Interpreter	
College: Secondary: Special Education: x District:	Recommended Salary : 17.00
	Employment Date: 2/13/17

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Como Park High	Yes	Generals	Yes
Technical College				
College	St. Paul College	Yes	ASL	AA
	U of M Duluth	Yes	Mathematics and ASL	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Victoria Secret	8/16	Current	Customer Service
Metro Deaf School	3/16	10/16	Paraprofessional
DQ	2007	2016	Manager

Total Years Experience 8

Remarks:

Alicia will be an interpreter in the DHH Program replacing Taylor Gjesdahl.

To Bd 3/7/17

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: 3/1/17	Teaching Licenses Held:
NAME: Lindsey Jackson	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : \$17.34
	Employment Date: 2/27/17

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Lakeville South High	Yes	Generals	Yes
Technical College				
College	MN State Mankato	Yes	Communication Studies	BA
	Normandale	Yes	Liberal Arts	AA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Teachers on Call	10/16	Current	Substitute
Thomson Reuters	11/15	7/16	Customer Service
Prior Lake Schools	10/12	11/15	Paraprofessional

Total Years Experience 4

Remarks:

Lindsey will be a classroom assistant in the DASH Program at Lakeville North High School.

To Bd 3/7/17

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: 2/9/17	Teaching Licenses Held:
NAME: Eleanore Miller	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : 16.95
	Employment Date: 2/21/17

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Faribault High School	Yes	Generals	Yes
Technical College				
College	U of M	Yes	Speech and Language Hearing Sciences	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Buckham Memorial Library	1/16	Current	Circulation Aide
Faribault Schools	9/15	11/16	Health Paraprofessional
U of M	5/14	8/15	Office Assistant

Total Years Experience 3

Remarks:

Eleanore will be a classroom assistant in the SUN Program at Alliance Education Center.

To Bd 3/7/17

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: 2/15/17	Teaching Licenses Held:
NAME: Rashidat Oladipupo	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : \$18.12
	Employment Date: 2/20/17

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Union High School	Yes	Generals	Yes
Technical College	St. Paul College	Yes	ASL	AAS
College				
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	6/16	Current	SA
Consumer Directions	10/14	5/16	Deaf/Blind Service Provider
Laurent Clerc Services	3/14	5/16	Support Staff

Total Years Experience 3

Remarks:

Rashidat will be a classroom assistant in the DHH Program at Gideon Pond.

To Bd 3/7/17

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: February 14, 2017	Teaching Licenses Held:
NAME: Brooke Stoeklen	
Position: Program Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : 17.34
	Employment Date: 2/27/17

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Willard High, MO	Yes	Generals	Yes
Technical College				
College	Ozark Christian College	Yes	Generals	AA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Tiger One Preschool	12/14	8/16	Owner
SA	9/12	8/13	Customer Service
Marco's Pizza	1/09	10/10	General Manager

Total Years Experience 7

Remarks:

Brooke will be a program assistant in the IDEA Program at Alliance Education Center.

To Bd 3/7/17

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: February 9, 2017	Teaching Licenses Held:
NAME: Alyssa Stone	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : 17.34
	Employment Date: 2/22/17

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Roseville High	Yes	Generals	Yes
Technical College				
College	Century College	Yes	Human Services	AAS
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Nexus	9/16	LEC	Youth Care Professional
YMCA	8/15	9/16	Teacher Assistant

Total Years Experience 1.5

Remarks:

Alyssa will be a classroom assistant in the SUN Program at Cedar School.

To Bd 3/7/17

DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: February 15, 2017	Teaching Licenses Held:
NAME: Andrew Webster	
Position: Classroom Assistant	
College: Secondary: Special Education: x District:	Recommended Salary : 17.34
	Employment Date: 2/16/17

Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Burnsville High	Yes	Generals	Yes
Technical College				
College	Winona State	Yes	Physical Ed. And DAPE	BA
Other				

Teaching Experience:

Employer (most recent first)	From	To	Position/Responsibilities

Total Years Experience

Business/Industry Work Experience:

Employer (most recent first)	From	To	Position/Responsibilities
Dakota Hawks P.I. Hockey	11/16	Current	Coaching
Under Armour	9/16	1/16	Sales Associate
Cardinal of Minnesota	10/14	6/16	Direct Support Professional

Total Years Experience 2

Remarks:

Andrew will be a classroom assistant in the TEA Program located at Lebanon Education Center.

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 \$690.

1. Donation of \$60 to the PACES program from Keith Koentopf of Farmington to be used for student needs and activities. (Value: \$70.)
2. Donation of \$20 to the Deaf/Hard of Hearing Preschool Program's Winter Family Fun Night pizza meal at Diamondhead education Center, from Jake and Patti Knudsen of Rosemount. (Value \$20.)
3. Donation of \$600 to the Youth Transition Program from Bijan Riahi of Eagan to support the cost of student lunches. (Value \$600.)

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: 02/01/17 - 02/27/17

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
321720	S	\$180.00	02/02/17	24593	0	ALL IN ONE TRANSLATION AGENCY, LLC	OUTSTANDING
321721	S	\$18.74	02/02/17	21674	0	CENTURYLINK	OUTSTANDING
321722	S	\$2172.73	02/02/17	16244	3	CUB FOODS	OUTSTANDING
321723			02/02/17	16244	0	UNISSUED	UNISSUED
321724	S	\$518.57	02/02/17	21866	0	DAKOTA COUNTY TECH COLLEGE	OUTSTANDING
321725	S	\$3099.95	02/02/17	24666	0	DIGITAL INSURANCE, INC	OUTSTANDING
321726	S	\$22922.65	02/02/17	24696	0	DODGE OF BURNSVILLE	OUTSTANDING
321727	S	\$184.00	02/02/17	24073	0	EDUCATORS BENEFIT CONSULTANTS, LLC	OUTSTANDING
321728	S	\$530.07	02/02/17	03079	0	FRONTIER COMMUNICATIONS	OUTSTANDING
321729	S	\$41183.42	02/02/17	09592	0	IND SCH DIST 191	OUTSTANDING
321730	S	\$49566.44	02/02/17	09592	0	IND SCH DIST 191	OUTSTANDING
321731	S	\$349.00	02/02/17	23858	0	IXL LEARNING	OUTSTANDING
321732	S	\$7882.00	02/02/17	21208	0	MALLOY, MONTAGUE, KARNOWSKI, RADOSEVICH & CO	OUTSTANDING
321733	S	\$510.00	02/02/17	23761	0	MIDWEST SPECIAL INSTRUMENTS, CORP	OUTSTANDING
321734	S	\$1950.00	02/02/17	23915	0	PEDIATRIC HOME SERVICE	OUTSTANDING
321735	S	\$3910.50	02/02/17	24685	0	PROCARE THERAPY	OUTSTANDING
321736	S	\$1491.56	02/02/17	23874	0	REINHART FOODSERVICE, LLC	OUTSTANDING
321737	S	\$651.81	02/02/17	00623	0	REPUBLIC SERVICES	OUTSTANDING
321738	S	\$297.35	02/02/17	23179	0	SCHOOL OUTFITTERS	OUTSTANDING
321739	S	\$954.18	02/02/17	15713	0	SOUTHPAW ENTERPRISES	OUTSTANDING
321740	S	\$515.20	02/02/17	22898	0	SPECTRUM BRANDS	OUTSTANDING
321741	S	\$224.46	02/02/17	22907	0	SUPPLYWORKS	OUTSTANDING
321742	S	\$14353.60	02/02/17	23942	0	TEACHERS ON CALL	OUTSTANDING
321743	S	\$5216.04	02/02/17	02776	0	XCEL ENERGY	OUTSTANDING
321744	S	\$376.25	02/09/17	17397	0	409-PRAXAIR DISTRIBUTION INC	OUTSTANDING
321745	S	\$76.25	02/09/17	21814	0	BENIK CORP.	OUTSTANDING
321746	S	\$17112.85	02/09/17	23217	0	BRAUN INTERTEC CORPORATION	OUTSTANDING
321747	S	\$192.80	02/09/17	16141	0	CARQUEST AUTO PARTS STORES	OUTSTANDING
321748	S	\$31.38	02/09/17	16244	5	CUB FOODS	OUTSTANDING
321749	S	\$808.65	02/09/17	21866	0	DAKOTA COUNTY TECH COLLEGE	OUTSTANDING
321750	S	\$64.63	02/09/17	00096	1	ECM PUBLISHERS/DAKOTA COUNTY TRIBUNE	OUTSTANDING
321751	S	\$45.50	02/09/17	07751	1	HASTINGS STAR GAZETTE	OUTSTANDING
321752	S	\$300.00	02/09/17	24692	0	HUSSEIN RAJPUT, PHD, LP	OUTSTANDING
321753	S	\$26524.85	02/09/17	09592	0	IND SCH DIST 191	OUTSTANDING
321754	S	\$14468.10	02/09/17	13846	0	IND SCH DIST 192	OUTSTANDING
321755	S	\$31347.55	02/09/17	10857	3	IND SCH DIST 194	OUTSTANDING
321756	S	\$4822.70	02/09/17	21065	3	IND SCH DIST 197	OUTSTANDING
321757	S	\$14468.10	02/09/17	13450	2	IND SCH DIST 200	OUTSTANDING
321758	S	\$358.16	02/09/17	23297	0	INNOVATIVE OFFICE SOLUTIONS	OUTSTANDING
321759	S	\$52.62	02/09/17	23024	0	ISOKINETICSINC.COM	OUTSTANDING
321760	S	\$37.50	02/09/17	08517	0	LILLIE SUBURBAN NEWSPAPER, INC	OUTSTANDING
321761	S	\$502.43	02/09/17	22240	0	LONE OAK GRAPHICS	OUTSTANDING
321762	S	\$277.23	02/09/17	14116	0	MENARDS	OUTSTANDING
321763	S	\$45.00	02/09/17	07926	10	METRO ECSU	OUTSTANDING
321764	S	\$3888.00	02/09/17	22974	0	MLA ARCHITECTS PLANNERS	OUTSTANDING
321765	S	\$732.80	02/09/17	20568	1	OFFICE DEPOT	OUTSTANDING
321766	S	\$127.50	02/09/17	23690	0	OUTDOOR IMAGES, INC	OUTSTANDING
321767	S	\$127.00	02/09/17	22654	0	PEARSON ASSESSMENTS/NCS PEARSON	OUTSTANDING
321768	S	\$6771.24	02/09/17	23874	0	REINHART FOODSERVICE, LLC	OUTSTANDING
321769	S	\$443.82	02/09/17	29040	0	SAM'S CLUB	OUTSTANDING
321770	S	\$73.12	02/09/17	22826	0	SCHOOL NURSE SUPPLY	OUTSTANDING
321771	S	\$240.00	02/09/17	24568	0	SPECIAL DELIVERY OF MN, LLC	OUTSTANDING

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CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
321772	S	\$181.18	02/09/17	24608	0	ST PAUL PARKS AND RECREATION	OUTSTANDING
321773	S	\$650.00	02/09/17	24724	0	TAURINSKAS LAW FIRM	OUTSTANDING
321774	S	\$24489.98	02/09/17	23942	0	TEACHERS ON CALL	OUTSTANDING
321775	S	\$9.29	02/09/17	00450	0	TERRY'S HARDWARE	OUTSTANDING
321776	S	\$102.35	02/09/17	07543	0	TIERNEY BROS. INC	OUTSTANDING
321777	S	\$792.00	02/09/17	00643	0	TIES	OUTSTANDING
321778	S	\$164.00	02/09/17	24718	0	TOTAL ACCESS GROUP	OUTSTANDING
321779	S	\$3900.00	02/09/17	24575	0	TWIN CITY HARDWARE COMPANY INC	OUTSTANDING
321780	S	\$505.00	02/09/17	23477	0	VALLEY VIEW GLASS & SCREEN	OUTSTANDING
321781	S	\$6286.14	02/09/17	19389	0	WELLS FARGO	OUTSTANDING
321782	S	\$7760.08	02/14/17	40016	0	EDUCATION MINNESOTA, LOCAL 3904	OUTSTANDING
321783	S	\$67.14	02/14/17	24674	0	F.H. CANN & ASSOCIATES, INC	OUTSTANDING
321784	S	\$400.00	02/14/17	24626	0	IOWA DEPARTMENT OF HUMAN SERVICES	OUTSTANDING
321785	S	\$48.00	02/14/17	21651	0	NCPERS MINNESOTA	OUTSTANDING
321786	S	\$151.69	02/14/17	29972	0	RELATED SERVICES NURSES ESP	OUTSTANDING
321787	S	\$2898.24	02/14/17	40018	0	S.E.P., LOCAL 4242	OUTSTANDING
321788	S	\$100.71	02/14/17	29207	0	U.S. DEPARTMENT OF EDUCATION	OUTSTANDING
321789	S	\$205.00	02/14/17	40012	0	UNITED WAY, GREATER TWIN CITIES	OUTSTANDING
321790	S	\$1239.17	02/14/17	40071	0	WADDELL & REED INC	OUTSTANDING
321791	S	\$1023.75	02/16/17	12615	0	ABLENET INC.	OUTSTANDING
321792	S	\$27621.00	02/16/17	23997	1	AMERICAN COMPENSATION INSURANCE COMPANY	OUTSTANDING
321793	S	\$4790.00	02/16/17	19645	0	APPLE COMPUTER, INC	OUTSTANDING
321794	S	\$40061.82	02/16/17	24552	0	APPLE VALLEY ISD LLC	OUTSTANDING
321795	S	\$500.00	02/16/17	24726	0	CHEF MARSHALL O'BRIEN LLC	OUTSTANDING
321796	S	\$43.88	02/16/17	16244	0	CUB FOODS	OUTSTANDING
321797	S	\$323.05	02/16/17	19401	0	DEX MEDIA EAST, INC.	OUTSTANDING
321798	S	\$332.30	02/16/17	22238	1	DISCOUNT SCHOOL SUPPLY	OUTSTANDING
321799	S	\$50.00	02/16/17	21791	0	ESCHENBACH OPIK OF AMERICA, INC	OUTSTANDING
321800	S	\$123.35	02/16/17	22944	0	FASTENAL	OUTSTANDING
321801	S	\$1844.94	02/16/17	03079	0	FRONTIER COMMUNICATIONS	OUTSTANDING
321802	S	\$64.00	02/16/17	22631	0	GOVCONNECTION INC	OUTSTANDING
321803	S	\$1344.00	02/16/17	09592	0	IND SCH DIST 191	OUTSTANDING
321804	S	\$94.00	02/16/17	23124	0	INFINITY WIRELESS, INC.	OUTSTANDING
321805	S	\$4743.98	02/16/17	23297	0	INNOVATIVE OFFICE SOLUTIONS	OUTSTANDING
321806	S	\$3588.75	02/16/17	21007	0	INT SCH DIST 287	OUTSTANDING
321807	S	\$275.00	02/16/17	23913	0	INTEGRATED PROTECTION SYSTEMS	OUTSTANDING
321808	S	\$570.00	02/16/17	24725	0	JESSICA DODGE	OUTSTANDING
321809	S	\$208621.90	02/16/17	24694	0	LANGER CONSTRUCTION	OUTSTANDING
321810	S	\$572.40	02/16/17	23568	0	MEDI-CAR	OUTSTANDING
321811	S	\$113.33	02/16/17	14116	0	MENARDS	OUTSTANDING
321812	S	\$1227.34	02/16/17	23258	0	MN ENERGY RESOURCES CORPORATION	OUTSTANDING
321813	S	\$324.00	02/16/17	11229	0	MN HISTORICAL SOCIETY	OUTSTANDING
321814	S	\$3318.75	02/16/17	23915	0	PEDIATRIC HOME SERVICE	OUTSTANDING
321815	S	\$54.00	02/16/17	00257	2	PITNEY BOWES	OUTSTANDING
321816	S	\$5016.00	02/16/17	24685	0	PROCARE THERAPY	OUTSTANDING
321817	S	\$624.00	02/16/17	22957	0	PROFESSIONAL WIRELESS COMMUNICATIONS	OUTSTANDING
321818	S	\$12336.00	02/16/17	23398	1	RIVERPORT INSURANCE COMPANY	OUTSTANDING
321819	S	\$283.50	02/16/17	00735	0	SCHMITTY & SONS	OUTSTANDING
321820	S	\$209.69	02/16/17	22907	0	SUPPLYWORKS	OUTSTANDING
321821	S	\$16.78	02/16/17	00450	0	TERRY'S HARDWARE	OUTSTANDING
321822	S	\$460.00	02/16/17	40092	1	THE SERVICE AGENCY	OUTSTANDING
321823	S	\$1074.23	02/16/17	00643	0	TIES	OUTSTANDING

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321824	S	\$1480.00	02/16/17	23814	0	TRIG LIFE SERVICES	OUTSTANDING
321825	S	\$154.74	02/16/17	22704	0	ULINE	OUTSTANDING
321826	S	\$363.32	02/16/17	21326	2	USI	OUTSTANDING
321827	S	\$186.25	02/16/17	23662	0	WESTONE	OUTSTANDING
321828	S	\$226487.00	02/23/17	15216	2	360 COMMUNITIES	OUTSTANDING
321829	S	\$404.00	02/23/17	17397	0	409-PRAXAIR DISTRIBUTION INC	OUTSTANDING
321830	S	\$99.99	02/23/17	24099	0	AED SUPERSTORE	OUTSTANDING
321831	S	\$90.00	02/23/17	24593	0	ALL IN ONE TRANSLATION AGENCY, LLC	OUTSTANDING
321832	S	\$300.00	02/23/17	17612	0	AM PRINTING HOUSE FOR BLIND, INC	OUTSTANDING
321833	S	\$1226.58	02/23/17	23678	0	AMAZON.COM, LLC	OUTSTANDING
321834	S	\$600.00	02/23/17	23826	0	ASE STUDENT CERTIFICATION	OUTSTANDING
321835	S	\$330.40	02/23/17	24553	0	CANON USA	OUTSTANDING
321836	S	\$868.11	02/23/17	19803	0	CENTERPOINT ENERGY	OUTSTANDING
321837	S	\$158.05	02/23/17	21674	0	CENTURYLINK	OUTSTANDING
321838	S	\$1446.00	02/23/17	16339	1	DOOR SERVICE CO	OUTSTANDING
321839	S	\$115.41	02/23/17	00096	1	ECM PUBLISHERS/DAKOTA COUNTY TRIBUNE	OUTSTANDING
321840	S	\$153.95	02/23/17	24720	0	HUMAN RELATIONS MEDIA	OUTSTANDING
321841	S	\$13165.75	02/23/17	19858	0	IND SCH DIST # 196	OUTSTANDING
321842	S	\$24783.22	02/23/17	09592	0	IND SCH DIST 191	OUTSTANDING
321843	S	\$1136.95	02/23/17	09592	0	IND SCH DIST 191	OUTSTANDING
321844	S	\$100.00	02/23/17	23124	0	INFINITY WIRELESS, INC.	OUTSTANDING
321845	S	\$93.28	02/23/17	24637	0	K LYNN PRODUCTIONS	OUTSTANDING
321846	S	\$360.00	02/23/17	24665	0	KATHERINE THUNE	OUTSTANDING
321847	S	\$775.95	02/23/17	21834	0	LAKESHORE LEARNING MATERIALS	OUTSTANDING
321848	S	\$35.10	02/23/17	23996	0	MEDICAREBLUE RX	OUTSTANDING
321849	S	\$341.45	02/23/17	18459	0	METALCRAFT, INC	OUTSTANDING
321850	S	\$261.15	02/23/17	20568	1	OFFICE DEPOT	OUTSTANDING
321851	S	\$1554.53	02/23/17	20868	0	OFFICE OF MN.IT SERVICES	OUTSTANDING
321852	S	\$100.00	02/23/17	09643	1	PACER CENTER INC	OUTSTANDING
321853	S	\$5343.75	02/23/17	23915	0	PEDIATRIC HOME SERVICE	OUTSTANDING
321854	S	\$1493.68	02/23/17	22779	0	PHONAK	OUTSTANDING
321855			02/23/17	22779	0	UNISSUED	UNISSUED
321856	S	\$33.00	02/23/17	23916	0	PILEATED PRESS, LLC	OUTSTANDING
321857	S	\$6710.00	02/23/17	23677	0	PROFESSIONAL CRISIS MANAGEMENT ASSOCIATION	OUTSTANDING
321858	S	\$765.10	02/23/17	23874	0	REINHART FOODSERVICE, LLC	OUTSTANDING
321859	S	\$299.66	02/23/17	22826	0	SCHOOL NURSE SUPPLY	OUTSTANDING
321860	S	\$194.93	02/23/17	20620	3	SCHOOL SPECIALTY INC.	OUTSTANDING
321861	S	\$270.00	02/23/17	24568	0	SPECIAL DELIVERY OF MN, LLC	OUTSTANDING
321862	S	\$388.62	02/23/17	22907	0	SUPPLYWORKS	OUTSTANDING
321863	S	\$95.47	02/23/17	24723	0	SUPPORTING SUCCESS F/CHILDREN W/HEARING LOSS	OUTSTANDING
321864	S	\$11318.80	02/23/17	23942	0	TEACHERS ON CALL	OUTSTANDING
321865	S	\$95.00	02/23/17	18079	0	UNIQUE SOFTWARE CORP	OUTSTANDING
321866	S	\$5125.00	02/23/17	24556	0	UNIVERSAL CLEANING SERVICES	OUTSTANDING
321867	S	\$35.00	02/23/17	23937	0	UNIVERSITY OF OREGON	OUTSTANDING
709628	E	\$108.15	02/08/17	99999	8787	ASMUS,JOAN SCHAEFER	OUTSTANDING
709629	E	\$75.65	02/08/17	99999	8787	ASMUS,JOAN SCHAEFER	OUTSTANDING
709630	E	\$75.65	02/08/17	99999	8787	ASMUS,JOAN SCHAEFER	OUTSTANDING
709631	E	\$5.89	02/08/17	99999	9573	BEATTIE, JEAN	OUTSTANDING
709632	E	\$22.61	02/08/17	99999	10804	BORMANN, NATALIE	OUTSTANDING
709633	E	\$23.54	02/08/17	99999	10853	BURGIO, MICHAEL	OUTSTANDING
709634	E	\$294.25	02/08/17	99999	9092	DEVENOW, PEARL SUSAN	OUTSTANDING
709635	E	\$46.98	02/08/17	99999	5718	DODGE, MICHELLE MARIE	OUTSTANDING

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709636	E	\$86.40	02/08/17	99999	10442	FLEMING, ANGELITA	OUTSTANDING
709637	E	\$82.08	02/08/17	99999	10954	JACOBS, CINDY LOU	OUTSTANDING
709638	E	\$265.90	02/08/17	99999	8842	JOHNSON, ROXANN RHYN	OUTSTANDING
709639	E	\$45.07	02/08/17	99999	6356	KLAUSTERMEIER, JENNIFER MARIE	OUTSTANDING
709640	E	\$55.00	02/08/17	99999	11073	KREIBICH, GRACE	OUTSTANDING
709641	E	\$175.48	02/08/17	99999	10973	KUBIK, GABRIELA	OUTSTANDING
709642	E	\$42.27	02/08/17	99999	9571	LARSEN, BETSY SUE	OUTSTANDING
709643	E	\$486.94	02/08/17	99999	11069	MACRAE, JULIE	OUTSTANDING
709644	E	\$12.84	02/08/17	99999	11057	MONSON, JODI	OUTSTANDING
709645	E	\$65.27	02/08/17	99999	11068	NEWQUIST, MATTHEW	OUTSTANDING
709646	E	\$37.45	02/08/17	99999	10521	NWOKEUKU, PATTIJO	OUTSTANDING
709647	E	\$56.16	02/08/17	99999	10521	NWOKEUKU, PATTIJO	OUTSTANDING
709648	E	\$82.39	02/08/17	99999	10710	RABE, SARAH	OUTSTANDING
709649	E	\$22.95	02/08/17	99999	7213	SAVAGE, DAWN MARIE	OUTSTANDING
709650	E	\$143.06	02/08/17	99999	9915	SCHALLER, MELISSA	OUTSTANDING
709651	E	\$82.39	02/08/17	99999	11051	SCHMITZ, AMELIA	OUTSTANDING
709652	E	\$131.76	02/08/17	99999	10042	TENNESSEN, LAURA	OUTSTANDING
709653	E	\$295.00	02/08/17	99999	10042	TENNESSEN, LAURA	OUTSTANDING
709654	E	\$47.08	02/08/17	99999	10375	THOMAS, TAYLOR	OUTSTANDING
709655	E	\$103.26	02/08/17	99999	9722	KLEIN, LORI ANN	OUTSTANDING
709656	E	\$6.96	02/08/17	99999	4881	LACHER GODDARD, LINDA	OUTSTANDING
709657	E	\$196.00	02/08/17	99999	11112	OTT, LISA MARIE	OUTSTANDING
709658	E	\$22.80	02/08/17	99999	11112	OTT, LISA MARIE	OUTSTANDING
709659	E	\$61.53	02/08/17	99999	10751	TUFTEE, SHANYN	OUTSTANDING
709660	E	\$85.60	02/08/17	99999	10861	TURZYNSKI, ADRIENNE	OUTSTANDING
709661	E	\$16.00	02/08/17	99999	10860	ADAMS, KAITLIN	OUTSTANDING
709662	E	\$14.98	02/08/17	99999	10860	ADAMS, KAITLIN	OUTSTANDING
709663	E	\$223.10	02/08/17	99999	8873	BUDACH, DON JAMES	OUTSTANDING
709664	E	\$41.73	02/08/17	99999	10965	EATON, CARMEN	OUTSTANDING
709665	E	\$64.74	02/08/17	99999	10442	FLEMING, ANGELITA	OUTSTANDING
709666	E	\$85.60	02/08/17	99999	11106	HUGHES, GINA	OUTSTANDING
709667	E	\$50.83	02/08/17	99999	10954	JACOBS, CINDY LOU	OUTSTANDING
709668	E	\$262.69	02/08/17	99999	9468	LANGENFELD, CORY LEE	OUTSTANDING
709669	E	\$55.64	02/08/17	99999	10832	BERGSTROM, RICHARD	OUTSTANDING
709670	E	\$23.54	02/08/17	99999	9723	CATER, DANNY GARY	OUTSTANDING
709671	E	\$31.03	02/08/17	99999	11142	CURRIER, DEEDEE	OUTSTANDING
709672	E	\$64.20	02/08/17	99999	10771	BRICKSON, ROBERT	OUTSTANDING
709673	E	\$11.99	02/08/17	99999	9811	HEIM, KAREY LEIGH	OUTSTANDING
709674	E	\$18.19	02/08/17	99999	10868	MANSUR, JOANNE	OUTSTANDING
709675	E	\$71.69	02/08/17	99999	9177	PRESSNALL, VANDA JOY	OUTSTANDING
709676	E	\$9.99	02/08/17	99999	11130	SWANSON, DENISE	OUTSTANDING
709677	E	\$73.76	02/08/17	99999	11060	ZUEHLKE, REBECCA	OUTSTANDING
709678	E	\$45.00	02/22/17	99999	8787	ASMUS, JOAN SCHAEFER	OUTSTANDING
709679	E	\$90.00	02/22/17	99999	8873	BUDACH, DON JAMES	OUTSTANDING
709680	E	\$45.00	02/22/17	99999	10762	BYER, ANNE	OUTSTANDING
709681	E	\$90.00	02/22/17	99999	9679	CHRISTIANSSEN, JOHN MAXWELL	OUTSTANDING
709682	E	\$45.00	02/22/17	99999	10050	DOBSON, MEGHAN	OUTSTANDING
709683	E	\$45.00	02/22/17	99999	10965	EATON, CARMEN	OUTSTANDING
709684	E	\$90.00	02/22/17	99999	9702	GARRETSON, PAMELA VICK	OUTSTANDING
709685	E	\$90.00	02/22/17	99999	8341	HETLAND, JENNIFER AMY	OUTSTANDING
709686	E	\$90.00	02/22/17	99999	6145	KYLLO, KITRI LARSON	OUTSTANDING
709687	E	\$90.00	02/22/17	99999	9468	LANGENFELD, CORY LEE	OUTSTANDING

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
709688	E	\$45.00	02/22/17	99999	10872	PETERS, AMANDA	OUTSTANDING
709689	E	\$45.00	02/22/17	99999	9589	PETERSEN, JENNIFER MAE	OUTSTANDING
709690	E	\$90.00	02/22/17	99999	10944	PRATT, SARA	OUTSTANDING
709691	E	\$45.00	02/22/17	99999	9523	RENKEN, WENDI	OUTSTANDING
709692	E	\$90.00	02/22/17	99999	8628	ROUSH, NICOLLE KATHERI	OUTSTANDING
709693	E	\$90.00	02/22/17	99999	9915	SCHALLER, MELISSA	OUTSTANDING
709694	E	\$90.00	02/22/17	99999	10405	STOLL, DAVID L.	OUTSTANDING
709695	E	\$45.00	02/22/17	99999	9068	SWANEY, AMY LYNN	OUTSTANDING
709696	E	\$90.00	02/22/17	99999	10756	VAN BROCKLIN, ERIC	OUTSTANDING
709697	E	\$20.00	02/22/17	99999	9883	ZEHNDER, SCOTT MICHAEL	OUTSTANDING
709698	E	\$17.66	02/22/17	99999	9573	BEATTIE, JEAN	OUTSTANDING
709699	E	\$18.37	02/22/17	99999	8686	BERG, LINDA JO	OUTSTANDING
709700	E	\$56.18	02/22/17	99999	10962	CLARK, EMILY	OUTSTANDING
709701	E	\$321.00	02/22/17	99999	9092	DEVENOW, PEARL SUSAN	OUTSTANDING
709702	E	\$25.68	02/22/17	99999	7170	DIVELY, CYNTHIA GARWOOD	OUTSTANDING
709703	E	\$17.12	02/22/17	99999	11040	FAIRBANKS, SARAH	OUTSTANDING
709704	E	\$120.91	02/22/17	99999	10949	FISHER, KARRI	OUTSTANDING
709705	E	\$495.41	02/22/17	99999	9755	FRISQUE, SHERILYN FAYE	OUTSTANDING
709706	E	\$74.52	02/22/17	99999	9702	GARRETSON, PAMELA VICK	OUTSTANDING
709707	E	\$94.17	02/22/17	99999	9702	GARRETSON, PAMELA VICK	OUTSTANDING
709708	E	\$14.77	02/22/17	99999	10931	GERNES, RICHELLE	OUTSTANDING
709709	E	\$619.53	02/22/17	99999	7088	GREENFIELD, DONNA GAYLE	OUTSTANDING
709710	E	\$157.29	02/22/17	99999	10443	GROFF, CASSIE	OUTSTANDING
709711	E	\$13.38	02/22/17	99999	9597	GROVE, SARA ELIZABETH	OUTSTANDING
709712	E	\$22.04	02/22/17	99999	10950	HAGUE, REBECCA	OUTSTANDING
709713	E	\$11.00	02/22/17	99999	9811	HEIM, KAREY LEIGH	OUTSTANDING
709714	E	\$233.26	02/22/17	99999	11078	HENDRICKS, PETER	OUTSTANDING
709715	E	\$273.39	02/22/17	99999	8341	HETLAND, JENNIFER AMY	OUTSTANDING
709716	E	\$59.90	02/22/17	99999	8341	HETLAND, JENNIFER AMY	OUTSTANDING
709717	E	\$11.24	02/22/17	99999	8942	HURT, LYNDA THERESA	OUTSTANDING
709718	E	\$177.09	02/22/17	99999	10938	KAUFMAN, AMY	OUTSTANDING
709719	E	\$17.28	02/22/17	99999	11036	KINGSRITER, MARK	OUTSTANDING
709720	E	\$40.66	02/22/17	99999	5957	KLIMEK, LORILEA J.	OUTSTANDING
709721	E	\$133.22	02/22/17	99999	10857	LAFRANCE, DANIELLE	OUTSTANDING
709722	E	\$42.80	02/22/17	99999	2598	LAMPRECHT, CLAUDETTE	OUTSTANDING
709723	E	\$31.03	02/22/17	99999	10615	LANG, SHEILA	OUTSTANDING
709724	E	\$29.96	02/22/17	99999	9571	LARSEN, BETSY SUE	OUTSTANDING
709725	E	\$156.46	02/22/17	99999	11050	MCDONOUGH, ALYSSA	OUTSTANDING
709726	E	\$12.84	02/22/17	99999	11057	MONSON, JODI	OUTSTANDING
709727	E	\$10.00	02/22/17	99999	10521	NWOKEUKU, PATTIJO	OUTSTANDING
709728	E	\$77.04	02/22/17	99999	11081	PAGEL, AMANDA	OUTSTANDING
709729	E	\$99.51	02/22/17	99999	10397	PEMBLE, HOLLY	OUTSTANDING
709730	E	\$199.56	02/22/17	99999	10763	PFISTERER, EMILY	OUTSTANDING
709731	E	\$52.43	02/22/17	99999	10430	QUAM, LYNN	OUTSTANDING
709732	E	\$289.44	02/22/17	99999	9914	RHEIN-MEDINA, KENT E.	OUTSTANDING
709733	E	\$89.88	02/22/17	99999	11051	SCHMITZ, AMELIA	OUTSTANDING
709734	E	\$262.15	02/22/17	99999	11067	SHANLEY, MICHELLE	OUTSTANDING
709735	E	\$25.80	02/22/17	99999	8435	STOESZ, HEATHER LYNN	OUTSTANDING
709736	E	\$321.00	02/22/17	99999	10405	STOLL, DAVID L.	OUTSTANDING
709737	E	\$124.16	02/22/17	99999	9068	SWANEY, AMY LYNN	OUTSTANDING
709738	E	\$52.11	02/22/17	99999	10708	THOMPSON, ANNE	OUTSTANDING
709739	E	\$179.23	02/22/17	99999	9094	TOLLEFSON, BRENDA KAY	OUTSTANDING

Intermediate School Dist 917
 CHECK REGISTER FOR BANK 01 - WELLS FARGO BANK
 DATE RANGE: 02/01/17 - 02/27/17

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
709740	E	\$4.28	02/22/17	99999	11080	TYSON, SARAH	OUTSTANDING
709741	E	\$106.47	02/22/17	99999	6232	WEILAND, MARY ELIZABETH	OUTSTANDING
709742	E	\$10.17	02/22/17	99999	8547	WENGELER, ANN MARIE	OUTSTANDING
709743	E	\$6.59	02/22/17	99999	8547	WENGELER, ANN MARIE	OUTSTANDING
709744	E	\$398.04	02/22/17	99999	9192	WOOD, FRAN LOUISE	OUTSTANDING
709745	E	\$47.08	02/22/17	99999	11060	ZUEHLKE, REBECCA	OUTSTANDING
92002528	W	\$2219.02	02/01/17	40072	0	AFLAC	OUTSTANDING
92002529	W	\$7221.52	02/01/17	40027	0	AMERIPRISE FINANCIAL ADVISORS	OUTSTANDING
92002530	W	\$3853.29	02/01/17	40022	0	AXA EQUITABLE LIFE INS CO	OUTSTANDING
92002533	W	\$42975.60	02/01/17	40006	0	EXECUTIVE DIRECTOR	OUTSTANDING
92002534	W	\$6896.66	02/02/17	40060	0	FIDELITY INVSTMT TAX-EX SVC CO	OUTSTANDING
92002535	W	\$16232.11	02/02/17	24594	0	HEALTH EQUITY, INC.	OUTSTANDING
92002536	W	\$2068.76	02/02/17	40026	0	HORACE MANN LIFE INS	OUTSTANDING
92002537	W	\$189883.36	02/01/17	40037	0	INTERNAL REVENUE SERVICE	OUTSTANDING
92002538	W	\$7461.15	02/01/17	24031	0	KANSAS CITY LIFE INSURANCE COMPANY	OUTSTANDING
92002539	W	\$185939.94	02/01/17	21088	0	MEDICA	OUTSTANDING
92002541	W	\$29596.60	02/01/17	40003	0	MN DEPT OF REVENUE	OUTSTANDING
92002542	W	\$320.50	02/01/17	21704	0	MN CHILD SUPPORT PAYMENT CENTER	OUTSTANDING
92002544	W	\$2575.00	02/02/17	28803	0	MN STATE RETIREMENT SYSTEM	OUTSTANDING
92002546	W	\$74038.32	02/01/17	40005	0	STATE TREASURER, TRA	OUTSTANDING
92002547	W	\$7758.65	02/01/17	40033	0	VARIABLE ANNUITY LIFE INS CO	OUTSTANDING
92002548	W	\$970.65	02/01/17	28803	2	VOYA	OUTSTANDING
92002549	W	\$7221.52	02/17/17	40027	0	AMERIPRISE FINANCIAL ADVISORS	OUTSTANDING
92002550	W	\$3853.29	02/17/17	40022	0	AXA EQUITABLE LIFE INS CO	OUTSTANDING
92002551	W	\$185.77	02/14/17	22698	0	CORPORATE HEALTH SYSTEMS	OUTSTANDING
92002552	W	\$3551.55	02/07/17	22698	0	CORPORATE HEALTH SYSTEMS	OUTSTANDING
92002553	W	\$34247.22	02/10/17	30132	0	DELTA DENTAL OF MINNESOTA	OUTSTANDING
92002554	W	\$4327.08	02/16/17	29026	0	EDUCATION MN ESI BILLING TRUST	OUTSTANDING
92002555	W	\$38421.15	02/17/17	40006	0	EXECUTIVE DIRECTOR	OUTSTANDING
92002556	W	\$6896.66	02/21/17	40060	0	FIDELITY INVSTMT TAX-EX SVC CO	OUTSTANDING
92002557	W	\$15962.56	02/21/17	24594	0	HEALTH EQUITY, INC.	OUTSTANDING
92002558	W	\$2068.76	02/17/17	40026	0	HORACE MANN LIFE INS	OUTSTANDING
92002559	W	\$21112.84	02/08/17	21088	0	MEDICA	OUTSTANDING
92002560	W	\$43018.88	02/10/17	21088	0	MEDICA	OUTSTANDING
92002561	W	\$38093.18	02/15/17	21088	0	MEDICA	OUTSTANDING
92002562	W	\$320.50	02/17/17	21704	0	MN CHILD SUPPORT PAYMENT CENTER	OUTSTANDING
92002563	W	\$187.58	02/16/17	40058	0	MN DEPT OF REVENUE (C)	OUTSTANDING
92002564	W	\$30551.04	02/21/17	28803	0	MN STATE RETIREMENT SYSTEM	OUTSTANDING
92002565	W	\$2575.00	02/17/17	28803	0	MN STATE RETIREMENT SYSTEM	OUTSTANDING
92002566	W	\$482724.08	02/15/17	40001	0	PAYROLL ACCT #3805704197	OUTSTANDING
92002567	W	\$73451.30	02/17/17	40005	0	STATE TREASURER, TRA	OUTSTANDING
92002568	W	\$7758.65	02/17/17	40033	0	VARIABLE ANNUITY LIFE INS CO	OUTSTANDING
92002569	W	\$970.65	02/17/17	28803	2	VOYA	OUTSTANDING
TOTAL # OF ISSUED CHECKS:			301	TOTAL AMOUNT		2372930.75	
TOTAL # OF VOIDED CHECKS:			0	TOTAL AMOUNT		0.00	
TOTAL # OF UNISSUED CHECKS:			2				

Date: February 28, 2017

To: Accounts Payable

From: Audrey Weiler
Payroll Clerk

Bill Number 1243717
Paydate 3/1/2017

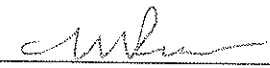
Subject: Group Insurance Premium for February 2017
(Employer's Costs and Employees' Withholdings)

Wire Funds to Kansas City Life Insurance Co \$7,860.14

Payable to:
Kansas City Life Ins Co Vendor # 24031

Charge to:	Amount	
01-215-32	\$476.28	
02-215-32	\$4,325.68	
10-215-32	\$282.46	
01-215-33	\$273.92	
02-215-33	\$2,360.24	
10-215-33	\$141.56	
Total	\$7,860.14	proof \$0.00

cc: Payroll Insurance Payment File

Authorized Signature  Date 3-1-17

Date: March 1, 2017

To: FOR EFT INPUT

From: Audrey Weiler
Payroll Clerk

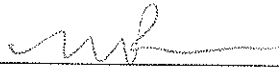
Subject: Group Insurance Premium for February 2017
(Employer's Costs and Employees' Withholdings)

Payable to: \$26,902.17
Delta Dental Vendor # 30132

Charge to:	Amount
21-005-110-000-235-250	\$26,902.17

Total	\$26,902.17	proof	\$0.00
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cc: Payroll Insurance Payment File
Date Bank Account to be debited 3/10/2017

Authorized Signature  Date 3-1-17

Invoice 6824507 dated 03/01/2017

	LB COPY
	VB COPY

TO: Accounts Payable DATE: 02/27/2017
 FROM: ACH
 Audrey Weiler
 Payroll/Fringe Benefits Technician
 SUBJECT: Net Payroll for Pay Date 02/28/2017

Net Payroll amount of \$ 485,966.04

Transfer To: Payroll Acct #XXXXXXX4197 Vendor #40001

Charge To:	Amount:		
01-101.20	44,254.05		
02-101.20	419,873.24		
10-101-20	<u>21,838.75</u>		
Total	<u>485,966.04</u>	proof	0.00

cc: Payroll File

Authorization Reference Nbr. _____
 Date Bank Account to be debited 2/28/17

5,482.04	man checks
480,484.00	Paychecks
<u>485,966.04</u>	Direct Deposits

Authorized Signature  Date 2-28-16


TO: Nicolle Roush DATE: 02/28/2017
Business Manager

FROM: Audrey Weiler
Payroll/Fringe Benefits Technician

SUBJECT: EFT for pay period ending 02/28/2017

Aflac Vendor #40072	\$ 2,219.02
Ameriprise Financial Vendor #40027	\$ 7,221.52 ✓
AXA Equitable Life Vendor #40022 (E(LA))	\$ 3,853.29
Horance Mann Vendor #40026	\$ 2,068.76
PERA - Executive Director Vendor #40006	\$ 39,124.17 ✓
TRA - State Treasurer Vendor #40005	\$ 72,753.66 ✓
ESI/MEA Vendor #29026 (E(LA))	\$ 4,327.08
VALIC (Variable Annuity Life) Vendor #40033	\$ 7,758.65
Minnesota Dept. of Revenue Vendor # 40003	\$ 27,942.42
Internal Revenue Service Vendor Nbr 40037	\$ 180,430.29
Payroll Acct #XXXXXX4197 Vendor #40001	\$ 485,966.04
HealthEquity (HSA) Vendor # 24594-0	\$ 16,100.44
MN State Retirement System Vendor # 28803-0	\$ 2,575.00
MN State Retirement System Vendor # 28803-0	\$ 3,125.00
MN Dept of Revenue - Garnishments Vendor #40058	\$ 1,194.34
MN Child Support Vendor # 21704	\$ 320.50
VOYA (Formerly ING) Vendor #28803-2	\$ 970.65
Fidelity Investments Vendor #40060	\$ 6,896.66 ✓

Total Electronic Funds Transfer was made in the amount of \$ 864,847.49

Authorized Signature  Date 3/1/17

Date: February 27, 2017

To: Accounts Payable

From: Audrey Weiler

Payroll Clerk

Invoice nbr: 0042942799

Date: 2/23/2017

Payment Date 3/10/17

Subject: Group Monthly Invoice February 2017
(Employer's Costs and Employees' Withholdings)

ACH Funds Transfer was made in the amount of \$

\$41,194.05

Payable to:

Medica

Vendor # 21088

Charge to:

Amount

22-005-110-000-300-000	WEEKLY INVOICE	HLTH/RX CLAIMS	\$0.00
22-005-110-000-301-000	PASSPORT	MEDICA ADMIN	\$4,192.87
22-005-110-000-305-000	STOP LOSS ADMIN	AGG PREM	\$758.16
22-005-110-000-302-000	STOP LOSS	STOP LOSS	\$32,987.88
22-005-110-000-301-000	MHSA	MEDICA ADMIN	\$681.14
22-005-110-000-310-000	ISD917 MISC	CHS BENEFIT FEE CODE	\$2,574.00
10-005-120-000-099-000	WELLNESS CREDIT		

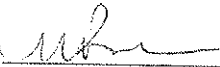
Total

\$41,194.05

proof

\$0.00

Authorized Signature



Date

2-28-17

Date: February 27, 2017

To: Accounts Payable/Banking

From: Audrey Weiler

Payroll Clerk

Invoice nbr:	17058146984A
Date:	2/27/2017
Payment Date	3/1/2017

Subjec Group Weekly Claims Invoice
(Employer's Costs and Employees' Withholdings)

ACH Transfer was made in the amount of \$ 242,608.64

Payable to:
Medica

Vendor # 21088


Charge to:

Amount

22-005-110-000-300-000	WEEKLY INVOICE	HLTH/RX CLAIMS	\$242,608.64
22-005-110-000-301-000	PASSPORT	MEDICA ADMIN	\$0.00
22-005-110-000-305-000	STOP LOSS ADMIN	AGG PREM	\$0.00
22-005-110-000-302-000	STOP LOSS	STOP LOSS	\$0.00
22-005-110-000-301-000	MHSA	MEDICA ADMIN	\$0.00
22-005-110-000-310-000	ISD917 MISC	CHS BENEFIT FEE CODE	\$0.00

Total

\$242,608.64 proof \$0.00

Authorized Signature  Date 2-28-17

copy for AP
copy for Board

Date: February 27, 2017

To: FOR EFT INPUT

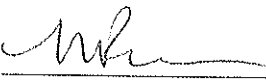
From: Audrey Weiler
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Claim Reimbursement

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$1,492.90
Corporate Health Systems Inc Vendor # 22698

Charge to:		Amount	
10-215-39	Medical	\$80.47	
10-215-40	D.Care	\$1,412.43	
10-215-42	L.Scope	\$0.00	
Total		\$1,492.90	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 2/23/2017 \$1,492.90

Authorized Signature  Date 2-28-17

2/22/2017	\$	1,440.89		
2/23/2017	\$	52.01	2016 Flex	\$208.18
			2017 Flex	\$1,284.72
	\$	1,492.90		

copy to Linda B, one for payroll and original to Vickie B

Date: February 21, 2017

To: FOR EFT INPUT

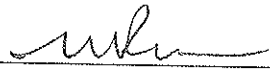
From: Audrey Weiler
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Claim Reimbursement

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$198.57
Corporate Health Systems Inc Vendor # 22698

Charge to:		Amount	
10-215-39	Medical	\$198.57	
10-215-40	D.Care	\$0.00	
10-215-42	L.Scope	\$0.00	
Total		\$198.57	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 2/14/2017 \$185.77

Authorized Signature  Date 2-21-17

2/15/2017	\$	47.47		
2/19/2017	\$	151.10	2016 Flex	\$0.00
			2017 Flex	\$198.57

\$198.57

copy to Linda B, one for payroll and original to Vickie B

Date: February 21, 2017

To: Accounts Payable/Banking

From: Audrey Weiler

Payroll Clerk

Invoice nbr:	17051146984A
Date:	2/20/2017
Payment Date	2/22/2017

Subjec Group Weekly Claims Invoice
(Employer's Costs and Employees' Withholdings)

ACH Transfer was made in the amount of \$ \$39,305.03

Payable to:
Medica

Vendor # 21088

Charge to:

Amount

22-005-110-000-300-000	WEEKLY INVOICE	HLTH/RX CLAIMS	\$39,305.03
22-005-110-000-301-000	PASSPORT	MEDICA ADMIN	\$0.00
22-005-110-000-305-000	STOP LOSS ADMIN	AGG PREM	\$0.00
22-005-110-000-302-000	STOP LOSS	STOP LOSS	\$0.00
22-005-110-000-301-000	MHSA	MEDICA ADMIN	\$0.00
22-005-110-000-310-000	ISD917 MISC	CHS BENEFIT FEE CODE	\$0.00

Total

\$39,305.03 proof \$0.00

Authorized Signature  Date 2-21-17

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2/21/2017 7:25 AM

TO: Nicoille Roush DATE: 02/21/2017
 Business Manager

FROM: Audrey Weiler
 Payroll/Fringe Benefits Technician

SUBJECT: EFT for pay period ending 2/15/17

Amerprise Vendor #40027	7,221.52
AXA Equitable Life Vendor #40022	3,853.29
PERA Vendor #40006	38,421.15
Fidelity Vendor #40060	6,896.66
VOYA (formerly ING) #28803-2	970.65
Horace Mann Vendor #40026	2,068.76
TRA Vendor #40005	73,451.30
VALIC (Variable Annuity Life) Vendor #40033	7,758.65
Minnesota Dept. of Revenue Vendor # 40003	28,106.00
Internal Revenue Service Vendor Nbr 40037	181,074.48
Payroll Acct #XXXXXX4197 Vendor #40001	482,724.08
HealthEquity (HSA) Vendor # 24594-0	15,962.56
Educators Financial Services/ESI/MEA Vendor #29026	4,327.08
MN State Retirement System Vendor #28803-0	2,575.00
MN State Retirement System Vendor #28803-0	30,551.04
MN Child Support Vendor #21704	320.50
MN Dept Revenue Vendor (Garnishment) #40058	187.58

Total Electronic Funds Transfer was made in the amount of \$ 886,470.30

Authorized Signature  Date 2-21-17

Date: February 13, 2017

To: Accounts Payable/Banking

From: Audrey Weiler

Payroll Clerk

Invoice nbr:	17044146984
Date:	2/13/2017
Payment Date	2/15/2017

Subjec Group Weekly Claims Invoice
(Employer's Costs and Employees' Withholdings)

ACH Transfer was made in the amount of \$

\$38,093.18

Payable to:
Medica

Vendor # 21088

Charge to:

Amount

22-005-110-000-300-000	WEEKLY INVOICE	HLTH/RX CLAIMS	\$38,093.18
22-005-110-000-301-000	PASSPORT	MEDICA ADMIN	\$0.00
22-005-110-000-305-000	STOP LOSS ADMIN	AGG PREM	\$0.00
22-005-110-000-302-000	STOP LOSS	STOP LOSS	\$0.00
22-005-110-000-301-000	MHSA	MEDICA ADMIN	\$0.00
22-005-110-000-310-000	ISD917 MISC	CHS BENEFIT FEE CODE	\$0.00

Total

\$38,093.18 proof \$0.00

Authorized Signature  Date 2-14-17

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Date: February 13, 2017

To: FOR EFT INPUT

From: Audrey Weiler
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Claim Reimbursement

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$185.77
Corporate Health Systems Inc Vendor # 22698

Charge to:		Amount	
10-215-39	Medical	\$185.77	
10-215-40	D.Care	\$0.00	
10-215-42	L.Scope	\$0.00	
Total		\$185.77	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 2/14/2017 \$185.77

Authorized Signature  Date 2-14-17

2/8/2017	\$	20.77		
2/10/2017	\$	165.00	2016 Flex	\$0.00
			2017 Flex	\$185.77
		\$185.77		

copy to Linda B, one for payroll and original to Vickie B

Date: February 7, 2017

To: Accounts Payable/Banking

From: Audrey Weifer

Payroll Clerk

Invoice nbr:	17037146984A
Date:	2/6/2017
Payment Date	2/8/2017

Subjec Group Weekly Claims Invoice
(Employer's Costs and Employees' Withholdings)

ACH Transfer was made in the amount of \$ \$21,112.84

Payable to:
Medica

Vendor # 21088

Charge to:

Amount

22-005-110-000-300-000	WEEKLY INVOICE	HLTH/RX CLAIMS	\$21,112.84
22-005-110-000-301-000	PASSPORT	MEDICA ADMIN	\$0.00
22-005-110-000-305-000	STOP LOSS ADMIN	AGG PREM	\$0.00
22-005-110-000-302-000	STOP LOSS	STOP LOSS	\$0.00
22-005-110-000-301-000	MHSA	MEDICA ADMIN	\$0.00
22-005-110-000-310-000	ISD917 MISC	CHS BENEFIT FEE CODE	\$0.00

Total			\$21,112.84	proof	\$0.00
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Authorized Signature  Date 2-7-17

copy for AP
copy for Board

Date: February 6, 2017

To: FOR EFT INPUT

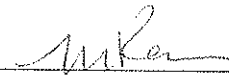
From: Audrey Weiler
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Claim Reimbursement

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$3,551.55
Corporate Health Systems Inc Vendor # 22698

Charge to:		Amount	
10-215-39	Medical	\$1,330.73	
10-215-40	D.Care	\$2,220.82	
10-215-42	L.Scope	\$0.00	
Total		\$3,551.55	proof \$0.00

cc: Payroll Insurance Payment File
Date Bank Account to be debited 2/7/2017 \$3,551.55

Authorized Signature  Date 2-6-17

1/30/2017	\$	94.96		
2/7/2017	\$	3,456.59		
			2016 Flex	\$2,497.00
			2017 Flex	\$1,054.55
		\$3,551.55		

copy to Linda B, one for payroll and original to Vickie B

Date: February 2, 2017

To: Accounts Payable

From: Audrey Weiler
Payroll Clerk

Bill Number 1240824
Paydate 2/1/2017

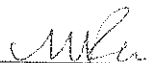
Subject: Group Insurance Premium for February 2017
(Employer's Costs and Employees' Withholdings)

Wire Funds to Kansas City Life Insurance Co \$7,461.15

Payable to:
Kansas City Life Ins Co Vendor # 24031

Charge to:	Amount	
01-215-32	\$474.52	
02-215-32	\$3,961.11	
10-215-32	\$282.46	
01-215-33	\$273.92	
02-215-33	\$2,327.58	
10-215-33	\$141.56	
Total	\$7,461.15	proof \$0.00

cc: Payroll Insurance Payment File

Authorized Signature  Date 2-3-17

Date: February 2, 2017

To: FOR EFT INPUT

From: Audrey Weiler
Payroll Clerk

Subject: Group Insurance Premium for January 2017
(Employer's Costs and Employees' Withholdings)

Payable to: Delta Dental \$34,247.22
Vendor # 30132

Charge to:	Amount
21-005-110-000-235-250	\$34,247.22

Total	\$34,247.22	proof	\$0.00
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cc: Payroll Insurance Payment File
Date Bank Account to be debited 2/10/2017

Authorized Signature  Date 2-3-17

Invoice 6787267 dated 02/01/2017

	LB COPY
	VB COPY

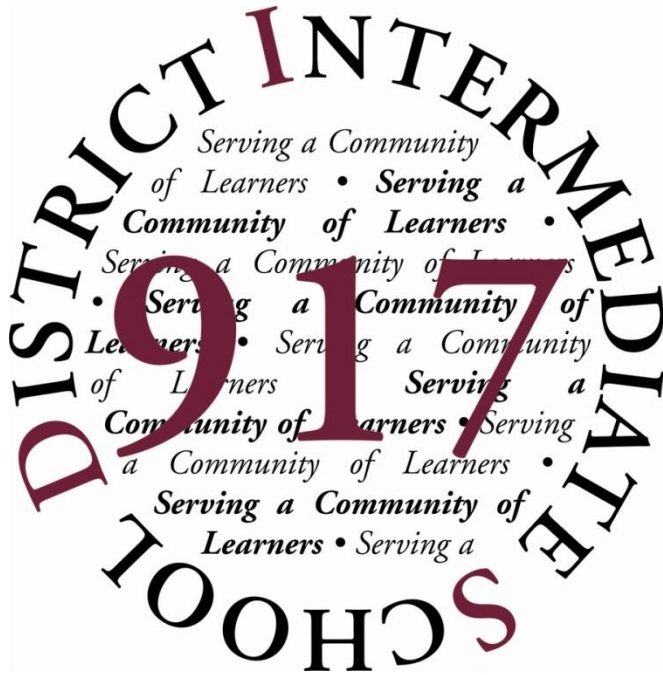
**INTERMEDIATE SCHOOL DISTRICT 917
SCHOOL BOARD REPORT OF
CONSOLIDATED INVESTMENTS
(GENERAL & BUILDING)
JANUARY 2017**

ACCOUNT NAME	ACCT NO	BEGINNING BALANCE	PURCHASES CREDITS	SALES TRANSFERS	INVESTMENT FEES	INTEREST EARNED	ENDING BALANCE	YEAR TO DATE INTEREST EARNED
MSDLAF + MAX	01	4,895,488.82	1,600,000.00	1,000,000.00	0.00	3,544.77	5,499,033.59	23,446.12
MSDLAF	01	3,726.33	0.00	0.00	0.00	2.36	3,728.69	11.60
MSDLAF TERM (CD's, Term, Comm) maturity	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WELLS FARGO SAVINGS ACCT	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WELLS FARGO PORTFOLIO	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL		4,899,215.15	1,600,000.00	1,000,000.00	0.00	3,547.13	5,502,762.28	23,457.72

EXPLANATION: Lines 1 through 4 above are School District Investments complying with the requirements of Minnesota Statutes 118.01, 471.56 and 475.66.

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 primary clearing "Money Market" fund. All maturities, interest, and fees clear through Intermediate School District 917's main bank account.
4. WELLS FARGO PORTFOLIO includes pooled investments plus banker's acceptances, commercial paper, repurchase agreements and US Government obligations.

NOTE: January 2017 Average MSDLAF Liquid Rate was 0.75% and the MSDLAF+MAX Average Rate was 0.84%. MSDLAF Term Average Rate is .00%. The Average Wells Fargo Savings Rate was 0.00%.



Intermediate School District 917

Program Review Report
Deaf/Hard of Hearing Program (D/HH)

1300 145th Street East - Rosemount, MN
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 2015-2016

Achievement

Increase achievement of all learners served.

1. Promote and support the use of data-driven decision-making techniques including PLCs to monitor progress and drive instruction.
2. Continue to develop and train staff in specialized strategies and interventions in the areas of academics, behavior and mental health, as well as due process procedures.
3. Continue to implement model and cycle for program evaluation.
4. Continue to implement model and cycle for curriculum adoption to promote consistency within programs.
5. Develop and implement the roles and responsibilities of behavior support staff, including licensed psychologist and board certified behavior analysts, across district programs to increase student academic engagement.

Relationships

Enhance communication and collaboration internally and with member districts regarding programs and services provided by Intermediate School District 917. Support a positive culture throughout the Intermediate.

1. Work to strengthen avenues of communication and broaden awareness of 917 programs, resources and mission.
2. Enhance the current referral process for member districts to ensure appropriate and timely placement of students.
3. Enhance focus on and involvement in addressing the mental health needs of learners, including program development options, supporting the efforts of the Dakota County Collaborative and advocacy at the state level.

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.
2. Continue to monitor program projections and correspondingly space/site capacities to ensure effective special education programming for member districts while also considering efficient operations for the district.
3. Monitor programming to maintain internal consistencies as much as possible, including systems for behavior support such as PCM and Nurtured Heart.
4. Evaluate effectiveness of current Human Resources systems and supports and determine needs for effective and efficient operations moving forward.

Staff Development Summary

The 2015-2016 August workshops included the following trainings:

Due Process

- Planning and Writing Evaluation Reports & IEPs

Behavior

- PCM

Technology

- I-CUE
- I-PLAN
- Grade Book
- Report Cards
- Third-Party Billing

Other

- New Paraprofessional Staff Orientation
- American Heart Family & Friends CPR and School Related Illness
- American Heart Adult & Child CPR

D/HH Resource Program trainings offered during the 2015-2016 school year:

Assistive Technology

- Precious Status
- Google Docs
- One Note

Behavior

- Monthly PCM Refresher Meetings
- Nurtured Heart

Curriculum

- *Leveled Literacy Instruction (LLI)* training

Deaf-Blindness

- Understanding Deaf-Blindness
- MN Deaf-Blind Project's Deaf-Blind Intervener six-weekend training series

D/HH Program PLC Activities

- Determination of a framework/checklist of an assessment battery for learners who are HH.
- Overview: *Language and Communication Focused IEPs for Deaf and Hard of Hearing Learners: A DISCUSSION GUIDE* – Ann Mayes. This is a recent document Ann Mayes had a significant role in writing as part of the K-12 component of the MN Commission for D/HH's Collaborative work group initiatives.

Goals 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 Chart 2015-2016

- See Addendum A, *D/HH Resource Program Organizational Chart 2015-2016*.

Program Description

Website and Handbook

DEAF AND HARD OF HEARING RESOURCE (D/HH) PROGRAM

Center-based programs are available for learners who are deaf and hard of hearing at the preschool, elementary, and secondary levels. In general, learners who attend the center-based resource program receive a significant portion of their academic instruction by a teacher of deaf and hard of hearing in a self-contained classroom. The languages of instruction used include American Sign Language and English via spoken English paired with cued English using the system of Cued Speech, the exposure to one or both being determined by a child's IFSP or IEP team. A major emphasis of the program is to support learners' communication and language development impacted by hearing loss, including listening and spoken language, and/or sign or cued language skills. Learners participate in general education classes as determined by their IEP teams. Related and support services in the areas of speech and language, audiology, occupational therapy, physical therapy, DAPE, nursing, interpreting/transliterating and deaf/blind intervener are available as needed.

Data

Students Served

- Number of students served
 - 51 for 2015-2016
- Students served who were referred prior to the 2015-2016 school year
 - 43 students were carried over from the 2014-2015 school year
- Member- versus non-member-district students served

Member District	Number of Students
SSD 6 (South St. Paul)	2
ISD 191 (Burnsville)	7
ISD 192 (Farmington)	8
ISD 194 (Lakeville)	11
ISD 195 (Randolph)	0
ISD 197 (West St. Paul)	4
ISD 199 (Inver Grove Heights)	4
ISD 200 (Hastings)	4
ISD 271 (Bloomington)	2
Non-member District	Number of Students
ISD 196 (Rosemount-Apple Valley-Eagan)	5
ISD 280 (Richfield)	2
ISD 719 (Prior Lake-Savage)	2
ISD 2905 (Montgomery-Lonsdale-LeCenter)	1

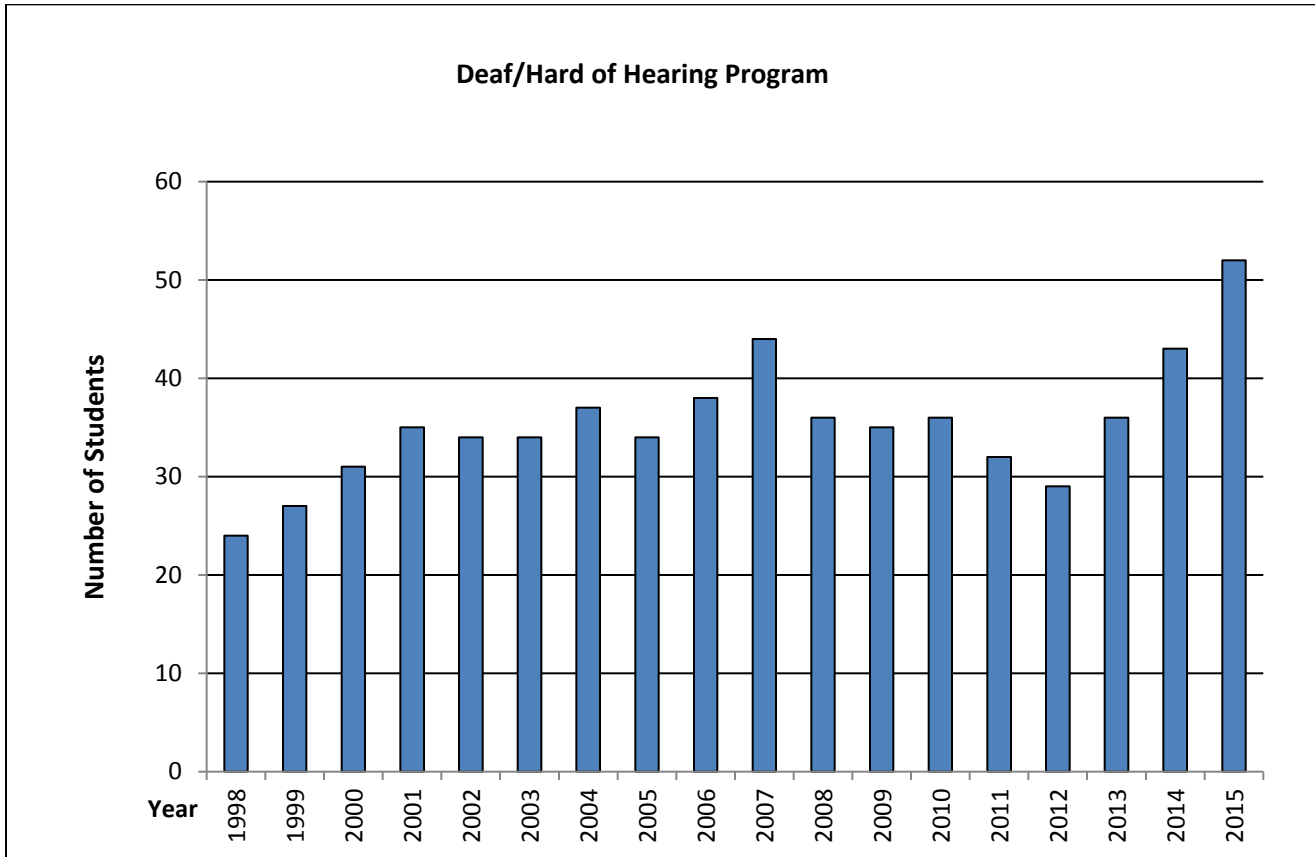
Students Referred

- 13 for 2015-2016

Referrals to the D/HH program for the 2015-2016 school year were four from ISD 191 (Burnsville-Eagan-Savage), two from ISD 192 (Farmington), three from ISD 194 (Lakeville), two from ISD 196 (Rosemount-Apple Valley-Eagan), one from ISD 199 (Inver Grove Heights), and one from ISD 271 (Bloomington).

Enrollment

- Overall enrollment history



Student Demographics

- Living situation

One-parent household	5
Two-parents household	46

During the 2015-2016 school year, 100% of students lived with one or both of their parents for most of the year.

Source: MARRS 2015-2016 enrollments with address

- Primary Disability

Primary Disability	Total Number	Percentage of Students with Diagnosis
Dev Cog Disability: Severe-Profound	1	1%
Physically Impaired	1	1%
Deaf/Hard of Hearing	40	76%
Deaf-Blind	7	14%
Other Health Disabilities	1	1%
Developmental Delay	3	6%
Severely Multiply Impaired	1	1%

- Secondary Disability

Secondary Disability	Total Number	Percentage of Students with Diagnosis
Blind/Visually Impaired	1	2%
Deaf/Hard of Hearing	1	2%
Developmental Cognitive Disability: Mild-Moderate	2	4%
Developmental Cognitive Disability: Severe-Profound	1	2%
Physically Impaired	1	2%
Speech/Language Impairment	3	6%

Source: MARSS Edit Summary Report

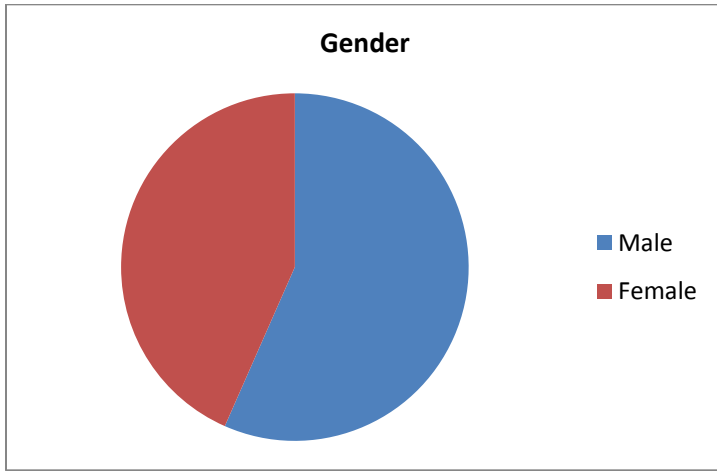
- Ethnicity

	Black	Am. Indian	Hispanic	Asian/PI	White
State of MN – all students	11%	2%	8%	7%	72%
ISD 917-D/HH	7%	0%	25%	2%	66%
SSD 6 (South St. Paul)	11%	1%	24%	2%	62%
ISD 191 (Burnsville)	23%	1%	15%	9%	52%
ISD 192 (Farmington)	4%	<1%	5%	5%	86%
ISD 194 (Lakeville)	5%	<1%	5%	5%	85%
ISD 195 (Randolph)	<1%	<1%	<1%	2%	97%
ISD 197 (West St. Paul)	10%	2%	26%	6%	56%
ISD 199 (Inver Grove Heights)	12%	1%	20%	6%	61%
ISD 200 (Hastings)	3%	1%	4%	1%	91%
ISD 271 (Bloomington)	19%	1%	16%	10%	54%

Based on 2015-2016 statewide enrollment data provided through the MDE website Black, Hispanic and Asian Pacific Islander students were referred at a lower rate than state and member district enrollments would predict. White students were referred at a slightly higher rate than would be predicted.

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

- Gender

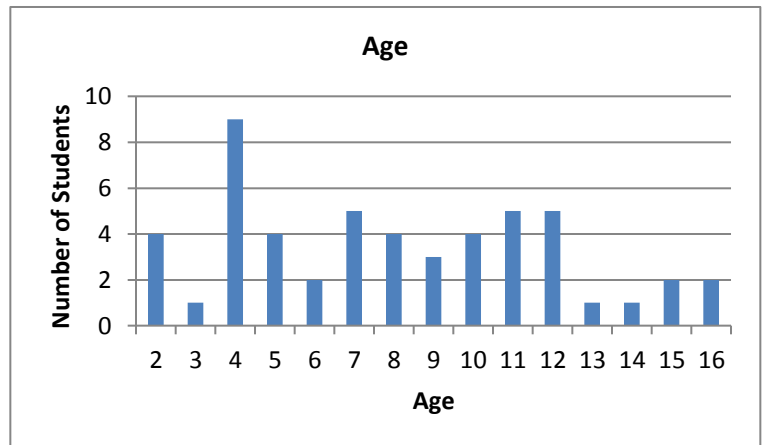


Male students tend to out-number female students in special education programs; data from the D/HH Program (includes learners age 2 through middle school-age) is consistent with this trend. 59% (30) of students enrolled in 2015-2016 were male, and 41% (21) were female.

Source: MARSS Edit Summary Report

- Age

Age in Years	Number of Students by Age
2	4
3	1
4	9
5	4
6	2
7	5
8	4
9	3
10	4
11	5
12	5
13	1
14	1
15	2
16	2



Source: MARRS 15-16 enrollment information

- Mobility Rate

- Average length of enrollment for the D/HH Program per grade level is indicated below.

Years of Enrollment by Grade			
# Students Per Grade Level	By Grade Level	Years of Enrollment (# of students)	Range of Years of Enrollment By Grade Level
18	Pre	0.5 (5) 1 (4) 2 (7) 3 (1) 4 (1)	0.5 - 4 years
5	Kgn	3 (4) 4 (1)	3-4 years
3	1	2 (1) 4 (1) 6 (1)	2-6 years
7	2	0.5 (1) 2 (1) 3 (1) 4 (1) 5 (3)	0.5 - 5 years
3	3	1 (1) 6 (2)	1-6 years
4	4	3 (1) 8 (3)	3-8 years
1	5	8 (1)	8 years
4	6	2 (1) 5 (1) 6 (1) 9 (1)	2-9 years
2	7	2 (1) 8 (1)	2-8 years
4	9	3 (1) 11 (1) 12 (2)	3-12 years

By Range of Years of Enrollment Across Grades	
Years of Enrollment (# of students)	# Students
0.5	6
1	5
2	11
3	8
4	4
5	4
6	4
7	0
8	5
9	1
10	0
11	1
12	2

- The range in years of enrollment was 0.5 year to 12 years.
- The average daily attendance rate across the D/HH Program is 84.3%.

Source: MARRS D/HH Records 15-16

- Graduation Rate

During the 2015-2016 school year, as there were only ninth-graders in the high school component of the D/HH Resource Program, there were no students in the D/HH program eligible for graduation.

- Characteristics
 - Additional Diagnoses

Diagnosis	Total Number	Percent of Students w/Diagnosis
CHARGE Syndrome	6	12.0%
ADD	1	2.0
ADHD	5	10.0
Apraxia	1	2.0
Asthma	5	10.0
ATRX Syndrome	1	2.0
Autism	1	2.0
Bipolar Disorder	1	2.0
Cerebral Palsy	2	3.0
Cognitive Disorder NOS	1	2.0
Cortical Dysplasia	1	2.0
Cyclical Vomiting Syndrome	1	2.0
Developmental Delay	1	2.0
Failure to Thrive	1	2.0
Gastroesophageal Reflux	6	11.0
Hamartoma	2	3.0
Hearing Loss	49	94.0
Hypoplastic Left Heart Syndrome	1	2.0
Hypothyroidism	1	2.0
Krabbe Syndrome	1	2.0
Lymphoblastic Leukemia	1	2.0
Microcephaly	1	2.0
Myopia	1	2.0
Neurogenic Bladder	1	2.0
Optic Atrophy	1	2.0
PTSD	1	2.0
Scoliosis	1	2.0
Seizure Disorder	5	10.0
Stickler Syndrome	1	2.0
Strabismus	1	2.0
Usher Syndrome	2	4.0
Worster Drought Syndrome	1	2.0

The above table indicates that learners in the D/HH program present with multiple syndromes and health conditions. Of note are the conditions associated with Deaf-Blindness, which include CHARGE Syndrome and Usher Syndrome, which affect a total of 16% of the D/HH Resource Program population. Also of significance is that several learners (6%) are enrolled in the program who have normal hearing; they have medical diagnoses which result in the inability to develop spoken language. These learners are in the D/HH Resource Program to be able to develop sign communication skills as a means of expressive communication.

Source: Student Record Review

Services

- Special Education Services

Service	Number of Students Receiving Direct Services	Average Number of Direct Minutes Per Week	Number of Students Receiving Indirect Services	Average Number of Indirect Minutes Per Week
Deaf/Hard of Hearing	51	200	51	30
Audiology	NA	NA	46	10
Speech/Language	48	100	48	20
Interpreter/Transliterater	23	150	NA	NA
Occupational Therapy	6	15	23	10
Physical Therapy	5	30	8	15
Physical Health & Disabilities	2	25	3	15
Vision	4	55	10	20
Orientation & Mobility	3	15	3	10
DAPE	10	70	10	15
Nursing	0	0	13	5
DD/DCD Consultation	0	0	16	10

- Primary and Secondary Disability Services

As multiple learners in the program have co-occurring additional disabilities, some learners received direct-only, indirect-only or direct and indirect services for the primary and/or secondary disability-eligible services of Blind/Visually Impaired, Physical and Health Disabilities, and Developmentally Cognitively Delayed.

- Related Services

Students received direct-only, indirect-only or direct and indirect related services of Audiology, Speech/Language, Occupational Therapy, Physical Therapy, Orientation and Mobility, DAPE, and Nursing.

- Support Services

Students received direct and indirect support services for Sign Language Interpreting, Cued Language Transliterating, and assistant and Deaf-Blind Intervener assistant support.

- Special Education Services

During the 2015-16 school year, the average special education service minutes was 330 minutes (5 ½ hours) per day. The range of MARRS minutes per student was 150 to 486 minutes per day.

Source: 2015-2016 Deaf/Hard of Hearing Program IFSPs/IEPs and MARRS IFSP/IEP Information Forms

Staff

Licensed Staff

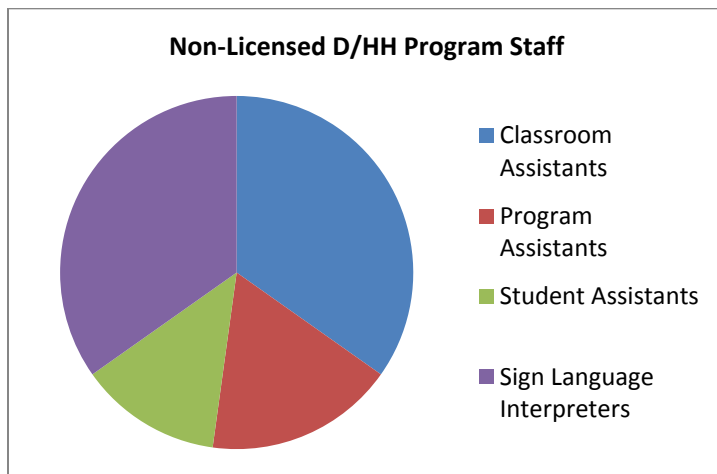
D/HH Program Licensed Staff Numbers – 2015-2016			
SITES: D/HH Preschool – Diamondhead Education Center Gideon Pond Elementary School Century Middle School Lakeville North High School			
Title	Staff Numbers	FTE	Average Caseload
Teachers of D/HH (classroom)	6 full-time 4 part-time	8.6	6 students
Teacher of D/HH (itinerant) • ASD/DCD/ D/HH-licensed	1 part-time	.15 - Provides DD/DCD consultation to address developmental delays of 31% of D/HH Program population at preschool and elementary levels	15 students
Speech/Language Pathologists	1 full-time 2 part-time	2.5	19.6 students
Audiologists	2 part-time (provide POS services for remaining parts of their 1.0 FTE positions)	.30 #1-.15 FTE preschool/CMS/LNHS #2-.15 FTE elementary	24.5 students

D/HH Program Licensed Staff 2015-2016				
Years of Experience/Education Level/Licensure & Certification				
Title	Average Years of Experience in ISD 917	Average Total Years of Experience	Range of Education Levels	Licensure/Certification
Teachers of Deaf/Hard of Hearing & Speech/Language Pathologists	14 years	18 years	BA + 30 to MA + 40	<i>Teacher of Deaf/Hard of Hearing – 11 teachers</i> <i>Elementary Education – Four of the above teachers</i> <i>DD/DCD – One of above teachers</i> <i>ASHA Certification – 3 SLPs</i>
Audiologists	6 years	16 years		MN Dept of Health Audiology License & ASHA Certification

Source: Teachers-Licensed Staff 2015-2016 HQ and Tenured/Probationary Seniority lists

Non-Licensed Staff

D/HH Program Non-Licensed Paraprofessional Staff Numbers – 2015-2016						
SITES: D/HH Preschool – Diamondhead Education Center Gideon Pond Elementary School Century Middle School Lakeville North High School						
Title	Staff Category	Preschool	Gideon Pond Elementary	Century Middle School	Lakeville North High School	Total
Assistants	Program Assistants	2 (1 – DB Intervener)	2	0	0	4
	Classroom Assistants	4 (2 – DB Intervener)	4 (3 – DB Intervener)	0	0	8
	Student Assistants	0	3 (1 – DB Intervener)	0	0	3
Sign Language Interpreters		0	5	1	2	8



D/HH Program Non-Licensed Paraprofessional Staff 2015-2016				
Years of Experience & Education Level/Degrees				
Title	Average Years of Experience in ISD 917	Average Years of Total Experience	Range of Education Levels/Degrees	Required Certification
Assistants	3 years (ranging .25 – 10 years)	5 years (ranging 1 – 18 years)	AA - 1 AA + BA – 2 BA – 6 MA – 1 HS + College Credits - 5	NA
Sign Language Interpreters	13 years (ranging 1 – 36 years)	14 years (ranging 1 – 36 years)	Interpreter Training Program Completion - 8 AA - 1 AA + BA – 5 BA – 5	MDE Provisional Interpreter Certification - 4
				National Interpreter Certification - 4

Source: HR files review

Program Evaluation

Locations

D/HH Program sites are located in classrooms located within member-district schools as follows:

- Preschool – Diamondhead Education Center, Burnsville
- Elementary – Gideon Pond Elementary, Burnsville
- Middle school – Century Middle School, Lakeville
- High school– Lakeville North High School

The elementary component of the ISD 917 Deaf/Hard of Hearing Program has been in existence for 35 years since the fall of 1981, the first year located at Cedar School, with the subsequent 34 years at Gideon Pond Elementary since the fall of 1982. The D/HH preschool has been located at a variety of locations in Burnsville, including Cedar School, Gideon Pond Elementary and now at Diamondhead Education Center. While junior high and high school programming have in past years been located at Apple Valley Middle School, then Metcalf Junior High in Burnsville, and Burnsville High School, secondary programming for the past 20 years has been located at Century Junior/Middle School and Lakeville High School/Lakeville North HS in Lakeville.

Daily Schedule

- **Preschool hours – Diamondhead Education Center, Burnsville**
 - 9:00 – 11:30 am M-Th – first two-three-year-old classroom
 - 9:00 – 11:30 am T-F – second two-three-year-old classroom
 - 9:00 am – 1:45 pm M-Th – four-five-year-old classroom
- **Elementary hours – Gideon Pond Elementary, Burnsville**
 - 8:30 am – 2:55 pm
- **Middle school hours - Century Middle School, Lakeville**
 - 7:24 am – 2:00 pm
- **High school hours – Lakeville North High School**
 - 8:02 am – 2:47 pm

General Education Participation

Students in the D/HH Program at the elementary, middle school and high school locations participate in the general education setting to various degrees. The majority of students are ‘Setting II’ students, with some students being ‘Setting III’ students; there are also a few ‘Setting I’ students, who continue to need the other D/HH peer and D/HH-Program-related supports to succeed.

Program Language-of-Instruction Background

The ISD 917 D/HH program utilizes a different bilingual approach to the education of deaf and hard of hearing children. This is an explanation behind the development and implementation of this unique approach by ISD 917 staff over 20 years ago. The program places a high value on proficiency in both American Sign Language and English literacy, with expectations set for its students to achieve at high levels comparable to expectations for hearing students.

In 1994, the staff in the Intermediate School District 917 Deaf and Hard of Hearing Program embarked on a journey of self-examination of the beliefs, values and philosophies it held surrounding the acquisition of language in children who are deaf and hard of hearing. Staff researched and discussed program practices to maximize the potential for language acquisition for deaf and hard of hearing learners. However, this was by no means an easy task.

Controversies have beset the field of the education of deaf children for hundreds of years, with passionate proponents and factions representing a myriad of communication and instructional ideologies at odds with each other. Early on the scene in D/HH education was the oral/aural-only methodology, which does not allow access to sign language or other visual manual systems. American Sign Language existed, but it was not viewed as a true language and was not considered acceptable for use in the education of learners who are deaf.

In the late 1960s and early 1970s, manually-coded sign systems such as Signing Exact English (SEE) made an appearance in D/HH education. Just about the same time that American Sign Language (ASL), with a grammar completely different from English, was given the recognition it was due in the 60s as a real language and allowed for instruction in schools leading to an education model termed the 'Bi-Bi' method, another visual manual system, Cued Speech, representing the language of English at the consonant-vowel level in real-time conversation and very different from sign language, was invented in 1966 and made its entry into the field of deaf education.

The 'Bi-Bi' method, which continues to be purported as the correct model at many residential and day schools for the deaf using ASL in the nation, states that learners who are D/HH should learn ASL as their first language, then learn English in the elementary years through the means of ASL-to-English translation. Individuals who are deaf were at one time referred to as 'deaf-mute', and this oppression was paired with a stigma in using sign language; therefore, the recognition of ASL by respected linguists, accompanied by a lessening of discrimination and an increase in the rights of individuals who are deaf, became a civil rights issue and movement.

When Cued Speech arrived on the scene at the same time that residential and other programs for children who are deaf were embracing ASL and the 'Bi-Bi' movement, it was viewed with great antagonism by the Deaf community. The Deaf community, who were proud and bound to the language and culture of ASL, viewed Cued Speech as another representation of oppression by the Hearing establishment in advocating a system to make them be 'hearing.' Had only the system omitted the term 'speech' from its name, it would have perhaps been more readily accepted over time. 'Speech' is produced by the articulators of lips, mouth and airflow to express the language of English, but, as Karen Doenges, ISD 917 Speech/Language Pathologist, has stated, "speech was never intended to be the prize" earned through the use of Cued Speech to cue a spoken language. Rather, the acquisition of language is the 'prize.'

Now, a generation of young adults exists who are deaf and grew up learning English through Cued Speech; these individuals are testimony to the profound impact Cued Speech has had on their acquisition of English language skills and literacy levels commensurate to that of children with normal hearing. This was a generation who did not yet have access to the medical and technical advances of cochlear implants and amplification technology which now provides amazingly improved access through hearing. Without the benefit of that level of amplification success, many in that group did not acquire 'speech' as well as learners who are deaf now do; yet, they still acquired and internalized 'English language' skills, which resulted in acquiring the advanced literacy skills necessary to succeed in higher education and to break through glass ceilings to obtain high levels of professional employment. *It is that same high bar of expectations and achievement the ISD 917 D/HH Program wanted and knew it could achieve, but not easily and not overnight.*

The ISD 917 D/HH Program's journey was an emotional and challenging experience, with many difficult and draining staff meetings. The ISD 917 model would challenge the current prevalent 'Bi-Bi' model of bilingual education for learners who are deaf and hard of hearing, and the program would be entering controversial waters. The journey and its outcomes required a major paradigm shift in everyone's views and perspectives, but over time the team was able to develop a set of practices documented in the program's written *Language-of-Instruction Program Practices* (last updated 4/1999). These practices would prove to be consistent across the various components of the program, and have now been implemented in the program for over 20 years. Proven student achievements are evident in data maintained more consistently over the past 15 years.

The ISD 917 D/HH Program's bedrock foundation of beliefs and values is as follows:

- It is unified in the value of acquiring proficiency both in American Sign Language (ASL), and reading and writing English.
- The program also believes learners who are D/HH need complete and early access to their home language, which, if it is a spoken language, can be supported through cued language using Cued Speech (which has been developed in over 60 different languages).
- Finally, it believes learners CAN be bilingual in English and ASL with parental support, access to proficient adult language models, and immersion in both languages. Access and acceptance in any culture or community requires proficiency in the language used by that community, and the ISD 917 D/HH Program believes in the importance of providing deaf and hard of hearing learners the skills necessary for access to both Deaf and

Hearing communities. Without opportunities to become proficient in the languages used in both communities at an early age, the ability for deaf and hard of hearing learners to obtain that access and acceptance can be negatively impacted; this can lead to grave social, emotional, academic and/or vocational consequences in later years.

The ISD 917 D/HH program considers the following as prerequisites for children who are deaf/hard of hearing to achieve language proficiency, both in English and in ASL, and the basis for its language-of-instruction program practices:

- Clear access and exposure to language in the early language learning years (Children are most receptive to language acquisition from birth to three; the critical years for language acquisition and development are birth to eight.)
- Constant and consistent exposure to (i.e. 'immersion' in) the target language through natural, meaningful communication with adults and others who are fluent language models in that target language
- Exposure to visually complete representations of language to develop the necessary linguistic foundation necessary for life-long learning (thus through ASL with no voice component, or through cued English using the system of Cued Speech)
- Learning the language through natural, face-to-face discourse. Conversation provides the opportunity for practice and 'trial and error' in the target language for children until they acquire internally the rules of that target language.

The following table indicates the numbers of ISD 917 D/HH Program staff using and fluent in ASL and cued English using the system of Cued Speech:

D/HH Program Language of Instruction Usage 2015-2016 SITES: D/HH Preschool – Diamondhead Education Center Gideon Pond Elementary School Century Middle School Lakeville North High School						
Language of Instruction	Staff Category	Preschool	Gideon Pond Elementary	Century Middle School	Lakeville North High School	Total
Cued English Using the System of Cued Speech	Teachers	3	2	1	1	7
	SLPs	1	2	NA	NA	3
	Assistants	2	1	NA	NA	3
	Interpreters	NA	1	0	0	1
American Sign Language	Teachers	3	3	1	1	8
	SLPs	1	2	Counted in previous cell	Counted in previous cell	3
	Assistants	4	9	NA	NA	13
	Interpreters	NA	5	1	2	8
Fluency in Both Cued English & American Sign Language	Teachers	3	2	1	1	7
	SLPs	1	2	NA	NA	3
	Assistants	1	1	NA	NA	2
	Interpreters	NA	1	0	1	2

For further information and details about the program’s unique bilingual ASL and English language-of-instruction model, see Addendum B, *What Are They Doing With Their Hands? If That’s Not Signing, What Is It?* (Kyllo, 2004), Addendum C, *How Cued English Impacts Learning to Read and Write English for Deaf/Hard of Hearing Students* (Doenges, 2003), Addendum D, Q & A: *Learning Sounds Visually* (Doenges, Chaska Herald, December, 2016), Addendum E, *A Bilingual*

(ASL and Cued American English) Program for Deaf and Hard of Hearing Students: Theory to Practice (Kyllo, 2010, from the textbook, *Cued Speech and Cued Language for Deaf and Hard of Hearing Children*, Plural Publishing), Addendum F, *Intermediate School District #917 Deaf & Hard of Hearing Early Childhood Program English Language Development* (Doenges/Kyllo, 3/2014), and Addendum G, *Myths and Fears of Using Cued English*.

The ISD 917 D/HH Program has received national and international attention with its unique model and its positive impact on reading for learners who are D/HH. Besides hosting visitors from all over the US, Montreal and Barbados, and regular requests for information from around and outside the country from such locations as Maine, Virginia, Colorado, Illinois, Belgium, the United Kingdom, France and Africa, the program was also featured in a nationally-televised PBS *Reading Rockets* episode in 2007.

Program Student Population Background

The population of learners served in the ISD 917 D/HH Program has changed dramatically in the past 20 years due to the medical and amplification technology advances, as well as significant Early Hearing Detection and Intervention (EHDI) efforts resulting in better and earlier identification and intervention enhanced through newborn screening improvements. Learners with CHARGE, who would not have survived years ago, are now increasing in numbers in the program due to medical advancements. The diversity of language, communication, academic, developmental, sensory-regulation and behavior needs is *huge* among the learners in the relatively small ISD 917 D/HH program. This includes learners who have increased capability now able to access and develop spoken language skills (yet still need considerable support from staff specifically trained and knowledgeable in knowing how to support the listening/language hierarchy of development in learners who are D/HH), and learners who need access to instruction in American Sign Language (ASL). The number of additional co-occurring disabilities and medical conditions is significant.

It is critically important to understand a number of considerations surrounding the education of learners who are deaf or hard of hearing:

- 1) Without the existence of significant other learning or cognitive issues, 'disability' can become '~~disability~~,' whereby the language abilities of learners who are D/HH *can* improve to levels commensurate with their peers who are hearing if provided *clear and complete access and immersion to English* through a visual means, i.e. cued English using the system of Cued Speech. Hearing loss provides a barrier to normal language acquisition, and thus academic development, for most learners who are D/HH, and it is this aspect which the program has tracked to: 1) keep the bar high for all its learners, and 2) determine program effectiveness. The progress on language and reading development impacted by hearing loss has been tracked by the ISD 917 D/HH Program through the annual administration of standardized reading (*Gates-MacGinitie Reading Test*), vocabulary (*PPVT-4*) and language (*TACL-3* and *CELF-5*) measures for the last 15 plus years.

It is of great significance to note that the ISD 917 D/HH Program has for over 20 years been 'ahead of its time' in relation to the current status of most D/HH programs and D/HH education nationwide in that:

- a) The critical importance of targeting the phonemic awareness and phonics skills of learners who are D/HH has been ignored or not addressed in the majority of D/HH programs, due to not having the belief or vehicle in which to address these skills with learners who are D/HH. These skills are able to be addressed and targeted effectively and efficiently via cued English using the system of Cued Speech, and this critical foundational reading readiness skill has been targeted heavily at the preschool and elementary levels in the ISD 917 D/HH Program through instruction using general education curriculum and strategies for over 20 years.
- b) The English vocabulary and language skills of learners who are D/HH is not able to be assessed via signing or ASL, and therefore, testing of English language skills using standardized measures normed on hearing children is not performed in the majority of D/HH educational programs nationwide. However, standardized English vocabulary and language tests are able to be administered effectively via cued English using the system of Cued Speech, and as such the ISD 917 D/HH Program has administered the *PPVT* and *CELF* measures, which are standardized on learners with normal hearing, for over 20 years as it seeks to bring each learner up to average language scores.

- 2) Language acquisition is a very slow, deliberate process for learners not able to access language through normal hearing. For learners deprived of language access during their early language-learning years, and whose home and community environments lack access to clear and direct language or incidental language learning, the journey to achieving language levels at or near those of peers with normal hearing is not an overnight event.

Language acquisition requires many years of consistent *language immersion* and exposure through a means which provides *clear and complete access to the target language by adult fluent models* of the visual systems representing the target language. Cued English using the system of Cued Speech, which can be used simultaneously with or without spoken English depending on the hearing levels of learners, provides complete, clear access to each consonant-vowel phoneme of spoken English in real-time conversation. As a result, it maps the same consonant-vowel phonemic information and complexity of the English language in the brain as spoken English does for children with normal hearing. American Sign Language (ASL) is a language whose grammar can only be conveyed *without* the simultaneous use of spoken English because its grammar is created by the visual articulators of hand shape, orientation, placement and movement. The amount of time to acquire either language, English or ASL, is directly impacted by the following factors affecting each learner's progress:

- age of identification of the hearing loss,
- age when appropriately fit and programmed amplification was provided (impacting acquisition of spoken language),
- age and frequency in which the learner received/receives clear, complete auditory and/or visual access to the target language of English and/or complete visual access to the target language of ASL,
- interruptions or barriers to the access to the above languages due to breakdown or loss of amplification, infections, middle ear issues, other medical issues, a language other than English being the home language, and the presence of other learning issues or cognitive delays, and
- the degree to which parents also utilize and provide fluent exposure to language (or not) in the home via a visual manual communication system. Years of data collection in the ISD 917 DHH Program indicate that the degree and rate of language acquisition of learners in the program is typically directly correlated to whether the learners only receive complete and clear access to language both at home and in school, or in school alone.

A good example of how slow the process to acquire language skills can be, but that it *can be* done, is a learner in the D/HH Program who is due to transfer to her home district middle school next year. She is now 'flying,' but it wasn't until her *ninth* year in the D/HH program (since preschool) that her CELF-4/5 language scores inched up to the average range. Or take another learner currently in the ISD 917 D/HH Program at Gideon Pond Elementary. He is also now 'taking off' with his language and academic development; however, he entered the program so delayed that he was considered 'untestable' by the standards of the PPVT-4 for the first two years of preschool, and 'untestable' using the CELF-5 for the first *four* years; the CELF-5 was finally able to be administered in elementary school.

- 3) There are so many other critical considerations surrounding programming for learners who are D/HH which go beyond achieving academic achievement. They are the critically important components 'which cannot be measured,' and which the ISD 917 D/HH program needs to provide to help its students achieve. These components include access to peers who are D/HH, adult role models who are D/HH, bilingual access to both English and ASL, access to SLPs, interpreters, assistants, etc. with fluency in cued English and ASL, and expertise to support the listening, language, and hierarchy of speech skill development of learners, as well as the learners' ASL skills. Many other factors and skills, including the development of listening skills, self-advocacy skills, spoken English skills, and skills in caring for assistive technology, are still addressed and assessed despite not being reflected in the data below.

Delays in communication development almost always have ramifications for a child's social/emotional development and can result in mental health and behavioral issues for some children. Not only are the ISD 917 D/HH staff skilled in teaching approaches that pull children up to their language and reading potential as quickly as possible by immersing children in language (thus, the program's motto, *Every Moment is a Language Moment!*), but staff are also skilled in recognizing the social/emotional/behavioral development consequences related to their hearing loss. The uniqueness of each child's needs are acknowledged and addressed in order to provide them with the support they need to grow their intra- and inter-personal skills to develop a healthy sense of self and ability to relate to others (Doenges, 2016). These are the 'soft skills' which are difficult to capture and measure on an IEP, yet are tightly woven into the fabric of the program and addressed in every communication interaction with learners.

Trends/Changes Impacting ISD 917 D/HH Program Service Delivery

Over the past 20 years, trends and changes in the greater community and the ISD 917 D/HH Program can be summarized as follows:

- 1) The implementation of cued English using the system of Cued Speech as a language of instruction to model English in real-time conversation and interaction during direct instruction has significantly impacted the acquisition of English listening and language skills and academic achievement. This can only succeed when paired with the utilization of excellent curriculum and delivery of instruction by the skilled Teachers of D/HH, Speech/Language Pathologists, and support staff in the program.
- 2) The implementation of using American Sign Language as a language of instruction in real-time conversation and interaction during direct instruction by fluent adult models (many who are Deaf or D/HH themselves) from an early age has provided students access to the greater D/HH community and provided adult role models which positively impacts the self-esteem and the social/emotional development of learners in the program.
- 3) Targeting phonemic awareness, phonics, and other foundational reading readiness skills following a general education scope and sequence was implemented program-wide 20 years ago (even with learners in later years beyond the age when children who are hearing have already acquired these skills). ISD 917 'veteran' Teachers of D/HH, who taught in the district prior to the implementation of the current English/ASL bilingual-access language-of-instruction model, report that previously they were only able to teach through a sight-word approach only. Once they were able to teach via cued English, they were able to follow general education curriculum and 'teach learners who are D/HH just the same as children who are hearing are taught.' *This was, and continues to be, profound to DHH Program service delivery and student achievement!* (See the 'Curriculum' section below.)
- 4) The implementation of cued English using the system of Cued Speech as a language of instruction has resulted in the ability to administer standardized measures of English vocabulary and language against which ISD 917 D/HH Program learners are compared. The program strives for acquisition of average English language skills to the maximum extent possible. *Very few educational programs for learners who are D/HH nationwide are able to administer such measures due to having no means to administer them with valid and reliable results.* (See the 'Performance Measures' section below.)
- 5) The full implementation of statewide newborn hearing screening has resulted in much earlier identification and intervention for early childhood learners with hearing loss.
- 6) Advances in amplification technology have provided early/earlier access to spoken English. This early/earlier identification and acquisition of English listening, spoken language and speech skills for learners able to access language through increased auditory access has profoundly impacted: a) the levels of achievement able to be acquired by learners with hearing loss, b) a significant increase in English language listening, language and speech acquisition assessment, curriculum, and instructional strategies used with younger learners with hearing loss, and also c) the depth and breadth of skills able to be targeted, and also often the amount of time learners need to be enrolled in the ISD 917 D/HH Resource Program. For example, the data below indicates a greatly increased number of learners able to exit the program prior to kindergarten when they are enrolled during their preschool years.
- 7) Medical advances have resulted in a significant increase of learners in the ISD 917 D/HH Program with significant medical issues, learning challenges and cognitive delays, resulting in unique staffing challenges due to the need to provide teachers and a greatly increased number of assistants to support the unique communication, learning, sensory-regulation, behavior, physical and motor needs of this population.

8) The great variation of communication needs (whether ASL, cued English, 'sim-com' simultaneous signed and spoken English, or spoken language only) and learning abilities and needs which have evolved among the ISD D/HH Program population provides profoundly unique and difficult challenges in staffing and instructional grouping due to the low-incidence nature already existing in this area. The types of instruction needed by learners enrolled in the program varies as follows:

- a) Learners who *enter at age-appropriate levels with normal cognitive functioning with delays in English listening and language skills*, who with intense, targeted direct intervention, are: 1) *able to participate in general education curriculum at a higher level and increase their language skills up to age-appropriate levels commensurate with peers who are hearing and* 2) *often exit the program to return to their home district*,
- b) Learners who enter at *age-appropriate levels with normal cognitive functioning with delays in American Sign Language skills*, who with intense, targeted direct intervention, are *able to bring ASL skills up to levels commensurate with age-appropriate levels of that of peers who are deaf/hard of hearing*,
- c) Learners who enter late at *non-age-appropriate levels with normal cognitive functioning with more significant delays in English listening and language skills*, who with intense, targeted direct intervention, are: 1) *still able to participate in general education curriculum at a higher level and bring language skills up to age-appropriate levels commensurate with peers who are hearing, and* 2) *sometimes, but less likely to be able to, exit the program to return to his/her home district*,
- d) Learners who enter late at *non-age-appropriate levels with normal cognitive functioning with delays in American Sign Language skills*, who with intense, targeted direct intervention, are *able to bring ASL skills up to levels commensurate with age-appropriate levels of that of peers who are deaf/hard of hearing*,
- e) Learners who enter at *age-appropriate or enter late at non-age-appropriate levels with other learning challenges with delays in English listening and language and other skills*, who with intense, targeted direct intervention, are *able to participate in general education curriculum at much lower levels and a much slower instructional pace*,
- f) Learners who enter at *age-appropriate or enter late at non-age-appropriate levels with other learning challenges with delays in American Sign Language and other skills*, who with intense, targeted direct intervention, are *able to participate in general education curriculum at much lower levels and a much slower instructional pace*,
- g) Learners who enter at *age-appropriate, or enter late at non-age-appropriate, levels with significant cognitive delays in language and other skills*, who with intense, targeted direct intervention, are *able to participate in a functional curriculum only*. These learners vary in communication needs, whereby both ASL and cued English are used depending on the learner.

NOTE: Learners who fall into categories a-f above who receive/received instruction in English and were/are able to be assessed with standardized measures of English vocabulary and English are those learners reflected in the data results and analysis in the *Performance Measures* section below.

- 9) The ISD 917 DHH language-of-instruction model recognizes the need to be able to address and meet the potential of all its learners to acquire skills in listening, spoken language, literacy, and ASL. Many D/HH programs nationwide provide access to one language and/or mode only. The ISD 917 DHH Program's 'bilingual-access' model is different from the more prevalent 'Bi-Bi' method (ASL first, then English via text translation memorization) in that it provides access to English through *real-time conversation and instruction*, which does not occur in a 'Bi-Bi' model. The ISD 917 DHH Program's 'bilingual-access' model is different from other programs also in that it recognizes the dynamically changing language-acquisition process and needs of this population. Time and time again, the program has instructed many learners who first become effective communicators who are able to understand and express themselves through American Sign Language, and then, acquire English skills through increased levels of exposure to English through spoken/cued English using the system of Cued Speech. Some learners are able to acquire English through spoken/cued English using the system of Cued Speech from the start, and many of these learners are also exposed to and learn American Sign Language as a language of instruction for part of their school day. The decision of which language(s) of instruction are to be used is driven by the dynamic, changing needs of each learner.
- 10) The number of learners needing behavior support has increased in the ISD 917 D/HH Program with the increase of learners with multiple co-existing disabilities. In 2015-2016, 13 licensed and non-licensed staff were trained in

Professional Crisis Management (PCM). The challenge the program faces is trying to meet the sensory and behavior needs in a setting III program of learners who sometimes would benefit from the behavior staff and environmental supports of a level IV program. However, every effort is made to continue to support these learners' enrollment in the ISD 917 D/HH Program due to their need for visually accessible communication and instruction in ASL and/or cued English, peers who can communicate in ASL, and staff who understand and are able to support the unique needs of learners with hearing loss.

Curriculum

The default curriculum used in the D/HH program is always the curriculum used in the general education in the building where the program is housed. However, the D/HH Program does utilize ISD 917 curriculum for some subjects and some learners for whom the general education curriculum is not appropriate. A variety of curriculum formats are used, including technology. Currently the elementary teachers of D/HH at Gideon Pond Elementary are raving about the success being experienced with students using the *Leveled Literacy Instruction (LLI)* reading curriculum. The program believes this fairly new curriculum is highly effective because it parallels and targets the greatly increased rigor of the general education curriculum and MN language arts standards. It targets text comprehension more deeply than past curriculum, is more language-based, and requires students to acquire higher levels of verbal reasoning.

Performance Measures

As mentioned above, the ISD 917 D/HH Program has performed annual progress monitoring of its learners' language and reading development through the administration of standardized reading (*Gates-MacGinitie Reading Test*), vocabulary (*PPVT-4*) and language (*TACL-3* and *CELF-5*) measures in the ISD 917 D/HH Program for more than 15 years (since 2001-2002). The program also uses MCA Reading Test results as a measure of learners' progress in reading.

The testing results of 95* current and past ISD 917 D/HH Program learners over this period have been collected and organized for analysis. Information about enrollment and testing results are analyzed using the following significant data points:

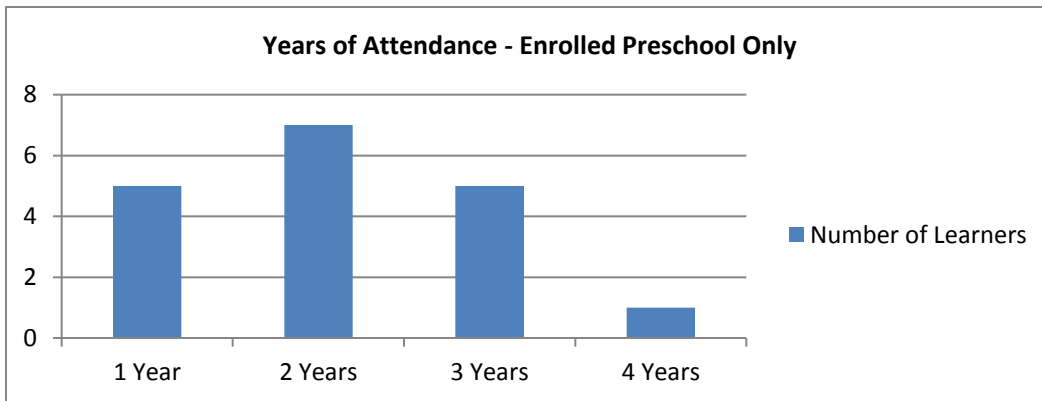
Number	Significant Data Point
1	Number and percentage of years learners are enrolled in the ISD 917 D/HH Program by level (<i>separated in categories of 'currently-enrolled learners' and 'past-enrolled learners'</i>). Graphs below reflect: A) Number of learners who entered and attended the D/HH preschool level only B) Number of learners who entered the program during the D/HH preschool level, continuing into the D/HH elementary level, and sometimes continuing into the secondary level C) Number of learners who entered during the elementary level, and continued in the program in elementary and sometimes the secondary level D) Percentages of total number of learners students enrolled in and participated in different levels
2	Number of years in the program needed to obtain and sustain average <i>PPVT (3-4)</i> receptive vocabulary SS/PR scores, including the number of years from 'untestable' to 'testable' on this measure
3	Number and percentage of learners who achieved Adequate Yearly Gain in their <i>PPVT (3-4)</i> receptive vocabulary Growth Scale Value (GSV) scores during years their GSV scores were able to be recorded
4	Number of years in the program needed to obtain 'Meets Standards' on the MN <i>MCA Reading Test</i>
5	Number of years learners were in the ISD 917 D/HH Program and grade till they returned to home resident district with average English language scores by levels of enrollment and participation

*The group of 95 learners includes those learners served in the program able to participate in standardized English language and reading testing. More than 95 students were enrolled in the program during this time.

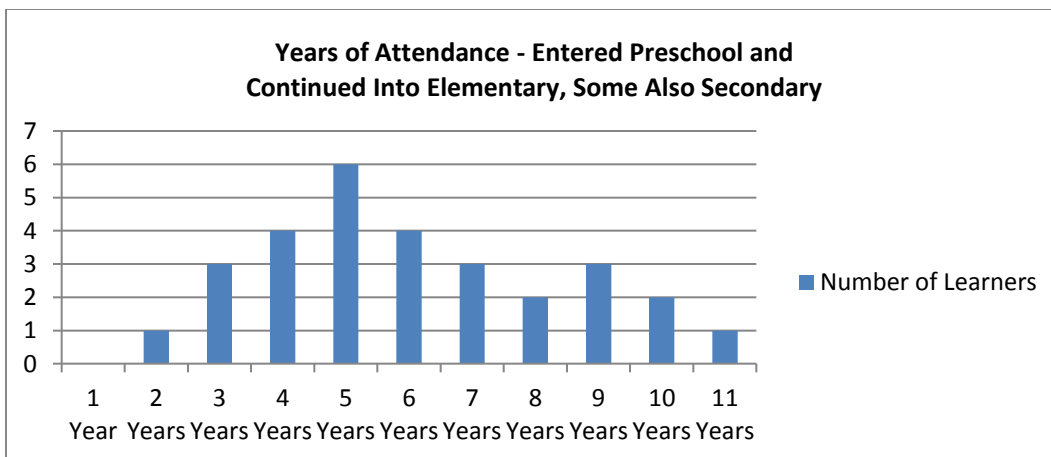
DATA POINT #1 – NUMBER AND PERCENTAGE OF YEARS LEARNERS ARE ENROLLED PER LEVEL

Past-Enrolled Learners, 2001-2002 through 2014-2015 School Years

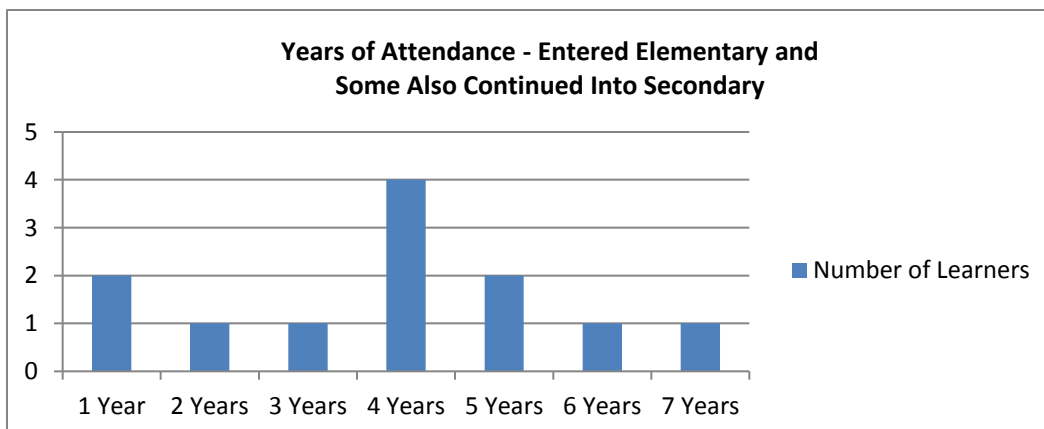
A) Number of learners who entered and attended the D/HH preschool level *only*, leaving the program prior to kindergarten

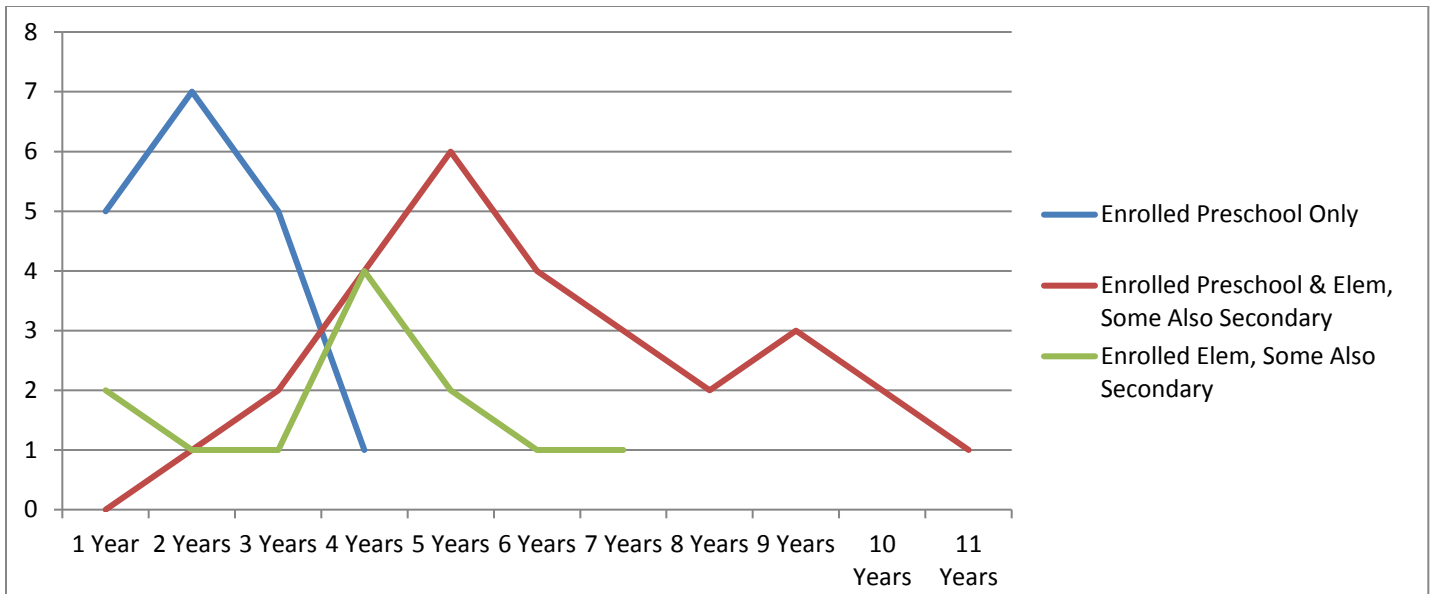


B) Number of learners who entered the program during the D/HH preschool level, continuing into the D/HH elementary level, and sometimes continuing into the secondary level

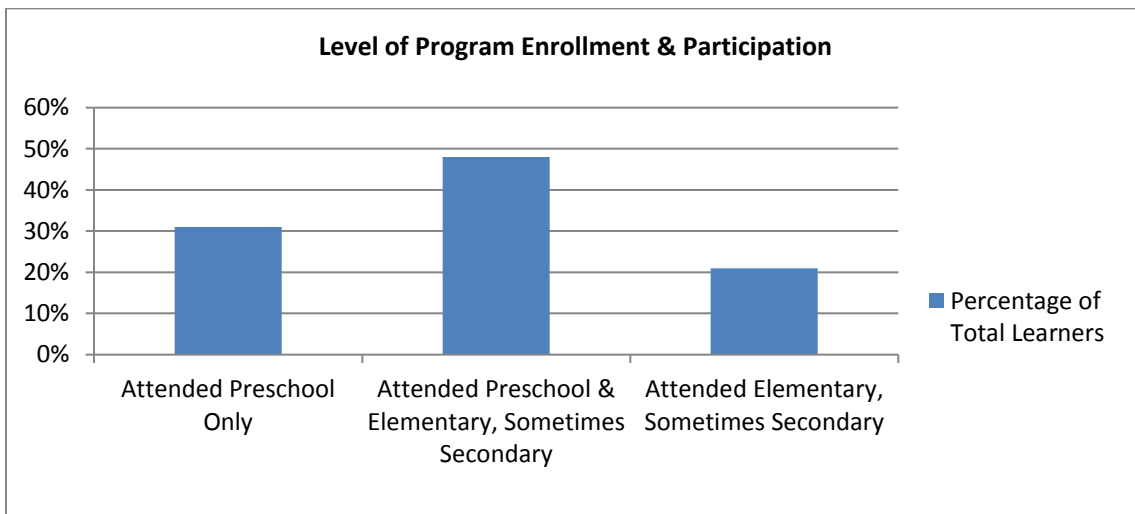


C) Learners who entered the program during the elementary level, and continued in the program in elementary and sometimes the secondary level



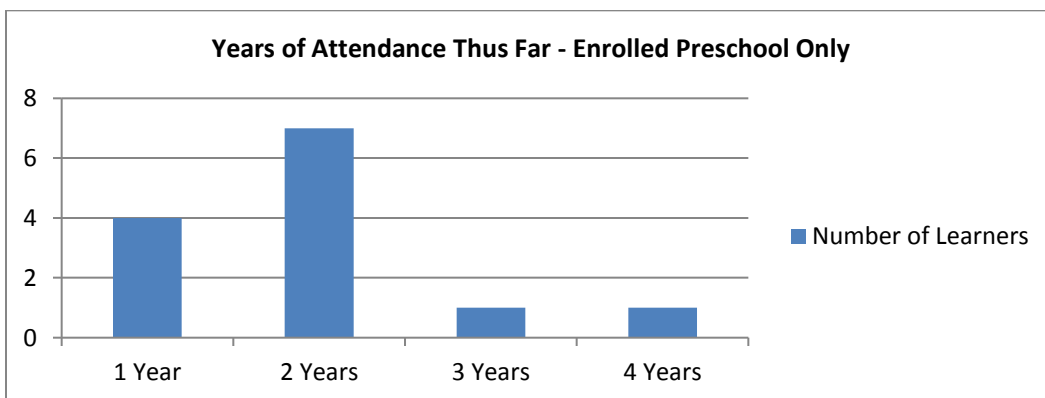


D) Percentages of total number of learners students enrolled in and participated in different levels

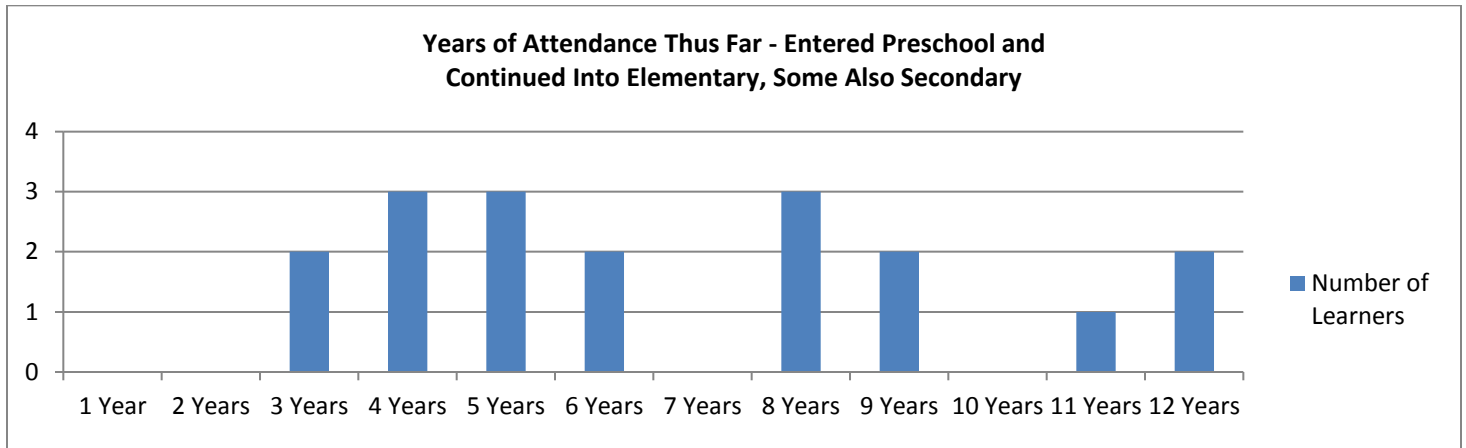


Currently Enrolled Learners in the 2015-2016 School Year

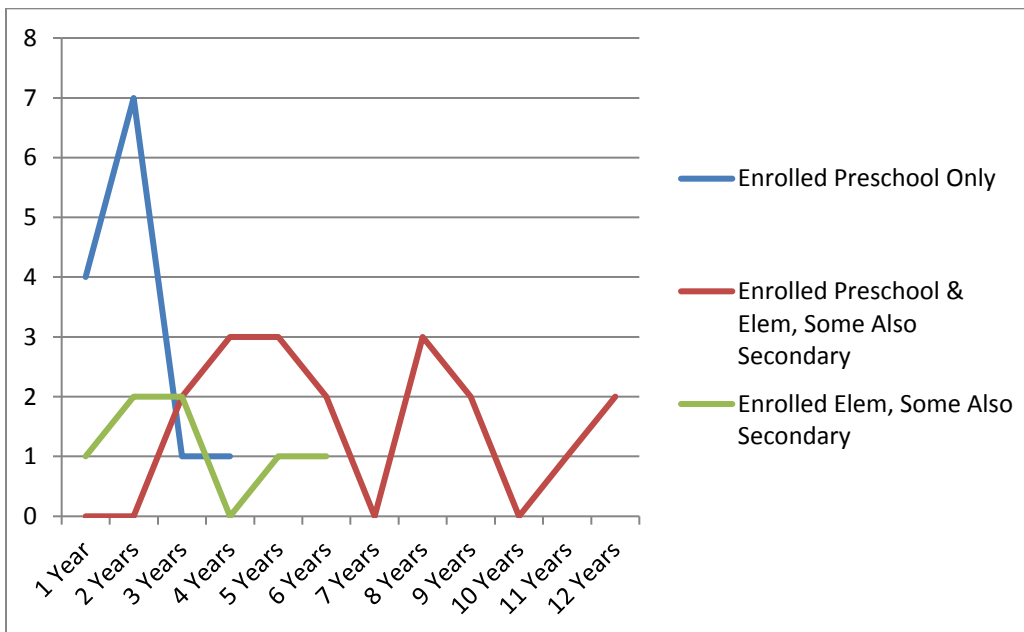
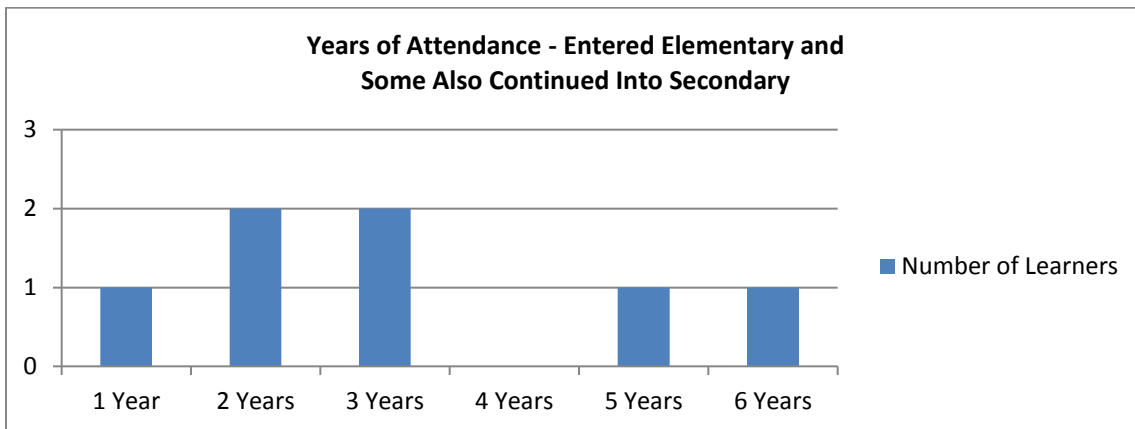
A) Number of learners who entered and attended the D/HH preschool level (ending level not yet known)



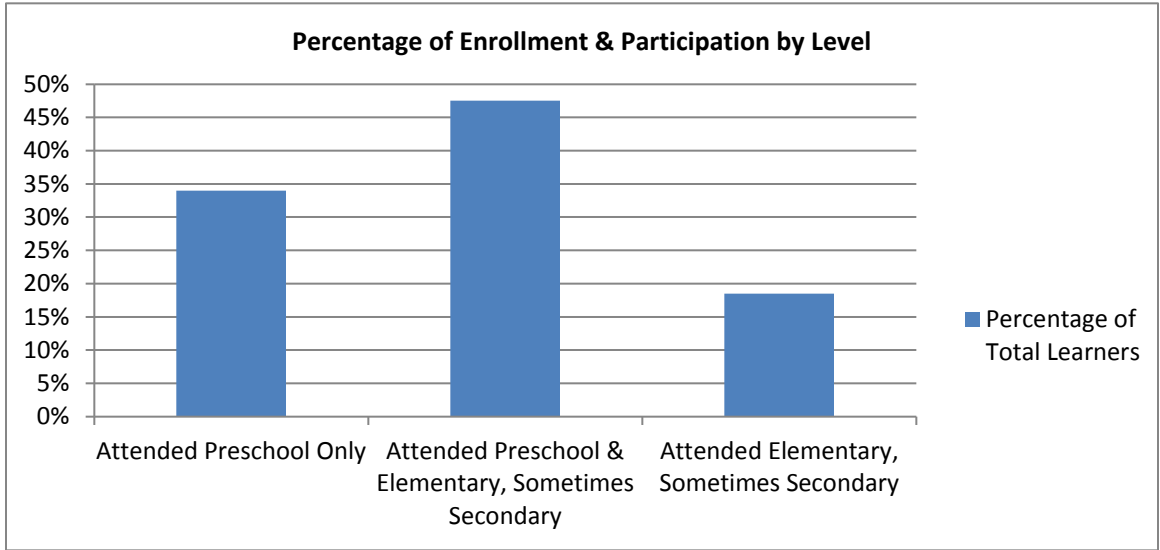
B) Number of learners who entered the program during the D/HH preschool level, continuing into the D/HH elementary level, and sometimes continuing into the secondary level (ending level not yet known)



C) Learners who entered the program during the elementary level, and continued in the program in elementary and sometimes the secondary level (ending level not yet known)



D) Percentages of total number of learners enrolled and participating in different program levels (ending levels not yet known)



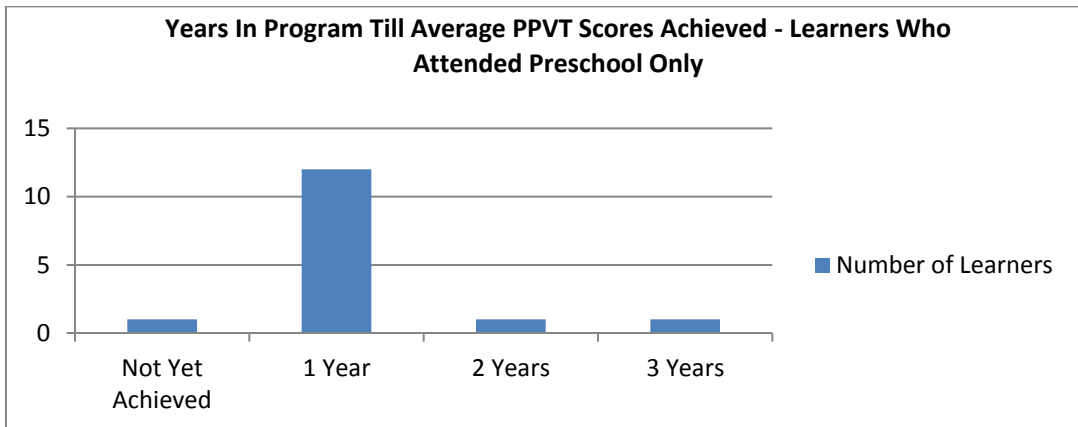
Significance, important considerations, and conclusions of Data Point 1 analysis:

- 1) A large percentage of past-enrolled learners, 31%, were preschool learners who *participated in the ISD 917 D/HH Program only, then left the program for local-district programming* during their preschool or kindergarten years.
- 2) The amount of time/number of years a learner is enrolled in the ISD 917 D/HH Program varies greatly per individual student.
- 3) Given the critical importance of early intervention and the known ‘rehabilitative’ vs. ‘habilitative’ intervention strategies required for late-identified, late-enrolled learners in the program, it is believed that earlier enrollment in the ISD 917 ISD D/HH Program for the 12% of past-enrolled, and 18.5% currently-enrolled learners, would have resulted in increased levels of language proficiency and academic achievement.

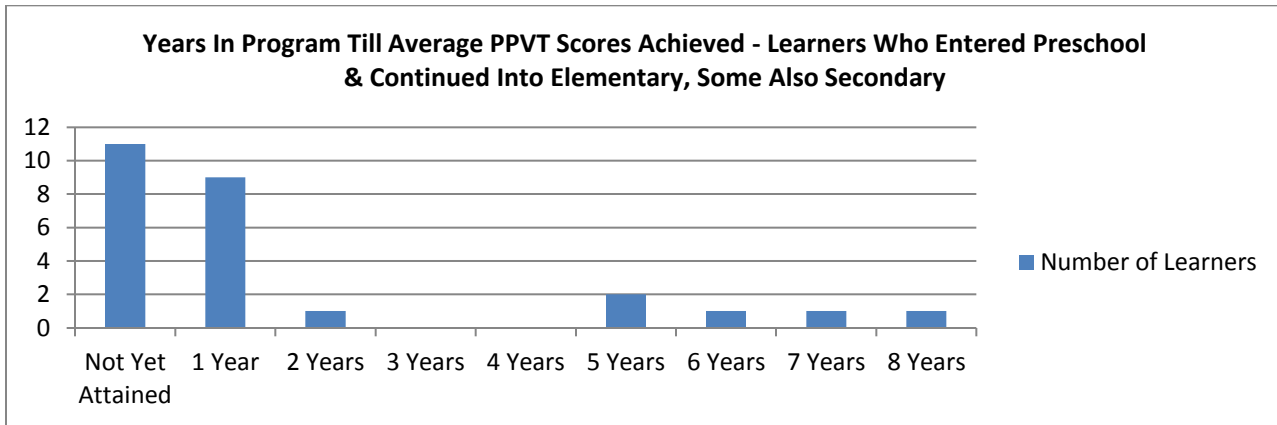
DATA POINT #2 – NUMBER OF YEARS IN THE PROGRAM NEEDED TO OBTAIN AND SUSTAIN AVERAGE PPVT (3-4) RECEPTIVE VOCABULARY SS/PR SCORES

Past-Enrolled Learners, 2001-2002 through 2014-2015 School Years

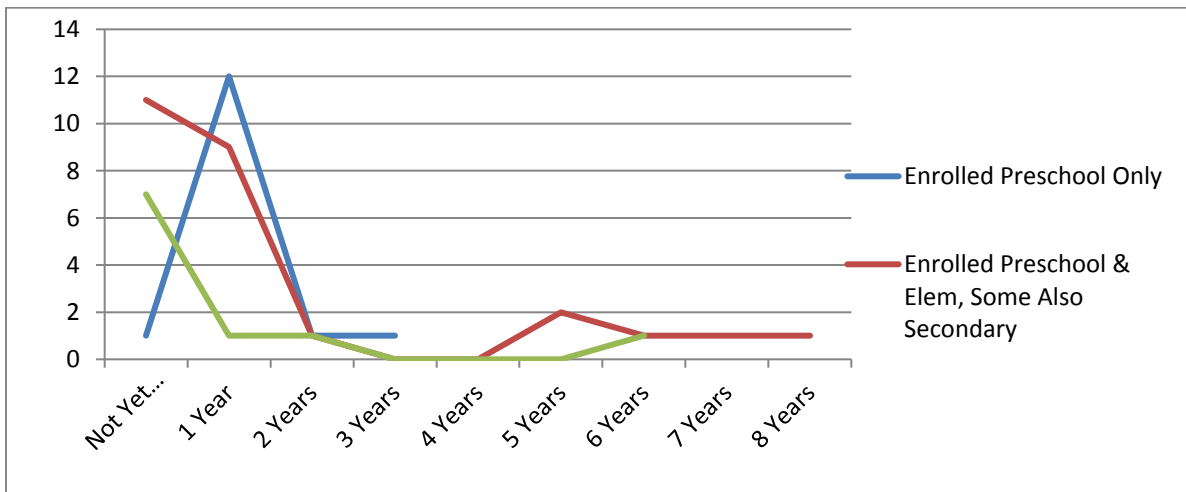
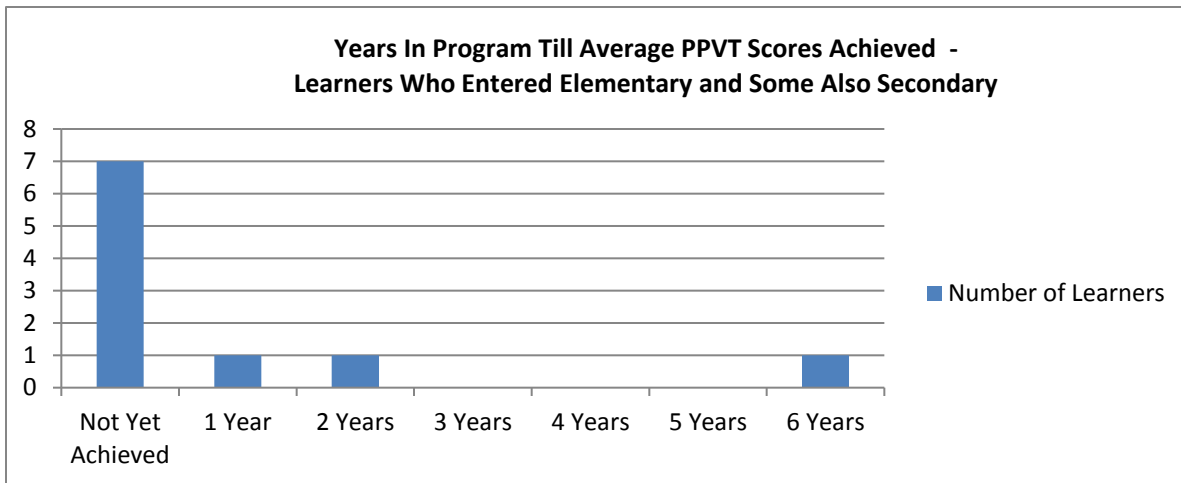
A) Number of learners attended the D/HH preschool level *only*, leaving the program prior to kindergarten, who attained/sustained average PPVT (3-4) Receptive Vocabulary SS/PR Scores



B) Number of learners who entered the program during the D/HH preschool level, continuing into the D/HH elementary level, and sometimes continuing into the secondary level who attained/sustained average PPVT (3-4) Receptive Vocabulary SS/PR Scores

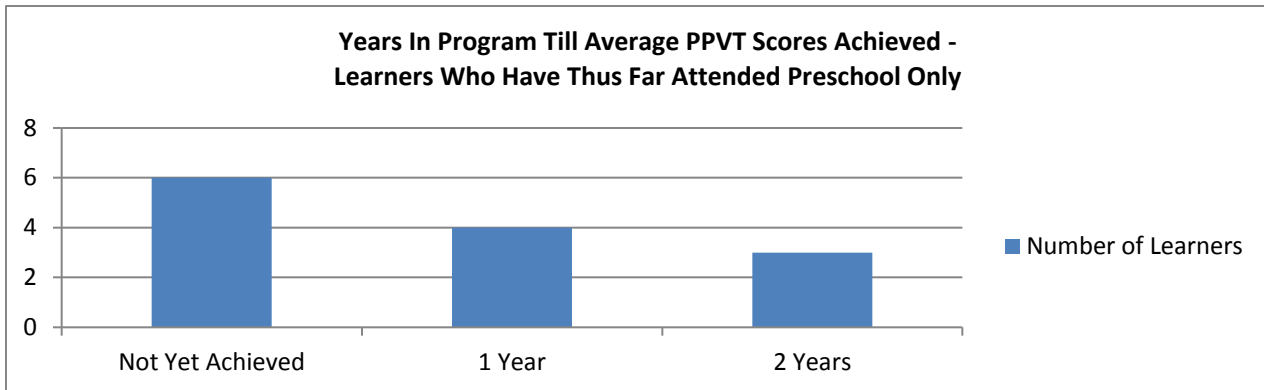


C) Learners who entered the program during the elementary level, and continued in the program in elementary and sometimes the secondary level who attained/sustained average PPVT (3-4) Receptive Vocabulary SS/PR Scores

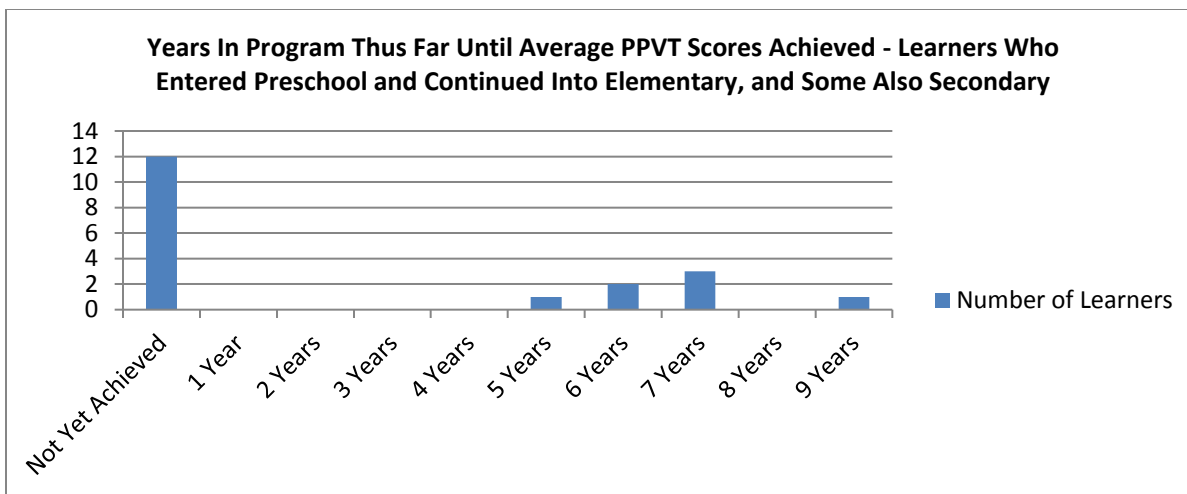


Currently-Enrolled Learners in the 2015-2016 School Year

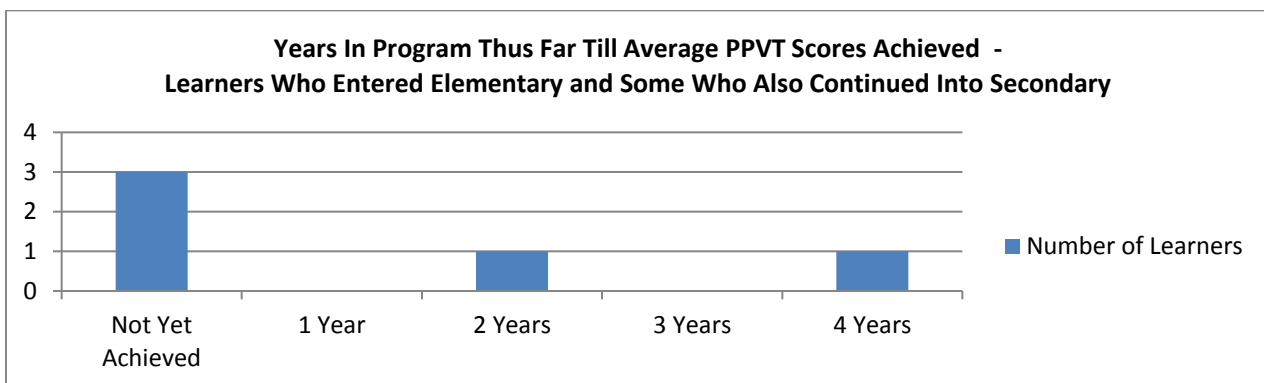
A) Number of learners who attend the D/HH preschool level who attained/sustained average PPVT (3-4) Receptive Vocabulary SS/PR Scores

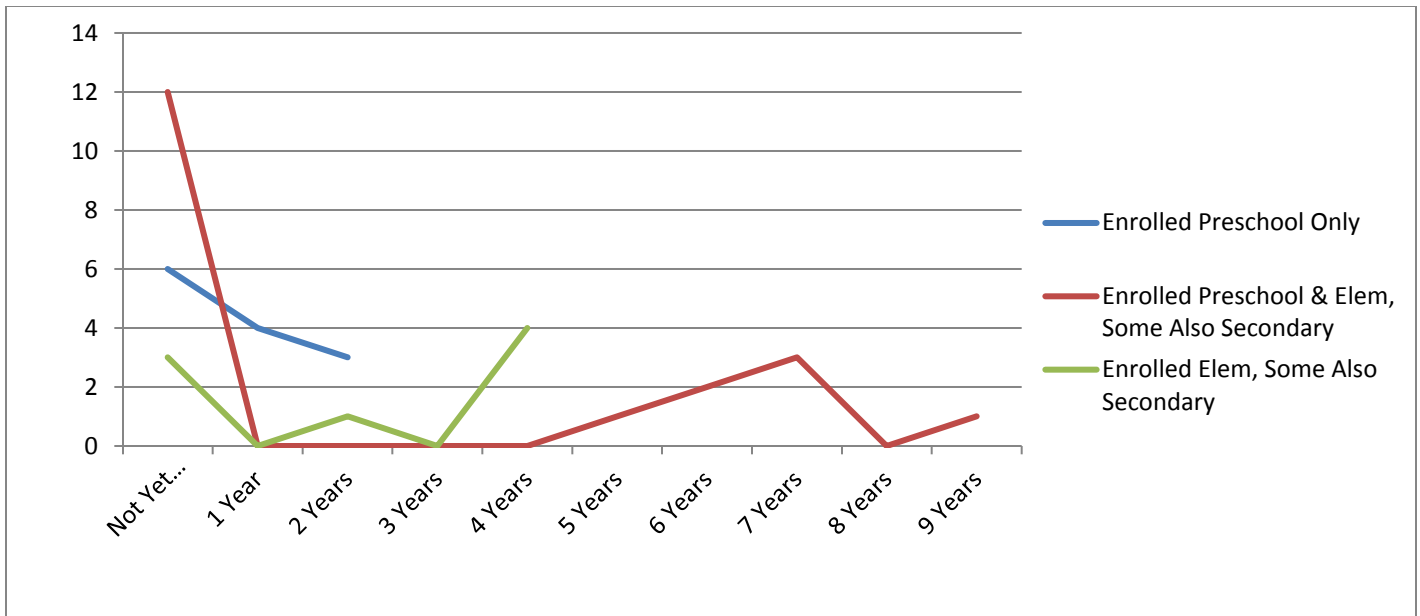


B) Number of learners who entered the program during the D/HH preschool level, continuing into the D/HH elementary level, and sometimes continuing into the secondary level who attained/sustained average PPVT (3-4) Receptive Vocabulary SS/PR Scores



C) Learners who entered the program during the elementary level, and continued in the program in elementary and sometimes the secondary level who attained/sustained average PPVT (3-4) Receptive Vocabulary SS/PR Scores



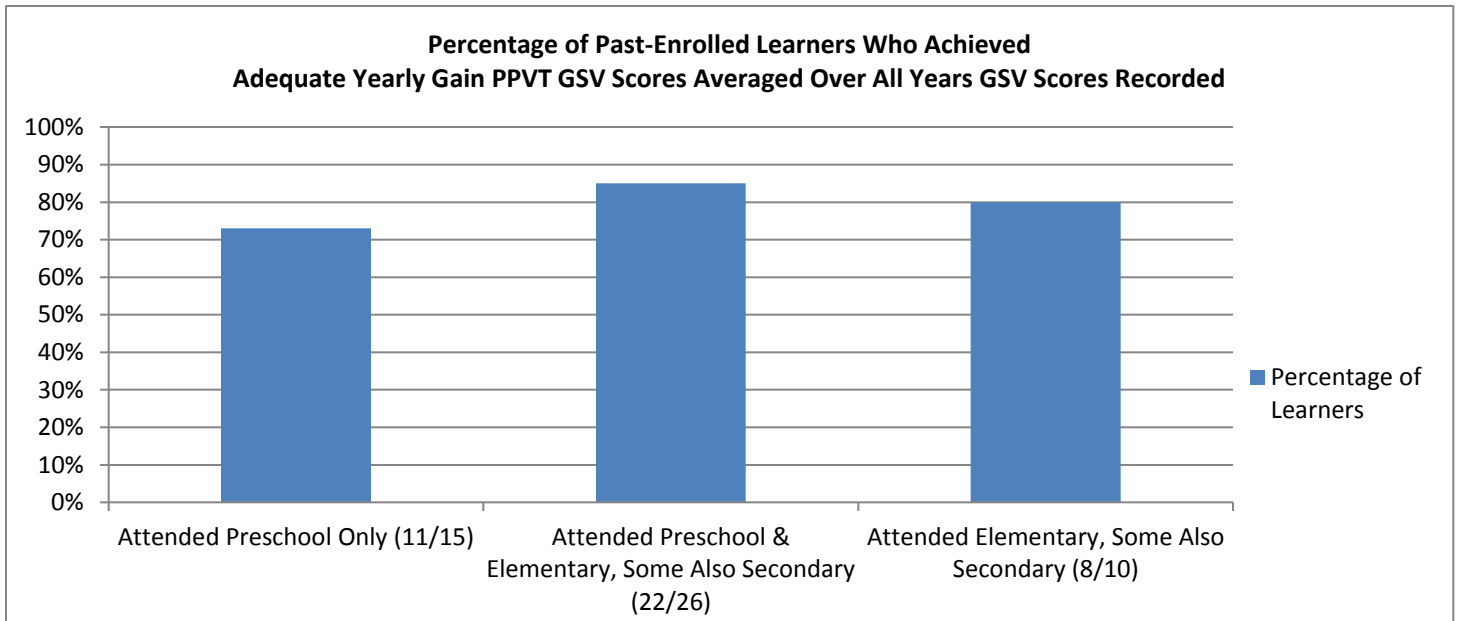


Significance, important considerations, and conclusions of Data Point 2 analysis:

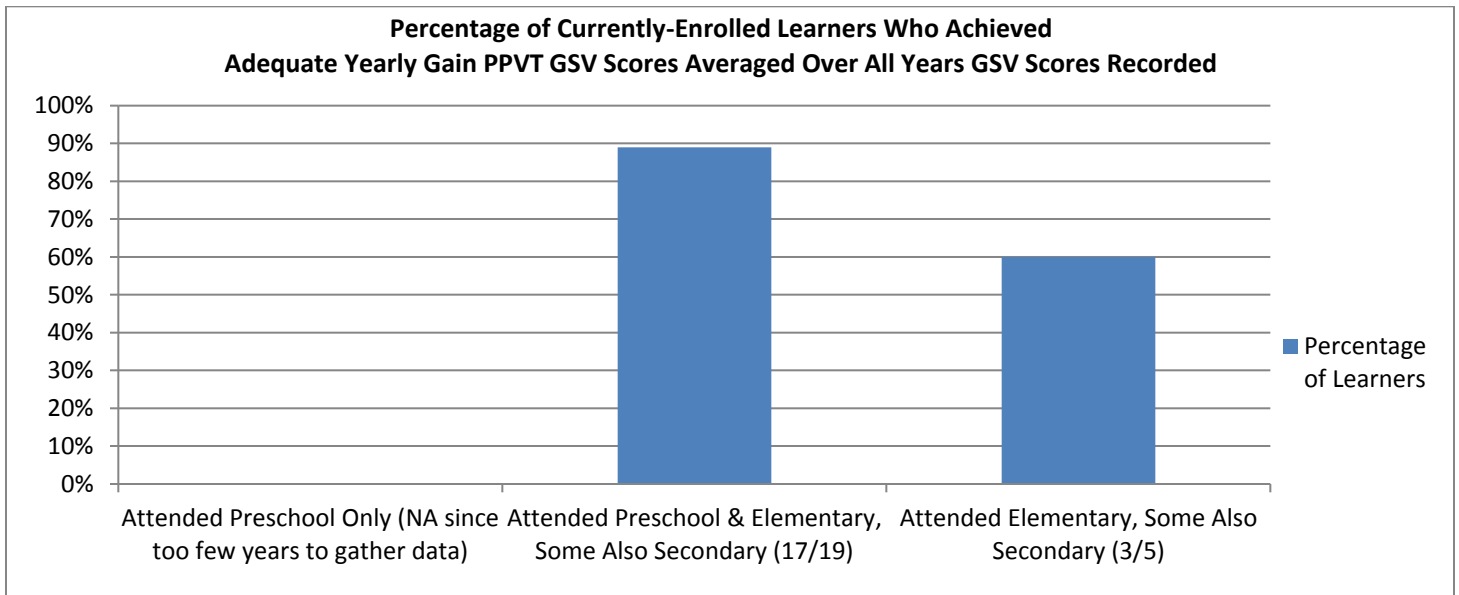
- 1) The benefits to many learners in their acquisition of English as a result of early intervention is clear in the percentages of learners who attended the ISD 917 DHH Preschool Program *only* who were able to achieve average PPVT receptive vocabulary scores in just one to three years, 93% of students in this category who attended prior to 2015-2016, and 54% who attended as of the 2015-2016 school year.
- 2) The number of years required to attain and sustain average *PPVT* scores varies per individual child, ranging anywhere from one year to nine years in the program.
- 3) During the data collection and analysis process for this review, 15 years of test results of many learners of their *Core Language* and *Receptive Language* scores on the *Clinical Evaluation of Language Fundamentals (CELF)*, a standardized test of English language skills normed on learners who are hearing, were reviewed. This test has been used in the ISD 917 D/HH Program for over 20 years, used as a tool for progress monitoring of both student progress and program effectiveness. Due to the significant amount of time to administer these subtests on top of the many testing and IEP-writing demands of the programs' SLPs, it was not possible to get results on a consistent basis for enough learners on which to report results, and thus these results are not shared here as a data point. The team studying the data results from the program was unanimous in the conclusion that this test, while critical to still administer during learners' re-evaluations, needs to be replaced by a standardized English language measure which can be administered more efficiently time-wise. Despite not being able to report results of the population of learners as a whole, the test results from this standardized measure still yielded enough information to make the same conclusions about English language acquisition as that described for the analysis of *PPVT* English vocabulary testing results.

DATA POINT #3 – NUMBER AND PERCENTAGE OF LEARNERS WHO ACHIEVED AN AVERAGE ADEQUATE YEARLY GAIN IN PPVT GROWTH VALUE SCORE (GSV) DURING YEARS GSV WAS RECORDED

Past-Enrolled Learners, 2001-2002 through 2014-2015 School Years



Currently-Enrolled Learners in the 2015-2016 School Year



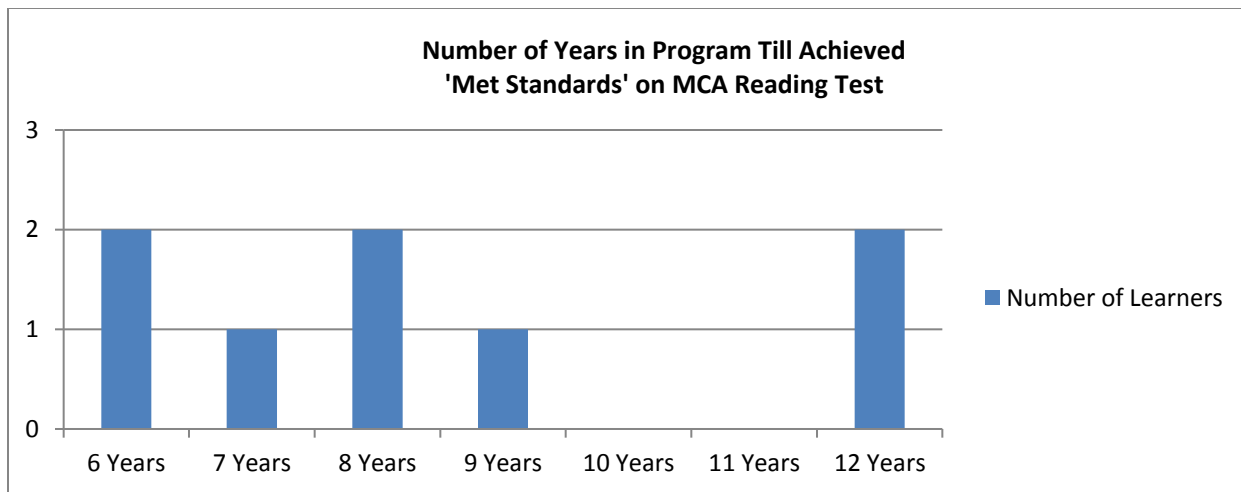
Significance, important considerations, and conclusions of Data Point 3 analysis:

- 1) Tracking PPVT Growth Value Scores (GSVs) is a very significant data point for measuring student progress and program effectiveness in a D/HH program. For learners who are delayed in English vocabulary, standard scores and percentile rank scores are much less sensitive to a learner’s growth from one year to the next; instead, a learner’s GSV score is an indication of his/her progress from one school year as compared to the learner’s previous year’s score. A PPVT GSV score is considered ‘adequate yearly gain’ when there is a minimum of an eight-point increase

(nine for higher ages) from one school year to the next. It is very typical to see learners in the ISD 917 DHH Program have a yearly GSV score in the teens, 20s, 30s, and even in the 40s on occasion.

- 2) While English vocabulary acquisition is just one area required for academic success, it is a very significant one. Very high percentages ranging from 73% to 89% of learners achieved adequate yearly gain when averaged across all the years their GSV scores were recorded in the above levels, with the exception of the group of learners who had entered the program in their elementary years, which was 60% of learners in that group.

**DATA POINT #4 – NUMBER OF YEARS IN THE PROGRAM NEEDED TO OBTAIN ‘MEETS STANDARDS’
ON THE MINNESOTA MCA READING TEST**



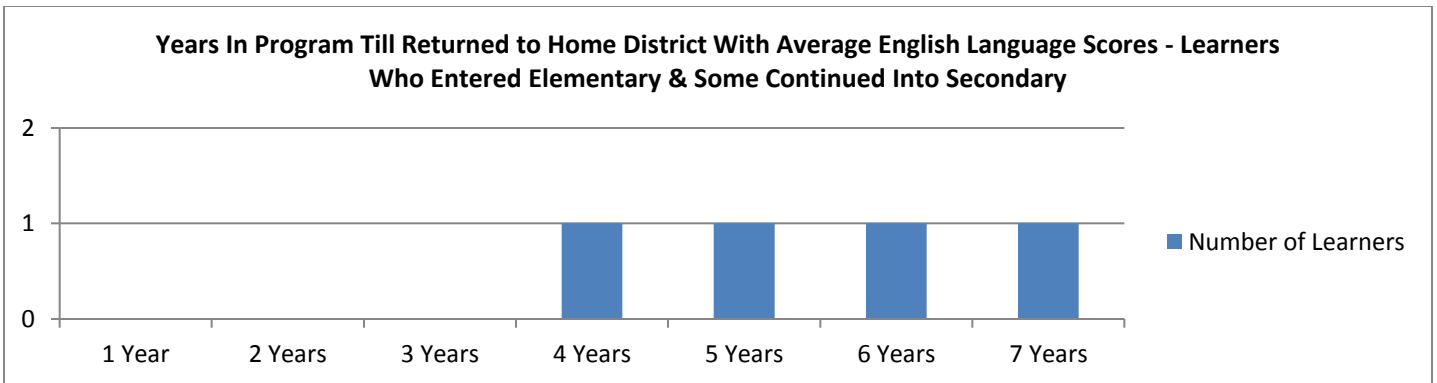
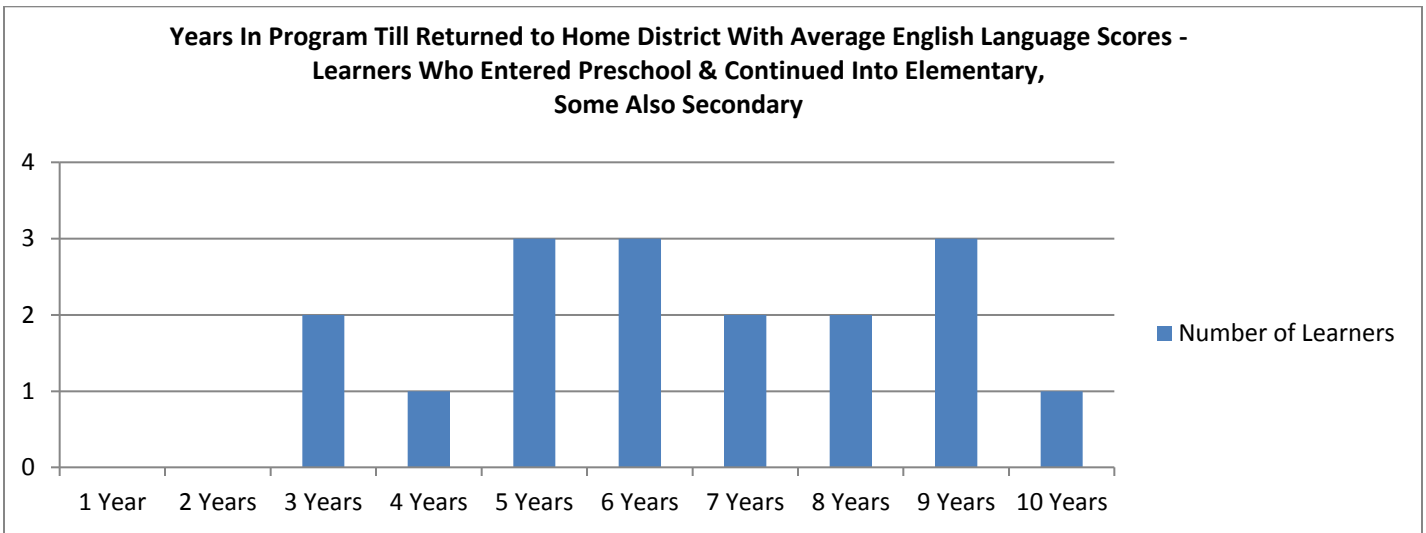
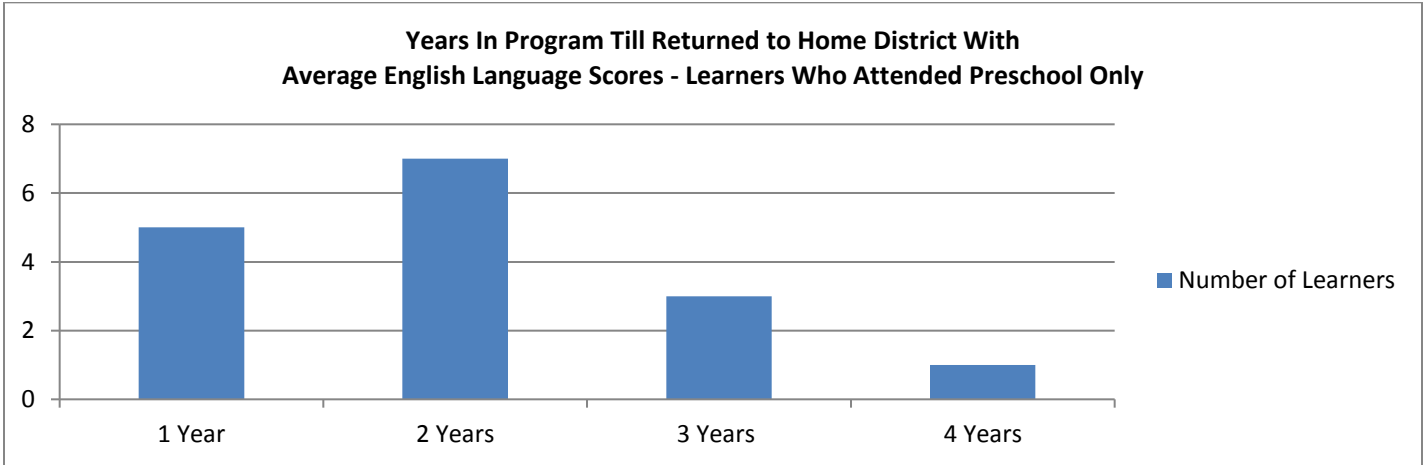
Significance, important considerations, and conclusions of Data Point 4 analysis:

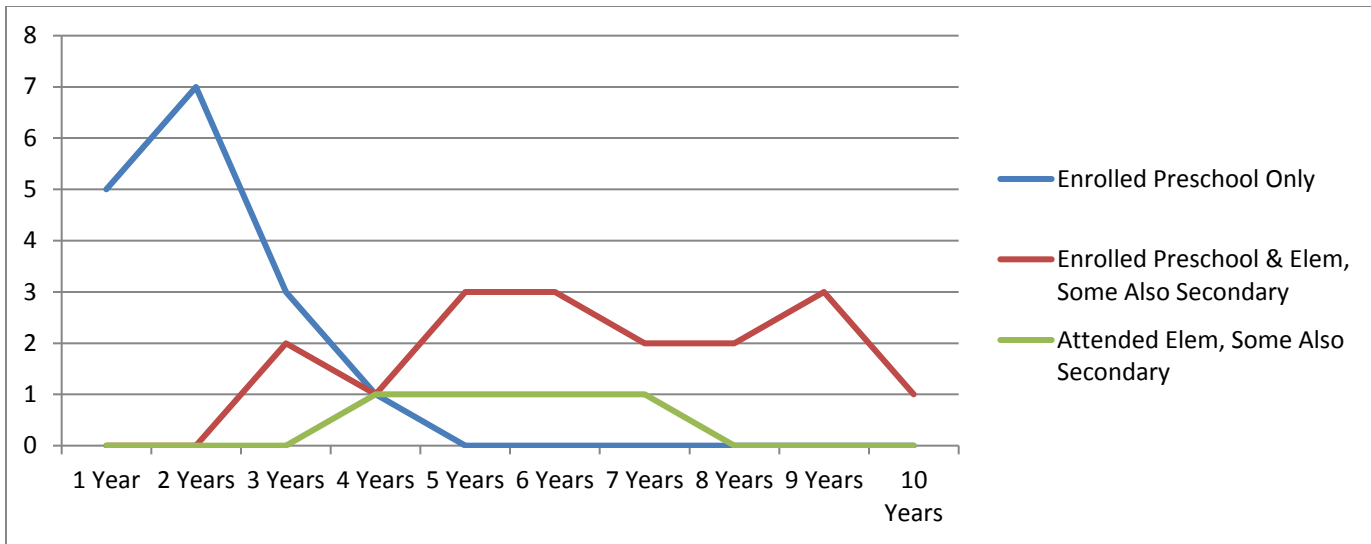
- 1) During the data collection and analysis process for this review, 15 years of test results of many learners on the *Gates-MacGinitie Reading Test*, a standardized test normed on learners who are hearing, were gathered and reviewed. This test has been used in the ISD 917 D/HH Program for over 20 years as a tool for progress monitoring of both student progress and program effectiveness. The reason these results have not been shared as a data point is that a team studying the data results from the program were unanimous in the conclusion that this test now appears to provide inflated results, often showing learners are performing in the average range in vocabulary and/or comprehension when the Teachers of D/HH are aware the same learners have reading challenges and delays at broader and deeper levels of reading skills. The team concluded that this test is currently not assessing the greater rigor of reading skills now reflected in the MN language arts standards which learners are now exposed to in the general education setting. As the ISD 917 D/HH Program wants and expects its learners to attain levels of proficiency commensurate with their peers who are hearing in the general education setting, the program believes that currently the best standardized measure of reading achievement is the *MCA Reading Test*; thus, an analysis of those results rather than that of the *Gates-MacGinitie Reading Test* have been provided here.
- 2) While there are not many *MCA Reading Test* scores available on current- and past-enrolled students who ‘met standards’ on the *MCA Reading Test*, as that was not a data point documented on the ISD 917 D/HH CIMP data-collection sheets until the 2014-15 school year, an analysis of those few (eight) learners’ scores shows a strong correlation between learners’ *PPVT* and *MCA Reading Test* scores, i.e. the time learners achieved average on the English *PPVT* vocabulary test is also when they achieved either ‘Partially Met’ or ‘Meets Standards’ on the *MCA Reading Test*. It also correlated well with the number of years it took to achieve and sustain average on the *PPVT*, as it took anywhere from six to 12 years in the program before students ‘met standards’ on the *MCA Reading Test*.

DATA POINT #5 – NUMBER OF YEARS LEARNERS WERE IN THE ISD 917 D/HH PROGRAM, AND GRADE THEY RETURNED TO HOME RESIDENT DISTRICT WITH AVERAGE ENGLISH LANGUAGE SCORES, BY LEVELS OF ENROLLMENT AND PARTICIPATION

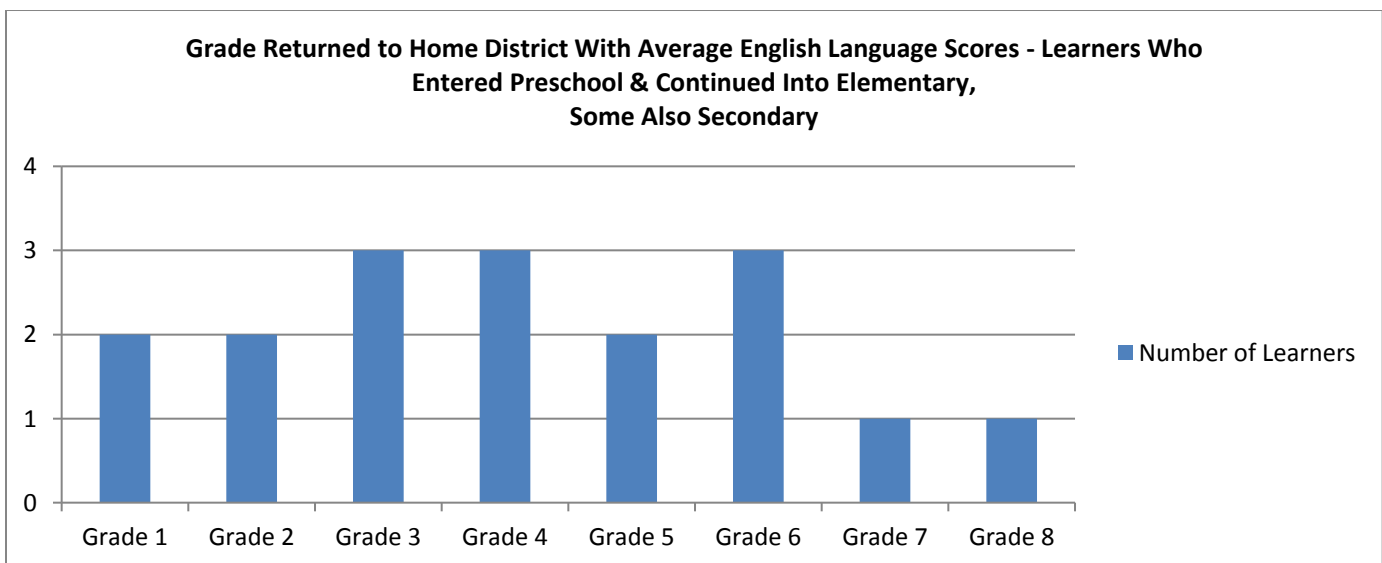
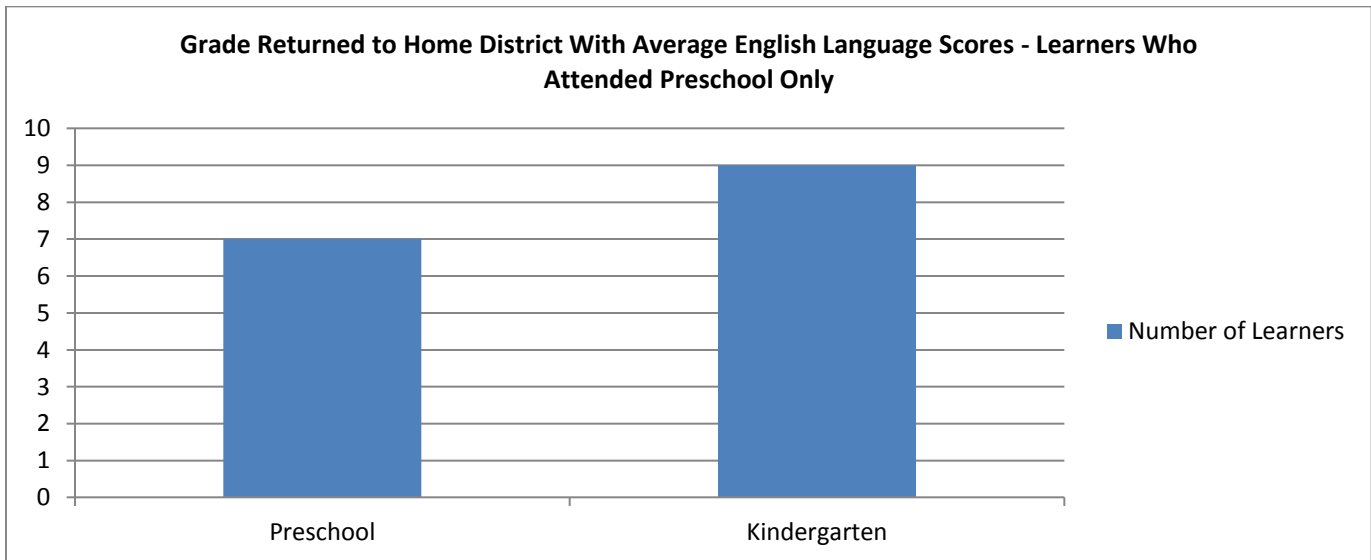
Past-Enrolled Learners, 2001-2002 through 2014-2015 School Years

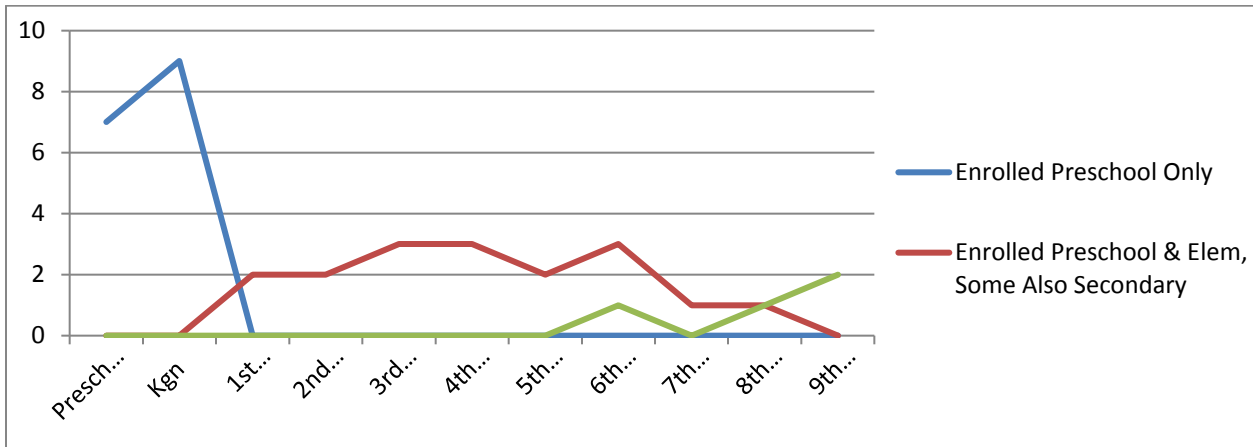
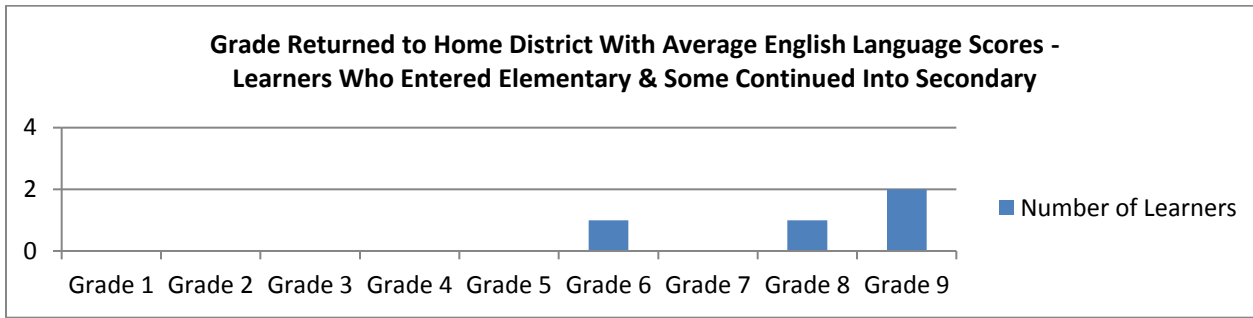
A) Years in ISD 917 program until student returns to home district with average English language scores





B) Grade returned to home district with average English language scores





Significance, important considerations, and conclusions of Data Point 5 analysis:

- 1) It is very evident that the earlier the years of intervention and service, the greater the numbers of learners who were able to achieve average English language levels and also return to their local district with readiness to handle the general education curriculum and setting, with those learners who enrolled in their preschool years having the highest number of learners achieving average English language levels and readiness to exit the ISD 917 D/HH Program.
- 2) As mentioned earlier, the amount of time and intervention needed for English language acquisition to achieve average language levels can take many years. More learners for whom the journey took several years were able to achieve average English levels when they also had enrolled in the ISD 917 D/HH Program during their preschool years than those learners who enrolled in the program only in their elementary years. However, the data indicates that being able to achieve average English language levels is still possible for learners who are D/HH with late access to language and direct intervention, even when entering the program in their elementary years.
- 3) The data indicates that the grade when a learner is able to return to their home district with language readiness to better handle the rigor of the general education setting and curriculum varies greatly among learners, that there is no 'one-size-fits-all' amount of time for all learners enrolled in the program, and that decisions regarding the amount of time enrolled in the program is an IEP team decision based on an individual learner's level of readiness.

Suspensions

During 2015-2016, there were two incidences in the D/HH Program which resulted in a suspension. This was a decrease from approximately four suspensions during the 2014-2015 school year.

Source: TIES Comprehensive Discipline Report

Restrictive Procedures

Thirty-six restrictive procedures were implemented at the D/HH program during the 2015-2016 school year.

Source: 2015-2016 ISD 917 Year-End Report to MDE

Behavioral Systems

The D/HH Program utilizes a variety of PBIS/social skills programs and strategies including the PATHS social skills curriculum, Zones of Regulation, red/green stick feedback system, in addition to accessing sensory-regulation tools and the sensory-motor room. Positive Behavioral Support Plans (PBSPs) are also implemented for those students whose IEP teams have discussed and agreed to a plan.

Goals

Goal 1: To investigate, determine and implement the use of a standardized reading test different from the previously used *Gates-MacGinitie Reading Test* which is efficient timewise to administer, and which better measures and matches the skills and rigor of levels of attainment reflected in the MN reading and language arts standards in order to use that measure moving forward to measure student progress and program effectiveness in achieving reading skills.

Goal 2: To investigate, determine and implement the use of a standardized language test different from the previously used *CELF* due to the amount of time required to administer that test (which will continue to be used regularly for re-evaluations), which will be more efficient timewise to administer, and which still yield results considered sufficiently reflective of overall depth and breadth to measure student progress and program effectiveness in achieving of English language skills.

Goal 3: To investigate, determine and implement the use of an assessment of American Sign Language skills which will be efficient timewise to administer and yield results considered sufficiently reflective of overall depth and breadth to measure student progress and program effectiveness in achieving American Sign Language skills.

Goal 4:

To provide the mentoring, inservice and on-going support to multiple Teachers of D/HH and non-licensed new to the program to understand and carry out the language-of-instruction model, as well as receive the on-going professional development in curriculum, instruction and understanding the MN language arts standards needed to provide ongoing quality language access and instruction to learners.

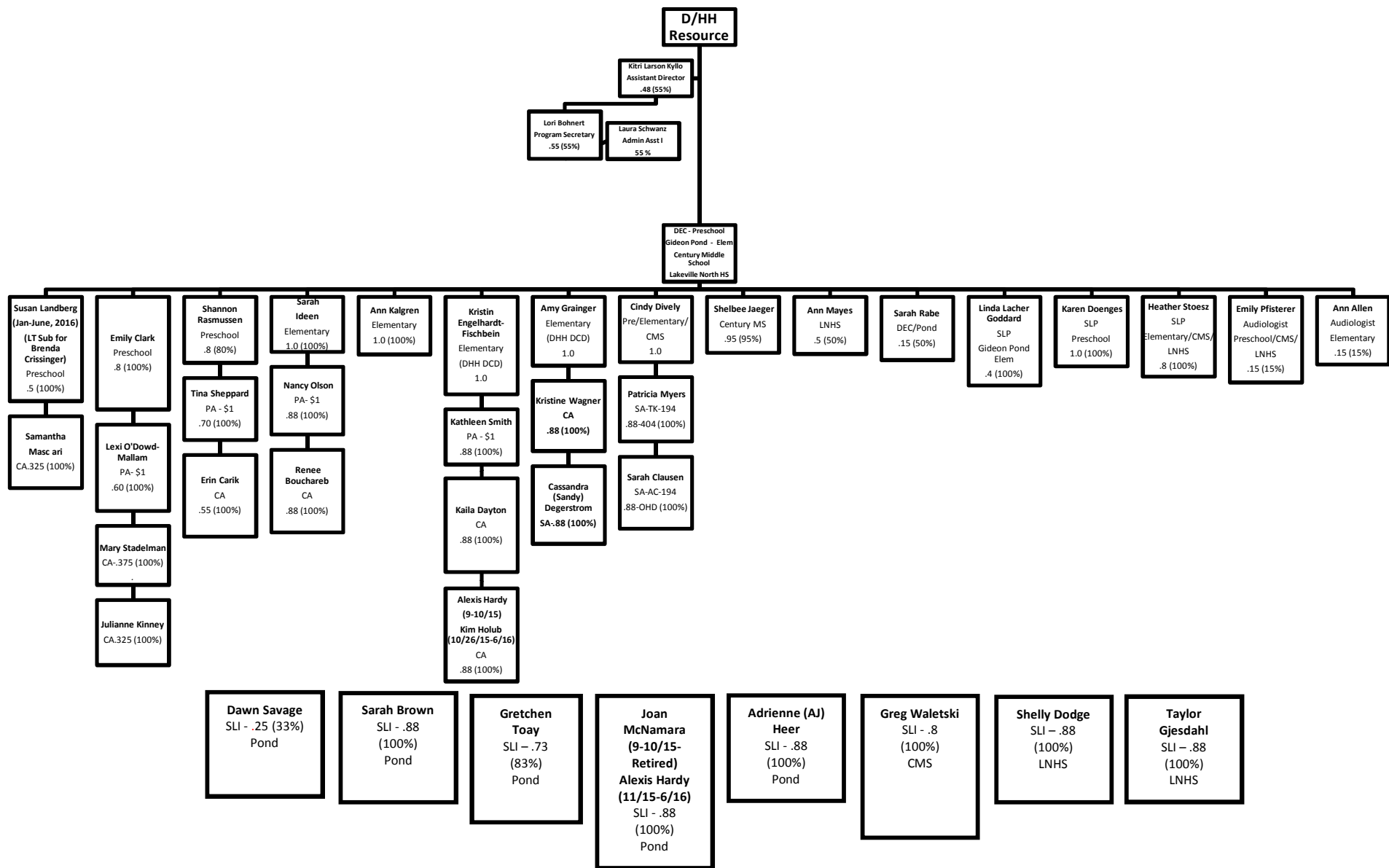
Goal 5:

To train staff and implement the *Conscious Discipline* behavior support program in the D/HH Program.

Next Steps

The first year of program evaluation is the evaluation and goal-setting year. The culmination of the evaluation year is the report you've just read. There are four additional years in the cycle. Year two will focus on the implementation of the goals above. Years two, three and four will focus on continued 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.



What are They Doing With Their Hands? If That's Not Signing, What Is It?

Kitri Larson Kyllo, Assistant Director
Intermediate District 917
September, 2004

The District 917 Program for Deaf and Hard of Hearing Students wants the students it serves to have the opportunity to become proficient in American Sign Language. It also believes it is essential for them to become proficient readers and writers of English. Additionally, with the benefit of significant advances in hearing aid and cochlear implant technology, the program wants its learners to maximize their abilities to be listeners and speakers of English. As a means toward these goals, you will see two different manual systems being used with deaf and hard of hearing children in the Intermediate District 917 center-based Program for Learners who are Deaf and Hard of Hearing sites located at Cedar School (preschool) and Gideon Pond Elementary in Burnsville, and Century Junior High in Lakeville, Minnesota. People are familiar with what signing looks like. To be producing American Sign Language (ASL), it must be done without voice because it is not English. ASL is a signed language, not a spoken language. It is a completely different language with its own grammar distinct from English. Therefore, one cannot be speaking English and producing the completely different grammatical structure of ASL on the hands at the same time. (It would be like trying to speak German while writing Spanish at the same time.)

If you see people talking and signing at the same time, they are probably using Pidgin Signed English (PSE), or Signed English. So isn't that good enough to learn English? Can't the children learn English if you are signing in English word order? The answer is "no". The terms imply one can. Well-meaning educators have used these manual systems for years as a means to make English accessible to deaf children to achieve English literacy. However, the reading abilities of deaf children nationwide raised with these methods have not improved in the past forty years of their use in deaf education.

What has been studied and concluded by researchers in recent years is that there is no "English" in Pidgin Signed English, Signed English or invented sign systems like S.E.E. (Signing Exact English). Why is that? It is because these signed systems do not convey the consonant-vowel syllabic structures of English, which are the building blocks to the linguistic structure of English. For example, if one learns the sign for "cat", it does not give you the consonant-vowel structure, "k-a-t". There is nothing wrong with producing the ASL sign for "cat". However, it is not English. The ASL sign for "cat" is the ASL word to label the animal that is a cat. The English word "cat" is the English word for the animal that is a cat. A deaf child growing up with sign language in America must memorize the English word "cat" as a sight word, as well as memorize as sight words any other signed or fingerspelled word. Hearing children in America typically have reading vocabularies of approximately 150,000 English words or more by the end of high school. There is no ASL word (sign) equivalent for most of those English words due to there being approximately 5000 signs in American Sign Language. The task of memorizing all those words as sight words and then decoding them efficiently while reading does not happen for most deaf children. Hearing children who are successful readers do not memorize all words as sight words in order to be able to read.

So what manual, visual system does convey the consonant-vowel structure of English? It is cued English. Cued American English uses a system called Cued Speech to convey the language of American English. Cued Speech is a set of eight handshapes representing groups of consonants that, when placed in one of four locations near the face representing groups of vowels and paired with a mouthshape, represent the consonant-vowel phonemes, or combinations, of a traditionally spoken language. The District 917 Deaf and Hard of Hearing Program is using cued English to convey English completely and visually to its students.

Reading research has made it clear that one of the major keys to reading success is “phonemic awareness”. Cued English provides the consonant-vowel building blocks to develop phonemic awareness in deaf and hard of hearing children through vision just as speech provides those building blocks to hearing children through hearing. We know that hearing children who are successful readers “decode” words phonemically when reading. Research shows that deaf children raised with cued English also “decode” words phonemically. Our program carefully discussed and researched information on cueing in making the decision to use cued English in our program. It is not a system well understood or acknowledged yet in deaf education for its tremendous potential for changing the prevalence of illiteracy and underachievement in the deaf population at large in this country. We visited programs that used cued English as the language of instruction and were amazed at the reading and writing abilities of the profoundly deaf students, whose levels were at or above the grade level of their hearing peers.

After several years of implementation of this model in our preschool program at Cedar School and elementary program at Gideon Pond Elementary in Burnsville, we see we are making a significant impact in countering the nationwide legacy of underachievement among deaf and hard of hearing learners in reading, writing and general academic achievement. **In comparison to the national average net gain of only 0.2 grade equivalent in reading achievement per year of instruction for deaf and hard of hearing learners, the average grade equivalent (G.E.) net gain in reading achievement in the 917 Deaf and Hard of Hearing Program at Gideon Pond for one year of instruction was 1.22 G.E. (2001-02 to 2002-03 & 2002-03 to 2003-04).**

We are also seeing the benefits of using cued English to accelerate the acquisition of spoken English and auditory listening skills for learners who benefit from hearing aids and/or cochlear implants.

With a job market in the very near future that will require minimally a ninth-grade reading level to obtain and hold jobs providing an adequate living wage, we have everything to lose by not providing deaf and hard of hearing children with a tool that leads to English literacy. We want proficiency in both ASL and English for our students. We have implemented a bilingual approach to try to achieve these goals. For further information, contact Kitri Larson Kylo, District 917 Asst. Director, at 952-707-3091 (V/TTY) or kitri.kylo@isd917.k12.mn.us.

NOTE: The use of cued English with special needs populations other than deaf and hard of hearing children has met with successful results. It has been a very successful tool for some students impacted by other neurological difficulties, such as auditory processing disorders and other learning disabilities.

How Cued English Impacts Learning to Read and Write English for Deaf/Hard of Hearing Students

Karen Stene Doenges M.A., CCC-SLP
2003

Cued English provides deaf/hard of hearing children with visually clear and visually complete access to the consonant-vowel structure of English which in turn allows them to acquire the knowledge and experience of the English language needed to be a successful reader and writer of English. Having consistent exposure to cued English from an early age provides the deaf/hard of hearing child with English knowledge and experience that is equivalent to what hearing kids bring to the process of learning to read and write. Deaf/hard of hearing children's ability to use cueing to access English is independent of their ability to use residual hearing or to use speech. In other words, having oral/aural skills are not a prerequisite to using cued English, nor are they a product of using cued English. The development of oral/aural skills can be facilitated by cued English, but those skills require direct intervention and should not be assumed to develop on their own as a result of using cued English.

What kind of knowledge/experience with English is given through cueing?

- A. Phonemic Awareness—accessed through vision instead of through hearing
- B. English semantics (vocabulary, meaning of words)
- C. English syntax (the order of words in a sentence)
- D. English morphology (word endings)
- E. English idioms

A. Phonemic Awareness—accessed through vision instead of through hearing

What is a phoneme? Phonemes have *historically* been defined as an *acoustic event*, i.e., the "sounds" of a language, or simply, "speech sounds". The dictionary¹ defines a phoneme as "one of the set of the smallest units of *speech* as the 'm' of 'mat' and the 'b' of 'bat' in English, that distinguishes one *utterance* or word from another in a given language." Cueing changes the way we define English phonemes. Phonemes remain the smallest unit of English which distinguishes one word from another, i.e., the consonant and vowel "building blocks" of English, but they no longer need be defined by acoustic characteristics or tied to the speech sounds of the language. Through cueing, the phonemes of English become a purely visual event. Cueing allows the deaf child full access to the phonemic code of English through vision alone. As a result, the way we define phonemes must change. English phonemes can be conveyed acoustically through speech or they can be conveyed visually through cueing.

¹Webster's II New Riverside University Dictionary, p. 883, copyright 1984, Houghton Mifflin Company

Because the alphabet we use to read and write English uses letters to represent the phonemes of the language (unlike Chinese which uses characters to represent words), knowledge of those phonemes is extremely valuable to a reader/writer of English because it helps them learn the printed consonant-vowel code (letter symbols) by matching it to the consonant-vowel code they already know via cued English. Hearing children do this too by matching the printed code to the consonant-vowel code they already know, i.e., the auditory phonemes conveyed through speech.

Cued English represents the phonemes of English in a purely visual way with no ambiguity, so children exposed to cueing consistently, i.e., "cue kids", have complete, visual access to the phonemes of English. The six-year-old deaf child who has been cued to for several years has figured out the phonemic code of English through unambiguous visual access just as a hearing child figures out the phonemic code through unambiguous auditory access. This means the deaf child exposed to cued English consistently can come to the task of learning to read and write with a level of phonemic awareness that is equivalent to a hearing child's.

Considerable research has been done on the phonemic awareness skills that hearing kids have before they are taught to read or write English using printed symbols. Phonemic awareness skills include:

1. Rhyming—recognizing if two words rhyme or not and generating rhyming words to match a given word
2. Word Segmentation—i.e., words have parts (syllables); there are long words (caterpillar) and short words (cat); butterfly has 3 "parts", pumpkin has 2 "parts"
3. Syllable Segmentation—i.e., syllables are made up of individual phonemes; ("cat" has three phonemes: /k/ /ă/ /t/)
4. Sound Synthesis—you can take sounds and put them together to make syllables/words, ex., "s" + "ee" = see, but "k" + "ee" is a different word: key
5. Letter-Phoneme Association—the letter P says "p". Given a letter, the child can tell you a word that starts with the phoneme associated with that letter (ex. given S, the child tells you, "soup"). Given a word, the child tells you the first letter (ex. given "bear", the child tells you, "It starts with B.").

Because cued English represents the phonemes of English in a purely visual way with no ambiguity, "cue kids" have complete, visual access to the phonemes of English. As a result, they can develop the above described phonemic awareness skills and arrive at the task of learning to read and write with the same knowledge that hearing kids bring with them to the task.

HOW do phonemic awareness skills help with reading and writing?

Hearing children use their auditory memory to learn which sound (auditory phonemes) should be associated with which symbol (printed letter) which then enables them to "sound out" a printed word. "Cue kids" use their visual memory of visual phonemes (the "cuem" of cued English) to learn which phonemes to associate with which printed letter. Both sets of children come to the task of learning to read with a phonemic knowledge of the language. This knowledge allows the hearing child to "sound out" a printed word and it allows the deaf child to "cue out" a printed word. The decoding process is the same, but is accessed by different senses and memories i.e., the hearing child has an auditory representation of what a consonant or vowel means while the deaf child who has had consistent exposure to cued English has a visual representation of what a consonant or vowel means.

Cueing kids' knowledge of the phonemic structure of the language also impacts the task of learning to write. Their knowledge of visual phonemes results in their ability to write phonetically, making the same phonetic mistakes that hearing children make. Their phonetically based spelling is often referred to by teachers as "invented spelling", ex. "mome" for "Mommy" or "noz" for "nose" or "luv" for "love". It is based on the children's knowledge of the phonemes of the language. This type of phonetic spelling may be incorrect but is viewed among reading teachers as desirable because it shows that the child has "broken the code" of letter-phoneme associations.

Although it is true that written English does not follow a 1:1 phoneme-symbol association, i.e., there are many exceptions to the phonic rules, this phoneme-symbol correspondence remains the basis for the alphabetic system. The seemingly inconsistent phoneme-symbol relationship is actually governed by rules such as "VCe: the e changes the vowel from a short vowel to a long vowel sound," etc.

B. English semantics (vocabulary, meaning of words)

Cue kids naturally acquire English vocabulary through meaningful interactions with cuers of English. These words are not taught through drill or direct instruction; instead the kids learn the meanings of words through conversations with people who cue to them. Specificity, synonyms, multiple meanings, contractions, and modals are areas of vocabulary development that are typically taught by teachers of deaf/hard of hearing(d/hh) students or by speech/language pathologists during their direct teaching/therapy times with their d/hh students. Kids who have learned English through consistent experience with cueing at an early age typically develop their vocabulary in these areas at an age-appropriate rate so that little if any remediation is needed in these areas. See the following lists for examples of these vocabulary targets:

SPECIFICITY: using specific words to denote members of a class

-colors: turquoise, magenta, fuchsia, periwinkle

-footwear: high heel shoe, loafer, ballet slipper,

-vehicles: backhoe, grader, cement mixer, dump truck,

-animals: python, cheetah, orangutan, toucan

-dinosaurs: triceratops, tyrannosaurus rex, brontosaurus,

SYNONYMS:

-happy/glad

-upset/mad/angry

-done/finished/all done/over/all through

MULTIPLE MEANINGS:

-step (stair, part of process, walk)

-tip (fall, top, money)

-like (fond of, same as)

-bark (tree part, dog noise)

CONTRACTIONS:

-won't, I'll, you're, they're, let's, haven't, isn't, didn't don't

We use contractions frequently in English; they appear often in early reader books as well.

MODALS:

-could, would, should

HOW do these skills help with reading and writing?

When decoding words on a page, the cueing student is figuring out a word that is already in his/her vocabulary. The word is recognized and the decoding process moves on to the next word. This sharply contrasts the experience of many signing deaf learners who are not decoding because they do not have a phonemic knowledge of the language, but instead are relying on their ability to visually memorize the appearance of a printed English word and attach meaning to it (also known as the "sight-word approach"). In addition, because the printed English word may be their first encounter with that English word, the student often needs a person (teacher/parent) at their side to teach them the meaning of this new English vocabulary word. In summary, the cueing child phonetically decodes a familiar English word, where as the signing child must visually memorize the English word as a sight word, then match it to a sign in his/her sign vocabulary.

C. English syntax (the order of words)

Syntax refers to how words are put in a certain order to express the desired message or question. The inclusion of all the necessary words put in the correct order reflects mastery of the language.

Simple Sentences

Ex. The cat hid behind the sofa.

Ex. Ryan and Katie are riding their bikes.

Complex Sentences

Ex. I want the one with no stripes on it.

Ex. Mitzi gave me the puppet to use after story time.

Ex. Before we eat, I want to play with the bubbles.

Questions

Ex. to ask a yes/no question, the words have a special order: "Are you 5?"
not "You are 5?"

Ex. to ask a Wh- question, the words have a special order: "What is your name?",
not "What your name is?"

Ex. use of the "dummy DO": What color do you want?" "Does your dog like to
chase cars?"

HOW does this knowledge help reading?

By age 5-6 years, most hearing children understand the majority of simple and complex sentence structures and questions commonly used in English. They may not use them, but they understand them. This sets them up for success when reading because the format of the sentences (syntax) is familiar to them. Their knowledge of English syntax enables them to anticipate/predict words as they read. Anticipating what kind of word comes next in the sentence combined with decoding skills enable the student to use closure as s/he reads.

Ex. The boy is sl*#^(*#.
(knows) (knows) (knows) doesn't know this word, so combines decoding skills with prediction skills and guesses "slow" or "sleeping" because s/he know that an adjective or Verb+ing usually follows "THE NOUN IS _____."

Cue kids are NOT learning the syntax of English while they learn to read; rather, they already know the syntax of the language. Reading is learning a visual consonant-vowel code via print to match the one they already know via cued English. Their knowledge of the language combined with decoding skills are huge assets in the reading process.

D. English morphology (word endings)

Ex. "5 cups", not "5 cup"

Ex. We played Thomas the Train yesterday," not "We play Thomas the Train yesterday."

Ex. Jessie never shares, not "Jessie never share."

HOW does this knowledge help reading?

When the child sees the word endings as s/he reads, there is no need to explain why it's there. The child recognizes it as his/her language. Likewise, when writing, these word endings naturally appear. There is no need to explicitly teach the rule: "when your subject is just one (singular), remember to put a "s" on the verb following it for proper noun-verb agreement: Ex. Sally rides her bike everyday."

English is understood and used by hearing kids not because it was explained and then practiced in a lesson, but because the kids have repeated exposure to English through an unambiguous medium—their hearing—in meaningful interactions with people. Then, they start to use English themselves, including the grammatical rules. Six-year-old hearing children cannot explain to you why they use them, rather the rules are internalized. The same internalization of English rules happens with deaf children who have consistent exposure to English through cueing.

When cued English is used to communicate with deaf/hard of hearing kids, English is acquired naturally because cue kids have repeated exposure to English through an unambiguous medium—their vision—in meaningful interactions with people. When these deaf/hard of hearing kids write, they use English, including the vocabulary, sentence structures, grammatical rules, etc. Like hearing kids, they probably cannot explain why they use certain grammatical features of English, rather the rules are internalized.

E. English Idioms

This could really be included under semantics, but it deserves its own category. It is sometimes called figurative language. A vast amount of English is considered to be idiomatic or figurative. We use words in combination with each other which result in some meaning that is very different than the meaning of each individual word.

Ex. Let's head over to the mall.

Don't make fun of her.

She won't get away with that.

Let's go over the directions.

HOW does this knowledge help reading?

Because the children have been consistently exposed to idiomatic language through cued English as they interact with people in meaningful contexts, the idioms are already familiar to them. Therefore, when they read idiomatic English, it will be a language they know. No one needs to explain the meaning of these English idiomatic phrases to them.

Cueing for Phonics vs. Cueing for Literacy

Cued English is different than any other manual attempt to visually show English because it represents the phonemes of the language. It is understandable that some professionals view cueing as something needed only for teaching d/hh children phonological awareness skills and phonics skills. It must be stressed that to use cued English in such a limited way will not lead to the natural development of English or of reading and writing as explained in this article. It *could* result in the d/hh child being able to "cue-out" written words or if given a cued word, write it on paper. This isolated skill could be compared to a hearing American child learning the speech (auditory phonemes) that corresponds to the Russian alphabet. That child could then "sound-out" a sentence written in Russian and, if given a spoken Russian word, write it on paper, but would not understand what was decoded or written. Obviously this isolated phonics skill is far different than what we

would call "literacy skills". Literacy requires a knowledge of the *language*—its vocabulary, word endings, syntax (grammar), and idiomatic expressions. If a d/hh learner has consistent access to English through cueing that is used during meaningful, age-appropriate interactions, English *language* can be acquired. Because cueing is based on phonemes, as is our English alphabet, cueing also enables d/hh learners to acquire phonics skills. Phonics skills allow the student to access the code of written English, enabling them to "cue-out" written words. **The goal is to acquire both an internalization of the English *language* AND the *phonic skills* necessary to decode our phoneme-based alphabetic system.** Both of these skills together equip the learner to acquire English literacy, i.e., become a fluent reader and writer of English.

So, the temptation to use cueing solely as a tool for teaching phonological awareness and phonics should be avoided. There is little value in decoding the printed word "coat" into the cued (or spoken) phonemes of /k/ /ō/ /t/ if one does not recognize the phonological unit /kōt/ as carrying *linguistic* meaning—the thing worn over your clothes to keep you warm outside. Likewise, there is little value in being able to decode the written English sentence, "The private eye was talked into it by his fellow sleuths," if one does not understand the vocabulary (sleuth, fellow), grammatical construction (reversible passive), and figurative language (private eye, talked into it) contained therein.

In summary, cued English allows full, unambiguous, visual access by deaf and hard of hearing children to the phonemic structure of English. If access to cued English can be achieved in the early childhood years, the child can be equipped with the same linguistic knowledge that hearing children bring to the task of learning to read and write English. Deaf and hard of hearing children with cued English experience are learning to read a language they already know (just as hearing children do) using phonemic decoding and linguistic closure strategies (just as hearing children do). Cue kids are learning a printed code to match the visual one (the cuem of cued English) just as hearing children learn a printed code to match the auditory one (the speech of spoken English). Likewise, their written English will reflect the language they already know. Their written English will:

- be phonemically based because of their phonemic awareness skills.
- be semantically correct, i.e., using appropriate vocabulary.
- be syntactically correct, i.e., using correct word order and sentence structure.
- contain word endings without having to memorize rules about their use.
- contain idiomatic use of English and appear very natural and not stilted or formal.

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Q&A: Learning sounds visually

BY ALEX CHHITH
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A Chaska resident was given a national award for her work in Cued Speech.

Karen Doenges first learned Cued Speech in 1986 and describes it as a way for those who are deaf and hard of hearing to see the auditory consonant-vowel syllable structure of the English language. Doenges was given the Cueing Leadership Award at the National Cued Speech Association's 50th Gala Dinner.

She currently works at the Intermediate School District 917 in Burnsville where she helped implement a program for preschool deaf/hard of hearing students.

The Herald asked Doenges some questions on her work and Cued Speech.

Q: What is Cued Speech and how is it different from American Sign Language?

A: American Sign Language (ASL) is a visual language used by people who are deaf/hard of hearing (D/HH) in the United States. Its fundamental "building blocks" are handshapes, palm orientation, movement, and placement along with non-manual markers (facial movements, torso posture, etc.). Combining these elements results in "signs." ASL has its own word order, different from English and it conveys things like plurals and possession using its own grammar, not with "plural s" (two catS) or "possessive s" (Jill'S car) like in English. ASL is not meant to convey English, but it can be translated into English, just as Chinese does not convey English but can be translated into English. ASL is a completely visual language (no spoken component) — a beautiful language, capable of expressing poetry, humor, technical details, and stories like any language. If you have heard of the saying, "Language is culture," you can understand why ASL is cherished in the deaf community.

Cued Speech is a visual system that lets you see each sound of each word in a spoken language. (It has been adapted to over 50 languages!) It is a system of handshapes and placements around the face that are used to represent consonant and vowel sounds (phonemes) in real time. When handshapes are used in a vowel placement and combined with the natural lip movements of spoken English, that is called "Cued English." By using the system of Cued Speech, the auditory consonant-vowel (CV) syllable structure of spoken English becomes visually accessible to a person who is D/HH. Historically speaking, the visual system often used to help clarify English has been signs; English-based sign systems borrow signs from ASL but puts them in English word order and can provide meaning at the word-level, but signs do not give access to



Karen Doenges

the "code" of how the individual consonants and vowels combine to form words in spoken English. Cued Speech / Cued English addresses this lack

of access to the consonants and vowels by providing exactly that, through vision. The child who is D/HH learns to understand English by decoding the consonant and vowels through their eyes just as a hearing child does through their ears.

Q: Why is it important for a person who is deaf to learn about the consonants and vowels of English?

A: Consonants (C) and vowels (V) are the "building blocks" of English. Obviously, if a person is going to use spoken English, they need to have a good command of the Cs and Vs that they need to use. Knowledge of this phonemic code is also critical to learning to read and write. People who are D/HH as a whole have a history of low literacy rates that has not changed despite a lot of well-meaning efforts. I have seen how giving children strong English language skills through Cued Speech/Cued English has resulted in reading levels that enable children to pass their Minnesota Comprehensive Assessment (MCA) in reading, which is something deaf/hard of hearing children often struggle with.

Q: Why hasn't Cued Speech been used more widely?

A: Unfortunately, the field of deaf education can be rather controversial, with people advocating for a given method with zealot-like ferocity. For those advocating for an ASL approach, Cued Speech can appear to focus on talking/speech, when really English language proficiency and literacy are the goals. For those advocating for an auditory-oral approach, the use of Cued English or any visual language is often discouraged, although the visual clarity to phonemes available through the use of cueing can actually help establish and solidify a child's phonemic mapping of the language so they can operate as a user of listening and spoken language as their mode of communication. (In Minnesota, I have seen few people continue to use Cued Speech as adults.) Cued Speech is in some ways very middle-of-the-road; it takes the goals of English language-learning and English literacy and makes them more achievable by providing visual access to the spoken stream of consonants and vowels that are the building blocks for any spoken language.

Q: How long has Cued Speech been around?

A: Cued Speech was in-

Cued Speech

■ Intermediate School District 917 offers Cued English classes twice a year and the Minnesota Cued Speech Association also has classes each August. For more info go to isd917.k12.mn.us and cuedspeechminnesota.org

■ The National Cued Speech Association has resources on their website, including research citations of studies showing the efficacy of Cued Speech in attaining language and literacy skills. For more info go to Cuedspeech.org.

vented in 1966 at Gallaudet University, around the same time that American Sign Language was finally recognized as a true language. At that time, there was new emphasis put on methodologies that used ASL or sign-based systems (not pure ASL) for deaf education in the country.

Q: How long have you known about Cued Speech?

A: I learned Cued Speech in 1986 because the school district I had accepted a job in had students who used it. Neither my undergraduate experience in deaf education and communication disorders nor my graduate experience in speech/language pathology with emphasis on the deaf/hard of hearing population even mentioned it. That is why I feel compelled to help people become aware of the merits of using Cued Speech.

Q: Where do you work in your current position and how long have you been there?

A: I have worked as a Speech/Language Pathologist in Intermediate School District 917 since 1998. The district provides educational services for low-incidence disabilities. The Program for Deaf/Hard of Hearing serves learners in several south and southeast metro school districts. I work in the Deaf/Hard of Hearing Preschool Program that is located in Burnsville. I serve students ages 2-6 years, at a center-based preschool, providing classroom support as well as therapy to individuals and small groups of students. I feel fortunate to work in a district that sees the value of both ASL and acquiring English at an early age through simultaneous spoken/cued English. Our program owes its unique approach to education of deaf/hard of hearing children to Kitri Larson Kylo, the assistant director of Special Education who along with her highly skilled staff implemented it about 20 years ago.

Q: Is learning cued speech like learning other languages? Is it hard to learn?

A: Learning to cue a lan-

guage you already know is a lot like learning to type. You are not learning a new language; you are learning to represent the language you already know through hand cues. You need to memorize what handshapes go with which sounds/phonemes, and then practice, practice, practice. It is a finite set of things to learn, like the keyboard has a finite set of keys. You develop a muscle memory to go with the sounds/phonemes of the language so you eventually learn to cue at the rate that you typically talk. Breaking words down into their phonemic components is a challenge for some people, but it gets easier with practice. The beauty of the system is once you know it, you can convey any English word through cueing from your child's favorite Disney character to the latest technical jargon.

Q: How did you feel when you received the Cueing Leadership Award at the National Cued Speech Association's 50th Anniversary Gala Dinner? Was it expected?

A: It was a great honor to receive this award! Last spring, I was notified I had been chosen. Ms. Kylo and I have given numerous presentations over the years to help increase people's awareness and knowledge of how Cued Speech/Cued English can make a difference in the education of students who are Deaf/Hard of Hearing. I have also written articles and presented at the University of Minnesota and professional conferences. We still have a ways to go to make Cued Speech/Cued English a well-understood option, but it is always nice to be recognized for your efforts.



FILE PHOTO BY UNSIE ZUEGE

Crews search for Andrew Stifter at Lake Waconia in November.

Body of missing man found at Lake Waconia

BY RICHARD CRAWFORD
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The body of Andrew Stifter was found Tuesday afternoon at Lake Waconia, according to the Carver County Sheriff's Office.

Andrew John Stifter, 35, was found at about 4:30 p.m. by someone ice fishing at the lake, according to the report. A local angler observed the body with an underwater camera and summoned law enforcement.

The Carver County Sheriff's Office Dive Team responded and recovered the body of Andrew John Stifter, according to a news release.

Stifter had been reported missing on Lake Waconia Nov. 26 after he was believed to have been out on a paddleboard to photograph wildlife.

An unoccupied paddleboard was found about 100 feet offshore.

Sheriff's deputies went out to the paddleboard on a patrol boat and observed the paddleboard was upright and anchored, with a personal flotation device tethered to the front of the board.

Extensive search operations began Nov. 26 on the lake and continued in ensuing days. The search included the Carver County Recovery Dive Team and search crews from multiple law enforcement agencies.

The southeast portion of the lake, near Lake Waconia Regional Park, were searched with unmanned aerial vehicles and Minnesota State Patrol helicopter, in addition to boats with sonar and remotely operated underwater vehicles.

Search operations were suspended on Dec. 9 when ice began forming on Lake Waconia.



Andrew Stifter



In the spirit of teamwork taught by youth sports, Lenzen Chevrolet-Buick Inc. teamed up with Chaska-Chanhassen Hockey Association to provide players and coaches with hockey equipment that includes hockey pucks, hockey clipboards, backpacks, t-shirts and knit beanie caps, large equipment bag, along with a sponsorship check of \$500.

"We are proud to be able to support youth hockey in our community"
says Tim Gulden, of Lenzen Chevrolet-Buick.

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Chapter 10

A BILINGUAL (ASL AND CUED AMERICAN ENGLISH) PROGRAM FOR DEAF AND HARD OF HEARING STUDENTS: THEORY TO PRACTICE¹

Kitri Larson Kyllo

Preceding chapters in this volume clearly establish the linguistic merits of cued American English (CAE) as a visual and linguistically complete medium to convey the language of English, incorporating the visually discrete features of Cued Speech (handshape, hand placement, mouthshape) with prosodic information from nonmanual features, such as head-thrust and brow movement, to convey the linguistic features of American English (Fleetwood &

Metzger, 1998a, 1998b). This chapter describes a public school program's application of CAE in the school setting in terms of language acquisition and educational considerations, and provides results in language and achievement of its students over the past decade.

As discussed in Chapter 11 of this volume, the role of phonemic awareness in the early decoding and reading achievement of hearing and deaf children² has

¹Portions of this chapter are reprinted in part from, "Phonemic Awareness Through Cued American English," originally published in *Odyssey*, Vol. 5(1). Copyright © 2003, Laurent Clerc National Deaf Education Center. Used with permission.

²Deaf and hard of hearing students are referred to as deaf students in this chapter.

been investigated and well-documented. Generally, children (deaf or hearing) with sufficient access to the phoneme stream of a consonant-vowel (C-V) language can develop the ability to parse segments of that language into phonological units and phonemes and can, in turn, learn to apply that ability to decoding the printed form of that language.

Access to Phonology for Deaf Children

As discussed in several chapters of this volume, a shift has been made in our understanding of phonology and the various means of representing phonemes (e.g., acoustically, visually, tactile-kinesthetically). It is now better understood that phonemes are not speech sounds, but are abstract linguistic contrasts that can be represented visually (e.g., via Cued Speech) as well as acoustically (i.e., via speech). Readers immersed in English via CAE can learn to read using *phonemic* strategies and need not rely on a sight-word approach as their main strategy. They have learned the alphabetic code/phoneme correlation between the printed letter and the English phoneme, and can apply phonemic decoding strategies in an interactive manner with their internalized knowledge of the English language to decode the words on the page.

As discussed in Chapter 12 of this volume, among the typical means of conveying English visually to individuals who are deaf (i.e., speech, fingerspelling, manually-coded English [MCE], Cued Speech), only Cued Speech is capable of doing so clearly and completely and at all levels of language, including the phonological level. This early visual access to

phonology aids not only in phonological awareness and phonics decoding, but in the development of more sophisticated language structures, also critical for fluent and independent reading (see Chapter 11).

With the continuing improvements in hearing aid technology and the advent of cochlear implants, it is more important than ever to remember that these devices aim to increase the quantity or quality of acoustic input to a deaf child, but limitations still exist as to their efficacy in all situations.

Natural Acquisition and Language Mastery

Children who are deaf have historically been exposed to English vocabulary, syntax, and figurative language through *direct or formal* teaching efforts during their school years, whereby print has been used in an attempt to make the precise English words and word endings clear. For prelingual, profoundly deaf students exposed to American Sign Language (ASL) or MCE sign systems, reading tends to be a process of trying to match sight words (i.e., words recognized instantly after multiple exposures) with signs in their sign vocabulary. This sight-word approach is used to unravel the words on the page that represent a language of which these learners typically only have minimum or partial knowledge. These learners are being expected to learn to read English and to learn the language of English simultaneously.

In contrast, deaf children who are immersed in English via cued English tend to acquire English vocabulary, syntax, morphology, and idioms naturally through meaningful interactions with cuers. These

Words and structures are not formally taught through direct instruction, but rather are acquired through conversations with people who cue to them. Their internalized knowledge of English phonology, syntax, morphology, vocabulary, and figurative language allows them to decode and anticipate/predict words as they read. Children exposed early to cued English are not learning the language of English while they learn to read; rather, they are learning to read a language they already know (as hearing children do) using phonemic decoding and linguistic closure strategies (as hearing children do) (Doenges, 2003).

Intermediate School District 917 Program for Deaf and Hard of Hearing Learners

Program Description

The Intermediate School District 917 Program for Deaf and Hard of Hearing Learners (ISD 917), a regional bilingual program in the Minneapolis/St. Paul metropolitan area, develops English phonemic awareness and literacy through language instruction and immersion in spoken/cued American English. Access to American Sign Language (ASL) and CAE is provided through exposure to each language in different activities or settings. The determination of the language(s) of instruction occurs through the process of developing the child's Individualized Education Plan. The program believes that the use of CAE in an immersion model: (1) provides the most visually complete access to the language of English in conversation, (2) allows for the develop-

ment of phonemic awareness and decoding skills, and (3) results in high literacy levels in learners who are deaf. (For more information regarding the program's immersion model, view the segment *Signs of Literacy* featuring the District 917 Deaf and Hard of Hearing Program in the *PBS Reading Rockets: Launching Young Readers* episode, *A Chance to Read*, <http://www.readingrockets.org/shows/launching/chance>. © 2007. WETA-TV.) The program also believes that immersion in ASL can be critical to the development and social/emotional well-being of many learners who are deaf/hard of hearing.

A central tenet of the ISD 917 program is the belief that advanced proficiency in a language, whether it is ASL, English, or another traditionally spoken language, requires internal mastery of that language. Program administrators and staff believe internalization and mastery of a target language occurs most effectively and efficiently through natural communication and discourse via *immersion* in that language, and not through translation or language-via-print-only methodologies typical of other bilingual education programs for deaf students (LaSasso & Lollis, 2003). Professionals in the field of deaf education appear largely in agreement on the need and requirement for immersion in ASL to acquire internal mastery of that language. The perspectives in deaf education about the means of acquiring internal mastery of English, a traditionally spoken C-V language, however, vary significantly. The program's practice of using Cued Speech to convey English is grounded in the belief that it enables deaf children to acquire an internalized mastery of English at the phonological level necessary to

acquire the phonemic awareness skills required to develop: (1) the ability to *decode* the printed form of English for reading and (2) the ability to *encode* the internalized language accurately into the written form of English for writing.

The program also values complete and early access to a learner's home language, that is, the *native language* of the parents, whether that language is ASL, or a traditionally spoken language, such as English, that is conveyed visually using the system of Cued Speech. Program professionals work with parents to promote an understanding of the barriers to language accessibility for deaf children. They assist parents in developing communication skills to provide complete, unambiguous access to language in the home setting in addition to the school setting. Program staff believe that deaf learners can become bilingual in ASL and English when provided: (1) access to adult language models fluent in ASL and models fluent in cued or cued/spoken American English, (2) *immersion* in both ASL and English via CAE, and (3) maximized language learning opportunities through both school and parent participation and commitment to unambiguous language immersion in all settings (Intermediate District 917, 1997; Doenges & Kylo, 2001).

Determination of Language(s) of Instruction

The program aims for bilingual access to English and ASL and the development of proficiency in those languages to the extent determined by a learner's parents and educational team. It does not presume, however, that all language-of-instruction

needs are the same and are to be delivered in a uniform manner for each of its learners. The program recognizes the parents' right to be a critical decision-maker regarding the language(s) of instruction to be used with their child in the school setting. The program aims to achieve unambiguous access to, and immersion in, the languages of both ASL and English in all settings where each has been determined to be used as the language of instruction. Some learners in the program have either ASL or spoken and cued English solely as their language of instruction throughout their school day. Many learners, however, have exposure to both languages in their school day, the ratio of exposure being determined through the learner's Individualized Education Plan (IEP) process.

The mission of the program is to provide comprehensive services to prepare students to become confident, successful, literate, and independent life-long learners. Unequivocally, there is a distinct driving mission in the program to assist learners in achieving English literacy and communication proficiency on par with their hearing peers. In order to have deaf learners ready to meet the reading and writing demands already present by kindergarten, the program strives for intense exposure to English during the preschool years. For those learners for whom ASL has been deemed a critical vehicle for learning and communication, the program assists in the achievement of proficiency in that language to the maximum extent possible. The program also seeks to maximize the spoken English and auditory skills of its learners through auditory/oral strategies to the maximum extent possible given learners' abilities.

Delivery of Language(s) and Instruction

Many learners served in the program acquire English proficiency and literacy solely through immersion in English via cued/spoken English. Other learners, however, benefit in their acquisition of English skills from the communication bridge afforded through the use of sign communication. The program strives to keep the languages of English and ASL separate, although each language may be used to support the learning of the other through a technique called "sandwiching," in which an utterance presented through cueing may be followed by the same utterance signed for clarification, and then followed by cueing the utterance again.

English is not taught as a "second language" as in the English as a Second Language (ESL), or English Language Learning (ELL), approaches to instruction for hearing, non-English-speaking learners in the public schools. These learners typically come to school with an intact first language (L1) due to access to the home language through normal hearing. For learners who are deaf, such access to the home language of the parents cannot be assumed. A deaf learner coming from an English-speaking home typically is referred for special education services because the lack of access to the home language due to the hearing loss has resulted in language and communication delays. For the approximately 95% of deaf learners whose parents are hearing and whose home language is not ASL, but English or another spoken language (Mitchell & Karchmer, 2004), the program typically regards the spoken language of the home as the target L1. Thus, the L1 for a learner in the program may be Spanish, English,

or ASL, depending on the parents' native language. The L2 may be English for a learner whose home language is ASL, ASL for a learner whose home language is English, or perhaps both ASL and English for a learner from a non-English-speaking hearing family.

The increased access and exposure to English, being the majority language of most of the learners in the program, is continued in the school setting for a preschool learner through the use of English via spoken/cued English as the language-of-instruction. English is provided consistently as a conversational and academic language, and students are given as much opportunity as is deemed appropriate to interact with that language, be it spoken, cued, or written. English is used as the language of instruction for the subjects of reading, writing, and spelling, as well as for the English-text, English-vocabulary, and language aspects of other subjects. Typically, cued English is paired with spoken English. However, the learners in the program with profound hearing losses who do not benefit from auditory input have sometimes received English via cued English only (i.e., with no paired vocalized spoken English, but with appropriate CAE mouth movements) from staff who are themselves deaf and fluent in cued English. This method of language delivery is based on the program's conclusions that: (1) internalization and mastery in a language occurs most effectively and efficiently through natural communication and discourse via immersion in a target language, and (2) children must acquire an internalized mastery of a traditionally spoken language *first* in order to acquire phonemic awareness and the learned skill to decode the printed form of the language for reading, and encode it for writing.

It is deemed critical to the program to have staff who are themselves deaf to serve as both language and role models for its learners. Currently there are three teachers and a program assistant who are deaf, all with superior skills in ASL. As ASL models, they are not expected to become fluent cuers; however, one teacher who is deaf also has superior skills in CAE and several others have learned to cue. ASL has no voice component, and therefore, the staff in the program communicating in ASL do so in "voice-off mode." Typically, the staff who are hearing and fluent in English serve as the English models via cued and spoken English. Teachers who are hearing and serve as the English language models have intermediate to advanced skills in ASL.

Orientation to Literacy Instruction

Reading Level ≠ Language Level

The program strives to keep separate the concepts of reading level and language level. A *reading level* is a person's ability to read and understand the *printed* form of a language. A *language level* is the proficiency a child has in conversing in a language via *nonprinted* forms (e.g., speaking, cueing, signing). Reading scores of children exposed to signing versus cueing typically start to look very dissimilar to hearing learners' scores at the third- or fourth-grade reading level, even if they may appear similar in earlier grades. On-grade-level reading scores for young deaf children in the early elementary years must be interpreted carefully, as on-grade-level English language abilities cannot be assumed from on-grade-level reading scores. For example, a learner can have a "second-grade reading level" without having a 7- or 8-year-old's English *language level*.

English and Phonemic Awareness Instruction

Emphasis on phonemic awareness and phonics is integrated into language arts reading and writing instruction with the assistance of several curricula designed to provide skill development in these areas, including, but not limited to, the Lindamood Phoneme Sequencing Program for Reading, Spelling and Speech (Lindamood & Lindamood, 1998), Scott Foresman Reading series, (Afflerbach et al., 2004) and the Sopris West Language! (Green, 2000) curriculum. The use of cued English allows for the acquisition of skills in these areas due to its inherent ability to convey the phonological linguistic features of a consonant-vowel language.

Assessment of English Achievement

Measurement of student achievement is conducted using formal measures on a yearly basis in the ISD 917 program, as well as during the federally required three-year special education re-evaluation process. The program is currently utilizing the following formal measures normed on hearing students, in addition to other formal and informal measures, to assess receptive and expressive English language development and reading achievement: the Test of Auditory Comprehension of Language, Third Edition (TACL-III) (Carrow-Woolfolk, 1999); the Clinical Evaluation of Language Fundamentals, Fourth Edition (CELF-4) (Semel, Wiig, & Secord, 2004), the Peabody Picture Vocabulary Test, Fourth Edition, (PPVT-IV) (Dunn & Dunn, 2006), the Cottage Acquisition Scales for Listening, Language and Speech (CASLLS) (Wilkes, 2001); and the Gates-MacGinitie Test of

Reading, Fourth Edition (MacGinitie & MacGinitie, 2003). All tests measuring English competency are administered in English via cued/spoken English.

Program Language and Reading Achievement Data

In the aggregation of results of all the learners served in the program 2001 to 2006 reflected in Figure 10-1, the 2005 to 2006 population of learners in the program reflected the following demographic information:

Evidence From Learners Who Are Deaf

Evidence for the efficacy of the program comes from aggregate achievement data collected over a period of years, and from cases of specific learners.

- *Hearing Loss*—21% profound; 29% severe-profound with cochlear implant; 24% moderate-severe; 8% mild-moderate;

Outcomes from Intermediate District 917 Deaf and Hard of Hearing Program

The data collected below has been gathered on deaf and hard of hearing learners whose exposure to English included participation in the 917 D/HH English Preschool Program starting anywhere from age 2 to 4 years old since the 2001-2002 school year.

Assessment	Number of Children (N)	% of children who made one year of progress (or more) in one year of time	% of children with Standard Score equal to, or greater than, 85 (within, or above, average range)
Peabody Picture Vocabulary Test - Receptive (PPVT - Receptive)	20* (*Includes a learner served home-based who came in to the preschool with average language development who was not tested.)	95%	67%
Clinical Evaluation of Language Fundamentals - 4 - Receptive (CELF-4-Receptive)	12	100% (9 out of 9 learners who have received the CELF on consecutive years)	67%* (*One of the learners took the Preschool Language Scale, and received a 50 PR, indicating a language level in the average range. Including this learner makes the number of learners achieving in the average range or above 73%.)

NOTE: Expressive English language is evaluated using various assessment tools, including the CASLLS (Cottage Acquisition Scales for Listening, Language and Speech), EVT (Expressive Vocabulary Test), and TEEM (Test Examining Expressive Morphology) due to their ability to provide diagnostic information to determine and target language, speech and auditory development goals on the IFSP/IEP. The 917 D/HH preschool program has begun to also use the Clinical Evaluation of Language Fundamentals-Preschool (CELF-PRE) to monitor expressive English language development.

Figure 10-1. Aggregate data from ISD 917 program.

- *Deaf/Hearing Parents*—21% with parents who are deaf; 79% with parents who are hearing;
- *Home Language/Communication Mode*—17% ASL; 12% PSE; 21% cued English; 42% spoken English only; 8% other spoken language only;
- *Socioeconomic Status*—33% on free/reduced lunch.

Annual tracking of student language and reading growth on standardized tests over the past 10 years has revealed that students in the program make at least one year of gain in their reading and language skills per each year of instruction, including learners whose parents do not cue at home. Some students make significantly larger gains of up to three years in one year. While many learners in the program achieve the 1:1 standard, for those who do not, the program aims for significant growth in that direction.

Figures 10-2A and 10-2B indicate results from the Gates-MacGinitie Test of Reading for a representative sample of program learners. Figures 10-3A and 10-3B indicate results from the PPVT-IV (a test of receptive English vocabulary) for a representative sample of program learners. Figures 10-4A and 10-4B indicate results from the CELF-4 (a test of English language development) for a representative sample of program learners.

The program starts tracking the English language development of its learners at the preschool level. Performance on a standardized measure of receptive English vocabulary indicates virtually 100% of learners achieving at least one year of gain per one year of instruction, and a significant percentage of learners scoring in

the average range compared to same-grade hearing peers. Many learners transfer to general education settings in different school districts after participation in the preschool and/or early elementary years in the program, at which time their performance no longer can be tracked.

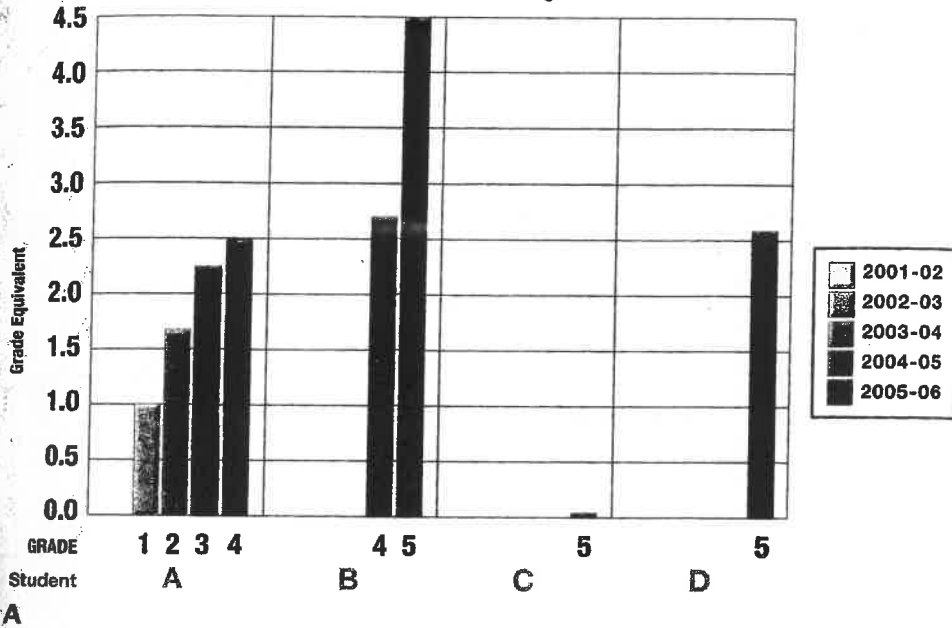
The numbers reflect the performance for a mix of learners, including those with and without additional learning challenges, those who transfer into the program at various ages, and those with varied previous language and communication experiences at school and/or at home.

ISD 917 Versus National Deaf Reading Achievement Performance

Because reading achievement is the more commonly reported measure of deaf learners' achievement to reflect their skills in English, the program compiles the reading achievement scores of its learners to determine the degree of impact its practices is having on its learners as a whole. Figure 10-5 indicates the average grade-equivalent (GE) net gain per year in reading of students served in the ISD 917 program from 2001-2002 to 2005-2006. Compared to previous findings that, on average, it takes a deaf child five years to increase one year on a standardized reading test (LaSasso, 1999), thus an average of 0.2 grade equivalent net gain per one year of instruction, the program's data indicating an average net gain of 1.0 grade equivalent per one year of instruction reflects practices resulting in a robust impact on the reading achievement of its learners.

Reading Scores of District 917 D/HH Students

Gates-MacGinitie Reading Test—3rd Ed.



Reading Scores of District 917 D/HH Students

Gates-MacGinitie Reading Test—3rd Ed.

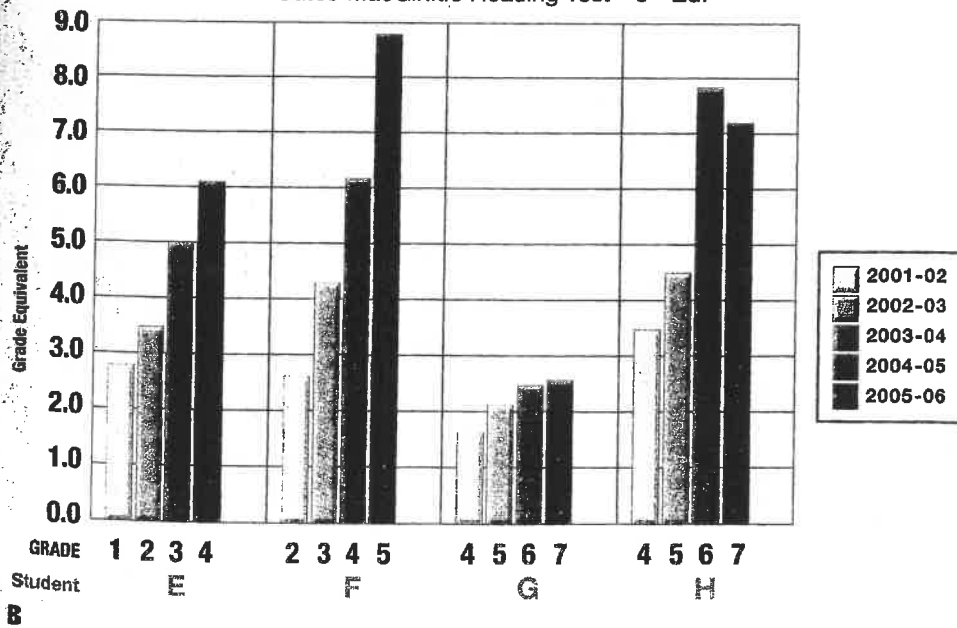
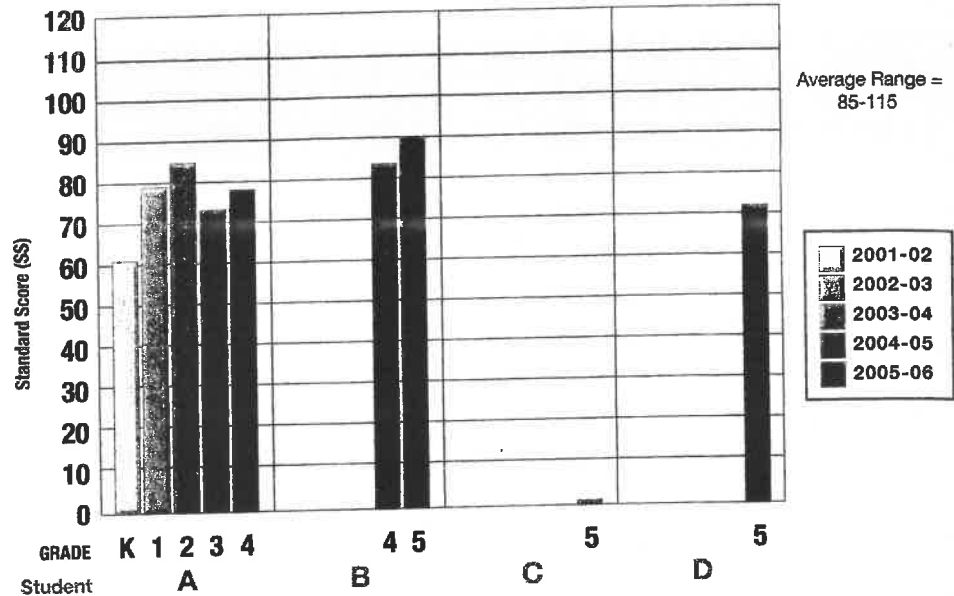


Figure 10-2. A. Sample Gates-MacGinitie Test of Reading standardized testing results, students A through D. **B.** Sample Gates-MacGinitie Test of Reading standardized testing results, students E through H.

English Language-Vocabulary Scores of District 917 D/HH Students

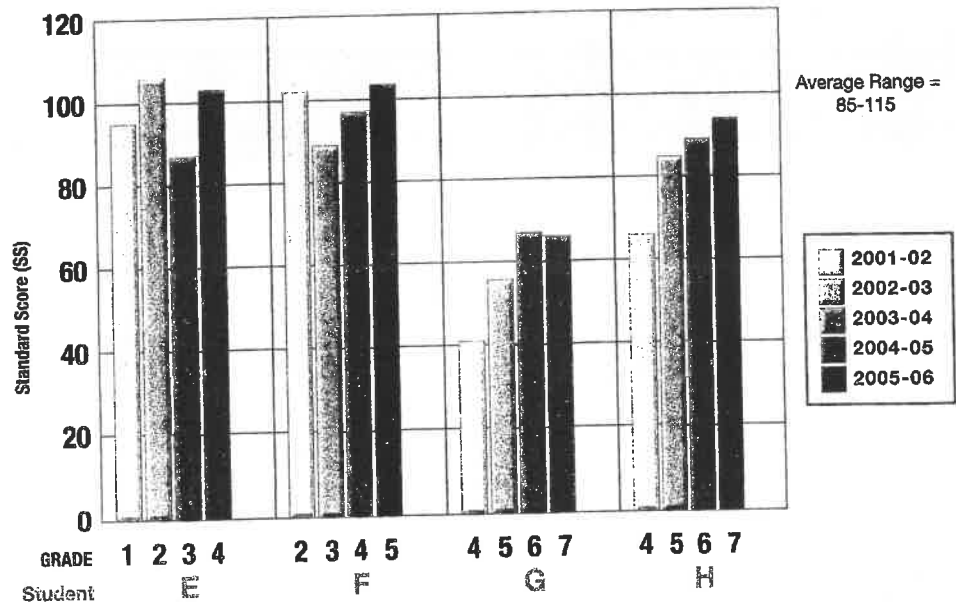
Peabody Picture Vocabulary Test - III (PPVT-III)



A

English Language-Vocabulary Scores of District 917 D/HH Students

Peabody Picture Vocabulary Test - III (PPVT-III)



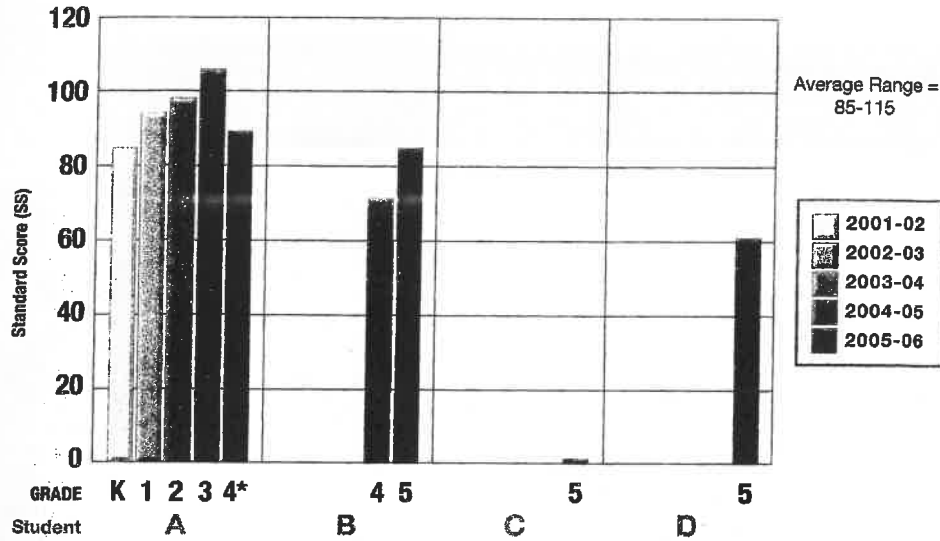
B

Figure 10-3. A. Sample PPVT-III standardized testing results, students A through D. **B.** Sample PPVT-III standardized testing results, students E through H.

ts

English Language Scores of District 917 D/HH Students

Test of Auditory Comprehension of Language-3 (TACL-3)
Clinical Evaluation of Language Fundamentals-4 (CELF-4)



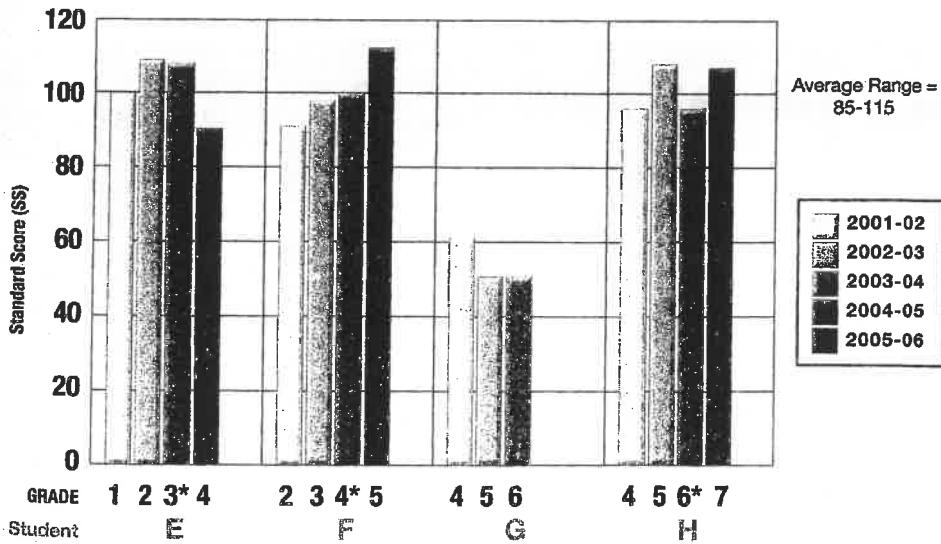
A

2
3
4
5
6

nts

English Language Scores of District 917 D/HH Students

Test of Auditory Comprehension of Language-3 (TACL-3)
Clinical Evaluation of Language Fundamentals-4 (CELF-4)



B

12
13
14
15
16

Figure 10-4. A. Sample CELF-4 and TACL-3 standardized testing results, students A through D. **B.** Sample CELF-4 and TACL-3 standardized testing results, students E through H.

*Indicates switch from TACL-3 to CELF-4.

ts A
:s E

Average Grade-Equivalent (GE) Net Gain Per Year in Reading of D/HH Students:

National D/HH vs. 917 D/HH Students

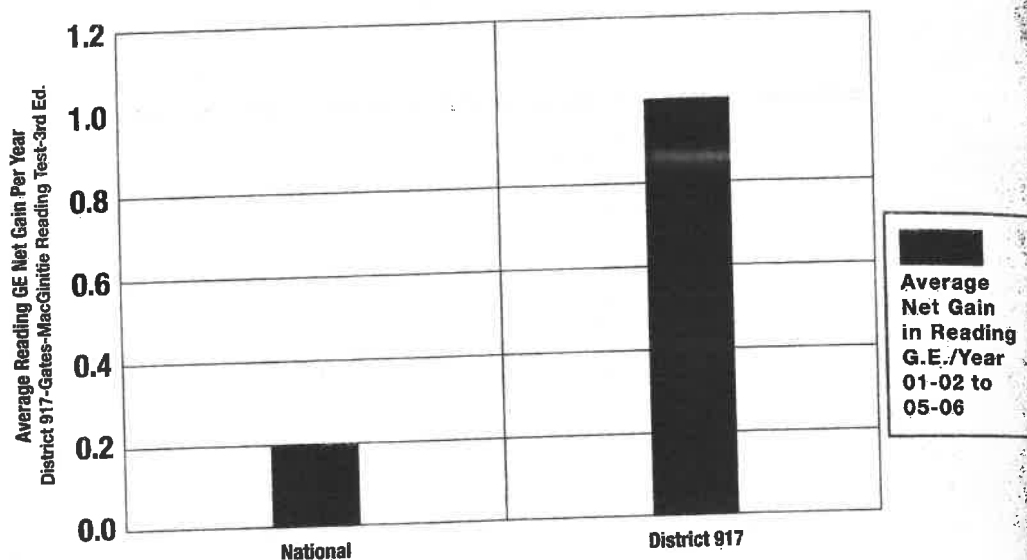


Figure 10-5. District 917 program versus national reading achievement results

Cases of Individual Learners

Tessa: On-Grade Reading Level Masking Low Language Level

The situation where on-grade-level reading scores can mask actual English language levels is illustrated by the case of "Tessa," who attended the program through middle school, and is now in high school in the general education setting with minimal special education support.

Tessa, who has a congenital severe-profound hearing loss, had on-grade-level reading scores in both second and fifth grades, but, when tested on English language measures using cued English at the age of 8, was found to have the English language level of a 4-year-old. Tessa had

been exposed to English via cued English and ASL in the school setting in preschool and the early elementary years. Pidgin signed English was, and still is, used in the home setting. Tessa's parents and professional team decided to increase her immersion in English via cued English from two hours a day to the majority of her school day starting in third grade. She maintained this exposure throughout fourth grade. When she was retested at the beginning of fifth grade, English vocabulary scores revealed a five-year gain attained in three school years, as illustrated in Figures 10-6A and 10-6B. Figure 10-7 provides a graphic representation of the relationship between Tessa's measured reading level and measured language level at the two testing periods. Significant

Reading Achievement
Standardized Reading Inventory-2 Test

When Tessa was 11 years and 5 months old and in her second month of 5th grade, she achieved the scores below. At right are her percentile rank scores in both 5th grade and 2nd grade. Tessa's reading achievement scores appeared on-grade-level both in 2nd & 5th grades. The 2nd-grade average reading scores masked an extremely low language level.

	5 th Grade	5 th Grade	5 th Grade	2 nd Grade
Category	Age Equivalent SCORE	Grade Equivalent SCORE	PR SCORE	PR SCORE
Passage Comprehension	10 yrs-3 mos	4 th gr-5 mos	25	25
Word Recognition	11 yrs-3 mos	5 th gr-5 mos	50	37
Vocabulary in Context	11 yrs-6 mos	5 th gr-8 mos	50	50

Average range for percentile ranks (PR) is 25-75.

A

English Language Vocabulary Achievement
Peabody Picture Vocabulary Test-III

Testing conducted in English via cued/spoken English

Whereas Tessa's reading level appears to be in the average range for both 2nd & 5th grades, her English vocabulary scores for 2nd grade were significantly below average. Immersed in cued English in school for two years in 3rd and 4th grades, she made a five-year gain in English vocabulary by 5th grade.

Date	Age	Grade	Age-Equivalent SCORES	Percentile Rank SCORES
Fall, 1999	8 yrs-5 mos	2 nd	4 yrs-8 mos	0.5
Fall, 2002	11 yrs-5 mos	5 th	9 yrs-1 mo	16

Average range for percentile ranks (PR) is 25 - 75.

B

Figure 10-6. A. Tessa's reading achievement test scores. **B.** Tessa's English language vocabulary scores.

Language vs. Reading Achievement 2nd and 5th Grades

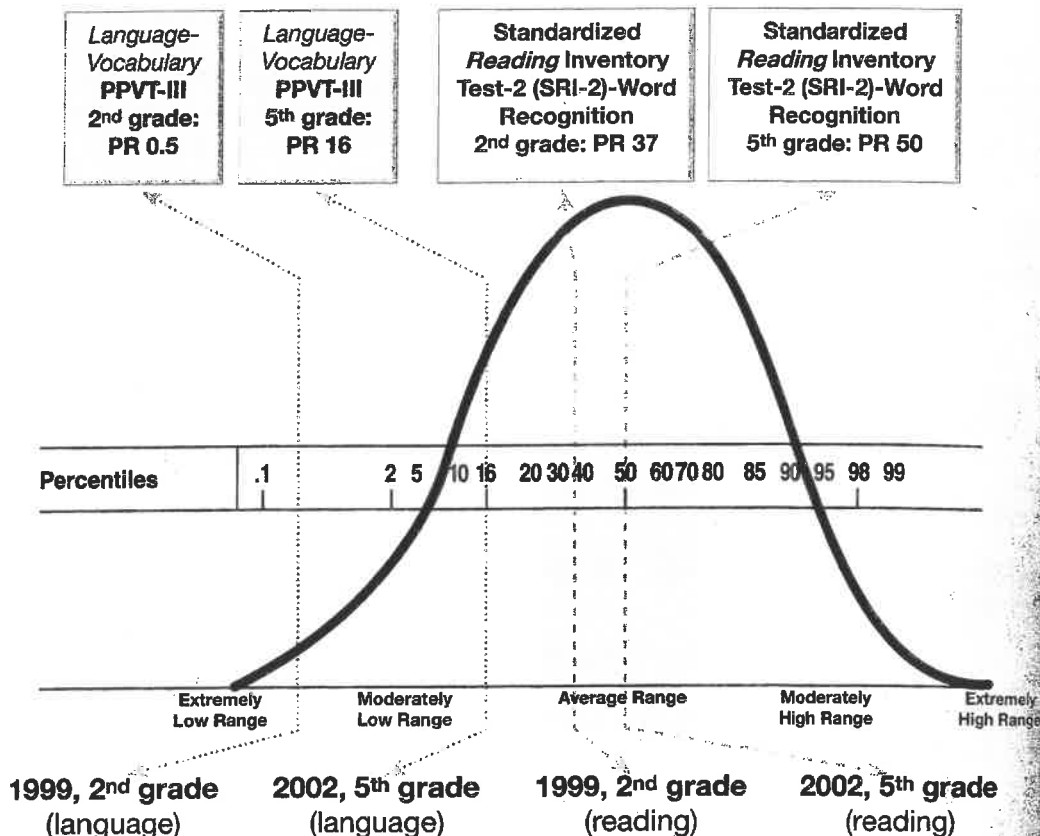


Figure 10-7. Relationship between Tessa's reading and language levels.

growth in written English skills occurred as well, as illustrated in Figures 10-8A and 10-8B, representing writing samples taken when Tessa was in the second and fifth grades, respectively.

Peter: The Importance of Parental Involvement

The case of "Peter," a young 4-year-old in the program with one more preschool year remaining prior to entering kindergarten, illustrates the collaborative teamwork of

parents and staff, and the input from parents in making language-of-instruction decisions. Peter entered the program at age 2 with very minimal spoken English skills, no previous exposure to CAE, and only minimal prior exposure to signing. Peter has a severe bilateral sensorineural hearing loss, and began consistently using appropriate hearing aids at age 2. When Peter was in his second year in the program, his parents' input was sought to assist the team in determining IEP goals and a language-of-instruction plan.

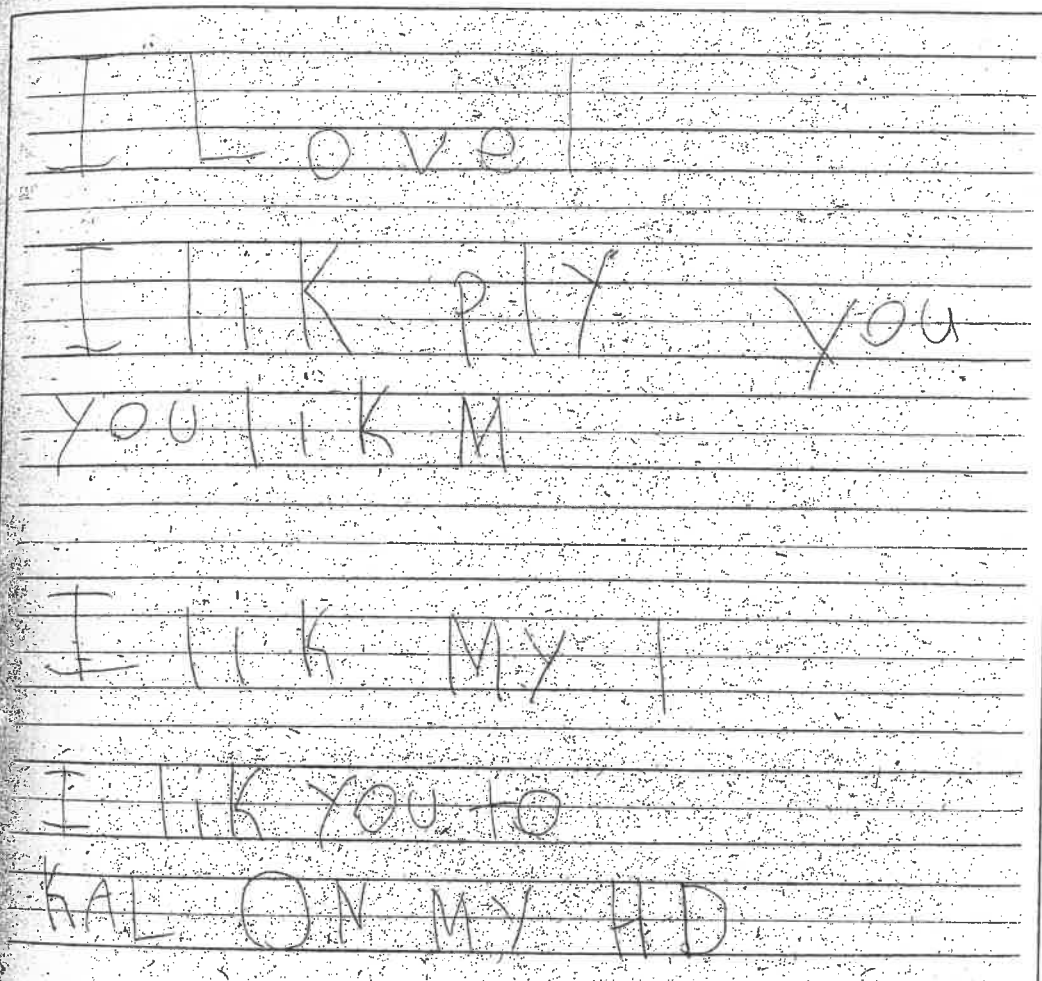


Figure 10-8. A. Tessa's 2nd grade writing sample. *continues*

The IEP team, including the parents, determined that Peter's language-of-instruction plan for that year would be approximately 50% English via spoken/cued English, and 50% ASL in the school setting. The plan the next year for the school year when Peter would turn 4 years old was determined to be approximately 60% English, and 40% ASL during his school day. At home, the parents communicate

with Peter primarily in spoken English with some cueing and signing support. Peter's progress in English vocabulary development during his two and a half years in the program, illustrated in Figures 10-9A and 10-9B, indicate significant growth in his acquisition of English language skills from a below average level to an above average level compared with same-age hearing peers in just one year.

One day there was a family called the Dupont family. The Dupont family was bored and wanted to have fun, so they decided to get a pet, but they didn't know what kind they should get. The Dupont family thought and thought finally they decided to get a dog. So they went to the pet store and looked at all of the puppies and dogs and they saw a cute puppy playing with a ball. They decided to get the puppy and paid for it and they brought it home. When they brought it home the Dupont family played with it and fed it and bought a bed for the puppy and when the Dupont family went to sleep the puppy fell fast asleep in its new bed, and the Dupont family lived happily ever after with their new family member.

B

Figure 10-8. *continued B.* Tessa's 5th grade writing sample.

**Receptive English Vocabulary Language
Performance of a District 917 Preschooler**

Peabody Picture Vocabulary Test-IV

Testing conducted in English via cued/spoken English

Whereas Peter's receptive English vocabulary level was in the below average range when tested at age 3, his scores spiked to above the average range one year later. Immersed in cued/spoken English in the District 917 D/HH Preschool program, he made a 2.5-year gain in English vocabulary from age 3 to 4.

Date	Age	Age-Equivalent SCORES	Standard SCORES	Percentile Rank SCORES
Feb, 2007	3 yrs-0 mos	2 yrs-6 mos	89	23
May, 2008	4 yrs-3 mos	5 yrs-1 mo	111	77

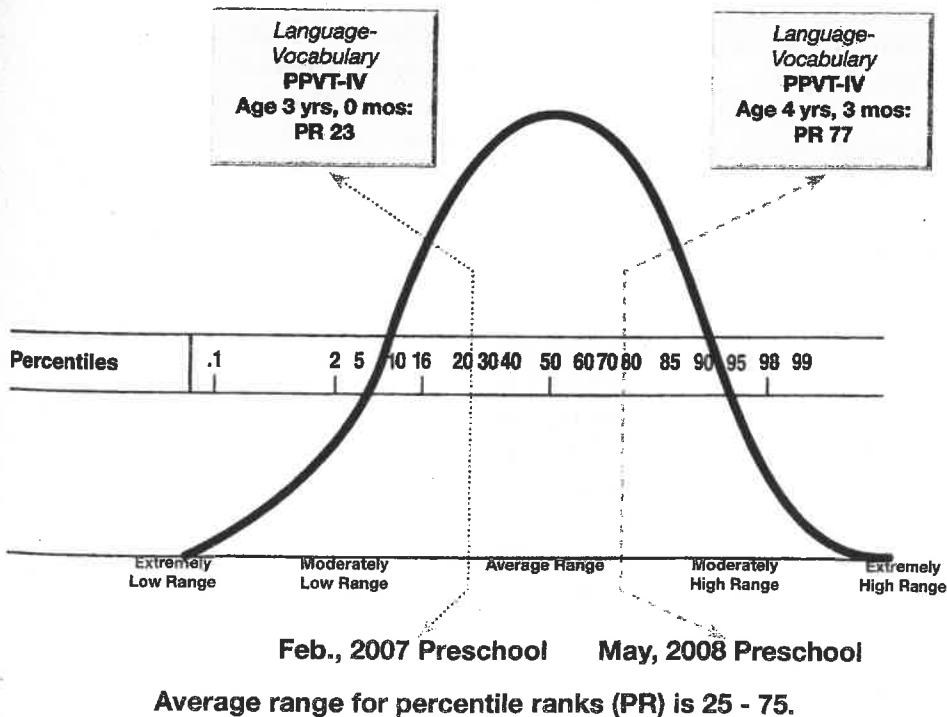
Average range for percentile ranks (PR) is 25 - 75.

A

Receptive English Vocabulary Language Achievement

District 917 Preschooler - Age 3 to Age 4

Below to above average achievement in one year



B

Figure 10-9. A. Peter's preschool receptive language test results. **B.** Peter's language gain compared to normal hearing peers normative sample.

Scott: The Impact of CAE Immersion on Academic Achievement

The case of "Scott" illustrates the positive impact of exposure to, and immersion in spoken/cued American English on linguistic and academic achievement. Scott enrolled in the program in the beginning of fourth grade, having previously attended another large metro program for deaf students, which utilized Pidgin Sign English (PSE) with spoken English in the school setting. Both parents had learned and used sign language with Scott from an early age. Scott had a severe-profound bilateral sensorineural hearing loss and cerebral palsy from birth. He received a cochlear implant at age 3 years, 9 months. He received an AD/HD diagnosis at age 5, for which he takes medication. He began hearing aid use for his nonimplanted ear at age 7.

Scott was evaluated upon entering the program in his fourth-grade year. He scored in the average range on a standardized measure of intelligence. However, reading and language scores on standardized tests indicated scores significantly below same-grade hearing peers, with a 2.7 grade-equivalent, 19th percentile rank scores on the Gates-MacGinitie Reading Test-3, and very to extremely low scores on standardized English vocabulary and language measures: 12th percentile rank on the PPVT-III, 23th percentile rank on the Expressive Vocabulary Test (EVT), and 1st percentile rank score on the CELF-4 (Stoesz, 2006).

Word-recognition testing at that time, with Scott's use of his cochlear implant and hearing aid through auditory input only in a quiet setting, was 56%, and in noise 32%, indicating the critical need for

access to visual input for full access to spoken language (Stoesz, 2006).

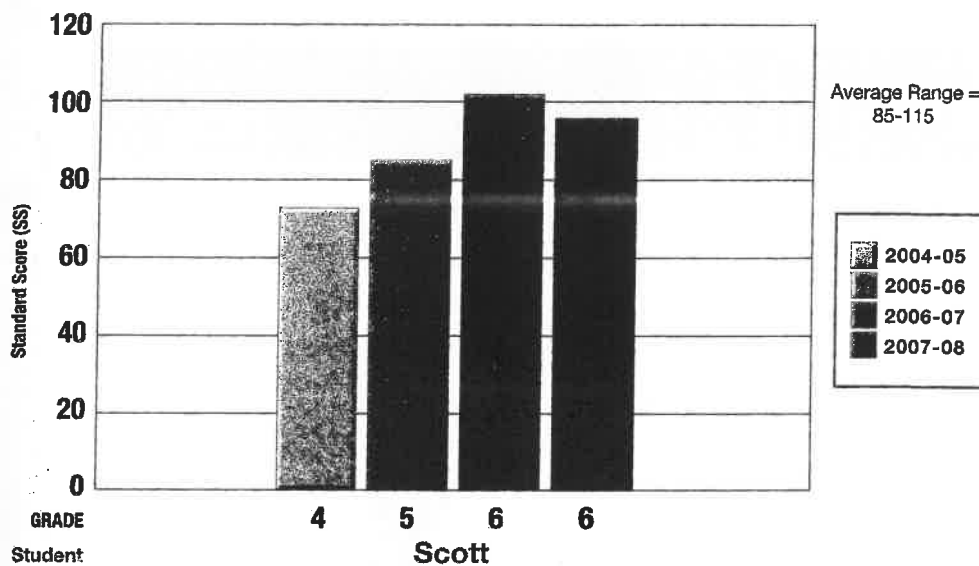
Scott initially received most direct instruction from deaf program staff fluent in signing and cued English, with only his "specialist" classes in art, music, physical education, and science in the general education setting with a sign language interpreter. All language arts classes in the 917 program classroom setting were conducted in spoken/cued English, with "sandwiching" using signing to support comprehension as necessary. Speech-language therapy sessions were conducted in spoken/cued English for additional vocabulary and English language development and for instruction in the system of Cued Speech.

Gradually, with the increased level of immersion in English via spoken/English both at school and home, as Scott's parents became fluent in cued English also, the use of "sandwiching" in sign language diminished and Scott's receptive and expressive skills in English increased. By fifth grade, Scott was functioning with a cued language transliterator (CLT) for his classes in the general education setting, and by his fourth year in the program he spent his entire school day in the general education setting with a CLT, with the exception of one class period to provide continued content-related vocabulary and language support. Figures 10-10A through 10-10B reflect the rise in Scott's gains in language vocabulary, and reading achievement.

The spontaneous writing samples collected from Scott annually illustrate this development most dramatically. Figures 10-11A and 10-11B illustrate writing samples from Scott at the beginning of his first year in the program and in the spring of his fourth year in the program respectively.

Receptive English Language Scores for "Scott"

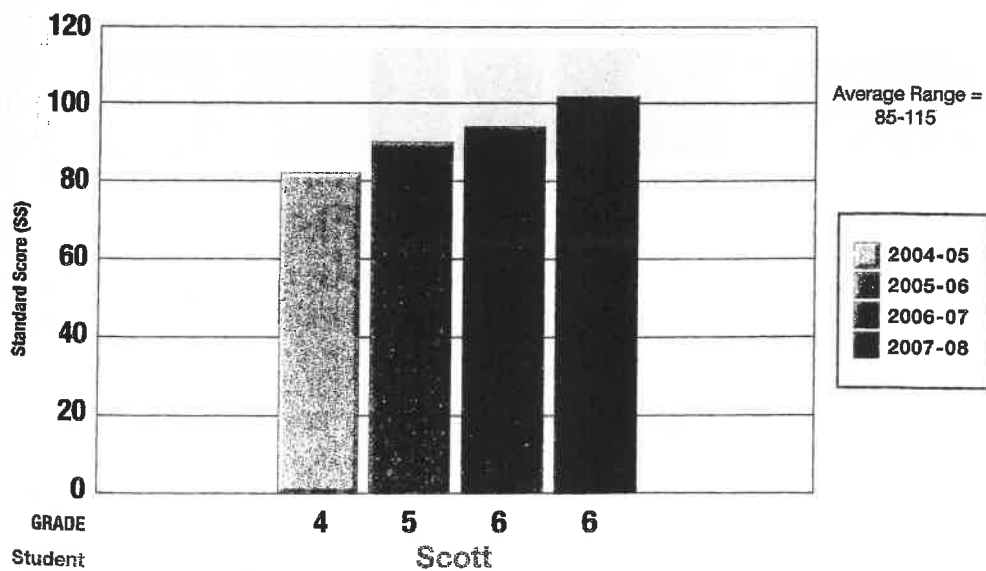
Clinical Evaluation of Language Fundamentals-4 (CELF-4)



A

English Language-Vocabulary Scores for "Scott"

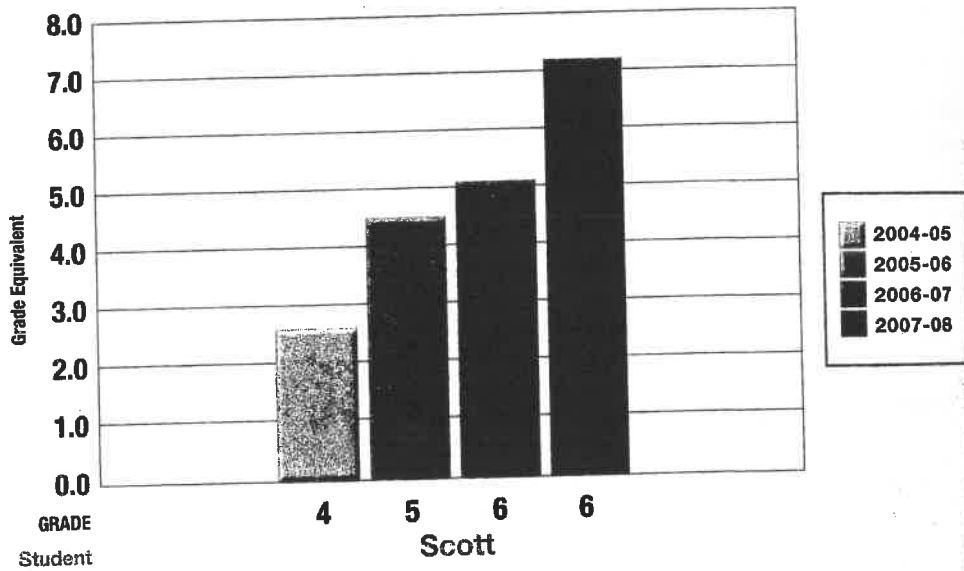
Peabody Picture Vocabulary Test - III, IV



B

Figure 10-10. A. Scott's language gains. B. Scott's vocabulary gains.
continues

Reading Scores for "Scott"
Gates-MacGinitie Reading Test—3rd Ed.



C

Figure 10-10. *continued C.* Scott's reading achievement.

Writing Sample
Beginning of Year One (4th grade)—“Scott”

September 24, 2004

The wolf fell off big pail down, down,
down he goes. He tumbling. “OW” He
said! “He is dead” Tao said. He strating
to die. “YES” Shang, Tao, and Paoitze

A

Writing Sample
Spring of Year Four (6th grade)—“Scott”

A boy named Rudi climbed the mountains in Switzerland. He was climbing on the glaciers, when he saw a black dot on the mountain, it appeared to be a hut and he decided to stop there to sleep several times. Next day, while he was climbing he heard a voice, it appeared to him, and it was faint voice that was coming from the crack in the glacier. The man was stuck in the crack for three hours, asked Rudi to go to look for help but, Rudi refused to go. Then the man asked him if he had a rope but, Rudi didn't have one! Rudi took of his clothes to make a rope and tied to his staff, then dropped it down to the man. Rudi pulled the staff until the figure came out of the crack. The man helped Rudi to get dressed. Rudi relized he saved Caption John Winter.

B

Figure 10-11. A. Writing sample from Scott's first year in the program.

B. Writing sample from Scott's fourth year in the program.

Discussion

The data presented in this chapter point to the need for professionals in the field of deaf education to rethink certain long-standing beliefs and paradigms regarding language access, language learning, literacy development, and bilingualism as they relate to learners who are deaf.

Beliefs Regarding Immersion in English as a Prerequisite to Literacy

The field of deaf education must first acknowledge and address the prevalent situation of ambiguous and absent access to natural English language acquisition inherent in the majority of current educational linguistic environments for deaf learners before it can enter into discussions of "best practices in reading" and address the issue of the acquisition of phonemic awareness skills in deaf children. It is premature to talk about reading development and strategies absent the creation of linguistic environments that allow deaf learners to acquire an internalized mastery of the English language before coming to the task of reading and writing.

If developing an internalized mastery and complete linguistic mapping of English is indeed a goal for deaf learners, then it appears that the majority of current educational environments for learners who are deaf continue to provide instructional linguistic environments that prevent the realization of such a goal. The PSE and MCE systems commonly in use in deaf education today provide incomplete, deficient, and ambiguous visual access to English in discourse due to the absence of English phonemic and other lin-

guistic information. The popular bilingual approach of immersion in ASL-first, then exposure to English via ASL-translation and access-to-English-via-print-only methodologies (LaSasso & Lollis, 2003) do not allow for the prerequisites to the natural language learning of English to occur, including: (1) constant and consistent immersion in the target language of English through natural communication with fluent English language models, and (2) exposure to complete visual representations of English provided through natural discourse. Moreover, inherent in that currently prevalent bilingual model is delayed exposure to English, which, when it does occur, is through print only. Such a model is at odds with the goal of students having an internalized mastery of the English language *prior* to coming to the task of reading at an early elementary age.

Beliefs Regarding Visual Access to English

It is important to note that the ISD 917 program views the use of signs and cues as vehicles for exposure to specific languages. As this relates to the use of CAE, the program recognizes the need to emphasize and define "sufficient early exposure." The program maintains that phonological awareness of a traditionally spoken language can be established best when a deaf child is immersed in a language-rich environment that uses cueing to make the linguistic information of that language visually accessible. The program's use of cued English contrasts with other programs that may incorporate the use of cueing for English phonics, phonemic drills or spelling, as opposed to the use of cueing for broader access to English in conversational and other instructional contexts for

a significant portion of the school day. Programs incorporating cueing on such a sporadic and isolated basis may indeed erroneously conclude that the use of cueing does not work to achieve English proficiency, even if such drills are used on a daily basis, due to failing to recognize the degree of sufficient early exposure and immersion necessary to acquire proficiency in another language.

Paradigm Shift: From Competition to Coexistence

The use of cueing with learners who are deaf cannot be discussed without acknowledging the emotional and personal reactions its use evokes among many members of the Deaf and professional communities. The system of Cued Speech initially looks odd and unnatural to the eye accustomed to sign communication, and can appear incongruent with the more prevalent, traditional educational linguistic environments for deaf children. Because the system of Cued Speech historically has seen limited use in isolated locations in the United States, its efficacy has long been confused with its popularity.

There are many highly literate, highly educated and successful deaf adults who acquired their English literacy skills without exposure to CAE, particularly those raised in homes with deaf parents who modeled ASL as L1. The existence of such individuals is often used as an argument against considering the use of cueing. The critical question the field must address is: How can we best provide immediate and complete visual access to the home language of the *majority* of deaf children who are born to hearing parents with no previous ASL experience? Language learning for children who are deaf should not be a

struggle. It appears to not be a struggle for deaf children of deaf parents, and it *need not* be a struggle for deaf children of hearing parents. A visual means is available for deaf learners to acquire English skills at an early age, following an age-appropriate developmental sequence, and through natural discourse, and it is incumbent on the field of deaf education to take notice without further delay. It should and need not be an issue of ASL and English competing for dominance in the education and lives of deaf individuals. Rather, the natural acquisition of *both* languages should be available to all deaf individuals.

Paradigm Shift: Bilingualism and Deafness

As is evidenced by the ISD 917 program, learners who are deaf are capable of developing the two very visually distinct languages and systems of ASL and CAE, just as hearing children are capable of developing two auditorily distinct spoken languages. Rather than believing deaf children are being deprived of ASL by immersion in CAE, the program believes these learners are being afforded opportunities to meet their language, academic, and vocational potential while simultaneously experiencing a linguistic learning environment to acquire proficiency in ASL and English.

Conclusion

Practitioners in deaf education have choices to make. The status of underachievement among the majority of learners who are deaf in the United States and worldwide continues to exist. As a result, the negative

impact on academic and vocational opportunities and performance for many learners prevails. Against this backdrop, the field can choose to look at the growing body of research on the powerful tool of cued English and its success in providing English language proficiency, phonemic awareness, and literacy for learners who are deaf, or it can continue current practices to perpetuate the legacy of underachievement of the population of deaf learners.

There is a critical and immediate need to examine the linguistic environments in which deaf learners are expected to acquire English language proficiency and literacy. In addition, there is a need to include strategies that make natural language acquisition of English possible at an early age in a developmentally appropriate sequence similar to hearing children. It is critical that educators in the field of deaf education not lose sight of the prerequisites for natural language learning and seek to address the development of vocabulary, phonemic awareness, and other language skills in the context of immersion in English via means which provide unambiguous linguistic access to the language. It is hoped that the information provided in this chapter can serve as a catalyst for reflection and thoughtful discussions between and among service providers and administrators in the field of deaf education and the parents of deaf children to whom they are ultimately accountable. Such discussions should result in improved outcomes for all deaf learners.

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Intermediate School District #917 Deaf & Hard of Hearing Early Childhood Program English Language Development

The following pertains to children whose parents have established early amplification for their child and desire the development of receptive and expressive spoken English as the first language of their child.

D/HH Early Childhood Program Goal: Speaking and understanding spoken English

Program Philosophy/Program Description: We are an auditory/oral program that simultaneously provides phonemic information through cued and spoken English.

We recognize that the debate about whether adding visual information (cueing) to spoken language somehow compromises the auditory development of the learner will never be settled.

Our experience as educators has shown us that...

- by focusing on a child's auditory development, on an individual basis, with intensity, at an early age, we can establish listening as the primary avenue for learning.
- After auditory access has been established through consistent use of appropriate amplification and after listening skills are developed through systematic, increasingly complex listening activities and experiences, the auditory mode becomes the dominant sensory modality for most D/HH children because they live with hearing parents who fill their lives with fluent models of spoken English.
- by supplementing the auditory information of spoken English with the phonemic visual information of cued English so that phonemic level information is made available to both a child's auditory and visual systems, we can help kids develop spoken English to their full potential without taking away from their auditory skill development or functioning; in fact, in some cases we have seen auditory functioning that was plateauing actually increase following implementing cued English into the child's program.
- Using cued English simultaneously with spoken English at school (or elsewhere) does not take away from the child's initial and continued reliance on listening
- As children's language levels progress, the phonemic discrimination complexities increase and the communication environments expand to include acoustically challenging conditions. Using simultaneous spoken and cued English prevents those factors from becoming barriers to the rate and efficacy of English language acquisition.
- As children progress through school into the elementary level, issues of noise, distance, and group size as barriers to communication can be most efficiently addressed through a combination of technology (FMs, sound field systems, CI programs, HA settings) and for some, cued English access.

Therefore, our Deaf/Hard of Hearing Early Childhood program staff

- uses spoken English with the students, and
- makes the visual information of cued English consistently available in the 3-4 year old classroom and beyond, and earlier per parent/team determination.

MYTHS & FEARS CONCERNING THE USE OF CUED ENGLISH

- ***Users of cued English do not value ASL or Deaf culture.***
- ***Use of cued English threatens the use of ASL.***
- ***Use of cued English threatens Deaf culture.***
- ***Use of cued English requires speech skills.***
- ***Deaf children can only learn concepts through sign language.***
- ***Deaf children cannot learn English unless they learn ASL first.***
- ***Cueing is only a good tool for speech therapy. It will not give deaf children language.***
- ***Cueing is easier for the parents, but harder for the child.***
- ***Fingerspelling is a more efficient phonemic representation of English.***
- ***Cueing is only beneficial for hard-of-hearing children.***
- ***Cueing is only beneficial for deaf children.***
- ***Cueing is only beneficial for children with cochlear implants.***
- ***Cueing is only for deaf and hard-of-hearing children without other special needs.***
- ***Use of cued English will inhibit auditory development.***
- ***Use of cued English will inhibit speech development.***
- ***Use of cued English will automatically result in speech development.***
- ***Use of cued English will automatically result in auditory development.***

TO: School Board Members

FROM: John Christiansen

DATE: March 2, 2017

RE: Discussion of Essential Strategic Directives

The next step of the review process of our Strategic Directives is to have a discussion on what are the issues so significant to our future success that they must be addressed in our Strategic Directives three-year plan.

The following are the current Strategic Directives:

1. Heighten the trust and confidence of all school districts served by Intermediate School District 917.
2. Increase achievement of all learners served.
3. Improve staff leadership skills and the culture of collaboration throughout the Intermediate District.
4. Use resources strategically to advance our mission.
5. Structure ourselves so that we can adapt to our changing environment.



To serve our member E-12 school districts' students and families in the areas of special education, career & technical education, and alternative education.

1 Mission
Serve our Members

Passion for Service
 Collaboration
 Open Communication
 Stewardship
7 Core Organizational Values
 Integrity
 Equity
 Continuous Improvement

- Collaboration:** Working together to achieve more collectively than individually.
- Passion for Service:** Solving problems considering the perspective of member districts, students and families.
- Continuous Improvement:** Ongoing improvement of programs and services. Including being both *innovative* - breakthrough improvement - and *adaptable* - incremental improvement.
- Stewardship:** Managing financial and human resources carefully and responsibly.
- Equity:** Fairness and impartiality to others. Giving as much advantage, consideration and latitude to one person as to another.
- Open Communication:** Directly, clearly, and transparently sharing information and engaging in dialogue.
- Integrity:** Being honest and fair.

06. STUDENT

06.7 STUDENT HEALTH SERVICE

6.76- IMMUNIZATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

II. GENERAL STATEMENT OF POLICY

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary, ~~or secondary or post-secondary~~ school within ~~the school Intermediate School~~ district 917 until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:

1. a statement, from a physician or a public clinic which provides immunizations, stating that the student received the immunizations required by law, consistent with medically acceptable standards; ~~or~~
2. a statement, from a physician or a public clinic which provides immunizations, stating that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards; ~~or~~
- ~~3. for post secondary students, an immunization record maintained by an elementary or secondary school in this state or a school in another state.~~

- B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the statement of a physician or public clinic which administers immunizations. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.
- C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Section III(A) or III(B) above, or a statement of immunization set forth in Section IV, below, to the superintendent of the school district by October 1 of the first year each school year. of their home schooling in Minnesota and the grade 7 year.
- D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.
- E. The school district may allow a student transferring into ~~an elementary or secondary~~ a school a maximum of 30 days to submit a statement specified in Section III(A) or III(B) above or Section IV below. ~~Students enrolling in post secondary programs must submit a statement specified in section III(A) or III(B) above or section IV below within 45 days of commencement of the academic term for which the student has registered.~~ Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided, or an approved vaccine schedule has been initiated.
- F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

- A. The parent or guardian of a minor student or an emancipated student submits a physician's signed statement stating that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or
- B. The parent or guardian of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian or student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

- A. The school district will develop and implement a procedure to:
 - 1. notify parents and students of the immunization requirements and exemption requirements by use of a form approved by the Department of Health; consequences for failure to provide the required documentation;
 - 2. notify parents and students of the consequence for failure to provide required documentation regarding immunizations;
 - 3. review student health records to determine whether the required information has been provided; and
 - 4. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

VI. IMMUNIZATION RECORDS

- A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.
- B. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. ~~without the consent of the student's parent or guardian. Under all other circumstances,~~ Immunization data is private student data and disclosure of such data shall be governed by Policy 006.4, Student Records, regarding the protection and privacy of student data.

- C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer. **All ISD 917 students who attend programs located in a member district building will follow the Immunization policy and procedures of the member district.**
- D. Upon request of a public or private post-secondary educational institution, the designated school district administrator will assist in the transfer of the student's immunization file to the post-secondary educational institution.

VII. OTHER

Within 60 days of the commencement of each new school term, ~~t~~The school district will forward a report to the Commissioner of the Department of ~~Children, Families and Learning~~ **Education** stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption, ~~each new school term as required by state statute and the Commissioner.~~ The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Department of Health.

Legal References: Minn. Stat. § 13.32 (Educational Data)

(Spacing between statutes changed below)

Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)

Minn. Stat. § 121A.17 (School Board Responsibilities)

~~Minn. Stat. § 135A.14 (Statement of Immunization, Post-Secondary Students)~~

Minn. Stat. § 144.29 (Health Records; Children of School Age)

Minn. Stat. § 144.3351 (Immunization Data)

Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)

Minn. Stat. § 144.442 (Testing in Schools)

Minn. Rules Parts 4604.100-4604.1000 (Immunization)

McCarthy v. Ozark Sch. Dist., 359 F 3d 1029 (8th Cir. 2004)

Op. Att'y Gen. 169-W (Jan.17, 1968) (2)

Op. Att'y Gen. 169-W (July 23, 1980) (1)

Cross References: **MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)**

Policy 6.41 Student Records

Board Approved 2/15/00
Revised _____

Camping Trip Proposal

Kim Martin, SUN plus teacher at Cedar, is proposing an overnight field trip with Wilderness Inquiry (WI) for this Spring to enhance the Minnesota History curriculum.

Please see below for her proposal:

Attendees:

- 4 students (3 male, 1 female; 5th grade, 7th grade, 7th grade, 8th grade)
- 4 staff (2 male 2 Female)
- 2 guides provided by WI

Packing List:

- Will be provided by WI

Other details:

- WI will provide all group equipment (tents, sleeping bags, first aid kits, etc.)
- WI has all of the kitchen and cooking gear as well as food included in the trip cost for all of our meals.
- WI has a waiver to be completed for each participant, as well as an optional personal survey that can be completed with teacher assistance.
- The SUN plus middle classroom will cover 100% of the cost through fundraising.
- WI provides guides and instructors for all wilderness and historical activities.

Location:

- Fort Snelling State Park
- Thursday, May 11th – Friday, May 12th

Cost and Funding:

- The SUN plus middle classroom will cover 100% of the cost through fundraising.

Activities:

- Tour of Fort Snelling
- Tent set-up
- Meal preparation and cooking
- Fire building
- Roasting s'mores
- Nature hikes
- Team building activities
- Survival skills

Transportation:

- ISD 917 vans will transport students to and from Fort Snelling