

**INTERMEDIATE SCHOOL DISTRICT 917  
IN DAKOTA COUNTY**

**REGULAR SCHOOL BOARD MEETING**

**Tuesday, September 5, 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, August 15, 2017, School Board Meeting	5
B. Personnel Considerations	8
VII. Business Manager's Report - Nicolle Roush	
A. Review and Approve Payment of Bills	39
B. Review and Approve Wire Transfers	44
C. Review and Approve Investment Report	54
VIII. Reports	
A. Related Services Program Review - Jennifer Hetland	56
IX. Old Business	
A. Addendum to Temporary Employee Report ending June 30, 2017 - John	97
X. New Business	
A. Review and Approve School Resource Officer at Alliance - Melissa Schaller	98
B. Approve 2017-2018 917 Operational Focus - John Christiansen	104
XI. Consider Future Agenda Items	
XII. Board Updates	
XIII. Adjournment	

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

September - 3:30 - 7:30 PM, DCALS Open House

October 3, 2017, 5:00 PM, Regular School Board Meeting, DCTC, 917 Board Room

October 26, 2017 - 8:30 AM, Member District School Board and Superintendent Workshop

Good News Report  
Secondary Programs  
September, 2017

-Our programs had a successful workshop week that included Infinite Campus Training, Legacy Project In-service, The Teen Brain workshop, site tour of Force America in Burnsville, and general staff meetings by program.

-The DCALS main campus had 12 students graduate throughout the summer.

-We started today with 313 CTE students, 184 DCALS-Main, and 54 North students.

-The DCALS North campus has had all the new furniture delivered and put in place over the past few weeks. We also received some updated furniture from DCTC that helps create a uniform look to each of our rooms. The new computers were also set up within the lab along with the new printers.





**Good News**  
***Special Education***  
September 5, 2017

- This year we have 31 new licensed staff in special education. Additionally, we have 23 staff with special licensure from the Minnesota Board of Teaching. Five have limited licenses. Individuals apply for these with school district approval when they have completed at least 18 credits of a teacher licensure program and already hold a bachelor's degree. Ten individuals have a community expert license. The district completes the application with input from the individual. Generally, people in this category have a bachelor's degree and less than 18 credits in a teacher licensure program. Eight people have variances. A variance is applied for by the district when individuals hold a teaching license and need a teaching license in another area.
- We have four remaining position opening for licensed staff. Openings include a teacher of the blind/visually impaired, a physical/health disabilities teacher, a special education teacher for the CASE program, and a board certified behavior analyst. We have solutions to address the vacancies remaining but will leave the positions posted in the event there are viable candidates that haven't yet applied.
- Volume 9, Issue 1 of *The Special Edition* will be out soon. It will be sent via email to staff and also posted on the website.

## INTERMEDIATE SCHOOL DISTRICT 917

A School Board Meeting of the Intermediate School District 917 School Board was held on Tuesday, August 15, 2017, at Alliance Education Center, 14300 Biscayne, Rosemount, MN.

**Members Present:** Dick Bergstrom, DeeDee Currier, Bob Erickson, Wendy Felton, Jill Lewis, Vanda Pressnall, Russ Rohloff, Melissa Sauser, Byron Schwab, and ex-officio member Superintendent John Christiansen.

**Members Absent:** none.

**Also Present:** Nicolle Roush, Eric VanBrocklin, Melissa Schaller, Terri Gulbransen, and Linda Berg

School Board Chair Jill Lewis called the meeting to order at 5:00 PM.

Prior to the meeting the School Board members toured the new CASE addition at Alliance that will be operational this fall.

There were no visitors to be heard.

The good news reports were presented.

1. Motion by Byron Schwab, seconded by Russ Rohloff, to approve the consent items, as presented. All present voted aye. Motion carried.

- **Minutes:** June 11, 2017, Regular School Board Meeting
- **Minutes:** July 11, 2017, Organizational School Board Meeting

**Personnel:** *New Hires:* Maren Aalgaard, Classroom Assistant, effective August 31, 2017. Donn Anderson, Classroom Assistant, effective August 31, 2017. Jacob Bauer, Community Expert, effective August 24, 2017 (from Classroom Assistant to Community Expert). Tara Blackert, Mental Health Practitioner, effective August 24, 2017.

Brianna Donohue, Classroom Assistant, effective August 31, 2017. Billie Edmonds, Classroom Assistant, effective August 31, 2017. Kathleen Everson, Classroom Assistant, effective August 31, 2017. Kim Fuerstenberg, Classroom Assistant, effective August 31, 2017. Kirstie Gabbert, Classroom Assistant, effective August 31, 2017. Thomas Garding, Community Expert, effective August 24, 2017 (from Classroom Assistant to Community Expert). Erica Golofski, Classroom Assistant, effective August 31, 2017. Ashley Graber, Custodian, effective July 10, 2017. Amina Grass, Health Associate, effective August 31, 2017. Danielle Hewitt, Classroom Assistant, effective August 31, 2017 (from Student Assistant to Classroom Assistant). Nicole Hird, Health Associate, effective August 31, 2017. Courtney Inman, Classroom Assistant, effective August 31, 2017. Robin Knight, Classroom Assistant, effective August 31, 2017. Andrea Kranz, Classroom Assistant, effective August 31, 2017. Maya Lawrence, Classroom Assistant, effective August 31, 2017. Lindsey Mahnesmith, Program Assistant, effective August 31, 2017. Savanna Mead, Classroom Assistant, effective August 31, 2017. Jane Mehlhaff, Sign Language Interpreter, effective August 31, 2017. Andrea Menzia, Classroom Assistant, effective August 31, 2017. Dominique Moran, Classroom Assistant, effective August 31, 2017. Emily Payne, Classroom Assistant, effective August 31, 2017. Anjali Rao, Program Assistant, effective August 31, 2017 (from Student Assistant to Program Assistant). Briana Ruiz-Bruce, Classroom Assistant, effective August 31, 2017. Krista Swanson,

Classroom Assistant, effective August 31, 2017. Jocelyn Thompson, Program Assistant, effective August 31, 2017 (from Student Assistant to Program Assistant). Heather Webb, Community Expert, effective August 24, 2017 (from Classroom Assistant to Community Expert). Christina Wilkin, Community Expert, effective August 24, 2017 (from Classroom Assistant to Community Expert). Nicole Wolters, Classroom Assistant, effective August 31, 2017. Katey Zahn, Classroom Assistant, effective August 31, 2017 (from Student Assistant to Classroom Assistant. *Rehires:* Lindsey Jackson, Classroom Assistant, effective August 31, 2017. Debra Strese, Classroom Assistant, effective August 31, 2017. Matthew Trainer, Community Expert, effective August 25, 2017. *Change in status:* Michelle Dodge, Sign Language Interpreter, Lead/Mentor Interpreter stipend effective August 31, 2017, for the 2017-2018 school year only. Gretchen Toay, Sign Language Interpreter, Mentor Interpreter stipend effective August 31, 2017, for the 2017-2018 school year only. *Resignations and Terminations:* Alexander Arana, Mental Health Practitioner, effective August 1, 2017. Jacob Guenther, Classroom Assistant, effective August 8, 2017. Karey Heim, Special Education Teacher, effective July 31, 2017. Erica Kline, Program Assistant, effective July 31, 2017. Shannon Lamppa, Classroom Assistant, effective July 11, 2017. Blake Mayes, Classroom Assistant, effective August 3, 2017. Samantha Perez, Classroom Assistant, effective August 3, 2017. Amber Regan, Classroom Assistant, effective August 15, 2017. Jacob Stone, Classroom Assistant, effective August 7, 2017. Brenda Tollefson, Speech Language Pathologist, effective August 14, 2017. Natalie Weierke, Program Assistant, effective August 14, 2017. Janie Yang, Classroom Assistant, effective August 3, 2017.

2. Board Member Wendy Felton introduced the following resolution and waived the reading: Resolution to Accept Donations in the amount of \$1170. Donation of \$500 to the TESA Program from Best Friends Total Pet Care of Kent, Washington, for student needs and activities. (Value: \$500). Donation of \$300 to the Youth Transition Program from Benevity Community Impact of Canada, to be used for student lunches. (Value: \$300) Donation of \$300 to the Youth Transition Program from Bijan Riahi of Eagan, to be used for student lunches. (Value: \$300). Donation of \$70 to the PACES Program from Keith Koentopf of Farmington to be used for student needs and activities. (Value: \$70.) The motion for the adoption of the foregoing resolution was duly seconded by Vanda Pressnall, and upon vote being taken thereon, the following voted in favor thereof: Dick Bergstrom, DeeDee Currier, Bob Erickson, Wendy Felton, Jill Lewis, Vanda Pressnall, Russ Rohloff, Melissa Sauser, Byron Schwab, and the following voted against the same: none. Whereupon said resolution was duly passed and adopted. (Addendum A.)
3. Motion by Bob Erickson, seconded by Dick Bergstrom, to approve the bills from July 1, 2017 to August 3, 2017, wire transfers and Investment Reports for the month of June, as presented by the Business Manager. All present voted aye. Motion carried.
4. Motion by Bob Erickson, seconded by Russ Rohloff to approve the Addendum to the Temporary Work Agreement Report for June 2017. (Addendum B.) All present voted aye. Motion carried.

Nicolle Roush reviewed all the Food service Contracts with the Board Members.

Superintendent Christiansen reviewed the 2017-2018 draft operational focus initiatives with the Board members. Chair Lewis would like member district Board members to visit 917 to educate

them on what we are all about.

Board members reviewed the School Board Agenda items for 2017-2018. Meetings will be held at different sites throughout the year as well.

5. Motion by DeeDee Currier, seconded by Vanda Pressnall, to approve the Joint Powers Agreement with Dakota County and Scott Carver Dakota CAP Agency to Establish a Dakota County Collaborative, as presented. All present voted aye. Motion carried. (Addendum C.)

Board Members shared their updates.

6. Motion by Byron Schwab, seconded by Dick Bergstrom, to adjourn the meeting. All present voted aye. Motion carried.

There being no further business the meeting adjourned at 5:41 P.M.

The next regular School Board Meeting will be Tuesday, September 5, 2017, at 5:00 PM.

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Clerk

To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 14, 2017	Teaching Licenses Held:
NAME: Ellen Barnhart	
Position: Classroom Assistant	
College:    Secondary:    Special Education:    X District:	Recommended Salary : \$17.15
	Employment Date : 8/31/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	Park High School	Yes	Generals	Yes
Technical College				
College	NDSU	Yes	Public Health Education	In process
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
Living Well Disability Services	5/17	Current	Advocate
Wonder Years Daycare	11/15	3/17	Teacher
Century Elementary School	1/15	12/15	After School Paraprofessional

Total Years Experience 1.5

**Remarks:**

Ellen will be a classroom assistant in the DASH Program at McAuliffe Elementary School.

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**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

To Bd 9-5-17

DATE: July 20, 2017	Teaching Licenses Held:
NAME: Catherine Barstow	
Position: Classroom Assistant	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$17.54
	Employment Date : 8/31/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Central High	Yes	Generals	Yes
Technical College				
College	MN State	Yes	Psychology	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
Western Mental Health Center	11/16	Current	Rehabilitation Specialist
Culvers	8/09	11/16	Crew Chief
US Bank	3/15	8/15	Collections
Aflac	10/15	3/16	Agent

Total Years Experience 6

**Remarks:**

Catherine will be a classroom assistant in the TEA Program at LEC.

To Bd 9/15/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 21, 2017	Teaching Licenses Held:
NAME: Chelsea Belair	
Position: Classroom Assistant	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$17.54
	Employment Date : 8/31/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Henry Sibley High	Yes	Generals	Yes
Technical College				
College	Concordia	Yes	Child Development	BA
	Inver Hills Community	Yes	Generals	AS
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
Andrea and Casey Johnson	1/17	6/17	Nanny
Garlough Elementary	9/16	6/17	Paraprofessional
YMCA	3/12	8/12	Attendant

Total Years Experience 5

**Remarks:**

Chelsea will be a classroom assistant in the TEA Program at LEC.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 18, 2017	Teaching Licenses Held:
NAME: Lindsay Deans	
Position: Classroom Assistant	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$17.15
	Employment Date : 8/31/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	St. Francis High	Yes	Generals	Yes
Technical College				
College	MN Northwestern	Yes	Interdisciplinary Studies	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
Avanti Center for Girls	12/16	Current	Residential Counselor
Marie Ridgeway	8/15	12/16	Nanny

Total Years Experience 2

**Remarks:**

Lindsay will be a classroom assistant in the TEA Program at LEC.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 29, 2017	Teaching Licenses Held:
NAME: Ashley Dunlap	
Position: Community Expert	
College:    Secondary:    Special Education:    X District:	Recommended Salary : \$38,500
	Employment Date : 8/24/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	Apple Valley	Yes	Generals	Yes
Technical College				
College	Normandale Community	Yes	Generals	AS
	MN State	No	Elementary Education	In process
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	8/14	Current	Paraprofessional
Natalia Trent	5/08	4/14	Nanny

Total Years Experience 7

**Remarks:**

Ashley will be working in the TEA Program at LEC.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 21, 2017	Teaching Licenses Held:
NAME: Kelly Hankes	
Position: Behavior Analyst	
College: Secondary: Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : 51,000
	Employment Date : 8/24/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Kennedy High	Yes	Generals	Yes
Technical College				
College	Florida Institute of Technology	Yes	Applied Behavior Analysis	Yes
	St. Thomas	Yes	Counseling Psychology	MA
	University of WI	Yes	Psychology	BA

**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
Lovaas Institute Midwest	1/05	7/17	Behavior Analyst, Supervisor

Total Years Experience 12

**Remarks:**

Kelly will be a behavior analyst in the district.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 28, 2017	Teaching Licenses Held: LD
NAME: Ann Hawkins	
Position: Teacher	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$43,019
	Employment Date : 8/24/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Albert Lea	Yes	Generals	Yes
Technical College				
College	Mankato State	Yes	Special Education	BA
	U of M	Yes	Interior Design	BA
Other				

**Teaching Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
ISD 194	7/12	8/17	ESY Teacher

Total Years Experience 5 Summers

**Business/Industry Work Experience:**

Employer (most recent first)	From	To	Position/Responsibilities
ISD 917	8/12	Current	Paraprofessional
ISD 194	10/09	8/15	Substitute Paraprofessional

Total Years Experience 8

**Remarks:**

Ann will be a teacher in the PACES Program at Lakeville North High School.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 18, 2017	Teaching Licenses Held: SLP
NAME: Jana Heidemann	
Position: Speech/Language	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$66,054
	Employment Date : 8/24/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Parker High	Yes	Generals	Yes
Technical College				
College	University of Nebraska	Yes	Speech	MA
	Augustana College	Yes	Communication Disorders	BAC
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
Courage Kenney Rehabilitation	5/06	Current	Speech/Language Pathologist
Edina Public Schools	6/05	6/06	Speech/Language Pathologist

Total Years Experience 12

**Remarks:**

Jana will be a speech/language pathologist in the SUN Program at Cedar School.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 18, 2017	Teaching Licenses Held:
NAME: Amy Hurla	
Position: MHP	
College:    Secondary:    Special Education: X District:	Recommended Salary : 40,670.00
	Employment Date : 8/24/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Mary Carroll High	Yes	Generals	Yes
Technical College				
College	University of Denver CO	Yes	Psychology	BA
	Mount Mercy, Iowa	Yes	MFT	MA
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
Daycare Owner	6/04	7/17	Owner
Arc of East Central Iowa	8/00	8/12	Respite Provider
College Community District	8/01	5/04	Early Childhood Teacher
Urban Peak	5/97	8/00	Youth Counselor

Total Years Experience 20

**Remarks:**

Amy will be a MHP in the TEA Program at LEC.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: 8/8/17	Teaching Licenses Held:
NAME: Haley Husom	
Position: Classroom Assistant	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$17.15
	Employment Date : 8/31/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	North High School	Yes	Generals	Yes
Technical College				
College	Concordia	Yes	Psychology	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
Residential Transitions Inc.	10/16	7/17	Mental Health Practitioner
Hill Murry High	2/14	6/17	Assistant Coach
College Nannies	9/14	7/15	Nanny

Total Years Experience 3

**Remarks:**

Haley will be a classroom assistant in the TESA Program at the DCTC.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 19, 2017	Teaching Licenses Held:
NAME: Emily Kelson	
Position: Classroom Assistant	
College:    Secondary:    Special Education: x    District:	Recommended Salary : \$17.15
	Employment Date: 8/31/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Eveleth Gilbert High	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
Eveleth Gilbert Elementary	9/16	Current	Paraprofessional
Mesabi Family YMCA	9/16	Current	Swim Instructor/Lifeguard

Total Years Experience 1

**Remarks:**

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

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

0917MGT.M

DATE: July 19, 2017	Teaching Licenses Held:
NAME: Margaret Locke	
Position: Classroom Assistant	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : 17.15
	Employment Date : 8/31/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Decorah High	Yes	Generals	Yes
Technical College				
College	Luther College, Iowa	Yes	Social Work and Spanish	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
Java John's Coffee House	5/16	Current	Barista
Riverview Center	1/17	5/17	Sexual Assault Advocate Intern
Luther College	8/16	12/16	Peer Mentor
Decorah Bank and Trust	5/13	5/16	Teller

Total Years Experience 3

**Remarks:**

Margaret will be a classroom assistant in the TEA Program at LEC.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 21, 2017	Teaching Licenses Held:
NAME: Sarah Lozano	
Position: Classroom Assistant	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$17.15
	Employment Date : 8/31/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Burnsville High	Yes	Generals	Yes
Technical College				
College	Concordia	Yes	Psychology	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
ISD 197	7/17	8/17	ESY Paraprofessional
Pilot Knob Elementary	1/17	6/17	Internship
Caribou Coffee	4/13	Current	Shift Supervisor

Total Years Experience 4

**Remarks:**

Sarah will be a classroom assistant in the TEA Program at LEC.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 30, 2017	Teaching Licenses Held:
NAME: Heather McElhatton	
Position: Speech/Language	
College:    Secondary:    Special Education: X District:	Recommended Salary : \$40,670 prorated to \$34,906.60
	Employment Date : 10/2/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Kewaskum High	Yes	Generals	Yes
Technical College				
College	Wisconsin University, Madison	Yes	Communication Disorders	MA, and 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
Western Golf Association	5/15	6/17	Graduate Resident Advisor
Delta Gamma	5/11	5/17	Dishwasher/Prep

Total Years Experience 6

**Remarks:**

Heather will be a speech/language pathologist at Cedar School.

To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 21, 2017	Teaching Licenses Held:
NAME: Sharri McGibbon	
Position: Teacher/Community Expert	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$38,500
	Employment Date : 8/24/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Rosemount High	Yes	Generals	Yes
Technical College	DCTC	Yes	Property Management	Yes
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	4/16	Current	Paraprofessional
Daycare	1/11	4/16	Owner
Everest Institute	1/10	1/11	Admissions
CORT	1/07	1/10	Coordinator

Total Years Experience 10

**Remarks:**

Sharri will be a community expert in the IDEA Program at AEC.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 21, 2017	Teaching Licenses Held:
NAME: Erica Norton	
Position: Classroom Assistant	
College: Secondary: Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$17.15
	Employment Date : 8/31/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	MN Online High	Yes	Generals	Yes
Technical College				
College	Bethel	Yes	Psychology	BA
	Normandale	Yes	Generals	AS
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
Lifeworks	6/17	Current	PCA
Liberty Plaza Resource	2/17	6/17	Internship
Sunrise Senior Living	10/16	2/17	Care Manager

Total Years Experience 1

**Remarks:**

Erica will be a classroom assistant in the PACES Program at Lakeville North High School.

To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 29, 2017	Teaching Licenses Held:
NAME: Timothy Puch	
Position: /Community Expert	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$38,500
	Employment Date : 8/24/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Burnsville High	Yes	Generals	Yes
Technical College				
College	North Central	Yes	American Sign	BA
	University of Arkansas	Yes	O and M	In process
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 196	8/15	Current	DHH Intervener
Celebration Church	9/13	9/14	Interpreter
United States Marine Corps.	6/06	8/10	Small Arms Repair Technician

Total Years Experience 11

**Remarks:**

Timothy will be in the Visually Impaired Program working as various sites in the district.

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To Be 9/2/17

# DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION

DATE: August 14, 2017	Teaching Licenses Held:
NAME: Danielle Rother	
Position: Classroom Assistant	
College:    Secondary:    Special Education:    X District:	Recommended Salary : 17.54
	Employment Date : 8/31/17

## Education:

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Bethany Academy	Yes	Generals	Yes
Technical College				
College	MN State	Yes	Human Services	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
Hughes Property Management	11/12	1/17	Administrative Assistant
Stepping Out	10/10	6/11	Coordinator
Lifeworks	6/10	10/10	Service Facilitator

Total Years Experience 6

## Remarks:

Danielle will be a classroom assistant in the TESA Program located at the DCTC.

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To Ed 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 14, 2017	Teaching Licenses Held:
NAME: Stephanie Schimek	
Position: Classroom Assistant	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$17.15
	Employment Date : 8/31/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Park High	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
New Horizon Academy	8/16	7/17	Toddler Teacher
\$5 Tan	3/15	10/15	Receptionist
Byerly's	4/14	1/15	Deli Associate

Total Years Experience 2

**Remarks:**

Stephanie will be a classroom assistant in the PACES Program at Cherry View Elementary School.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 28, 2017	Teaching Licenses Held:
NAME: Norman Smith	
Position: Mental Health Practitioner	
College: Secondary: Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$64,311
	Employment Date : 8/24/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	Williamsport High	Yes	Generals	Yes
Technical College				
College	PA Marywood University	Yes	Secondary Counselor	MA
	Lycoming College	Yes	Psychology	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
LifeSpan of Minnesota	1/09	Current	Lead Therapist
Walser Mazda	6/04	1/09	Leasing/Sales
Northeast Bradford High	11/00	6/02	Director of Guidance

Total Years Experience 17

**Remarks:**

Norman will be a mental health practitioner in the TEA Program at LEC.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 14, 2017	Teaching Licenses Held:
NAME: Judy Stoos	
Position: Classroom Assistant	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$17.93
	Employment Date : 8/31/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Cotter High	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
Holmen School District	1/06	6/17	Paraprofessional
Hiawatha Valley Ed. District	9/00	6/03	Brailist

Total Years Experience 14

**Remarks:**

Judy will be a classroom assistant in the TESA Program at the DCTC.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 14, 2017	Teaching Licenses Held:
NAME: Melinda Vancamp	
Position: Teacher	
College:    Secondary:    Special Education: X District:	Recommended Salary : 38,988.00
	Employment Date : August 24, 2017

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Montville High	Yes	Generals	Yes
Technical College				
College	MO Central Methodist	Yes	Elementary Education	BA
	Mineral Area College	Yes	Education	AS
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
Wentzville R-IV Schools	8/15	7/16	Paraprofessional
Rolla Public Schools	11/13	2/14	Substitute Teacher
Griswold Gas and Food	4/07	4/08	Assistant Manager

Total Years Experience 8

**Remarks:**

Melinda will be a teacher at the YTP Program.

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**SUMMARY OF PERSONNEL ITEMS RECOMMENDED  
FOR ACTION AT BOARD MEETING OF SEPTEMBER 5, 2017**

**NEW HIRES:**

Siah Alie, Classroom Assistant, effective August 31, 2017.

Ellen Barnhart, Classroom Assistant, effective August 31, 2017.

Catherine Barstow, Classroom Assistant, effective August 31, 2017.

Chelsea Belair, Classroom Assistant, effective August 31, 2017.

Lauren Dame, Community Expert, effective August 24, 2017 (from Program Assistant to Community Expert).

Lindsay Deans, Classroom Assistant, effective August 31, 2017.

Ashley Dunlap, Community Expert, effective August 24, 2017 (from Program Assistant to Community Expert).

Kayla Fitzgerald, Sign Language Interpreter, effective August 31, 2017.

Kelly Hanks, Board Certified Behavior Analyst, effective August 24, 2017.

Ann Hawkins, Special Education Teacher, effective August 24, 2017 (from Classroom Assistant to Special Education Teacher).

Jana Heidemann, Speech Language Pathologist, effective August 24, 2017.

Amy Hurla, Mental Health Practitioner, effective August 24, 2017.

Haley Husom, Classroom Assistant, effective August 31, 2017.

Emily Kelson, Classroom Assistant, effective August 31, 2017.

Margaret Locke, Classroom Assistant, effective August 31, 2017.

Sarah Lozano, Classroom Assistant, effective August 31, 2017.

Heather McElhatton, Speech Language Pathologist, effective October 2, 2017.

Sharri McGibbon, Community Expert, effective August 24, 2017 (from Program Assistant to Community Expert).

**SUMMARY OF PERSONNEL ITEMS RECOMMENDED  
FOR ACTION AT BOARD MEETING OF SEPTEMBER 5, 2017  
(continued)**

**NEW HIRES (continued):**

Valerie Nimene, Classroom Assistant, effective August 31, 2017.

Erica Norton, Classroom Assistant, effective August 31, 2017.

Matthew Priebe, Classroom Assistant, effective September 6, 2017.

Timothy Puch, Community Expert, effective August 24, 2017.

Danielle Rother, Classroom Assistant, effective August 31, 2017.

Stephanie Schimek, Classroom Assistant, effective August 31, 2017.

Norman Smith, Mental Health Practitioner, effective August 24, 2017.

Judy Stoos, Classroom Assistant, effective August 31, 2017.

Melinda Vancamp, Special Education Teacher, effective August 24, 2017.

Erin Veters, Classroom Assistant, effective August 31, 2017.

**CHANGE IN STATUS:**

Tessa Ortmeier, Administrative Assistant II, increase from 4 hours per day to 8 hours per day effective August 31, 2017.

Leah Palma, Special Education Teacher, maternity disability leave effective on or about October 5, 2017, with an expected return date of December 11, 2017.

Trisa Scott, Special Education Teacher, medical leave request effective August 28, 2017, with an expected return date of September 11, 2017.

Cassandra Sommervold, Program Assistant, maternity disability leave effective August 21, 2017, with an expected return date of November 13, 2017.

**RE-HIRES:**

Rebecca Moe, Classroom Assistant, effective August 31, 2017.

**SUMMARY OF PERSONNEL ITEMS RECOMMENDED  
FOR ACTION AT BOARD MEETING OF SEPTEMBER 5, 2017  
(continued)**

**RESIGNATIONS & TERMINATIONS:**

Morgan Auge, Classroom Assistant, effective August 29, 2017.

Katelyn Burgess, Classroom Assistant, effective August 22, 2017.

Cassandra Cahill, Program Assistant, effective August 23, 2017.

Troy Christiansen, Classroom Assistant, effective August 23, 2017.

Danielle Estis, Classroom Assistant, effective August 30, 2017.

Adrienne Heer, Sign Language Interpreter, effective August 22, 2017.

Olivia Heidenreich, Classroom Assistant, effective August 30, 2017.

Caroline Jilek, Classroom Assistant, effective August 16, 2017.

Shane McNeeley, Classroom Assistant, effective August 16, 2017.

Adrian Stinson, Administrative Assistant, effective August 18, 2017.

Mackenzie Witzel, Classroom Assistant, effective August 18, 2017.

Nicole Wolters, Classroom Assistant, effective August 18, 2017.

Renee Youngs, Program Assistant, effective August 25, 2017.

To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 31, 2017	Teaching Licenses Held:
NAME: Siah Alie	
Position: Classroom Assistant	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$17.15
	Employment Date : August 31, 2017

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Como Park High	Yes	Generals	Yes
Technical College				
College	Inver Hills Community	Yes	Generals	Yes
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
Fairview Health Services	1/12	8/17	Nursing Assistant

Total Years Experience 5

**Remarks:**

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

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 29, 2017	Teaching Licenses Held:
NAME: Lauren Dame	
Position: Community Expert	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$38,500
	Employment Date : 8/24/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/Diploma
High School	Centennial High	Yes	Generals	Yes
Technical College				
College	Wisconsin, Stout	No	Special Education	In process
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	8/14	Current	Paraprofessional
Parkshore Sr. Campus	4/11	2/14	Waitress

Total Years Experience 5

**Remarks:**

Lauren will be working in the SUN Program at Cedar School.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: June 19, 2017	Teaching Licenses Held:
NAME: Kayla Fitzgerald	
Position: Interpreter	
College:    Secondary:    Special Education:    X District:	Recommended Salary : \$20.12
	Employment Date : 8/31/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Farmington High	Yes	Generals	Yes
Technical College				
College	St. Catherines	Yes	American Sign Language	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
Brainerd Schools	8/16	Current	ASL
Caribou Coffee	10/15	7/16	Shift Supervisor

Total Years Experience 1

**Remarks:**

Kayla will be an interpreter for the district replacing Taylor Gjesdahl.

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 14, 2017	Teaching Licenses Held:
NAME: Valerie Nimene	
Position: Classroom Assistant	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$17.54
	Employment Date : 8/31/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Osseo High	Yes	Generals	Yes
Technical College				
College	St. John's	Yes	Psychology	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
Post Graduate Center for Mental Health	9/16	2/17	Residential Counselor
Urban Resource Institute	12/15	6/16	Associate Counselor
St. Donminic's Home	3/12	7/15	Counselor

Total Years Experience 5

**Remarks:**

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

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To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: September 5, 2017	Teaching Licenses Held:
NAME: Matthew Priebe	
Position: Classroom Assistant	
College: Secondary: Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$17.93
	Employment Date : 9/6/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Osseo High	Yes	Generals	Yes
Technical College				
College	MN State, St. Cloud	Yes	Psychology	BA
	St. Catherine	Yes	American Sign and Deaf Culture	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
Teachers on Call	4/17	Current	Paraprofessional Substitute
People Incorporated	12/08	Current	Mental Health Practitioner

Total Years Experience 7

**Remarks:**

**Matthew will be a classroom assistant in the DHH Program at Gideon Pond Elementary.**

To Bd 9/5/17

**DISTRICT 917 CANDIDATE SUMMARY—EMPLOYMENT RECOMMENDATION**

DATE: August 28, 2017	Teaching Licenses Held:
NAME: Erin Veters	
Position: Classroom Assistant	
College:    Secondary:    Special Education: <input checked="" type="checkbox"/> District:	Recommended Salary : \$17.15
	Employment Date : 8/31/17

**Education:**

	Institution	Graduated (yes or no)	Major	Degree/ Diploma
High School	Tomah High	Yes	Generals	Yes
Technical College				
College	North Central	Yes	Intercultural Studies	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
New Horizons	1/16	Current	Preschool Teacher

Total Years Experience 1

**Remarks:**

Erin will be a classroom assistant in the D/HH Program at Century Middle School.

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Intermediate School Dist 917  
 CHECK REGISTER FOR BANK 01 - WELLS FARGO BANK  
 DATE RANGE: 08/03/17 - 08/29/17

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
322619	S	\$99.95	08/03/17	23421	0	AMERICAN FLAGPOLE & FLAG CO	OUTSTANDING
322620	S	\$9233.00	08/03/17	19645	0	APPLE COMPUTER, INC	OUTSTANDING
322621	S	\$46.07	08/03/17	19803	0	CENTERPOINT ENERGY	OUTSTANDING
322622	S	\$255.00	08/03/17	21392	1	FASTSIGNS	OUTSTANDING
322623	S	\$549.31	08/03/17	03079	0	FRONTIER COMMUNICATIONS	OUTSTANDING
322624	S	\$1448.59	08/03/17	22631	0	GOVCONNECTION INC	OUTSTANDING
322625	S	\$74234.53	08/03/17	06998	0	HOUGHTON MIFFLIN HARCOURT	OUTSTANDING
322626	S	\$3779.05	08/03/17	23802	1	LEARNING A-Z	OUTSTANDING
322627	S	\$1003.27	08/03/17	23917	0	MARCO INC	OUTSTANDING
322628	S	\$450.00	08/03/17	18091	0	MASE	OUTSTANDING
322629	S	\$36.99	08/03/17	22910	0	MICRON CPG	OUTSTANDING
322630	S	\$1036.80	08/03/17	11469	0	MOUNT OLIVET CONFERENCE & RETREAT CENTER	OUTSTANDING
322631	S	\$940.00	08/03/17	23690	0	OUTDOOR IMAGES, INC	OUTSTANDING
322632	S	\$337.50	08/03/17	23915	0	PEDIATRIC HOME SERVICE	OUTSTANDING
322633	S	\$1200.00	08/03/17	22898	0	SPECTRUM BRANDS	OUTSTANDING
322634	S	\$419.65	08/03/17	24697	0	STEALTHWEAR PROTECTIVE CLOTHING INC.	OUTSTANDING
322635	S	\$998.62	08/03/17	07543	0	TIERNEY BROS. INC	OUTSTANDING
322636	S	\$19476.13	08/03/17	00643	0	TIES	OUTSTANDING
322637	S	\$152.50	08/03/17	23414	0	WESTWOOD SPORTS	OUTSTANDING
322638	S	\$700.00	08/03/17	29503	0	WOOD, FRAN	OUTSTANDING
322639	S	\$2728.80	08/03/17	02776	0	XCEL ENERGY	OUTSTANDING
322640	S	\$678.34	08/10/17	24670	0	ADAPTIVE TECHNOLOGY RESOURCES	OUTSTANDING
322641	S	\$647.58	08/10/17	19401	0	DEX MEDIA EAST, INC.	OUTSTANDING
322642	S	\$753.37	08/10/17	03079	0	FRONTIER COMMUNICATIONS	OUTSTANDING
322643	S	\$13374.96	08/10/17	23297	0	INNOVATIVE OFFICE SOLUTIONS	OUTSTANDING
322644	S	\$232.00	08/10/17	24771	0	KUTA SOFTWARE LLC	OUTSTANDING
322645	S	\$72.50	08/10/17	23917	2	MARCO, INC.	OUTSTANDING
322646	S	\$1300.87	08/10/17	23568	0	MEDI-CAR	OUTSTANDING
322647	S	\$115.71	08/10/17	14116	0	MENARDS	OUTSTANDING
322648	S	\$1460.44	08/10/17	23761	0	MIDWEST SPECIAL INSTRUMENTS, CORP	OUTSTANDING
322649	S	\$4062.00	08/10/17	22974	0	MLA ARCHITECTS PLANNERS	OUTSTANDING
322650	S	\$86.00	08/10/17	23258	0	MN ENERGY RESOURCES CORPORATION	OUTSTANDING
322651	S	\$300.00	08/10/17	24775	0	MNABA	OUTSTANDING
322652	S	\$2854.60	08/10/17	20568	1	OFFICE DEPOT	OUTSTANDING
322653	S	\$174.96	08/10/17	22957	0	PROFESSIONAL WIRELESS COMMUNICATIONS	OUTSTANDING
322654	S	\$790.00	08/10/17	21458	0	SOUTH CENTRAL SERVICE COOPERATIVE	OUTSTANDING
322655	S	\$427.68	08/10/17	22907	0	SUPPLYWORKS	OUTSTANDING
322656	S	\$2780.59	08/10/17	23942	0	TEACHERS ON CALL	OUTSTANDING
322657	S	\$568.50	08/10/17	18372	0	TRANE U.S. INC.	OUTSTANDING
322658	S	\$1480.00	08/10/17	23814	0	TRIG LIFE SERVICES	OUTSTANDING
322659	S	\$3000.00	08/10/17	24556	0	UNIVERSAL CLEANING SERVICES	OUTSTANDING
322660	S	\$7064.63	08/10/17	19389	0	WELLS FARGO	OUTSTANDING
322661	S	\$2978.25	08/10/17	23567	0	BLUE SKY ONLINE CHARTER SCHOOL - ISD 4082	OUTSTANDING
322662	S	\$430.50	08/10/17	24083	0	BOOTH LAW GROUP	OUTSTANDING
322663	S	\$268.13	08/10/17	24701	0	MAKERBOT INDUSTRIES, LLC	OUTSTANDING
322664	S	\$2689.50	08/10/17	24685	0	PROCARE THERAPY	OUTSTANDING
322665	S	\$325.54	08/10/17	00623	0	REPUBLIC SERVICES	OUTSTANDING
322666	S	\$3432.88	08/10/17	19389	0	WELLS FARGO	OUTSTANDING
322667	S	\$69.29	08/11/17	24674	0	F.H. CANN & ASSOCIATES, INC	OUTSTANDING
322668	S	\$48.00	08/11/17	21651	0	NCPERS MINNESOTA	OUTSTANDING
322669	S	\$121.15	08/11/17	29972	0	RELATED SERVICES NURSES ESP	OUTSTANDING
322670	S	\$103.93	08/11/17	29207	0	U.S. DEPARTMENT OF EDUCATION	OUTSTANDING

Intermediate School Dist 917  
 CHECK REGISTER FOR BANK 01 - WELLS FARGO BANK  
 DATE RANGE: 08/03/17 - 08/29/17

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
322671	S	\$479.17	08/11/17	40071	0	WADDELL & REED INC	OUTSTANDING
322672	S	\$14385.25	08/17/17	23398	0	BERKLEY HUMAN SERVICES	OUTSTANDING
322673	S	\$161.51	08/17/17	21674	0	CENTURYLINK	OUTSTANDING
322674	S	\$213.64	08/17/17	22756	0	CHANNING BETE CO. INC	OUTSTANDING
322675	S	\$298.11	08/17/17	21866	0	DAKOTA COUNTY TECH COLLEGE	OUTSTANDING
322676	S	\$2967.33	08/17/17	24666	0	DIGITAL INSURANCE, INC	OUTSTANDING
322677	S	\$1465.26	08/17/17	22238	1	DISCOUNT SCHOOL SUPPLY	OUTSTANDING
322678	S	\$414.40	08/17/17	24073	0	EDUCATORS BENEFIT CONSULTANTS, LLC	OUTSTANDING
322679	S	\$1172.61	08/17/17	03079	0	FRONTIER COMMUNICATIONS	OUTSTANDING
322680	S	\$1792.62	08/17/17	22631	0	GOVCONNECTION INC	OUTSTANDING
322681	S	\$25323.96	08/17/17	09592	0	IND SCH DIST 191	OUTSTANDING
322682	S	\$527.78	08/17/17	21350	4	VOIDED	VOIDED
322683	S	\$589.00	08/17/17	21834	0	LAKESHORE LEARNING MATERIALS	OUTSTANDING
322684	S	\$372.04	08/17/17	23917	0	MARCO INC	OUTSTANDING
322685	S	\$35.10	08/17/17	23996	0	MEDICAREBLUE RX	OUTSTANDING
322686	S	\$1776.00	08/17/17	23761	0	MIDWEST SPECIAL INSTRUMENTS, CORP	OUTSTANDING
322687	S	\$875.50	08/17/17	21744	5	MN STATE COLLEGES & UNIVERSITIES	OUTSTANDING
322688	S	\$527.99	08/17/17	20568	1	OFFICE DEPOT	OUTSTANDING
322689	S	\$397.40	08/17/17	23690	0	OUTDOOR IMAGES, INC	OUTSTANDING
322690	S	\$7004.41	08/17/17	22195	2	PEARSON EDUCATION INC.	OUTSTANDING
322691	S	\$6178.75	08/17/17	23331	0	RENAISSANCE LEARNING INC	OUTSTANDING
322692	S	\$57.99	08/17/17	06824	1	RESEARCH PRESS	OUTSTANDING
322693	S	\$149.00	08/17/17	23148	0	SEROTEK CORPORATION	OUTSTANDING
322694	S	\$395.00	08/17/17	23054	0	SIMPLEXGRINNELL	OUTSTANDING
322695	S	\$850.54	08/17/17	15713	0	SOUTHPAW ENTERPRISES	OUTSTANDING
322696	S	\$198.99	08/17/17	23668	0	THINKING MOVES	OUTSTANDING
322697	S	\$30.00	08/17/17	24676	0	TRUSTED EMPLOYEES	OUTSTANDING
322698	S	\$25277.00	08/17/17	24764	1	UNITED HEARTLAND	OUTSTANDING
322699	S	\$289.12	08/17/17	21326	2	USI	OUTSTANDING
322700	S	\$596.03	08/17/17	23662	0	WESTONE	OUTSTANDING
322701	S	\$2972.23	08/17/17	02776	0	XCEL ENERGY	OUTSTANDING
322702	S	\$2925.00	08/23/17	21498	0	ACT	OUTSTANDING
322703	S	\$1462.50	08/23/17	24083	0	BOOTH LAW GROUP	OUTSTANDING
322704	S	\$527.78	08/23/17	21350	4	IND SCH DIST 195	OUTSTANDING
322705	S	\$238754.00	08/24/17	15216	2	360 COMMUNITIES	OUTSTANDING
322706	S	\$638.00	08/24/17	12615	0	ABLENET INC.	OUTSTANDING
322707	S	\$5125.62	08/24/17	23678	0	AMAZON.COM, LLC	OUTSTANDING
322708	S		08/24/17	23678	0	UNISSUED	UNISSUED
322709	S	\$557.00	08/24/17	19645	0	APPLE COMPUTER, INC	OUTSTANDING
322710	S	\$40382.82	08/24/17	24552	0	APPLE VALLEY ISD LLC	OUTSTANDING
322711	S	\$60.99	08/24/17	24781	0	BYRON SCHWAB	OUTSTANDING
322712	S	\$330.40	08/24/17	24553	0	CANON USA	OUTSTANDING
322713	S	\$46.07	08/24/17	19803	0	CENTERPOINT ENERGY	OUTSTANDING
322714	S	\$31.78	08/24/17	16244	5	CUB FOODS	OUTSTANDING
322715	S	\$473.75	08/24/17	22238	1	DISCOUNT SCHOOL SUPPLY	OUTSTANDING
322716	S	\$2075.00	08/24/17	21311	0	DUXBURY SYSTEMS INC.	OUTSTANDING
322717	S	\$316.28	08/24/17	00096	1	ECM PUBLISHERS/DAKOTA COUNTY TRIBUNE	OUTSTANDING
322718	S	\$342.75	08/24/17	22631	0	GOVCONNECTION INC	OUTSTANDING
322719	S	\$36.28	08/24/17	06998	0	HOUGHTON MIFFLIN HARCOURT	OUTSTANDING
322720	S	\$1204.65	08/24/17	18863	0	INTEREUM	OUTSTANDING
322721	S	\$160.00	08/24/17	22822	0	MACKICHAN SOFTWARE INC	OUTSTANDING
322722	S	\$424.00	08/24/17	24769	0	NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS	OUTSTANDING

Intermediate School Dist 917  
 CHECK REGISTER FOR BANK 01 - WELLS FARGO BANK  
 DATE RANGE: 08/03/17 - 08/29/17

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
322723	S	\$86.01	08/24/17	00257	2	PITNEY BOWES	OUTSTANDING
322724	S	\$3300.00	08/24/17	23677	0	PROFESSIONAL CRISIS MANAGEMENT ASSOCIATION	OUTSTANDING
322725	S	\$62.06	08/24/17	24782	0	RUSS ROHLOFF	OUTSTANDING
322726	S	\$7550.00	08/24/17	13696	1	SCHOOL HEALTH CORP	OUTSTANDING
322727	S	\$367.67	08/24/17	23436	0	SOCIAL THINKING	OUTSTANDING
322728	S	\$1815.09	08/24/17	23942	0	TEACHERS ON CALL	OUTSTANDING
322729	S	\$4773.10	08/24/17	07543	0	TIERNEY BROS. INC	OUTSTANDING
322730	S	\$10531.54	08/24/17	00643	0	TIES	OUTSTANDING
322731	S	\$1480.00	08/24/17	23814	0	TRIG LIFE SERVICES	OUTSTANDING
322732	S	\$103.50	08/24/17	20610	0	TSBVI	OUTSTANDING
322733	S	\$3000.00	08/24/17	24556	0	UNIVERSAL CLEANING SERVICES	OUTSTANDING
322734	S	\$359.10	08/29/17	23406	0	ACCELERATIONS EDUCATIONAL SOFTWARE	OUTSTANDING
322735	S	\$648.45	08/29/17	23330	0	AMERICAN TIME & SIGNAL	OUTSTANDING
322736	S	\$405.00	08/29/17	23899	0	BRAINPOP LLC	OUTSTANDING
322737	S	\$17.97	08/29/17	21674	0	CENTURYLINK	OUTSTANDING
322738	S	\$400.36	08/29/17	29120	2	CITY OF APPLE VALLEY	OUTSTANDING
322739	S	\$163.90	08/29/17	20307	1	ENABLING DEVICES/TOYS FOR SPEC CHILD	OUTSTANDING
322740	S	\$589.93	08/29/17	21617	0	EXCEPTIONAL TEACHING, INC.	OUTSTANDING
322741	S	\$795.00	08/29/17	24722	0	GN HEARING CARE CORPORATION	OUTSTANDING
322742	S	\$1211.99	08/29/17	00543	2	GOPHER SPORT	OUTSTANDING
322743	S	\$1564.74	08/29/17	22631	0	GOVCONNECTION INC	OUTSTANDING
322744	S	\$975.00	08/29/17	24606	1	INFINITE CAMPUS, INC	OUTSTANDING
322745	S	\$820.02	08/29/17	23297	0	INNOVATIVE OFFICE SOLUTIONS	OUTSTANDING
322746	S	\$692.40	08/29/17	23090	0	KNG INTERNATIONAL	OUTSTANDING
322747	S	\$957.70	08/29/17	23547	0	LOW VOLTAGE INTEGRATORS INC	OUTSTANDING
322748	S	\$632.52	08/29/17	23917	1	MARCO INC	OUTSTANDING
322749	S	\$38.93	08/29/17	14116	0	MENARDS	OUTSTANDING
322750	S	\$8635.56	08/29/17	23761	0	MIDWEST SPECIAL INSTRUMENTS, CORP	OUTSTANDING
322751	S	\$2100.00	08/29/17	00211	0	MN SCHOOL BOARDS ASSN	OUTSTANDING
322752	S	\$1919.42	08/29/17	20568	1	OFFICE DEPOT	OUTSTANDING
322753	S	\$1105.55	08/29/17	24089	0	OUT SOURCE PROJECTS	OUTSTANDING
322754	S	\$5292.08	08/29/17	22195	1	PEARSON EDUCATION	OUTSTANDING
322755	S	\$72.91	08/29/17	29040	0	SAM'S CLUB	OUTSTANDING
322756	S	\$282.75	08/29/17	22826	0	SCHOOL NURSE SUPPLY	OUTSTANDING
322757	S	\$305.66	08/29/17	20620	3	SCHOOL SPECIALTY INC.	OUTSTANDING
322758	S	\$2398.33	08/29/17	15713	0	SOUTHPAW ENTERPRISES	OUTSTANDING
322759	S	\$285.00	08/29/17	21096	0	ST CLOUD STATE UNIVERSITY	OUTSTANDING
322760	S	\$726.60	08/29/17	00636	0	STAR TRIBUNE	OUTSTANDING
322761	S	\$114.96	08/29/17	22907	0	SUPPLYWORKS	OUTSTANDING
322762	S	\$5030.00	08/29/17	24715	1	TEACHING STRATEGIES, LLC	OUTSTANDING
322763	S	\$908.55	08/29/17	24556	0	UNIVERSAL CLEANING SERVICES	OUTSTANDING
322764	S	\$1313.25	08/29/17	24667	1	WEST INTERACTIVE SERVICE CORP.	OUTSTANDING
322765	S	\$1160.62	08/29/17	24777	1	WORTHINGTON DIRECT	OUTSTANDING
322766	S	\$5559.77	08/29/17	02776	0	XCEL ENERGY	OUTSTANDING
710330	E	\$150.87	08/10/17	99999	8873	BUDACH, DON JAMES	OUTSTANDING
710331	E	\$157.29	08/10/17	99999	9468	LANGENFELD, CORY LEE	OUTSTANDING
710332	E	\$68.48	08/10/17	99999	9571	LARSEN, BETSY SUE	OUTSTANDING
710333	E	\$36.75	08/10/17	99999	11169	PETERSON, BROOKE	OUTSTANDING
710334	E	\$58.32	08/10/17	99999	8628	ROUSH, NICOLLE KATHERI	OUTSTANDING
710335	E	\$88.81	08/10/17	99999	11061	SANOCCI, MIKAYLA	OUTSTANDING
710336	E	\$113.85	08/10/17	99999	9915	SCHALLER, MELISSA	OUTSTANDING
710337	E	\$203.30	08/10/17	99999	10405	STOLL, DAVID L.	OUTSTANDING

Intermediate School Dist 917  
 CHECK REGISTER FOR BANK 01 - WELLS FARGO BANK  
 DATE RANGE: 08/03/17 - 08/29/17

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
710338	E	\$45.00	08/24/17	99999	8787	ASMUS, JOAN SCHAEFER	OUTSTANDING
710339	E	\$90.00	08/24/17	99999	8873	BUDACH, DON JAMES	OUTSTANDING
710340	E	\$45.00	08/24/17	99999	10762	BYER, ANNE	OUTSTANDING
710341	E	\$90.00	08/24/17	99999	9679	CHRISTIANSSEN, JOHN MAXWELL	OUTSTANDING
710342	E	\$45.00	08/24/17	99999	10050	DOBSON, MEGHAN	OUTSTANDING
710343	E	\$45.00	08/24/17	99999	10965	EATON, CARMEN	OUTSTANDING
710344	E	\$90.00	08/24/17	99999	9702	GARRETSON, PAMELA VICK	OUTSTANDING
710345	E	\$90.00	08/24/17	99999	10760	HARTJES, LINDSEY	OUTSTANDING
710346	E	\$90.00	08/24/17	99999	8341	HETLAND, JENNIFER AMY	OUTSTANDING
710347	E	\$90.00	08/24/17	99999	9468	LANGENFELD, CORY LEE	OUTSTANDING
710348	E	\$45.00	08/24/17	99999	10872	PETERS, AMANDA	OUTSTANDING
710349	E	\$45.00	08/24/17	99999	9589	PETERSEN, JENNIFER MAE	OUTSTANDING
710350	E	\$90.00	08/24/17	99999	11169	PETERSON, BROOKE	OUTSTANDING
710351	E	\$90.00	08/24/17	99999	11181	GULERANSEN, THERESA	OUTSTANDING
710352	E	\$45.00	08/24/17	99999	9523	RENKEN, WENDI	OUTSTANDING
710353	E	\$90.00	08/24/17	99999	8628	ROUSH, NICOLLE KATHERI	OUTSTANDING
710354	E	\$90.00	08/24/17	99999	9915	SCHALLER, MELISSA	OUTSTANDING
710355	E	\$90.00	08/24/17	99999	10405	STOLL, DAVID L.	OUTSTANDING
710356	E	\$90.00	08/24/17	99999	9068	SWANEY, AMY LYNN	OUTSTANDING
710357	E	\$90.00	08/24/17	99999	10756	VAN BROCKLIN, ERIC	OUTSTANDING
710358	E	\$45.00	08/24/17	99999	9783	VOLLBRECHT, MICHELLE LYNN	OUTSTANDING
710359	E	\$20.00	08/24/17	99999	9883	ZEHNDER, SCOTT MICHAEL	OUTSTANDING
710360	E	\$21.94	08/24/17	99999	8787	ASMUS, JOAN SCHAEFER	OUTSTANDING
710361	E	\$57.78	08/24/17	99999	10832	BERGSTROM, RICHARD	OUTSTANDING
710362	E	\$568.31	08/24/17	99999	9679	CHRISTIANSSEN, JOHN MAXWELL	OUTSTANDING
710363	E	\$49.76	08/24/17	99999	11142	CURRIER, DEDEE	OUTSTANDING
710364	E	\$77.58	08/24/17	99999	10771	ERICKSON, ROBERT	OUTSTANDING
710365	E	\$29.96	08/24/17	99999	11116	FELTON, WENDY	OUTSTANDING
710366	E	\$90.00	08/24/17	99999	9183	HARTMAN, KIMBERLY G	OUTSTANDING
710367	E	\$144.45	08/24/17	99999	8341	HETLAND, JENNIFER AMY	OUTSTANDING
710368	E	\$121.98	08/24/17	99999	9468	LANGENFELD, CORY LEE	OUTSTANDING
710369	E	\$54.04	08/24/17	99999	8287	LEWIS, JILL E	OUTSTANDING
710370	E	\$1472.34	08/24/17	99999	11169	PETERSON, BROOKE	OUTSTANDING
710371	E	\$53.50	08/24/17	99999	9177	PRESSNALL, VANDA JOY	OUTSTANDING
710372	E	\$28.89	08/24/17	99999	10770	SAUSER, MELISSA	OUTSTANDING
92002813	W	\$15311.54	08/03/17	24594	0	HEALTHEQUITY, INC.	OUTSTANDING
92002828	W	\$2539.58	08/14/17	40027	0	AMERIPRISE FINANCIAL ADVISORS	OUTSTANDING
92002829	W	\$1131.35	08/16/17	40022	0	AXA EQUITABLE LIFE INS CO	OUTSTANDING
92002830	W	\$1132.67	08/07/17	22698	0	CORPORATE HEALTH SYSTEMS	OUTSTANDING
92002831	W	\$59.41	08/09/17	22698	0	CORPORATE HEALTH SYSTEMS	OUTSTANDING
92002832	W	\$34477.22	08/10/17	30132	0	DELTA DENTAL OF MINNESOTA	OUTSTANDING
92002833	W	\$2254.54	08/15/17	29026	0	EDUCATION MN ESI BILLING TRUST	OUTSTANDING
92002834	W	\$37935.37	08/16/17	40006	0	EXECUTIVE DIRECTOR	OUTSTANDING
92002835	W	\$4268.01	08/16/17	40060	0	FIDELITY INVSTMT TAX-EX SVC CO	OUTSTANDING
92002836	W	\$15207.36	08/16/17	24594	0	HEALTHEQUITY, INC.	OUTSTANDING
92002837	W	\$962.50	08/14/17	40026	0	HORACE MANN LIFE INS	OUTSTANDING
92002838	W	\$179776.37	08/16/17	40037	0	INTERNAL REVENUE SERVICE	OUTSTANDING
92002839	W	\$37239.69	08/09/17	21088	0	MEDICA	OUTSTANDING
92002840	W	\$37295.66	08/16/17	21088	0	MEDICA	OUTSTANDING
92002841	W	\$28079.56	08/16/17	40003	0	MN DEPT OF REVENUE	OUTSTANDING
92002842	W	\$559.80	08/16/17	21704	0	MN CHILD SUPPORT PAYMENT CENTER	OUTSTANDING
92002843	W	\$222.94	08/16/17	40058	0	MN DEPT OF REVENUE (C)	OUTSTANDING

Intermediate School Dist 917  
 CHECK REGISTER FOR BANK 01 - WELLS FARGO BANK  
 DATE RANGE: 08/03/17 - 08/29/17

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
92002844	W	\$250.00	08/16/17	28803	0	MN STATE RETIREMENT SYSTEM	OUTSTANDING
92002845	W	\$515921.82	08/15/17	40001	0	PAYROLL ACCT #3805704197	OUTSTANDING
92002846	W	\$75106.82	08/16/17	40005	0	STATE TREASURER, TRA	OUTSTANDING
92002847	W	\$2930.84	08/14/17	40033	0	VARIABLE ANNUITY LIFE INS CO	OUTSTANDING
92002848	W	\$311.25	08/14/17	28803	2	VOYA	OUTSTANDING
TOTAL # OF ISSUED CHECKS:			211	TOTAL AMOUNT		1643663.77	
TOTAL # OF VOIDED CHECKS:			1	TOTAL AMOUNT		527.78	
TOTAL # OF UNISSUED CHECKS:			1				

Date: August 24, 2017  
 To: Accounts Payable  
 From: Audrey Weiler  
 Payroll Clerk

Invoice nbr: 0044304327  
 Date: 8/23/2017  
 Payment Date 9/1/2017

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

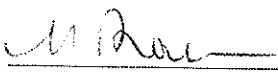
ACH Funds Transfer was made in the amount of \$ 39,873.61

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	\$4,078.92
22-005-110-000-305-000	STOP LOSS ADMIN	AGG PREM	\$738.72
22-005-110-000-302-000	STOP LOSS	STOP LOSS	\$31,884.49
22-005-110-000-301-000	MHSA	MEDICA ADMIN	\$663.48
22-005-110-000-310-000	ISD917 MISC	CHS BENEFIT FEE CODE	\$2,508.00
10-005-120-000-099-000	WELLNESS CREDIT		

Total \$39,873.61 proof \$0.00

Authorized Signature  Date 8-25-17

Date: August 21, 2017

To: Accounts Payable/Banking

From: Audrey Weiler

Payroll Clerk

Invoice nbr:	17233146984A
Date:	8/21/2017
Payment Date	8/23/2017

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

ACH Transfer was made in the amount of \$ 54,077.17

Payable to:  
Medica

Vendor # 21088

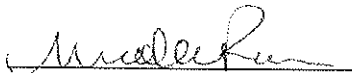
Charge to:

Amount

22-005-110-000-300-000	WEEKLY INVOICE	HLTH/RX CLAIMS	\$54,077.17
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

\$54,077.17 <sup>proof</sup> \$0.00

Authorized Signature  Date 8-21-17

copy for AP  
copy for Board

Date: August 21, 2017  
To: FOR EFT INPUT

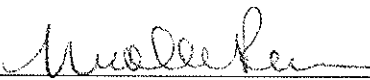
From: Audrey Weiler  
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Claim Reimbursement

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$921.34  
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount
10-215-39 Medical	\$87.98
10-215-40 D.Care	\$833.36
10-215-42 L.Scope	\$0.00
Total	\$921.34 <sup>proof</sup>
	\$0.00

cc: Payroll Insurance Payment File  
Date Bank Account to be debited see below

Authorized Signature  Date 8-21-17

8/15/2017	\$	85.00
8/18/2017	\$	2.98
8/22/2017	\$	833.36
<b>Total</b>	<b>\$</b>	<b>921.34</b>

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

TO: Nicolle Roush                      DATE: 08/11/2017  
       Business Manager

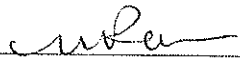
FROM: Audrey Weiler  
        Payroll/Fringe Benefits Technician

SUBJECT: EFT for pay period ending                      8/15/17-COMBINED

Amerprise Vendor #40027	2,539.58
AXA Equitable Life Vendor #40022	1,131.35
PERA Vendor #40006	37,935.37
Fidelity Vendor #40060	4,268.01
VOYA ( formerly ING) #28803-2	311.25
Horace Mann Vendor #40026	962.50
TRA Vendor #40005	75,106.82
VALIC (Variable Annuity Life) Vendor #40033	2,930.84
Minnesota Dept. of Revenue Vendor # 40003	28,079.56
Internal Revenue Service Vendor Nbr 40037	179,776.37
Payroll Acct #XXXXXX4197 Vendor #40001	515,921.82
HealthEquity (HSA) Vendor # 24594-0	15,207.36
Educators Financial Services/ESI/MEA Vendor #29026	2,254.54
MN State Retirement System Vendor #28803-0	250.00
MN Child Support Vendor #21704	559.80
MN Dept Revenue Vendor (Garnishment) #40058	222.94

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

**867,458.11**

Authorized Signature  Date 8-15-17

Date: August 14, 2017

To: Accounts Payable/Banking

From: Audrey Weiler

Payroll Clerk

Invoice nbr:	17226146984A
Date:	8/14/2017
Payment Date	8/16/2017

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

ACH Transfer was made in the amount of \$ \$37,295.66

Payable to:  
Medica

Vendor # 21088

Charge to:

Amount

22-005-110-000-300-000	WEEKLY INVOICE	HLTH/RX CLAIMS	\$37,295.66
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

\$37,295.66 proof  
\$0.00

Authorized Signature  Date 8-14-17

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copy for Board

Date: August 14, 2017

To: FOR EFT INPUT

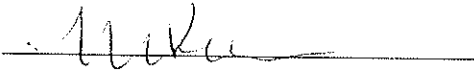
From: Audrey Weiler  
Payroll Clerk

Subject: Flex Plan ACH Transfer for Flex Claim Reimbursement

Transferred From Wells Fargo Bank Account Number xxxxxx2167 \$59.41  
Corporate Health Systems Inc Vendor # 22698

Charge to:		Amount	
10-215-39	Medical	\$59.41	
10-215-40	D.Care	\$0.00	
10-215-42	L.Scope	\$0.00	
Total		\$59.41	proof \$0.00

cc: Payroll Insurance Payment File  
Date Bank Account to be debited see below

Authorized Signature  Date 8-14-17

8/8/2017 \$ 7.33  
8/9/2017 \$ 52.08

Total \$ 59.41

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

Date: August 7, 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 \$1,132.67  
Corporate Health Systems Inc Vendor # 22698

Charge to:	Amount	
10-215-39 Medical	\$24.44	
10-215-40 D.Care	\$1,108.23	
10-215-42 L.Scope	\$0.00	
Total	\$1,132.67	proof \$0.00

cc: Payroll Insurance Payment File  
Date Bank Account to be debited see below

Authorized Signature  Date 8-7-17

8/2/2017	\$	14.44
8/3/2017	\$	10.00
8/7/2017	\$	1,108.23
<b>Total</b>	<b>\$</b>	<b>1,132.67</b>

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

Date: August 8, 2017

To: Accounts Payable/Banking

From: Audrey Weiler  
Payroll Clerk

invoice nbr:	17219146984A
Date:	8/7/2017
Payment Date	8/9/2017

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

ACH Transfer was made in the amount of \$ 37,239.69

Payable to:  
Medica

Vendor # 21088

Charge to:

Amount

22-005-110-000-300-000	WEEKLY INVOICE	HLTH/RX CLAIMS	\$37,239.69
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

\$37,239.69 <sup>proof</sup> \$0.00

Authorized Signature \_\_\_\_\_ Date \_\_\_\_\_

copy for AP  
copy for Board

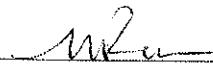
TO: Nicolle Roush DATE: 08/02/2017  
Business Manager

FROM: Audrey Weiler  
Payroll/Fringe Benefits Technician

SUBJECT: EFT for pay period ending 07/31/2017 COMBINED

Aflac Vendor #40072	\$ 1,912.60
Amperprise Financial Vendor #40027	\$ 2,539.58
AXA Equitable Life Vendor #40022	\$ 1,131.35
Horance Mann Vendor #40026	\$ 1,062.50
PERA - Executive Director Vendor #40006	\$ 28,634.98
TRA - State Treasurer Vendor #40005	\$ 67,384.68
ESI/MEA Vendor #29026	\$ 2,254.54
VALIC (Variable Annuity Life) Vendor #40033	\$ 2,930.84
Minnesota Dept. of Revenue Vendor # 40003	\$ 24,323.77
Internal Revenue Service Vendor Nbr 40037	\$ 152,602.23
Payroll Acct #XXXXXX4197 Vendor #40001	\$ 422,885.73
HealthEquity (HSA) Vendor # 24594-0	\$ 15,311.54
MN State Retirement System Vendor # 28803-0	\$ 250.00
MN State Retirement System Vendor # 28803-0	\$ -
MN Dept of Revenue - Garnishments Vendor #40058	\$ 222.94
MN Child Support Vendor # 21704	\$ 369.00
VOYA (Formerly ING) Vendor #28803-2	\$ 311.25
Fidelity Investments Vendor #40060	\$ 4,268.01

Total Electronic Funds Transfer was made in the amount of \$ 728,395.54

Authorized Signature  Date 8-2-17

Date: August 2, 2017

To: FOR EFT INPUT

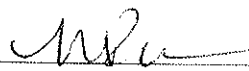
From: Audrey Weiler  
Payroll Clerk

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

Payable to: \$34,477.22  
Delta Dental Vendor # 30132

Charge to:	Amount	
21-005-110-000-235-250	\$34,477.22	
Total	\$34,477.22	proof \$0.00

cc: Payroll Insurance Payment File  
Date Bank Account to be debited 8/10/2017

Authorized Signature  Date 8-2-17

Invoice 6987126 dated 08/01/2017

	LB COPY
	VB COPY

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

**July 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	2,267,531.02	1,500,000.00	1,300,000.00	0.00	1,883.81	2,469,414.83	1,883.81
MSDLAF	01	3,740.75	0.00	0.00	0.00	2.96	3,743.71	2.96
MSDLAF TERM (CD's,Term,Comm) maturity	01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL</b>		2,271,271.77	1,500,000.00	1,300,000.00	0.00	1,886.77	2,473,158.54	1,886.77

FINANCIAL INSTITUTION	DATE PURCHASED	YIELD	DATE OF MATURITY	PURCHASE VALUE
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**MINNESOTA SCHOOL DISTRICT MAX INVESTMENT (MSD MAX) RECAP:**

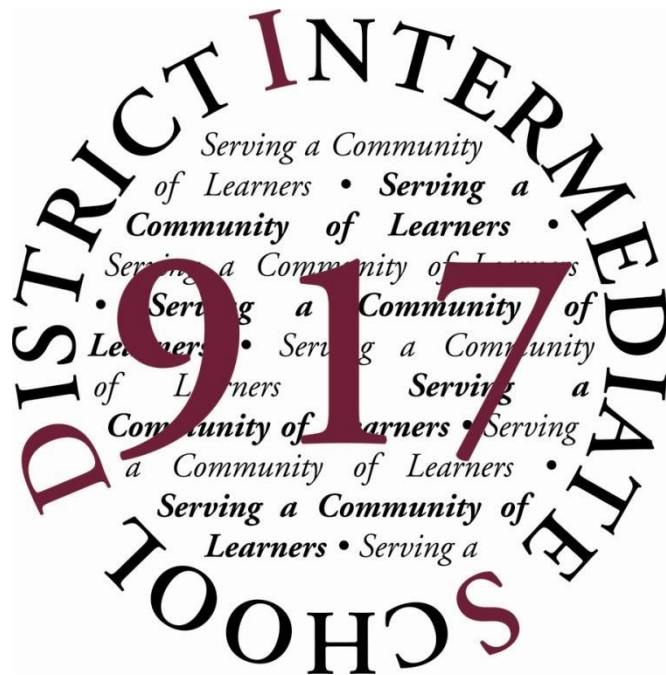
General Fund	Various	Various	Open	2,469,414.83
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**MINNESOTA SCHOOL DISTRICT CERTIFICATE OF DEPOSIT:**

End of month balance:	0.00
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**MINNESOTA SCHOOL DISTRICT LIQUID ASSETS RECAP:**

	ACCT NO 1	ACCT NO 2	TOTAL
MSDLAF BEGINNING BALANCE	3,740.75	0.00	3,740.75
CASH RECEIPTS	2.96	0.00	2.96
CASH DISBURSEMENTS	0.00	0.00	0.00
MSDLAF ENDING BALANCE	<u>3,743.71</u>	<u>0.00</u>	<u>3,743.71</u>



Intermediate School District 917

**Program Evaluation Report  
Related Services – Occupational Therapy,  
Speech-Language Pathology,  
Developmental/Adaptive Physical Education**

1300 145<sup>th</sup> Street East • Rosemount, MN  
[www.isd917.k12.mn.us](http://www.isd917.k12.mn.us)

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## ***Introduction***

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Achievement

Increase achievement of all learners served.

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

#### Relationships

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

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

#### Integrity of the organization

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

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

5. Continue to update space/site projection to ensure effective special education programs for member districts while also considering efficient operations for the district.

***Staff Development Summary***

August workshop for 2015 included the following trainings for Related Service Providers:

Due Process

Collaboration

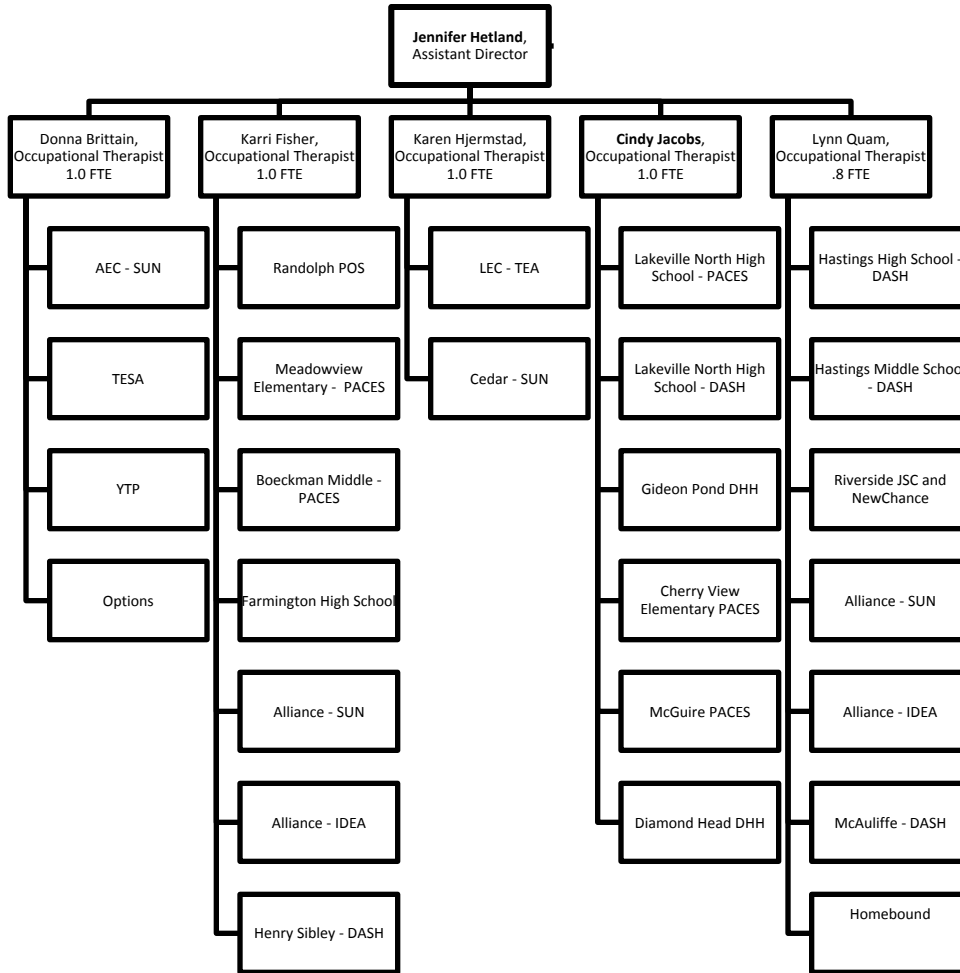
Other

- CPR
- School Related Illness
- Health Curriculum

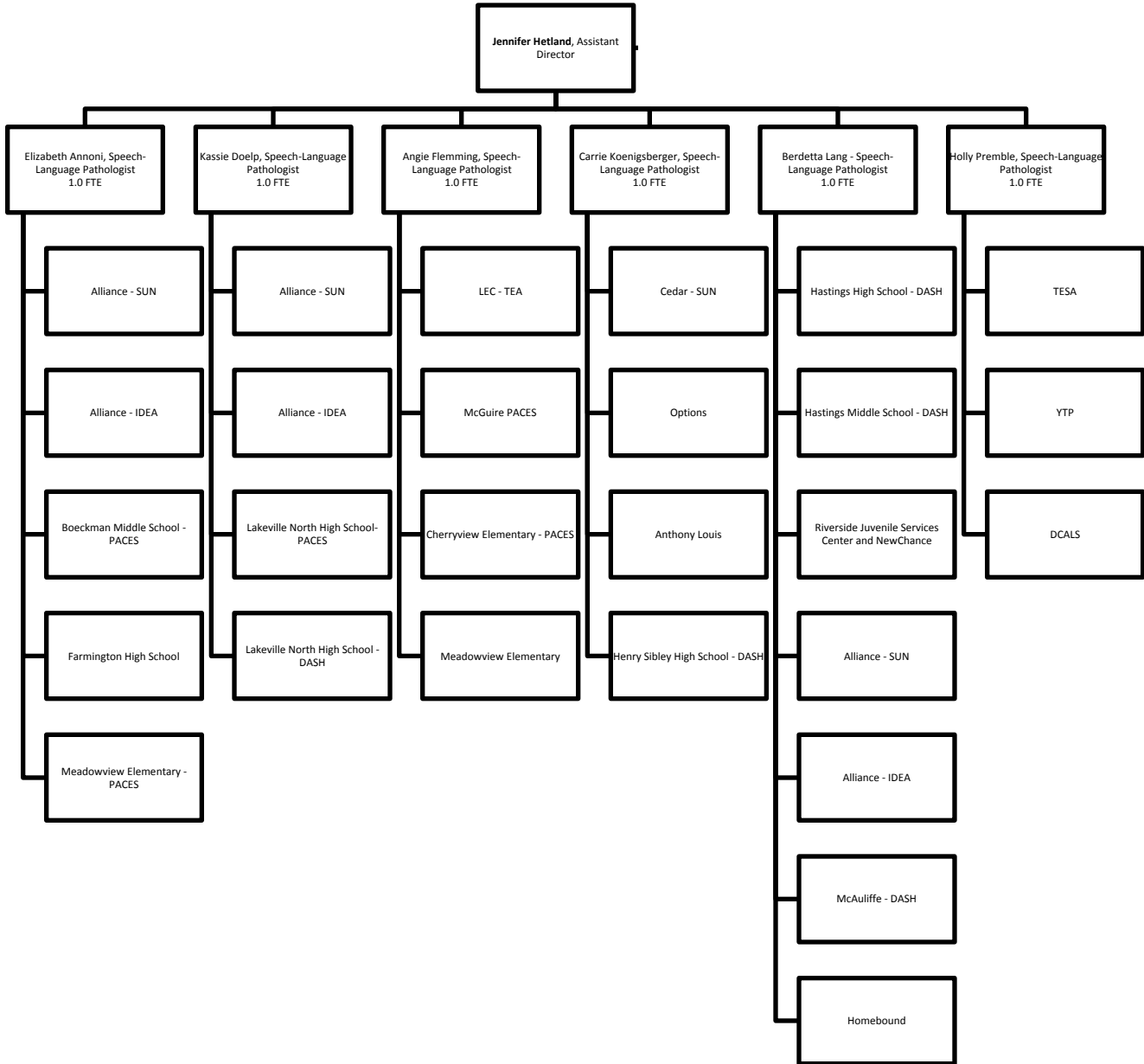
***Goal of Program Evaluation***

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

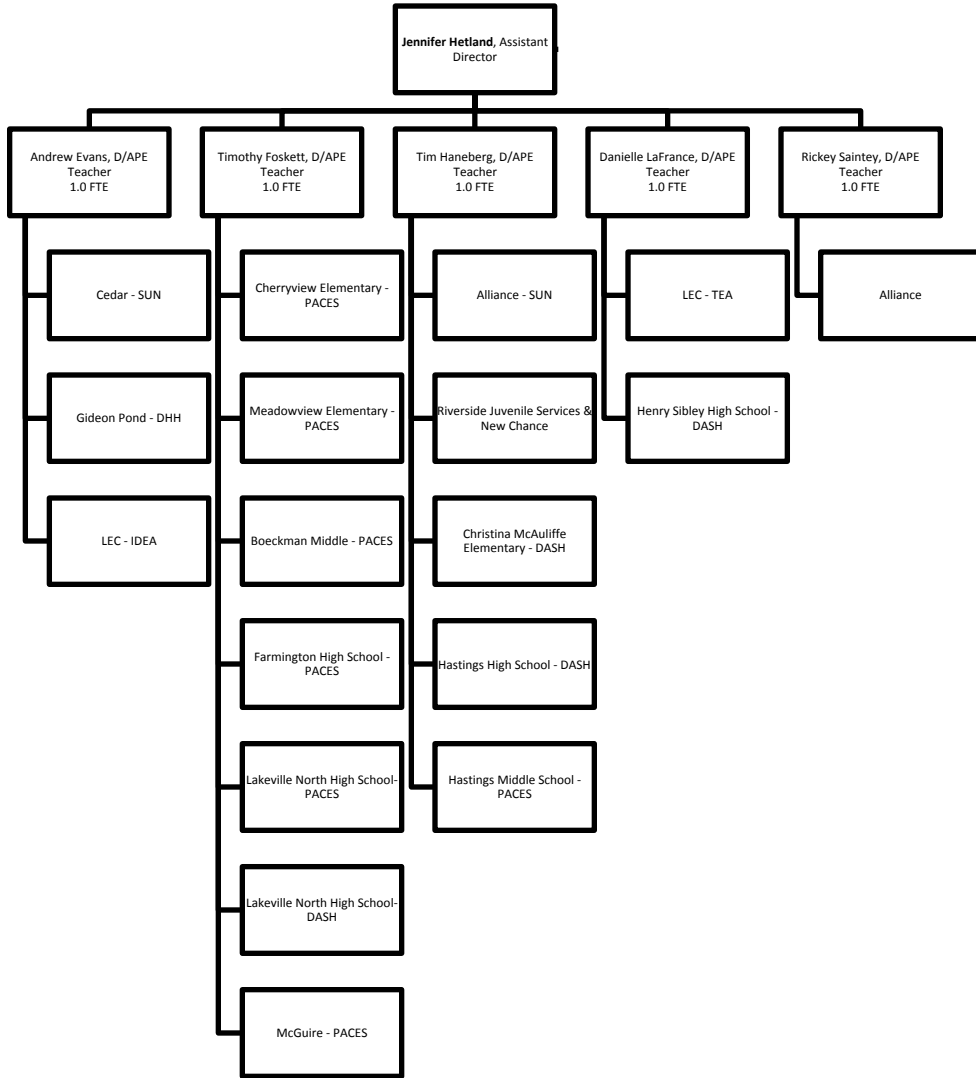
**Program Organizational Chart –Occupational Therapists**



**Program Organizational Chart –Speech-Language Pathologists**



**Program Organizational Chart –Developmental/Adaptive Physical Education**



### ***Related Services Description***

Related Services are defined in the Individuals with Disabilities Act (IDEA) as “transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education.” The Minnesota Department of Education (MDE) provides information and resources to assist related service personnel to meet the needs of students receiving special education services.

The related services addressed in this program evaluation are Occupational Therapy, Speech-Language Pathology Services, and Developmental/Adaptive Physical Education Services.

Source: Minnesota Department of Education website

### ***Job Descriptions***

Website:

**Occupational Therapists** perform intermediate advanced human work evaluating special needs of students, designing and implementing appropriate therapies, preparing and maintaining appropriate records, and related work as apparent or assigned. Work is performed under the general direction of the Assistant Director/Principal.

Essential Functions:

- Provides direct and indirect Occupational Therapy (OT) to identified students in schools.
- Trains paraprofessionals, special and general education teachers and other team members on specific interventions.
- Recommends and trains staff and/or students on equipment; observes student in various educational environments and provides recommendations; adapts and/or modifies materials.
- Maintains and completes progress notes, consultation notes or letters.
- Completes re-evaluations including writing evaluation reports.
- Assists with developing student Individualized Education Plan (IEP); assists case manager in establishing student's goals and objectives; completes appropriate components of a student's IEP.
- Responds to questions and inquiries.
- Attends various meetings and committees.
- Orders equipment for department and district program.

**Speech-Language Pathologists** perform intermediate human support work evaluating speech and language needs for students, developing individual education plans, recommending education plans, maintaining records and paperwork, and related work as apparent or assigned. Work is performed under the general direction of the Assistant Director/Principal.

Essential Functions:

- Develops individualized education plan (IEP) goals and objectives specific to student needs in speech and language.
- Plans therapy sessions to meet IEP goals and objectives.
- Provides direct therapy in areas of pragmatic, expressive and receptive language, fluency, articulation and voice deficits and augmentative and/or alternative communication.
- Provides indirect services through teacher consultation and evaluation review.

- Assists with third party billing.
- Completes evaluations on students.
- Attends meetings.

**Developmental Adaptive Physical Education Teacher** provide physical education and adapted physical education for general education and special education students at various Dakota County locations. They work cooperatively with team members in developing instructional goals and strategies. They have worked to create a comprehensive standards based curriculum that supports the individual needs of all learners.

Source: The 917 District website and the 917 D/APE Teachers

**Data**

**Occupational Therapy Services**

- 251 students served for 2015 – 2016 school year
- Students served at each location

<i>Location</i>	<i>Number</i>	<i>Total OT Minutes/Week</i>	<i>Total OT Hours/Week</i>	<i>Average Minutes/Student at Location</i>
Lakeville North High School PACES	6	145	2.42	24.17
Lakeville North High School DASH	8	117.5	1.96	14.69
Gideon Pond Elementary DHH	13	276.5	4.61	21.27
Cherry View Elementary PACES	6	330	5.5	55.0
McGuire Middle PACES	5	115	1.92	23.0
Diamond Head DHH	10	195	3.25	19.5
Randolph POS	12	415	6.92	34.58
Meadowview Elementary PACES	4	145	2.42	36.25
Boeckman Middle PACES	7	111.25	1.85	15.89
Farmington High School	6	135	2.25	22.5
Alliance Education Center SUN	42	1529	25.48	36.4
Alliance Education Center IDEA	9	246.25	4.1	27.36
Henry Sibley DASH	5	22.25	0.37	4.45
Hastings High School DASH	7	134.3	2.24	19.19
Hastings Middle School DASH	5	242.5	4.04	48.5
McAuliffe Elementary DASH	7	275	4.58	39.29
LEC – TEA	23	687.5	11.46	29.89
Cedar School SUN	43	852	14.2	19.81
Transition Education Service Alternative	29	663	11.05	22.86
Youth Transition Program	4	160	2.67	40.0
<b>TOTAL Occupational Therapy Service Locations: 20</b>	<b>251 Students</b>	<b>6797.05 Minutes/Week</b>	<b>113.29 Hours/Week</b>	

- Disability Categories Served

Primary Disability	OT #1	OT #2	OT #3	OT #4	O T #5	Total Number	Percent of All OT Students
Severely Multiply Impaired (SMI)		5		8	8	21	8.36%
Autism Spectrum Disorders (ASD)	26	17	32	9	14	98	39.04%
Developmental Cognitive Disabilities – Severe/Profound (DCD-SP)	6	7	1	2	7	23	9.16%
Developmental Cognitive Disabilities – Mild/Moderate (MM)	6		8	3	2	19	7.57%
Other Health Disabilities (OHD)	2	3	3	2	1	11	4.38%
Emotional or Behavioral Disorders (EBD)	3	8	21		5	37	14.74%
Developmental Delay (DD)		10		4	2	16	6.37%
Physically Impaired (PI)	1	1		2		4	1.59%
Specific Learning Disabilities (SLD)		1				1	0.4%
Deaf-Blind (DB)				6	1	7	2.79%
Deaf and Hard of Hearing (DHH)			1	12		13	5.18%
Traumatic Brain Injury (TBI)	1					1	0.4%

During the 2015-2016 school year, Occupational Therapists provided service to 251 students with 12 different primary disability categories. Of those 251 students, 39.04% had a primary disability of Autism Spectrum Disorder. The second highest primary disability category serviced was Emotional or Behavioral Disorders at 14.74%.

Source: Related Service Supervisor Service Minutes Spreadsheet

- Minutes of Service Provided

	Total Number of Students	Number of Students Receiving Direct Services	Number of Direct Minutes per Week	Number of Students Receiving Indirect Services	Number of Indirect Minutes per Week	Total Minutes of Service per Week
OT #1	45	29	817	44	641	1458
OT #2	52	29	666	49	578.75	1244.75
OT #3	66	32	770	65	769.5	1539.5
OT #4	48	18	415	48	764	1179
OT #5	40	29	617.5	38	653.3	1270.8
Average for all OTs	50.2	27.4	657.1	48.8	681.31	1338.41 (22.31 hrs)

During the 2015-2016 school year, the average caseload for an occupational therapist was 50.2 students, and caseloads ranged from 40 students to 66 students. The average number of students receiving direct occupational therapy service was 27.4 students per Occupational Therapist, and the average number of students receiving indirect services was 48.8 students.

The average number of minutes of service for all OTs was 1,338.42, or 22.31 hours per week. The range of minutes per student was 5 minutes to 100 minutes per week.

Source: Related Service Supervisor Service Minutes Spreadsheet

**Speech-Language Pathology Services**

- 206 students served for 2015 – 2016 school year
- Students served at each location

<i>Location</i>	<i>Number of Students</i>	<i>Total Speech Minutes/Week</i>	<i>Total Speech Hours/Week</i>	<i>Average Minutes/Student at Location</i>
Lakeville North High School PACES	6	310	5.17	51.6
Lakeville North High School DASH	8	335	5.58	41.86
Cherry View Elementary PACES	6	300	5	50
McGuire Middle PACES	5	265	4.42	53
Meadowview Elementary PACES	4	220		55
Boeckman Middle PACES	7	220.34	3.67	31.48
Farmington High School	5	275	4.58	55
Alliance Education Center SUN	38	1710	28.5	45
Alliance Education Center IDEA	3	65	1.08	21.67
Henry Sibley DASH	6	99	1.65	16.5
Hastings High School DASH	5	180	3.0	36
Hastings Middle School DASH	6	340	5.67	56.67
Riverside & New Chance - Juvenile Services Center	1	35	0.58	35
McAuliffe Elementary DASH	7	340	5.67	48.57
Homebound	2	8	0.13	4
LEC – TEA	10	415	6.92	41.5
Cedar School SUN	36	1267	21.12	35.19
Transition Education Service Alternative	41	1346	22.43	32.83
Youth Transition Program	7	205	3.42	29.29
DCALS	3	45	0.75	15
TOTAL Speech-Language Service Locations: 20	Total S/L Students: 206	Total S/L Minutes/Week: 7980.34	Total S/L Hours/Week: 133.01	

During the 2015-2016 school year, Speech-Language Pathologists provided service to 206 students at 20 different locations. The number of students at the locations ranged from 1 student at Riverside/New Chance to 41 students at Transition Education Service Alternative. The amount of speech services at each location varied due to number of students served and number of minutes provided to each student. Amount of services ranged from **8 minutes** of service per week for students in the homebound setting to **28.5 hours** of service per week for students in the SUN program at Alliance.

- Disability Categories Served

Primary Disability	SLP #1	SLP #2	SLP #3	SLP #4	SLP #5	SLP #6	Total Number	Percent of All Speech Students
Severely Multiply Impaired (SMI)	3	8	2	2	5		20	9.71%
Autism Spectrum Disorders (ASD)	16	8	11	18	4	17	74	35.92%
Developmental Cognitive Disabilities – Severe/Profound (DCD-SP)	1	3	2	5	12	9	32	15.53%
Developmental Cognitive Disabilities – Mild/Moderate (MM)	3	3	1	6	1	14	28	13.59%
Other Health Disabilities (OHD)	2	2	2	2	2	2	12	5.83%
Emotional or Behavioral Disorders (EBD)	5	2	5	6	1	4	23	11.17%
Developmental Delay (DD)	2				2		4	1.94%
Physically Impaired (PI)				2			2	0.97%
Specific Learning Disabilities (SLD)			2			4	6	2.91%
Deaf-Blind (DB)							0	0%
Deaf and Hard of Hearing (DHH)		1		1			2	0.97%
Traumatic Brain Injury (TBI)					1	1	2	0.97%
Speech/Language Impairment	1						1	0.49%

During the 2015-2016 school year, Speech-Language Pathologists provided service to 206 students with 13 different primary disability categories. Of those 206 students, 35.92% had a primary disability of Autism Spectrum Disorder. The second highest primary disability category serviced was Developmental Cognitive Disabilities-Severe/Profound at 15.53%, and then Developmental Cognitive Disabilities-Mild/Moderate at 13.59%.

Source: Related Service Supervisor Service Minutes Spreadsheet

- Minutes of Service Provided

	Number of Students	Students Receiving Direct Services	Direct Minutes per Week	Students Receiving Indirect Services	Indirect Minutes per Week	Minutes of Service per Week
SLP #1	33	25	810	31	465.34	1275.34
SLP #2	27	25	885	27	435	1320
SLP #3	25	24	865	24	335	1200
SLP #4	42	25	815	42	551	1366
SLP #5	28	24	822.5	28	420.5	1243
SLP #6	51	42	975	49	621	1596
Average for all SLPs	33.67	27.5	862.08	33.5	471.31	1333.39 (22.22 hrs)

During the 2015-2016 school year, the average caseload for a speech-language pathologist was 33.67 students, and caseloads ranged from 25 students to 51 students. The average number of students receiving direct speech-language service was 27.5 students per Speech-Language Pathologist, and the average number of students receiving indirect services was 33.5 students. The average number of minutes of service for all SLPs was 1,333.39 minutes, or 22.22 hours per week. The range of minutes per student was 5 minutes to 80 minutes per week.

Source: Related Service Supervisor Service Minutes Spreadsheet

### Developmental/Adaptive Physical Education Services

- 140 students served for 2015 – 2016 school year
- Students served at each location

<i>Location</i>	<i>Number</i>	<i>Total D/APE Minutes/Week</i>	<i>Total D/APE Hours/Week</i>	<i>Average Minutes/Students at Location</i>
Lakeville North High School PACES	5	780	13	156
Lakeville North High School DASH	4	640	10.67	160
Boeckman Middle PACES	6	465	7.75	116.25
Meadowview Elementary PACES	2	170	2.83	85
Cherry View Elementary PACES	5	225	3.75	45
McGuire PACES	5	389	6.48	77.8
Farmington High School PACES	7	845	14.08	120.71
Alliance Education Center SUN	27	550	9.17	20.37
Henry Sibley DASH	5	530	8.83	106
Hastings High School DASH	6	330	5.5	55
Hastings Middle School DASH	6	300	5	50
McAuliffe Elementary DASH	3	120	2	40
LEC – TEA	5	750	12.5	150
Cedar School SUN	37	3330	55.5	90
Gideon Pond Elementary DHH	13	1295	21.58	99.62
Diamond Head DHH	2	160	2.67	80
Homebound	2	110	1.83	55
TOTAL D/APE Service Locations: 17	140 Students	10,989 Minutes/Week	183.15 Hours/Week	

During the 2015-2016 school year, D/APE Specialists provided service to 140 students at 17 different locations. The number of students at the locations ranged from 2 students to 37 students. The amount of D/APE services provided at each location varied due to several factors, including how service is provided (in small groups or large groups) and sharing time with general education students.

- Disability Categories Served

Primary Disability	DAPE #1	DAPE #2	DAPE #3	DAPE #4	DAPE #5	Total Number	Percent of All DAPE Students
Severely Multiply Impaired (SMI)		5	3			8	5.71%
Autism Spectrum Disorders (ASD)	23	16	6	1	13	59	42.14%
Developmental Cognitive Disabilities – Severe/Profound (DCD-SP)	1	6				7	5%
Developmental Cognitive Disabilities – Mild/Moderate (MM)	3	4	9	5	9	30	21.42%
Other Health Disabilities (OHD)	2			1		3	2.14%
Emotional or Behavioral Disorders (EBD)	8	1		3	1	13	9.29%
Visually Impaired (VI)			1			1	0.71%
Physically Impaired (PI)	1					1	0.71%
Deaf-Blind (DB)	8	1	1			10	7.14%
Deaf and Hard of Hearing (DHH)	6	1				7	5%
Traumatic Brain Injury (TBI)			1			1	0.71%

During the 2015-2016 school year, D/APE Specialists provided service to 140 students with 11 different primary disability categories. Of those 140 students, 42.14% had a primary disability of Autism Spectrum Disorder. The second highest primary disability category serviced was Developmental Cognitive Disabilities-Mild/Moderate at 21.42%.

Source: Related Service Supervisor Service Minutes Spreadsheet

- Minutes of Service Provided

	Total Number of Students	Number of Students Receiving Direct Services	Number of Direct Minutes per Week	Number of Students Receiving Indirect Services	Number of Indirect Minutes per Week	Total Minutes of Service per Week
DAPE #1	52	45	4745	5	40	4785
DAPE#2	34	31	3124	31	385	3509
DAPE #3	21	21	860	19	190	1050
DAPE #4	10	10	1260	4	20	1280
DAPE #5	23	23	1035	0	0	1035
Average for all D/APE Specialists	28	26	2204.8	11.8	127	2331.8 (38.86 hrs)

During the 2015-2016 school year, the average caseload for a D/APE Specialist was 28 students, and caseloads ranged from 52 students to 10 students. The average number of students receiving direct D/APE service was 26 students per D/APE Specialist, and the average number of students receiving indirect services was 11.8 students. The average number of minutes of service for all D/APE Specialists was 2331.8, or 38.86 hours per week. The range of minutes per student was 5 minutes to 150 minutes per week.

Source: Related Service Supervisor Service Minutes Spreadsheet

**Staff  
Caseloads**

- Occupational Therapists

	Total Number of Students	Total Hours of Service per Week	Average Minutes per Student	Travel Minutes per Week	Average Locations per Day
OT #1	45	24.3	32.4	80	2
OT #2	52	25.66	23.94	150	3
OT #3	66	20.75	23.33	90	2
OT #4	48	22.15	24.56	150	4
OT #5	40	21.18	31.77	150	3
Total	251	114.04	136	620	14
Average for all OTs	50.2	22.81	27.2	124	2.8

The average amount of hours that Occupational Therapists provide in District 917 was 22.81 hours per week. The average minutes of occupational therapy service per student was 27.2 minutes per week. Occupational Therapists are itinerant service providers and travel between multiple sites. The average minutes of travel per week for an Occupational Therapist in 917 is 124 minutes and the average locations per day is 2.8.

- Speech-Language Pathologists

	Total Number of Students	Total Hours of Service per Week	Average Minutes per Student	Travel Minutes per Week	Average Locations per Day
SLP #1	33	21.26	38.64	40	2
SLP #2	27	22.00	48.89	30	1
SLP #3	25	20.01	48.00	145	2
SLP #4	42	22.77	32.52	40	2
SLP #5	28	20.43	44.39	270	3
SLP #6	51	26.60	31.29	60	1.5
Total	206	133.07	243.73	440	11.5
Average for all SLPs	34.33	22.18	40.62	73.33	1.92

The average amount of hours that Speech-Language Pathologists provide in District 917 was 22.81 hours per week. The average minutes of speech-language service per student was 40.62 minutes per week. Speech-Language Pathologists travel between multiple sites during the

school week. The average minutes of travel for a Speech-Language Pathologist in District 917 is 73 minutes per week and the average locations per day is 1.92.

- D/APE Specialists

	Total Number of Students	Total Hours of Service per Week	Average Minutes per Student per Week	Travel Minutes per Week	Average Locations per Day
DAPE #1	52	79.75	92.02	75	3
DAPE #2	34	58.48	103.21	315	6
DAPE #3	21	17.5	50	160	5
DAPE #4	10	21.33	128	16	2
DAPE #5	23	17.25	45	0	1
Total	140	194.31	418.23	566	17
Average for all DAPE	28	38.86	83.65	113.2	3.4

The average amount of hours that D/APE Specialists provide in District 917 was 38.86 hours per week. D/APE caseloads vary depending the format of service, which can range from one-on-one service to small group to large group format. When D/APE Specialists provide much of their service to students in a group format, the hours and minutes of service for those specialists are higher than others and may skew the “averages”, which should be interpreted with caution. The average minutes of adaptive physical education service per student was 83.65 minutes per week. D/APE Specialists are itinerant service providers and travel between multiple sites. The average minutes of travel per week for a D/APE Specialist in 917 is 113.2 minutes and the average number of sites per week is 3.4.

### Education, Certifications, and Trainings of Related Service Providers

- Occupational Therapists

Occupational Therapist 1

Licensure: Occupational Therapy

Occupational Therapist 2:

Licensure: Occupational Therapy

Occupational Therapist 3:

Licensure: Occupational Therapy

Trainings: Enhancing Sensory Integrative Perspectives, Charting the C’s Assistive

Technology, Rhythmicity from the Inside out and the Outside In, Assistive Technology Team Project, Zot Art, and Acquiring Accessible Digital Material

Occupational Therapist 4:

Licensure: Occupational Therapy

Trainings: Trauma-informed Yoga for Children & Adolescents, American Sign Language, Chronic Pain/Trauma and Use of Somatic and Sensory Interventions, Musculoskeletal Management in Pediatrics

Occupational Therapist 5:

Licensure: Occupational Therapy, K-12 Physical Education

Certifications: Certified Movement Analyst, Physical Agent Modalities certified

- **Speech Language Pathologists**

Speech Language Pathologist 1

Licensure: Pre K-12 Speech-Language Pathologist

Speech Language Pathologist 2

Licensure: Pre K-12 Speech-Language Pathologist

Certifications: Picture Exchange Communication System, Talk Tools

Trainings: Dynavox

Speech Language Pathologist 3

Licensure: Pre K-12 Speech-Language Pathologist

Speech Language Pathologist 4

Licensure: Pre K-12 Speech-Language Pathologist

Speech Language Pathologist 5

Licensure: Pre K-12 Speech-Language Pathologist

Speech Language Pathologist 6

Licensure: Pre K-12 Speech-Language Pathologist

Certifications: Autism Spectrum Disorders

Trainings: Dynavox

- **Developmental Adaptive Physical Education (D/APE) Specialists**

D/APE Specialist 1

Licensure: Pre K-12 Developmental/Adaptive Physical Education, K-12 Physical Education, 7-12 Coaching

D/APE Specialist 2

Licensure: Pre K-12 Developmental/Adaptive Physical Education, K-12 Physical Education

D/APE Specialist 3

Licensure: Pre K-12 Developmental/Adaptive Physical Education, K-12 Physical Education

D/APE Specialist 4

Licensure: Pre K-12 Developmental/Adaptive Physical Education, K-12 Physical

Education, Pre K-12 Adult Short Call Substitute

D/APE Specialist 5

Licensure: Pre K-12 Developmental/Adaptive Physical Education, K-12 Physical Education

Source: <http://education.state.mn.us/MDE/lic/look/>

**Sample Schedules**

- Occupational Therapist Sample Daily Schedule:  
7:30 Start of Day/Meetings  
8:00 Prep  
8:45 Boeckman Middle School-PACES  
10:30 Lunch  
11:00 Boeckman Middle School-PACES  
11:40 Travel  
11:55 Meadowview Elementary-PACES  
1:15 Travel  
1:35 Farmington High School-PACES  
2:00 Prep/Meetings  
3:30 End of Day
  
- Speech-Language Pathologist Sample Daily Schedule:  
7:30 Start of Day  
8:00 Prep  
8:45 Travel  
9:00 Cherry View Elementary  
11:50 Travel  
12:05 McGuire  
1:25 Lunch  
1:55 Maguire  
2:40 Travel  
2:55 Paperwork/Meetings  
3:30 End of Day
  
- Developmental Adaptive Physical Education Sample Daily Schedule:  
7:30 Start of Day  
8:10 Lakeville North High School-PACES  
9:00 Lakeville North High School-DASH  
9:55 Travel  
10:10 Farmington High School-PACES  
10:55 Lunch  
11:25 Prep

12:10 Travel  
12:25 Boeckman Middle School-PACES  
1:20 Travel  
1:35 Lakeville Middle School-PACES  
2:25 Travel  
2:40 Cherryview-PACES  
3:10 Prep/Meetings  
3:30 End of Day

## **Program Evaluation/Performance Measures**

### **Best Practice Indicators Occupational Therapy**

#### OT Due Process Best Practice Indicators

##### Pre-referral

As a result of screening, or as part of pre-referral review by the child study team, an occupational therapist may be a resource in providing instructional strategies, alternatives and interventions designed to assist others in supporting the student, prior to determining the need for special education evaluation. Suggestions or materials provided should be general in nature and easily implemented by the parent/caregivers, classroom teacher, and other educational support staff when appropriate. Due to the level of informal involvement at this stage, it would be inappropriate for the therapist to provide a written, individualized program of interventions for the child. However, informational handouts on select topics of interest or additional readings/resources may be an efficient means of providing information that is helpful to others. The time a therapist spends in pre-referral support activities should be monitored and balanced against the array of other duties/responsibilities that are allocated and accounted for as special education service.

##### Referral

At the child study team level, a therapist may participate in the pre-evaluation review for select children/students. Through this process, a therapist is able to assist the team in identifying/further defining the child's educational problem and impact on school performance, assist the team in determining additional pre-referral interventions, and subsequently determine if the expertise of the therapist is needed as a part of evaluation planning.

Due to the itinerant role of most therapists, it may be unrealistic to expect their presence at all child study team meetings. It is therefore important for the therapist to communicate with building level teams regarding a method for determining when it may be appropriate to involve a therapist in a pre-evaluation review, as well as the most efficient means of informing the therapist of that need in a timely fashion.

## Evaluation

When determining the need for evaluation, and planning appropriate performance areas to assess, the individual expertise of the therapist and other team members should be considered. Although therapists have a broad base of training in many aspects of function, it would be inappropriate to expect that a therapist will be involved in assessing all children and all areas of performance. Although some therapy practitioners take on a broad "developmental therapist" role with infants and toddlers, planning and carrying out evaluations must include the participation of other professionals. Conducting the evaluation process in a joint, cohesive manner among team members will help parents/caregivers focus on the actual learning and educational needs of the child, rather than identifying the therapist or therapy as the primary need.

It is inappropriate to assume that a therapist must be routinely involved in assessing children with specific disabilities or when a typical concern arises (i.e. not all children with autism or handwriting difficulties require assessment by an occupational therapist). Responsibilities assumed or assigned in this manner, hinder the role of the therapist as a "related service," and may contribute to others relinquishing their role or being excluded in the assessment process.

Therapists should always work collaboratively when planning and conducting evaluations. For example, it is not appropriate for an occupational therapist to evaluate the impact of hand function on handwriting without other special education personnel assessing the child's written language skills. Similarly, if it is determined that an occupational therapist needs to assess the impact of a child's sensory function on behavior, then it would also be necessary to include others with expertise in assessing the child's social interactions, emotional responses, behavioral patterns, and perhaps communicative abilities. As another example, the team may determine that it is necessary for a physical therapist to assess the components of physical function affecting the child's gross motor development and/or mobility. This does not preclude the need for a D/APE instructor to assess the child's potential to develop physical fitness and recreational/leisure interests, and adaptations to the physical education curriculum needed to promote this.

Generally, it is appropriate for educational teams to involve the therapist in evaluation planning when it is evident that a child has a physical impairment or medically diagnosed condition. The need to involve a therapist in the evaluation process often occurs if concerns are presented regarding the physical function of the child/student. For infants or toddlers, concerns in the areas of physical and/or adaptive development may precipitate therapist involvement. For school aged children, the determination to involve a therapist in an evaluation often occurs when concerns lie in the areas of functional mobility and access, physical status, and/or sensory status. It is important to

note that a therapist may also be capable of helping to evaluate other areas of performance (i.e. emotional/social development and behavior, components of post-secondary transition, etc.) as affected by the child's/student's physical or sensorimotor status. In all cases of evaluation planning, a therapist must incorporate a focus on helping the team to determine if a child's/student's disability impacts their ability to access all learning areas and opportunities in home, daycare, school and community settings. This implies that an evaluation could be conducted in a variety of sites such as a home, preschool, classroom, playground, restroom, cafeteria, bus, hallways, workplace, athletic center, or other relevant locations depending on the typical learning environments for the child's age.

When selecting formal standardized assessment tools, great care should be taken. Although the evaluation team considers that certain tools are administered for purposes of addressing discrepancy criteria needed to determine eligibility for special education, a therapist is not required to conduct a formal testing measure since there is no eligibility criteria for Occupational Therapy services. The selection of any formal testing measure to be administered by the therapist, should be based on consideration of the theoretical framework of the tool, the population on which the tool was standardized, and the applicable value of the quantitative data the tool may yield for the student.

Criterion referenced testing identifies a child's abilities according to a defined standard or desired objective. The intent of criterion-referenced tests is to measure what a child can do and what they know. Tests that focus on acquisition of functional skills, such as the Pediatric Evaluation of Disability Inventory (PEDI) or School Function Assessment (SFA), are useful both in determining a child's level of function as well as helping to design a plan of intervention. A child's ability to perform or not perform a specific task of norm referenced testing, may not correlate with the success and independence a child has in performing a day-to-day, real life activity. For example, young children who do not yet walk at twelve to fifteen months of age would meet the criteria for developmental delay based on norm referenced testing (e.g. Bayley Scales of Infant Development). However, these children are still within the range of normal development and would be expected to achieve typical motor development. Another example of a norm referenced test limitation is the Peabody Developmental Motor Scale, which will illustrate a child's ability (and changes in that ability) to perform specific motor tasks, but will not give information relating those motor tasks to functional skills. There are other tools such as the Hawaii Early Learning Profile (HELP) that are used for documenting developmental progress and parent education. However, this measure does not substitute for the Bayley in determining eligibility. It is therefore preferential for a therapist to select evaluation tools that measure a child's independence in performing meaningful, functional activities in natural environments, and considers their needs for assistance/adaptation. The PEDI or SFA are examples of

formal testing that will illustrate growth, demonstrate functional skills in natural settings, and provide information for program planning and IEP development.

An occupational therapist's scope of practice is so wide that when planning the evaluation, the therapist should attempt to provide a thorough description of their intended involvement in any relevant areas of performance. An example would be:

*"The occupational therapist will assist the educational team in determining this student's current level of performance in the areas of social, emotional, behavioral performance, sensory status, and functional skills, specifically related to his ability to cope with sensory demands of the classroom/school environments, manage his behaviors appropriately, and actively focus/engage in learning and personal care activities at school, through the following assessment tools/strategies: record review, observation, informal play interactions, work samples, teacher/parent interview, questionnaires on developmental and sensorimotor history, Sensory Profile, School Function Assessment or Pediatric Evaluation of Disability Inventory depending on the child's level of function and setting."*

When composing the written report, assessment results and test scores, should not be noted in isolation without interpretation of the impact on the student's functioning in his/her current and anticipated environments. For example, reporting a low-scaled score on a fine motor test without addressing actual handwriting function, would be inappropriate.

Information reported in an evaluation performance or developmental area should include the child's strengths and abilities, or what they can do. It should be meaningful and written in such a manner that it translates/flows easily into a present level of academic achievement and functional performance (PLAAFP) IEP area, or present level of development in the IFSP process.

An evaluation report does not include a specific recommendation regarding occupational therapy services. This determination occurs later, as part of the IEP process. Occupational therapy is a Related Service that does not have separate eligibility criteria defined by law. The need for these services is determined by the therapist and other team members, once it has been established that the child is a child with a disability according to special education, categorical eligibility criteria. As part of the IEP/IFSP process, the team then determines if services from a therapist are necessary to address the educational needs of the child, help the child meet their educational goals/outcomes, and/or implement program modifications and accommodations for the child.

## IEP

After an assessment it is appropriate to determine if an occupational therapist should become part of a child's educational team. If the array of supports or intervention strategies a therapist might use with a child, includes duplication of services other staff may provide, then therapy service would not be necessary. It is important to acknowledge that determining the necessity of related services of an occupational therapist will vary from team-to-team, year-to-year, and/or setting-to-setting. As team members work with an occupational therapist, it is to be expected that they will learn and acquire proficiency in using various techniques and support strategies that a therapist may use. Dependency on certain interventions may be lessened/eliminated as a child/student grows and learns. Expectations of student performance may change relative to the demands of new learning environments. Therapists should routinely facilitate these discussions when developing IEPs. It is a positive outcome when teams determine that support from an occupational therapist is not necessary in order for the child to attain their educational goals.

Although it is no longer required to provide a written justification for related services as part of the IEP, once it is decided by the team that OT is necessary, the therapist may choose to include an introductory statement that justifies the need for related services, as part of a therapy service description. The following are examples of service justification statements:

*"It has been determined that consultative support from the occupational therapist is necessary in order to help the educational team understand how impairments in this child's sensory function impact his behavior at school and his ability to meet classroom demands, and to help the team implement environmental accommodations and modifications in instructional approaches to support classroom functioning."*

When **writing the PLAAFP** in an IEP, an OT should contribute to relevant areas of performance, but it should never be assumed that a therapist has entire "ownership" or sole responsibility for summarizing information in a particular area of performance (i.e. the therapist is not the only provider of information in areas of motor skills development). When composing information to be included in present levels, therapists should be careful to avoid noting therapy specific details, and using therapy jargon. It is important to write statements that reflect evaluation results, and describe what the child is able to do and not do, in a functional, concise and meaningful manner that all team members understand. The information contained in present levels would also include relevant baseline data that could be referenced when later creating associated goals, and subsequently reviewing the child's progress toward those goals.

It would be **inappropriate** to write present level information in the following manner:

- (This child) demonstrates a 12-month delay in development of visual-motor skills.
- Tactile defensiveness is seen in (this child).
- (This child) demonstrates a weakness in hand strength, as measured by dynamometer readings of 15 psi for gross grasp, and 2 psi for three point pinch.

The following are examples of well-written PLAAFP statements, focused on functional performance:

- (This child) has difficulty coloring and drawing pictures with a level of independence, detail and organization comparable to other preschool peers. He holds a crayon/marker with a whole hand and arm turned down approach, and makes large, irregular, self-directed scribbling motions on paper. He is beginning to imitate simple/single strokes, demonstrated by an adult.
- (This child) has a tendency to push, yell, or strike out if bumped when standing in line, or when touched lightly without warning. This behavior occurs a minimum of X times a day. Art activities involving messy mediums (finger painting, getting glue on fingers) may be resisted by this child. He will attempt to wipe their hands on their clothing immediately after engaging in the activity.
- (This child) has difficulty printing/coloring for long periods of time (does not persist or will immediately say "I can't do this"), opening resistant containers/packaging (asks for help to open milk carton during each opportunity), fastening clothing snaps (consistently leaves school with coat open), and performing other school activities requiring forceful or sustained grip.

When developing an IEP, OTs should be **involved in creating need statements**. These need statements should focus on what the needs to learn or needs to be able to do and why the student needs it. The need statement should not say "Student needs occupational therapy," but instead should say, "Student needs to use a writing tool with comfort/ease for the purpose of timely/legible work completion."

When developing an IEP, a **therapist should be working with the team to identify educational goals** for the child/pupil. Often, therapists will be asked to submit their page of goals and objectives when the IEP is being compiled. An IEP should not contain "therapy goals." This approach represents a weakness in the team process, and limited understanding of the therapist's role as a related service. An annual goal cannot be developed in isolation by a therapist. It is important for a therapist to dialogue with or provide inservice to other team members, including parents, regarding appropriate expectations and collaborative practices for developing "educational" goals.

Goals should focus on offsetting or reducing the problems resulting from the child's disability that interfere with learning and educational performance. Occupational therapists can help support a vast variety of goals and objectives, some examples of well written goals that an OT may help to write and support are:

- This student will increase his/her ability to manage personal care tasks during the school day, from his current level of relying on physical assistance from an adult for all activities, to a level of needing only initial set up and intermittent verbal prompting, 50% of targeted opportunities.
- This student will improve his ability to complete written assignments in a timely and legible fashion, from his current level of completing less than 50% to a level of completing at least 80% of assigned work.

As part of the educational team, the occupational therapist should provide input regarding the Supplementary Aids and Services/Program Modifications and Supports for School Personnel sections of a child's IEP, based on individual student need. Program Modifications and Supports can include indirect occupational therapy services. Therapists should note that when creating narrative service descriptions under the Program Modifications and Supports section, there should be sufficient detail to specifically define the service and conditions under which the service will be provided (i.e. what the therapist will do, when and to whom the service will be available). An example of appropriate descriptions of this type of IEP service would be:

*"Twice per school year the occupational therapist will monitor student performance, through observation, staff interview, and/or work sampling, in the areas of self-care and functional work skills. The OT will initiate contact with school staff to provide inservice/consultation regarding appropriate expectations and methods of adaptation to accommodate this student's level of cognitive and physical development."*

#### Exit Criteria

Therapy may be discontinued for a variety of reasons and the decision to do so should be made by the team on a case-by-case basis. A progress review or annual IEP/IFSP meeting is the typically occurring event during which discontinuation of therapy service is addressed. Best practice would assert that the therapist should be present at this meeting, to summarize information and to respond to any questions/concerns that may arise regarding the proposal to significantly change therapy services.

The therapy services discontinues when:

- a. the student graduates, having successfully completed graduation requirements, or the student exceeds the age of 21;
- b. the student is no longer considered a child with a disability and no longer qualifies for special education;

- c. the student has met therapy supported educational goal(s)/objective(s), and no new needs/goals are identified;
- d. the educational setting or program has changed and the student is functional in that setting/program;
- e. the student's educational performance and progress toward attaining annual goals is being adequately supported by other educational staff;
- f. despite multiple interventions by the therapist, the student's educational performance remains constant, and the IEP/IFSP is changed to reflect attainable goals/objectives not requiring the expertise of the therapist.

Documentation supporting the therapist's and team's decision to discontinue therapy services should be reflected in a progress review. The meeting to develop an annual IEP/IFSP may also be considered a progress review. The therapist would provide data and other information that substantiates their service has addressed the child's current educational performance/needs, attainment of IEP goals/objectives, and/or any accommodations needed to access learning environments and instructional opportunities.

In situations where it is determined through an evaluation that a child is no longer eligible for special education and related services, the therapist will have considered how their knowledge and support has created capacity in others to promote the child's development and success in school. The final evaluation report should contain thorough information about the child and any recommendations that will support the child in general education.

#### OT Record Keeping Best Practices

The purpose of documentation is to create a record of the student's status, needs, present level of function, progress and services. Generally, therapists document the intervention strategies, student progress, communications, and any other significant information. Therapists generally develop a plan of care or intervention for a specific student. This is similar to a teacher's lesson plan. All of this information may be contained in a therapist's working file during the school year. At the end of every school year, pertinent information should be transferred to the student's permanent, educational file. Therapists need to be aware that any documentation contained in any file, is a part of the student's record that a parent may request for review of which could be reviewed as a part of litigation.

Retention of records may be different for occupational therapy because in addition to being an educator, they are also licensed health care providers. Therapists and administrators should review educational and health care provider requirements as well as general legal standards to assist them in developing policies regarding retention of occupational therapy records.

## OT Program Delivery Best Practice Indicators

Therapists bring a unique perspective to the education of children. They have knowledge and understanding of the brain and how children learn and organize information to perform actions, tasks, and activities. Therapists work from a scientific, evidenced-based framework incorporating the concepts of disablement, continuum of care and client management. Based on this framework and these concepts, therapists in the educational setting must address the functional needs of children that are educationally relevant, through a collaborative model. The focus of educational therapy service is not on “fixing” the child but adapting the task, expectations, and environment, and facilitating successful performance of the child’s activities in their multiple roles.

### *Direct versus Indirect Service*

There is often confusion over whether direct or indirect services are the best model for providing service. The decision must be based on a student’s individual needs.

Indirect service from an occupational therapist is chosen when information, materials and techniques/strategies of support can be shared with or taught to others who work with the child/student on a routine basis. It is appropriate to consider this type of service when regular input of the therapist is required in order to build and support the effectiveness of others in meeting the child's educational needs in natural settings and during naturally occurring events. Examples of indirect intervention include teaching a paraprofessional to work with a student on eating skills during lunch or snack time or on writing/computer skills during written language class time.

Indirect service will often include a face-to-face interaction between the occupational therapist and the child/student. This occurs when providing demonstration training to staff, or when assuring the effectiveness of an intervention strategy by monitoring for changes in the child's performance. An example of indirect service would be when an occupational therapist interacts weekly with a child who is practicing a technique related to paper-pencil printing skills, because subtle adjustments in approach or materials need to be clarified with other staff supporting this skill. Obviously, as proficiency and effectiveness of recommended approaches/techniques are acquired and assured, adjustments in the frequency of indirect therapy service would be made.

OTs often spend a great deal of time providing indirect services that may occur away from or be invisible to other school staff or parents. Researching and preparing in-service or resource information, ordering/constructing/adapting/repairing adaptive materials and equipment, acting as a liaison between school/home/medical community, and performing documentation/record-keeping duties are examples of such services.

It is incorrect to assume that indirect services are less important or less valuable than direct services. It is also incorrect to assume that indirect service will involve less time or effort on the therapist's part. Professionals who are accustomed to working with children, primarily using a

pull-out service model, may be hesitant in acknowledging and documenting indirect services on an IEP/IFSP. A therapist should be prepared to explain the types and array of supports that will be involved, and an adequate amount and frequency of time needed, when proposing the provision of indirect service.

In some cases, the educational team may determine that direct support from a therapist is necessary. Direct service may be chosen when a therapist is the only one qualified to provide the intervention. This may be appropriate when:

- it is anticipated that the child's/student's rate of change will require continuous modification of support strategies and intervention techniques;
- the child/student requires interventions that cannot be readily provided by others; (Special note: The therapist should closely examine the educational appropriateness, functional impact/effectiveness, and safety/liability risks of unusual or complex strategies of support that are difficult for others to implement.)
- the therapist needs to work directly with the child/student for a short time in order to identify strategies that can be effectively implemented by others.

Direct service does not imply that the child/student must be "pulled out" of their natural learning environments. Many interventions can and should be implemented within the timeframes and places in which children are expected to perform.

It would be inappropriate for a child/student to receive only direct services from an occupational therapist. This would imply that the therapist is not participating in collaborative practices with others regarding the student's educational program, or that there was an oversight in IEP development. In addition, direct therapy service should never be regarded as a long term or permanent need of the child. Direct service from a therapist that persists for several years as part of a child's special education program, should be closely examined to assure that goals and interventions are educationally relevant, and that sufficient progress toward gaining a functionally defined skill is being attained by the child/student. The therapist must be responsible in assuring the effectiveness of direct interventions through evidenced-based practice. In addition, it is appropriate to consider how intervention strategies used by the therapist in direct service can be effectively taught to others involved with the child/student on a daily basis. If the types of interventions being provided by a therapist using direct service, can but are not being implemented by others, the team should discuss if the needs of the child warrant a more integrated team approach and if therapy resources are being used in an efficient and cost-conscious manner.

When confusion is encountered regarding the rationale for selecting direct vs. indirect or the frequency of therapy service, it is often helpful for the therapist to provide additional description of therapy services proposed for the child/student. This description may be included in narrative areas of the Supplementary Aids & Services or Program Modifications & Supports

sections of the IEP or as an addendum to further clarify areas of support, types of interventions, and the frequency/duration of service. An example would be:

*“The occupational therapist will monitor this student's ability to manage dressing tasks relevant to the school day, through observation, staff interview and/or dressing interactions with the child, a minimum of once per week during the first month of the school year. Consultation and demonstration teaching will be provided to school staff (paraprofessionals, regular & special education teachers) and parents regarding adaptive materials and modifications for intricate fasteners and dressing techniques to promote independence during arrival/departure and bathroom routines. The therapist will also provide parents and school staff with commercial resources for adaptive devices (e.g. button hook, elastic laces). Other services from the OT will include preparation of instructional materials (e.g. picture poster of dressing sequence), and development of customized dressing techniques. Given staff proficiency in using recommended strategies of support, it is anticipated that the frequency of OT services will diminish to once per month thereafter, although a short term burst of weekly visits will occur when inclement weather demands footwear changes.”*

Thorough service descriptions that are embedded in a child's IEP can function as the therapist's "treatment plan," thereby eliminating the need to keep a separate document for this purpose. Service descriptions provide clarity for transitions between therapists. When documenting therapy services, it is important to be specific. Therapists should not record an "average" weekly time for services that occur on a less frequent basis. Nor is it appropriate to record that service will be provided "as needed." An accurate reflection of how the service will occur should be recorded (e.g. weekly, monthly, quarterly, X times per year). Anticipated changes or fluctuations in service frequency and duration should be noted.

*Source: Occupational Therapy and Physical Therapy in Educational Settings: A Manual for Minnesota Practitioners Third Edition 2014*

#### Reflection of Best Practices for ISD 917 OTs

Our ISD 917 OT team excels in the areas of due process as they are involved as active team members in the prereferral, referral, evaluation, and IEP process. The 917 OT team goes above and beyond best practices in record keeping for all students, keeping detailed notes on services provided and keeping records on each student that allows for third party MA billing.

An opportunity for growth in the ISD 917 OT program is in the area of moving toward a more consultative model consistently throughout the district. This would involve decreasing direct service and using the OTs expertise to empower the classroom educational staff to meet the fine motor and sensory integration needs of students.

## Best Practice Indicators Speech Language Pathologists

### SLP Due Process Best Practice Indicators

#### Pre-referral

Teachers must implement (and document results for) two pre-referral interventions for the behavior(s) of concern *prior to* a referral for special education evaluation. The requirement for documented pre-referral interventions applies to *all* areas of communication: language, articulation, voice and stuttering, as well as all other areas of special education. Results from pre-referral interventions are used to help determine if an evaluation is necessary.

#### Referral

Once pre-referral interventions have been tried and a student continues to show a potential need for special education services, an evaluation planning meeting must be held and parents must have input when the team reviews pre-referral and classroom performance data, discusses specific evaluation needs, and plans out a comprehensive evaluation.

If a school district receives an evaluation for speech-language that has been done at an outside agency, the district has the responsibility to consider the information, including recommendations for service. The student's special education team may accept, in part or whole, or reject the information if it has data to dispute the findings.

#### Evaluation

Evaluations for special education eligibility require the use of multiple data sources: Multiple evaluation tools and methods must be used to determine eligibility for special education services, including speech-language services. It is not appropriate to use only standardized or norm-referenced tests. Instead, additional evaluation tools must be used in conjunction with standardized tests. These may include observations and behavioral samples, teacher/parent interviews, checklists, criterion referenced tests, and other informal evaluation procedures.

**For example,** an initial evaluation for a **language disorder** must include the following components:

- Parent information and/or concerns (for example, parent interview/checklists)
- Teacher information and/or concerns (for example, teacher interview/checklists)
- Review of existing evaluation data (file review, review of pre-referral intervention data, review of curriculum-based measurement data, prior testing, etc.)
- At least two technically adequate, norm-referenced tests. Note: **Total test scores** (*not* subtest scores or cluster scores) must fall at least two standard deviations below the mean in order to meet state eligibility criteria.

- Language and/or communication sample(s)
- Systematic classroom observation(s)
- Other documented language procedures as needed (including criterion-referenced tests, checklists and other informal tasks)

**Timelines and Evaluation Summary Meeting:** The school team has to complete the evaluation and report the results to the parent within 30 school days of the parent's consent to the evaluation. The evaluation summary report must address all eligibility components for the specific speech-language disability category of concern (e.g., language, articulation, voice, stuttering).

**Reporting test scores:** The reporting of test scores in standard deviation units is required for eligibility decisions. It is acceptable to report percentile ranks and other standard scores in addition to standard deviation units. It is not acceptable to use or report age-equivalent scores (McCauley & Swisher, 1984).

**Total test scores (not subtest scores or cluster scores)** must fall at least two standard deviations below the mean in order to meet state eligibility criteria for articulation and language disabilities.

**Make sure tests are technically adequate:** It is the responsibility of the SLP to be sure that any and all tests used are valid and reliable for identifying communication disabilities. For example:

Test norms older than ten years are not technically adequate (Salvia & Ysseldyke, 1988).

Tests with samples of less than 100 students per age/grade interval are not technically adequate (Salvia & Ysseldyke, 1988).

The journals of the American Speech-Language-Hearing Association (ASHA) regularly publish research articles on this topic. For example, research on a number of commonly used tests (*Test of Problem Solving*: Bernhardt, 1990; Sakarakis-Doyle & Mallet, 1991; *Peabody Picture Vocabulary Test - Revised*: Washington & Craig, 1992) raises serious questions on their validity, reliability and/or bias when used with students from certain minority groups.

Single-word vocabulary tests, in particular, have been shown to have poor validity for identifying students with expressive or receptive language problems (Gray, Plante, Vance, & Henrichsen, 1999).

**Therapy objectives should not be determined solely from errors on standardized tests** (McCauley & Swisher, 1984; Merrell & Plante, 1997). According to McCauley and Swisher (1984), "...the use of test items in planning therapy may often result in an impoverished and potentially inappropriate set of objectives. There is probably no circumstance in which norm-referenced test items can profitably be used for this purpose" (p. 344).

## IEP

At the annual IEP meeting for a student with a communication disability, the **IEP team determines the appropriate intervention model and frequency of intervention** given the least restrictive environment. Indirect SLP services are provided when a student's IEP specifies support for school personnel as a part of the accommodations, modifications, or supplemental aids and services provided to a teacher on behalf of the student.

The IEP should include statements of Present Level of Academic Achievement and Functional Performance that includes current, specific, measurable, objective baseline information about communication status and its impact on the student's ability to make progress in the curriculum. The IEP describes how the student's disability and communication needs affects involvement and progress in curriculum and activities/supports needed for success in the curriculum.

### SLP Record Keeping Best Practices

For SLP's the standard for therapy notes in schools is no different from that for any other work setting for SLPs. Most important, notes should document service provided and student performance. The SOAP note format (Subjective/Objective/Assessment/Plan) is not always used in school settings, but is a good method to ensure your notes include all appropriate information (Moore, in press). Notes should clearly state what happened in the session so that another person reading them would know what to do next with a student.

SLPs should track and maintain records on student progress toward meeting goals as indicated in the IEP. Data should be shared with students, parents, and teachers in multiple formats (e.g., charts, graphs, tables). Documentation should include recording dates that services were provided and goals that were addressed. If scheduled services were not provided, the reason for missed services is documented. Data should be collected and reviewed regularly. Data should be collected in a variety of forms that are appropriate to the goal/objective, including cue recording, baselining, frequency/accuracy counts, rating scales, observations, and work products.

### SLP Program Delivery Best Practice Indicators

Speech-language intervention in schools, or educational models, may look different from intervention in outside agencies, or clinical models. There are a number of important reasons for this:

- First, federal and state laws require that special education services, including speech-language intervention, be provided first in the **least restrictive environment** or the LRE. For the majority of students, the LRE is either in the general education classroom or the special education classroom.
- Second, special education regulations require that a **continuum of services** be available to meet the needs of students. In other words, schools must have a variety of service options available including indirect service (or consultation) and direct service. The

student's Individual Education Plan (IEP) team decides which type of service can best meet the student's needs at this point in time. It is expected that the type of service a student needs will change over time depending on the student's level of performance and the educational environment the student is in.

- Third, federal and state laws require that special education services, including speech-language intervention, be designed to **ensure students can progress in the general education curriculum** (e.g., language arts, math, social studies) and attempt to meet the same education standards that apply to all children. This has been interpreted to mean that students' *IEPs must be educationally relevant* (social, academic, vocational); that is, IEP goals must be related to the student's progress in the general education curriculum.
- Fourth, research has shown that the **educational environment** has some very powerful advantages for meeting the intervention needs of students with disabilities (Wilcox et al., 1991). One advantage is the use of *multiple intervention agents* to work on a student's individual goals and objectives. In addition to the SLP, multiple intervention agents include regular education and special education teachers, specialists in art, music and physical education, and teaching assistants. A second advantage of providing speech-language intervention in educational environments is that there are *multiple opportunities throughout the school day for meeting student goals* in the regular education classroom and throughout the curriculum.

Here are a few of the **types of speech-language intervention** that can be used in educational environments to meet a student's individual needs, goals, and objectives (Cirrin & Penner, 1995):

- Indirect intervention or consultation provided by the SLP to regular education and special education teachers.
- Combination of indirect and direct intervention.
- Direct intervention in the least restrictive environment (e.g., in the regular education and/or special education classroom).
- Direct intervention outside the least restrictive environment, as needed (or in combination with some classroom-based service).
- Team teaching by the SLP and teacher in the regular education and/or special education classroom.
- Language and/or communication lessons/curriculum to entire class by SLP
- Speech-language groups in regular education classroom.
- Curriculum-based intervention using materials adapted from the regular education classroom.
- Home program with parents, siblings, and/or peers for generalization and carry-over.

Students eligible for special education and related services should receive intervention from school-based speech-language pathologists that is:

- curriculum-based,

- outcome-oriented,
- integrated with educational activities,
- diagnostic in nature,
- dynamic, changing as the child’s needs change,
- based on research-proven strategies

The goal of speech services should not be as a life time service. Goals are set and when the student can meet the communication expectations of their educational environment, they are dismissed from speech services. Communication expectations may vary among students. Students with autism and intellectual disabilities will have different communication expectations, much more social/ functional and less academic focused.

*Source: Minnesota Speech-Language Hearing Association Frequently Asked Questions about Speech and Language Services in the Schools*

#### Reflection of Best Practices for ISD 917 SLPs

An area of strength in the ISD 917 SLP department is in the area of due process as the SLPs are active team members in the prereferral, referral, evaluation, and IEP processes. They contribute great knowledge about the communication needs of students.

An area of growth for ISD 917 SLPs is in the area of consistency of knowledge and service surrounding the area of augmentative communication devices and strategies.

### **Best Practice Indicators DAPE**

#### DAPE Due Process Best Practice Indicators

##### Pre-referral

Typically, at ISD 917 our students are already in special education, but if there is a general education student being served in one of our Care and Treatment sites who is brought up to a child study team because of the potential need for special education services, DAPE teachers should be included in the pre-referral intervention process as part of the multi-disciplinary team so that consideration of the student’s health, physical and motor development can occur.

##### Referral

If during the intervention period, there is a motor, physical/health or behavioral concern, which may impact the student’s performance in physical education, the DAPE teacher must be part of the evaluation team.

##### Evaluation

When the DAPE teacher is conducting an evaluation, they should use a combination of formal and information assessment measures. Formal assessment measures are helpful

for eligibility purposes as they compare students to peers, while informal assessment measures allow the flexibility to measure an individual student's strengths and difficulties which is helpful in planning program delivery.

The DAPE teacher can contribute to the following areas of evaluation process and the Evaluation Summary Report: Motor Skills; Health/ Physical; Emotional, Social and Behavioral Development; and Functional Skills.

#### IEP

DAPE teachers must contribute the writing of the IEP. It is considered 'best practice' for DAPE teachers to attend IEP team meetings and be included in the team decision making process. If attendance is not possible, it is essential to submit the required IEP information below to the case manager. Also, contacting parents is useful and may be necessary to gather information for the IEP process.

The required IEP information submitted by the DAPE teacher includes:

1. Present Level of Educational Performance (PLEP) with a specific educational needs statement.
2. Annual DAPE goals and objectives that relate to performance in the physical education/gross motor area:
  - a. Physical and motor fitness;
  - b. Fundamental motor skills and patterns;
  - c. Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports);
  - d. Responsible personal and social behavior in physical activity settings (Behavioral Skills);
  - e. Adaptations in General and Special Education (in physical education or DAPE);
  - f. Progress reporting information to case manager (frequency of student progress as reported to parents).
3. Special Education and Related Service Information:
  - a. Type of service provided (direct or indirect).
  - b. Who (actual name and title of person) provides service.
  - c. Learning environment identified.
  - d. Frequency of service (total minutes of service per week, service start date, anticipated duration).

#### Exit Criteria

A student may be dismissed from DAPE service upon recommendation by the DAPE teacher. The program exit must be in accordance with Federal Regulations and Minnesota Rules. When DAPE services are discontinued, the student should be able to participate independently in the general physical education class. One year after a student exits from the DAPE program, the DAPE teacher is required to follow up on the progress of that student in the general physical education setting.

The individual student DAPE records should include IEP information, instructional strategies, safety considerations, documented student progress, copies of written communication to staff and parents, telephone logs, due process forms, medical forms and the documentation required by the local school district.

#### DAPE Program Delivery Best Practice Indicators

DAPE programs should align with the regular physical education curriculum. The DAPE student is entitled to receive comparable instruction in the psychomotor, cognitive and affective domains.

Program activities should be selected to promote and enhance the skill development of the student. Teaching methods and instructional strategies must be designed to meet each student's unique learning style. In designing activities and developing instructional strategies, the following beliefs should be considered:

- All students can learn.
- Students must be educated in the least restrictive environment.
- Essential, age appropriate skills should be taught within the student's developmental level.
- Activities should be designed to meet the standards of both DAPE and regular physical education programs.

The medical status of the student must be shared with the DAPE teacher before planning the student's DAPE program. Medical records of the student should be checked to see if any medical problems exist (requires a release of information consent form). If the student has an existing medical condition, it is the responsibility of the DAPE teacher to become familiar with the condition and the implications for participation in physical education.

DAPE curriculum and instruction should align with the National Association of Sport and Physical Education's (NASPE) Outcome Project which defines what attributes a physically fit student poses and defined 6 national physical education standards. DAPE instructors should strive help students achieve the goal of being "Physically Educated" which means a student:

1. Has learned skills necessary to perform a variety of physical activities
2. Is physically fit
3. Does participate regularly in physical activity
4. Knows the implications of and the benefits from involvement in physical activities
5. Values physical activity and its contribution to a healthful lifestyle

The six national physical education standards that a DAPE instructor should teach to include:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)

3. Participates regularly in physical activity. (Physical Activity)
4. Achieves and maintains a health-enhancing level of fitness.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)

*Source: MN DAPE Best Practice Operational Guide, September 2012*

#### Reflection of Best Practices for ISD 917 DAPE Teachers

The ISD 917 DAPE department excels in the area of adjusting and adapting the general physical education curriculum to meet the needs of special education students and enhance their skill development. The department continually monitors and adjusts to meet the changing needs of students.

An opportunity for growth in the ISD 917 DAPE department is to stay current the changing state DAPE and General PE standards in order to continually adjust the 917 DAPE curriculum.

#### **Goals:**

- The DAPE department will develop a customized curriculum for each disability area served (or program served) based on the Physical Education standards that were drafted Spring of 2017.
- OT program will focus on service delivery and teacher education. The Occupational Therapists will develop online training regarding self-regulation and sensory integration strategies for the classroom staff to access, therefore decreasing the need for direct service minutes and transitioning 10% of their direct service minutes to indirect due to the staff being more knowledgeable of the needs of their students. This will allow the OT's service delivery to align more closely to the best practices laid out in the *Occupational Therapy and Physical Therapy in Educational Settings: A Manual for Minnesota Practitioners Third Edition 2014* of a consultative model that empowers classroom staff to meet the fine motor and sensory regulation needs of students.
- The Speech Language Pathologists will work to unify approaches to Augmentative and Alternative Communication (AAC) service delivery by identifying training needs for 10 AAC devices/strategies and participating in cross training on the 10 needs identified.

#### **Next Steps**

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

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

**ADDENDUM**

**INTERMEDIATE SCHOOL DISTRICT 917  
TEMPORARY EMPLOYMENT AGREEMENT REPORT  
June 1, 2016 through June 30, 2017**

**ADDENDUM to 4th quarter 2017 report**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>DESCRIPTION</u>	<u>LOCATION</u>	<u>POSITION</u>	<u>START DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>MAX #WORK DAYS</u>	<u>MAX HRS/DAY</u>
Domally	Latricia	Temp work agreement	Farmington HS PACES	Classroom Assistant	20170217	20170217	\$ 121.38	1	7
McNelley	Shane	Temp work agreement	Farmington HS PACES	Classroom Assistant	20170320	20170608	\$ 190.74	22	0.5

Report was added to board book for the 9/5/17 board meeting approval.



Office of the  
**DAKOTA COUNTY SHERIFF**

**Phone: (651) 438-4700**  
**Emergency Dial 911**  
**Fax: (651) 438-4709**

**TIM LESLIE, SHERIFF**  
**JOE LEKO, CHIEF DEPUTY SHERIFF**

1580 Highway 55  
Post Office Box 247  
Hastings, Minnesota 55033

August 25, 2017

**Commanders**  
**Daniel Scheuermann**  
Detention Services  
**John Grant**  
Operations

Melissa Schaller, Director of Special Education  
Intermediate School District 917  
1300 East 145th Street  
Rosemount, MN 55068

Dear Ms. Schaller:

Enclosed with this letter is the contract between the Dakota County Sheriff's Office and Intermediate School District 917 for school resource officer services from September 1, 2017, through August 31, 2018. The contract has been approved by Assistant Dakota County Attorney Amelia Jadoo.

I request that you review the contract and, should it meet with your satisfaction, you have it signed and executed by your office. Please return the original to me, at which time I will request Sheriff Leslie sign it. Once it is fully executed, I will ensure you receive a copy for your file.

The Sheriff's Office is looking forward to continuing this relationship for the upcoming school year.

Please contact me with any questions which may arise.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Joe Leko".

Joseph W. Leko  
Chief Deputy Sheriff

JL/jle

enclosure

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

This Agreement is made and entered into by and between Intermediate School District 917, 1300 145th Street East, Rosemount, MN 55068-2999 ("School District"), and the County of Dakota, by and through the Dakota County Sheriff's Office, 1580 Highway 55, Hastings, Minnesota 55033 ("County").

**WHEREAS**, the County and School District are governmental units as that term is defined in Minn. Stat. § 471.54; and

**WHEREAS**, Minn. Stat. § 471.59 authorizes local governmental units to jointly and cooperatively exercise any power common to the contracting parties; and

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

**WHEREAS**, the School District desires to implement programs for delinquency and crime prevention; and

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

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

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

**WHEREAS**, the County Board of Commissioners by Resolution No. 17-441 authorized the County to enter into an Agreement with the School District for the provision of school resource officer services to the School District.

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

**Article 1  
PURPOSE**

The purpose of this Agreement is for the County, through the Dakota County Sheriff's Office, to provide school resource services to the School District by providing a law enforcement officer to work at the IDEA Program at the Alliance Education Center, 14300 Biscayne Ave., Rosemount, MN 55068, and at other school locations throughout the County, in accordance with the Intermediate School District No. 917 Board Policy 497, School Resource Officer Duties, Section 6.3, Intermediate School District 917 Discipline Policy For Elementary and Secondary Students, and Section 6.39, Peace Officers and Special Education Students, all attached hereto as Exhibit 1 during the hours of 7:30 a.m. to 3:30 p.m.

The County agrees to provide to the School District one (1) full-time equivalent (FTE) law enforcement officer.

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

**Article 2  
COMPENSATION**

**Section 1. Hard Costs.**

The School District shall pay to the County sixty four thousand four hundred dollars (\$64,440) for liaison services as provided in Article 1.

**Section 2. Soft Costs.**

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

**Section 3. Invoices.**

The County shall, within twenty (20) working days following the last day of each calendar quarter throughout the Term of this Agreement (for a total of 4 quarters), submit an invoice and request for payment on an invoice form acceptable to the School District for sixteen thousand one hundred ten dollars (\$16,110).

**Article 3  
TERM**

This Agreement shall begin September 1, 2017, and shall continue through August 31, 2018, or as soon thereafter as final payment is made unless earlier terminated by law or according to the provisions herein. This Contract may be terminated with or without cause, by either party upon thirty (30) days written notice. This Contract may be terminated for cause if the funds necessary for compensation are not appropriated by either party.

**Article 4  
MUTUAL INDEMNIFICATION**

Each party shall be liable for its own acts to the extent provided by law and hereby agrees, to the extent permitted by law, to indemnify, hold harmless, and defend the other, its officers and employees against any and all liability, loss, costs, damages, expenses, claims or actions, including attorney's fees which the other, its officers and employees may hereafter sustain, incur, or be required to pay, arising out of or by reason of any act or omission of the party, its agents, or employees, in the execution, performance, or failure to adequately perform its obligations pursuant to this Agreement.

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

**Article 5  
INDEPENDENT CONTRACTOR**

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

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

**Article 6  
GENERAL**

**Section 1. Notices.**

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

To the School District:

Melissa Schaller  
Special Education Director  
1300 145th Street East  
Rosemount, MN 55068

To the County:

Chief Deputy Joe Leko  
Dakota County Sheriff's Office  
1580 Highway 55  
Hastings, MN 55033

**Section 2. Amendments.**

No amendments or variations of the terms and conditions of this Agreement shall be valid unless in writing and signed by the parties.

### **Section 3. Severability.**

All terms and covenants contained in this Agreement are severable. In the event any provision of this Agreement shall be held invalid by any court of competent jurisdiction, this Agreement shall be interpreted as if such invalid terms or covenants were not contained in the Agreement and that such holding shall not invalidate or render unenforceable any other provision.

### **Section 4. Choice of Law.**

The laws of the state of Minnesota shall govern as to the interpretation, validity, and effect of this Agreement. The captions and headings of the provisions under this Agreement are for convenience only and shall not be considered or referred to concerning questions of interpretation or construction.

### **Section 5. Compliance with Laws/Standards.**

The School District and County agree to abide by all Federal, State, or local laws, statutes, ordinances, rules and regulations now in effect or hereafter adopted pertaining to this Agreement or to the facilities, programs and staff for which either party is responsible.

### **Section 6. Data.**

The parties agree that any information and data received from the other party during the term of this Agreement shall be treated and maintained in accordance with all applicable federal, state, and local laws, rules and regulations governing same, including but not limited to the provisions of the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13. The County and the School District agree to provide to each other data which is reasonably necessary to fulfill the purpose of this Agreement, provided such sharing of data is done in accordance with the Minnesota Government Data Practices Act and of the state and federal law regulating the dissemination of data.

### **Section 7. Non-Appropriation.**

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

**Section 8. Records, Disclosure/Retention, Audits.** Pursuant to Minnesota Statutes Section 16C. 05, subdivision. 5, any books, records, documents, and accounting procedures and practices of the County and the School District relevant to this Agreement are subject to examination by the County or the School District and either the Legislative Auditor or the State Auditor as appropriate. The County and the School District agree to maintain these records for a period of six years from the date of performance of all services covered under this Agreement.

### **Section 9. Entire Agreement.**

This Agreement is the entire agreement between the School District and the County and it supersedes all prior written or oral agreements. There are no covenants, promises, undertakings, or understandings outside of this Agreement other than those as specifically set forth. Any term, condition, prior course of dealing, course of performance, usage of trade, understanding, or agreement purporting to modify, vary, supplement, or explain any provision of this Agreement is null and void and of no effect unless in writing and signed by representatives of both parties authorized to amend this Agreement.

IN WITNESS WHEREOF, this Agreement was entered into on the date(s) set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and fully agree to every provision, and hereby acknowledge receipt of a copy.

Approved as to form:

Amelia Jadoo 8/25/17  
Assistant County Attorney/Date

Approved by Dakota County  
Board Resolution No. 17-441  
County Attorney File #: KS-17-350

COUNTY OF DAKOTA

By \_\_\_\_\_  
Tim Leslie  
Sheriff  
Date of Signature \_\_\_\_\_

INTERMEDIATE SCHOOL DISTRICT 917  
*(I represent and warrant that I am authorized  
by law to execute this contract and legally  
bind the Contractor).*

By \_\_\_\_\_  
Title \_\_\_\_\_  
Date of Signature \_\_\_\_\_

TO: School Board Members  
FROM: John Christiansen  
DATE: August 30, 2017  
RE: Proposed Operation Initiatives

The following are the Proposed 917 Operational Focus descriptors for 2017-2018. We have organized the proposal into District Focus, Secondary Focus and Special Education Focus. Before each descriptor is the Strategic Directive identified with capitol SD and the Strategy identified with a small s indicating which Directive and Strategy the focus is relating to in the Strategic Directives and Strategies document.

This proposal has been developed with feedback from 917 board members, staff, member district administrators and other staff contacts in our member districts. Our process is to review and discuss them at our August Board meeting and seek approval of the final proposal at our September Board meeting.

JC:ljb

**2017-2018  
District Focus**

- |          |     |  |
|----------|-----|--|
| SD1, s-3 | 1.  | Refresh and enhance 917 website.   |
| SD1, s-2 | 2.  | Finalize new logo and identify uses such as letterhead, communications both digital and print, use in documents and presentation materials.  |
| SD1, s-3 | 3.  | Initiate presence on Facebook, Twitter, and other appropriate social media connections.  |
| SD1, s-5 | 4.  | Host a member district school board members and superintendents' reception to provide an overview of district programs and tour our facilities at DCTC, Alliance, and Lebanon on March 8, 2018.  |
| SD1, s-5 | 5.  | Develop continuous online feedback system from key communicators in our member districts.  |
| SD3, s-3 | 6.  | Enhance partnerships with the Department of Human Services and Dakota County Department of Corrections.  |
| SD4, s-3 | 7.  | Continue the efforts with the four intermediates and DHS to secure continuous appropriations for high intensity children's mental health services in educational programs.   |
| SD4, s-6 | 8.  | Promote flexible contract language options in our negotiations to address staff recruitment and retention.   |
| SD4, s-6 | 9.  | Emphasize Business Process Reengineering through reviewing current business process in areas of recruiting/job requisition, onboarding/hire, benefits/payroll and leave systems to highlight current process with existing system and new system to enhance the effectiveness of HR and payroll personnel and optimize the new efinance Plus System. |
| SD4, s-1 | 10. | Develop a comprehensive fiscal compliance procedures manual to comply with existing and new federal, state, and local fiscal laws. This will cover regulatory citations covering fiscal management practices in IDEA 34, EDGAR, UGG/2 CFR and Minnesota Statute § 471.345.   |

**2017-2018  
Secondary Programs Focus**

- |                      |    |   |
|----------------------|----|---|
| SD1, s-1, s-5        | 1. | Host bi-annual member districts' high school principal and counselor meetings to give updates and collect feedback about best program options for their students.   |
| SD1, s-3             | 2. | Provide monthly updates to our member districts' high schools and administration regarding our activities and programs.   |
| SD2, s-1             | 3. | Continue to offer all available educational options for students within our Alternative Learning centers to include: seat-based, independent study, project-based, independent study-online, work-based learning, and flexible scheduling.                                    |
| SD2, s-8<br>SD4, s-4 | 4. | Increase the number of students who participate in the Early/Middle College program offered through our ALC programs and Dakota County Technical College.   |
| SD3, s-3             | 5. | Increase our community and business partners to provide career awareness and potential off-site work or internship options for all our students.  |
| SD3, s-3             | 6. | Collaborate with community agencies, colleges, and business partners to offer learning experiences for students both within our programs and those receiving support services from within the community.  |
| SD3, s-3             | 7. | Host local Chamber of Commerce groups bi-annually to provide information on our programs and conduct tours of our facilities. Gain input from these members to help improve and promote program advancement within our schools and throughout the Perkins consortium schools. |
| SD4, s-4             | 8. | Review and update our Career and Technical Education articulation and college credit bearing opportunities for all students enrolled in our CTE programs through collaboration with DCTC and SE MN consortium members.  |
| SD5, s-2             | 9. | Increase our involvement with our members' middle schools to provide awareness for Career and Technical education through on-site visits to school sites and tours visits to our DCTC campus site.  |

**2017-2018  
Special Education Focus**

- |                                  |    |   |
|----------------------------------|----|---|
| SD1, s-3<br>s-4, s-2<br>SD3, s-1 | 1. | Enhance communication regarding programs and services offered by 917 through internal staff program visits and enhanced program descriptions detailing criteria and supports for external stakeholders. |
|----------------------------------|----|---|

- |                      |    |  |
|----------------------|----|--|
| SD1, s-3             | 2. | Enhance communication with member districts on status of referrals, waitlists, projected timelines, progress of students outside of IEP meetings, and transportation.  |
| SD1, s-2<br>SD3, s-2 | 3. | Streamline resources for staff and member districts to access updated materials online.  |
| SD1, s-3             | 4. | Continue emphasis on parent engagement through assistant directors, social workers and psychologists.  |
| SD2, s-3             | 5. | Continue professional development in curriculum, cycle, data driven goals in student achievement in literacy and math, Behavior Tools, and Equity.   |
| SD2, s-6, s-7        | 6. | Research the impact on student achievement in intermediates utilizing reading and math specialists and instructional coaches.  |
| SD2, s-2             | 7. | Focus curriculum cycle on language development and Universal Design for Learning for all academic areas and pilot vetted curriculums, interventions, and supplemental strategies in selected programs or classrooms.   |
| SD4, s-6             | 8. | Enhance our efforts to recruit and retain quality special education teachers and paraprofessionals with a special emphasis on blind/visually impaired. Efforts will include developing close university ties and enhancing pathways to licensure with current staff. |
| SD5, s-1             | 9. | Continue collaboration with member districts to guide internal program development with an emphasis on early childhood mental health and space needs in SUN, IDEA, and D/HH.   |