

Work Session

Tuesday, April 2, 2024 4:30 PM

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

I. Call to Order - Chair Cindy Nordstrom

II. Conduct Pledge of Allegiance - Chair Cindy Nordstrom

III. Integrity: Aligning our actions with our values and beliefs

III.A.

- Policy
 - Policy 533 Wellness is on the consent agenda as a final reading.

III.B. Review Wellness Goals - Nicolle Roush

III.C. Review Resolution Terminating Probationary Teachers - Dr. Melissa Schaller

III.D. Review 2024-2025 and 2026-2026 ISD 917 School Calendar - Dr. Marci Levy-Maguire

III.E. Review Perkins Reallocated Funds - Nicolle Roush

III.F. Review Lead Teachers for 2024-2025 - Dr. Melissa Schaller

III.G. Review Fiscal Year 2024 Final Federal Single Audit - Nicolle Roush

III.H. Review Temporary Work Agreements - Nicolle Roush

IV. Student Services Update - Dr. Melissa Schaller (Communications)

V. Updates from Member Districts - All (Communications)

VI. Adjournment - Chair Cindy Nordstrom



Intermediate School District 917

Purposeful. Personalized. Partners.

1300 145th Street East, Rosemount, MN 55068 (651) 423-8229 *

<http://www.isd917.org>

Dr. Michael Favor

TO: School Board
FROM: Dr. Michael Favor
DATE: April 1, 2024
RE: Policies

The policy listed below is a final reading on the consent agenda:

- 555 Wellness – minor wording changes throughout the policy

Intermediate School District 917 533 (old 6.15) Wellness Policy

Board Approved: October 6, 2009

Board Revised: June 9, 2020

Board reviewed, June 15, 2021

Board revised, final reading April 2, 2024

533 WELLNESS

I. PURPOSE

The purpose of this policy is to assure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition promotion and education, physical activity, and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and education.
- B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The school district encourages the involvement of students, parents, **guardians**, teachers, school health professionals, the school board, school administrators and the general public in development, implementation, authority and period review and update of the school district's Wellness policy.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of nutritious, and appealing foods that meet the health and nutrition needs of students at no cost; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. GOALS

A. Physical Activity

- 1. Through district curriculum district 917 will educate students to recognize that physical education is an essential component of the educational process and that good health fosters student achievement.

2. Provide opportunities to strengthen the skills and knowledge needed to maintain a healthy lifestyle through the district's physical education and health curricula.
3. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television;
4. Teachers will be encouraged to develop opportunities for physical activity that can be incorporated into subject lessons and are encouraged to provide short, physical activity breaks during class.

B. Nutrition Education and Promotion

1. Through district curriculum district 917 will provide nutrition education that follows national and state standards and focuses on understanding the relationship between personal behavior, individual health and the impact of food choices.
2. Provide nutrition education that is developmentally appropriate, culturally relevant and includes participatory activities that address agriculture and the food system.
3. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte [snack] lines, vending machines, fundraising events, concession stands, and student stores.
4. Teachers will be encouraged to incorporate nutritional information into subject lessons when appropriate.

IV. NUTRITION GUIDELINES

A. Competitive Foods and Beverages

1. All competitive foods and beverages made available on campus (including concessions and a la carte cafeteria items) will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. The district will not participate in marketing of foods that do not meet the Smart Snacks criteria.

2. Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines as required by the National School Lunch and Breakfast Programs.
3. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.
4. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for ~~free and reduced-price school meals~~. **educational benefits of any student.** The school district will provide both breakfast and lunch meals including beverages and access to drinking water at no cost through the state Free School Meals Program.
5. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
7. Food will not be used as a reward or punishment for academic performance or behavior. Per the Americans with Disabilities Act, special Consideration will be given for students with an Individual Education Plan, 504 accommodation or with special health and dietary requirements.

B. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:
 - a. Celebrations and parties. The school district will provide a list of healthy party ideas to parents **or guardians** and teachers, including non-food celebration ideas.
 - b. Classroom snacks brought by parents **or guardians**. The school district will provide to parents **or guardians** a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
2. Rewards and incentives. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

C. School Food Service Program/Personnel

1. The school district will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.
2. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.
3. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.
4. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.
5. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.
6. Food service personnel will not have access to ~~free and reduced-~~ **educational benefits**-price status of any student.
7. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.

D. Communications with Parents or Guardians

1. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
2. The school district will support parents' **or guardians'** efforts to provide a healthy diet and daily physical activity for their children.
3. The school district encourages parents **or guardians** to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' **or guardians'** efforts to provide their children with opportunities to be physically active outside of school.

V. IMPLEMENTATION AND MONITORING

- A. After approval by the school board, the wellness policy will be implemented throughout the school district.

- B. District 917 will maintain a Health and Wellness Committee to support the goals of the Wellness Policy. The committee will compile data reported from schools to assess compliance with the Wellness Policy and report to the superintendent on the progress made by the district in attaining the goals of the Wellness Policy. They will ensure completion of the Triennial Assessment of the policy every three years and post the assessment on the website when completed.
- C. School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.
- D. The school district's food service program administrator will annually inform the community about district progress in attaining the goals of the Wellness Policy.
- E. The superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the school board.

Legal References:

- 42 U.S.C. § 1751 *et seq.* (Healthy and Hungry-Free Kids Act)
- 42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
- 42 U.S.C. § 175Bb (Local Wellness Policy)
- 7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
- 7 C.F.R. § 210.10 (School Lunch Program Regulations)
- 7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org



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TO: Intermediate School District 917 School Board members
FROM: Dr. Michael Favor, ISD 917, Superintendent
DATE: April 2nd, 2024
REGARDING: 2023-24 wellness goals district wide report

Pertinent Facts:

- Intermediate School District 917 is participating in the Minnesota Department of Education's Food and Nutrition program. It is required under the Child Nutrition Act of 1966 (42 U.S.C. § 175Bb) to establish a local wellness policy which includes at a minimum the goals for nutrition promotion and education, physical activity and other school-based activities that promote student wellness.
- Intermediate School District 917 annually measures and makes available to the public an assessment on the implementation of the local school wellness policy and description of the progress made in attaining these goals that are incorporated in the 533 Wellness Policy. Enclosed for your review is the 2023-24 Wellness report by program and supervisor detailing the activities incorporated for students to meet these goals.
- The report will be posted on ISD 917 website https://www.isd917.org/for_parents/food_service.

ISD 917 Vision

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

ISD 917 Core Values

Collaboration * Empathy * Innovation * Stewardship * Communication * Integrity * Personalization * Equity *
Diversity

Board Policy 533 Wellness states the Food Service Program Administrator/Business manager will annually inform the community about district progress in attaining the goals of the Wellness Policy. This Policy was reviewed and approved by the board on April 2nd, 2024 (copy of complete Wellness Policy at https://www.isd917.org/for_parents/food_service). ISD 917 has made progress in attaining goals within this policy and I would like to summarize by location the reports provided by our Assistant Directors supervising these locations.

Goal 1 - Physical Activity:

Don Budach, Assistant Director

TESA:

Students participate in recreation and leisure activities in the community as well as a part of our curriculum in Health and Fitness and Lifetime Recreation classes. They engage in a variety of activities such as bowling, bocce ball, kickball, yoga, walking, basketball, snowshoeing and hiking. They can also utilize the DCTC fitness center for weight training and cardio machines. Staff work with the students to establish personal fitness goals. The program offers student clubs throughout the year based on student interests ranging from healthy eating to hiking. Staff have also been working with students to increase mental health fitness by incorporating stretch management, breathing and mindfulness exercises. The students have access to a calming room as well as time with the school social worker built into their schedules.

PACES:

Students participate in a variety of motor related activities throughout the school day. Specialists such as DAPE and OT provide services related to students' motor needs during DAPE and Occupational Therapy. In the elementary program recess is a part of the daily routine, allowing student's time to access playground equipment and interact with their non-disabled peers.

DASH:

Students participate in a variety of adapted motor related activities on a daily basis with the support of staff. Specialists such as DAPE, OT and PT also address the students motor needs based on their ability.

Goals met

Amy Swaney, Assistant Director

Concord Education Center:

Students receive 30 minutes of physical education each day and Developmental Adaptive Physical Education (DAPE) is provided if a need is determined within the students' Individual Education Plans (IEPs). A portion of the curriculum is dedicated to educate students on the benefits of a healthy lifestyle and what a healthy lifestyle

means. Students also receive 25 minutes of recess daily, as well as sensory integration and other gross-motor activities as determined by the students' IEPs.

Goal Met

Shannon Brennan, Assistant Director

Alliance Education Center:

Students in the group setting participate in a 30 minute Physical Education class each day, and DAPE is provided for specific students per their IEP goals. They also have a 20 minute recess built into their daily schedules and have access to fields and playground equipment outside for recess. A portion of the curriculum is dedicated to educating students on the benefits of a healthy lifestyle and what a healthy lifestyle means. Classrooms participate in movement breaks using GoNoodle video clips, stationary bike rides, calming walks, and yoga. They often play basketball during choice time and the facility has a motor room and weight room. The students enjoy "Workout Wednesdays" and using pedometers to track their activity throughout the day.

Goals met.

Jennifer Hetland, Assistant Director

Cedar School (SUN):

Students in SUN group and individual programming participate in Physical Education class or DAPE service daily per student needs. Shorter movement breaks of 10 to 15 minutes of physical activity such as walking, playing catch, biking, or shooting baskets in the gym are also implemented. In addition, students access fields and playground equipment outside for recess, movement breaks, and structured physical education/ or DAPE activities.

Goal met: Everyone received their services

Lebanon Education Center (TEA and IDEA):

Students in the group setting participate in a 30 minute Physical Education class each day. Students who need Developmental Adaptive Physical Education (DAPE) receive those services as well. Students also have shorter breaks during the day for physical activity such as walking, playing catch, shooting baskets in the gym, etc. Students often elect extra gym time at the end of the day and enjoy playing four square and participating in building wide field days as a school.

Goal met: Everyone received their services

Taylor Lovin, Assistant Director

D/HH Preschool:

Learners participate daily in physical activity in the Lincoln Center Elementary recess room, and then also with another planned physical activity session either outside on the playground, or in the Lincoln Center Elementary gym, depending on the weather. Some learners with motor delays additionally receive PT services to develop their balance, strength, and coordination skills to be as physically active as they are able. In addition, the D/HH preschool has movement/sensory breaks provided throughout the school day per individual student's sensory/physical needs.

Goal met: Students participated daily in physical activity and received their individualized services.

D/HH Lincoln Center Elementary:

Students participate in physical activity during their school day with regular physical education classes provided in the general education setting at Lincoln Center Elementary, which follows the District 6 PE curriculum. In addition, learners participate in physical activity by playing games and playing on playground equipment during daily recess. Staff promotes learners' participation during their supervision of students in both school PE classes and recess settings. Some learners with motor delays additionally receive PT and DAPE services to develop their balance, strength, and coordination skills to be as physically active as they are able. In addition, movement/sensory breaks are provided throughout learners' school day per individual student's sensory/physical needs.

Goal met: Students participated in physical activity within the general education setting and those with individualized services received their services.

D/HH Simley High School:

Students participate in physical education classes per high school credit requirements. Some learners with motor delays additionally receive PT and DAPE services to develop their balance, strength, and coordination skills to be as physically active as they are able.

Goal Met: Students requiring high school credits participated in courses needed to meet their requirements.

Juvenile Service Center/New Chance:

Physical Education/DAPE is offered each day and a portion of the curriculum is dedicated to educate students on the benefits of a healthy lifestyle and what a healthy lifestyle means. Short physical breaks are provided throughout the academic day.

Goal Met: Students participate daily in physical education with additional focuses weekly on healthy living and those with individualized services have received their service.

Chris Devine, Principal

DCALS (DCTC Campus):

Students are given the opportunity to participate in Physical Education class on a quarter to quarter basis based on the credit area and need. We provide time during our daily advisory class to focus on SEL (Social/Emotional Learning) to provide mindfulness, physical, and mental health support while completing verbal and written check and connect discussions with students.

Goal met: Students participated in physical activity within the general education setting and those with individualized services received their services.

DCALS (North Campus):

Students are given the opportunity to participate in Physical Education class on a quarter to quarter basis based on the credit area and need. We provide time during our daily advisory class to focus on SEL (Social/Emotional Learning) to provide mindfulness, physical, and mental health support while completing verbal and written check and connect discussions with students.

Goal met: Students participated in physical activity within the general education setting and those with individualized services received their services.

Goal #2 - Nutritional Education and Promotion:

Don Budach, Assistant Director

TESA:

Students are taught about healthy eating habits in Independent Living, Home Living Basics and Health and Fitness. Students also learn about serving sizes, reading labels, planning balanced meals and healthy food choices. Students practice these lessons through developing personal goals, grocery shopping in the community, and preparing and cooking meals in the classroom.

PACES:

Students have an opportunity for a healthy snack during break time. Students also learn about healthy eating through curriculum accessed in both special education and general education classrooms.

DASH:

Student's nutritional needs are met per their individualized plan.

Goals met

Amy Swaney, Assistant Director

Concord Education Center:

Health class is taught by a classroom teacher, and standards are reinforced by our physical education teacher. Students have access daily to snacks during individual break times and when determined by their Individual Education Plan. Students also participate in meal planning as part of transition-based programming. All students have

access to an in-house food shelf that provides complete meals to families when needed. These items are distributed on a weekly basis.

Goal Met

Shannon Brennan, Assistant Director

Alliance Education Center:

The Life Skills curriculum includes a unit on nutrition education where students participate in creating healthy meals. The staff and students work together to build and maintain a community garden during the spring and through the fall. The students learn about growing produce and using the food when they cook as a class during the week. Teachers are encouraged to incorporate nutritional information into subject lessons when appropriate. The school offers appropriate foods and snacks at the student store. Staff review the Smart Snacks catalog with students and discuss healthy choices. Students can also participate in a mobile pantry program that provides healthy groceries twice per month to our students and their families at no cost.

Goals met.

Jennifer Hetland, Assistant Director

Lebanon Education Center (TEA and IDEA):

Students learn about Nutrition as part of their Life Skills and Health classes. Cooking activities focus on kitchen safety and healthy eating. Staff use daily teachable moments to have discussions with students ranging from energy drinks to breathing and personal quiet time. Snacks offered to students also focus on healthy items. Students can participate in a mobile pantry program that provides healthy groceries twice per month to our students and their families at no cost.

Cedar School (SUN):

SUN group and individual instruction in nutrition and healthy eating occurs within health class per district standards-based curriculum, Life Skills class, and/ or within Transition Independent Living activities. Activities include meal planning and budgeting, meal preparation, and food safety and cleaning within our classroom kitchen.

Taylor Lovin, Assistant Director

D/HH Preschool:

The parents of learners are encouraged by staff to provide healthy snacks and lunches for their preschool-age children, and staff educates the young preschool learners about healthy food choices within the context of instruction during snack and lunch time.

Goal Met

D/HH Elementary (Lincoln Center Elementary):

Students are taught about healthy eating habits and making healthy food choices through the District 6 general education health education curriculum, through District 6's very proactive guidance of good nutrition through their breakfast and lunch programs, as well as District 6's deliberate instruction about this area in general education classrooms through special in-services. Staff encourages students to make healthy food choices.

Goal Met

D/HH High School (Simley High School):

Students are taught about healthy eating habits and making healthy food choices through the general education health education curriculum, and District 199's food service programs. Staff encourages students to make healthy food choices.

Goal Met

Juvenile Service Center/New Chance:

Teachers incorporate nutritional information into subject lessons when appropriate.

Goal Met with additional information provided on healthy living during physical education.

Chris Devine, Principal

DCALS (DCTC Campus):

Students are provided the opportunity to enroll in a Health class throughout the year. Staff addresses healthy living choices during daily advisory class and other teachable moments. Students are periodically involved in cooking activities that promote healthy choices in foods. They also have access to a food pantry and other resources.

Goal met: Students participated in activities focused on healthy living within the general education setting and those with individualized services received their services.

DCALS (North Campus):

Students are provided the opportunity to enroll in a Health class throughout the year. Staff addresses healthy living choices during daily advisory class and other teachable moments. Students are periodically involved in cooking activities that promote healthy choices in foods. They also have access to a food pantry and other resources provided by Community 360.

Goal met: Students participated in activities focused on healthy living within the general education setting and those with individualized services received their services.

RESOLUTION

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION RELATING TO THE TERMINATION AND NONRENEWAL OF THE TEACHING CONTRACTS OF MANDI THILL, LORI WILSON, MELISSA ARMBRUST, RIRA BULLECER, ABIGAIL ELDER, ADAM GHORMLEY, MORGAN KEANNELY, LISA MAYER, JOSH ODELL, KAITLYN WEEKS, RUSHEL REJUSO, JAMIE SWANSON, RECHEL TUPAS, MALLORY VAITKUNAS

WHEREAS, **MANDI THILL, LORI WILSON, MELISSA ARMBRUST, RIRA BULLECER, ABIGAIL ELDER, ADAM GHORMLEY, MORGAN KEANNELY, LISA MAYER, JOSH ODELL, KAITLYN WEEKS, RUSHEL REJUSO, JAMIE SWANSON, RECHEL TUPAS, MALLORY VAITKUNAS** are probationary teachers in Intermediate School District 917.

BE IT RESOLVED by the School Board of Intermediate School District No. 917, that pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contracts of **MANDI THILL, LORI WILSON, MELISSA ARMBRUST, RIRA BULLECER, ABIGAIL ELDER, ADAM GHORMLEY, MORGAN KEANNELY, LISA MAYER, JOSH ODELL, KAITLYN WEEKS, RUSHEL REJUSO, JAMIE SWANSON, RECHEL TUPAS, MALLORY VAITKUNAS**, probationary teachers in Intermediate School District No. 917, are hereby terminated at the close of the current 2023-2024 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teachers regarding termination and nonrenewal of contract as provided by law, and that said notice shall be in substantially the following form:

**NOTICE OF TERMINATION
AND NONRENEWAL**

NAME
STREET
CITY, STATE ZIP

Dear NAME:

You are hereby notified that at a meeting of the School Board of Intermediate School District No. 917 held on April 2, 2024, a resolution was adopted by a majority roll call vote of the Board to terminate your contract effective at the end of the current school year and not to renew your contract for the 2024-2025 school year. Said action of the Board is taken pursuant to M.S. 122A.40, Subd. 5.

You may officially request that the School Board give its reasons for the nonrenewal of your teaching contract. However, such request must be received within ten days after the receipt of this notice.

Yours very truly,

SCHOOL BOARD OF
INTERMEDIATE SCHOOL DISTRICT NO. 917

Clerk of the School Board

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

David Anderson, Tom Bennett, Lesley Chester, Lisa Ehleringer, Hannah Simmons, Cindy Nordstrom, Byron Schwab, Monica Weber, Mark Zuzek, and the following voted against same: none.

Whereupon said resolution was declared duly passed and adopted.

Dated: April 2, 2024



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

2024-2026 Academic Calendars Proposal & Rationale

Dear ISD 917 School Board,

March 27, 2024

On behalf of the ISD 917 2024-2025 Calendar Committee, I share with you our proposals for the 2024-2025 and 2025-2026 ISD 917 Academic Calendars. I am deeply grateful for this year's diverse committee who demonstrated all of ISD 917's core values throughout the process, particularly collaboration, stewardship, and innovation, as we drafted calendars to meet competing priorities while centering the daily experiences of our students, staff, and families.

Key Considerations for Calendar Development:

- [Member district calendars](#)
- [MN Statute 120A.41](#) (outlines required instructional time for students K-12)
- [ISD 917 staff contracts](#)
- Federal, state, and [cultural](#) holidays
- Student academic and social-emotional development
- Student and staff physical and mental health
- [2023 Minnesota legislative session requirements](#)
- [District Mission, Vision, & Core Values](#)
- [Individual program needs](#)
- Professional development (especially the [READ Act](#) requirements)
- Semesters and quarters

In both of the proposed calendars, we have included the following to address the above:

- 173 school days for students (per ISD 917 staff contracts, we must have 173-175)
- 185 work days for licensed instructional staff (+ additional 1 or 2 days for new staff)
- First day of school the day after Labor Day
- Last day of school during the second week of June
- 3 school days off for Thanksgiving break
- 10 school days off for winter break
- 5 school days off for spring break
- At least a 3-day weekend each month
- Quarters between 41-46 days

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ISD 917 Core Values

Collaboration * Empathy * Innovation * Stewardship * Communication * Integrity * Personalization * Equity * Diversity

We appreciate your consideration of this proposal, and we look forward to discussing any questions or concerns you have. Thank you!

Sincerely,

Marci Levy-Maguire, Ed.D.

ISD 917 Communications, Innovation, & Public Relations Coordinator/

On behalf of the 2024-2026 Calendar Committee:

Mary Adolphson, Paraprofessional

Dave Anderson, Board Director

Chris Devine, Secondary Schools Principal

Erin Hale-Sanford, DCALS Teacher

Ryan Henriott, Paraprofessional

Lauren Kelly, Director of Human Resources

Jennifer Kerkhoff, Special Education Teacher

Lori Klein, Special Education Assistant Principal

Marci Levy-Maguire, Ed.D., Communications, Innovation, & Public Relations/Perkins Coordinator

Sharri McGibbon, Special Education Teacher

Melissa Schaller, PhD, Executive Director of Special Services

Irene Schultz-Albert, Occupational Therapist

Becky Wilkerson, Paraprofessional

Mike Zickrick, Special Education Teacher



ISD 917 2024-2025 ACADEMIC CALENDAR



8 - Extended School Year (ESY)
 Prof. Dev.
 9-11 - ESY & JSC
 12 - JSC
 15-18 - ESY & JSC
 19 - JSC
 22-25 - ESY & JSC
 26 - JSC
 29-31 - ESY & JSC

JULY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
0 student days 0 lic. staff/0 non-lic. staff						

JANUARY 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
18 student days 19 lic. staff/18 non-lic. staff						

1 - No School/Holiday
 2 - No School/Winter Break
 3 - No School/Winter Break
 20 - No School/Holiday
 24 - End of 2nd quarter (41 days)
 27 - No School/Licensed Staff Prof. Dev.

1 - ESY & JSC
 2 - JSC
 26 - Licensed Staff Prof. Dev.
 27 - Licensed Staff Prof. Dev.
 28 - All Staff Prof. Dev.
 29 - All Staff Prof. Dev.
 30 - Licensed Staff Prof. Dev.

AUGUST 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
0 student days 5 lic. staff/2 non-lic. staff						

FEBRUARY 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
18 student days 19 lic. staff/18 non-lic. staff						

17 - No School/Holiday
 24 - No School/Lic. Staff Prof. Dev.

2 - No School/Holiday
 3 - 1st Day of School

SEPTEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
20 student days 20 lic. staff/20 non-lic. staff						

MARCH 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
16 student days 16 lic. staff/16 non-lic. staff						

24 - No School/Spring Break
 25 - No School/Spring Break
 26 - No School/Spring Break
 27 - No School/Spring Break
 28 - No School/Spring Break

16 - No School/All Staff Prof. Dev.
 17 - No School/MEA
 18 - No School/MEA

OCTOBER 2024						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
20 student days 21 lic. staff/2 non-lic. staff						

APRIL 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
20 student days 21 lic. staff/20 non-lic. staff						

3 - End of 3rd quarter (42 days)
 4 - No School/Sec. Lic. Staff Prof. Dev.
 11 - No School/Sp.Ed. Lic. Staff PD
 21 - No School

7 - End of 1st quarter (45 days)
 8 - No School/Licensed Staff Prof. Dev.
 27 - No School
 28 - No School/Holiday
 29 - No School/Holiday

NOVEMBER 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
17 student days 18 lic. staff/17 non-lic. staff						

MAY 2025						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
21 student days 21 lic. staff/21 non-lic. staff						

26 - No School/Holiday

23 - No School/Winter Break
 24 - No School/Holiday
 25 - No School/Holiday
 26 - No School/Winter Break
 27 - No School/Winter Break
 30 - No School/Winter Break
 31 - No School/Winter Break

DECEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
15 student days 15 lic. staff/15 non-lic. staff						

JUNE 2025						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
8 student days 8.5 lic. staff/8 non-lic. staff						

11 - Last Day of School
 11 - End of 4th quarter (46 days)
 12 - Licensed Staff Prof. Dev. (½ day)
 12-13 - JSC
 16-18 - JSC
 19 - Holiday (JSC)
 20 - JSC Licensed Staff Prof. Dev.

■ ■ & ■ = No School (All Students) ■ = No School (DCALS & CTE students) ■ = No School (Spec. Ed. Students)



ISD 917 2025-2026 ACADEMIC CALENDAR



7 - ESY & JSC Staff Prof. Dev.
 8-10 - ESY & JSC
 11 - JSC
 14-17 - ESY & JSC
 18 - JSC
 21-24 - ESY & JSC
 25 - JSC
 28-31 - ESY & JSC

JULY 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
0 student days 0 lic. staff/0 non-lic. staff						

JANUARY 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
18 student days 19 lic. staff/18 non-lic. staff						

1 - No School/Holiday
 2 - No School/Winter Break
 19 - No School/Holiday
 23 - End of 2nd quarter (41 days)
 26 - No School/Licensed Staff Prof. Dev.

1 - JSC
 25 - Licensed Staff Prof. Dev.
 26 - Licensed Staff Prof. Dev.
 27 - All Staff Prof. Dev.
 28 - All Staff Prof. Dev.
 29 - Licensed Staff Prof. Dev.

AUGUST 2025						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	0 student days 5 lic. staff/2 non-lic. staff					

FEBRUARY 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
18 student days 19 lic. staff/18 non-lic. staff						

16 - No School/Holiday
 27 - No School/Lic. Staff Prof. Dev.

1 - No School/Holiday
 2 - 1st day of school

SEPTEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
21 student days 21 lic. staff/21 non-lic. staff						

MARCH 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
17 student days 17 lic. staff/17 non-lic. staff						

23 - No School/Spring Break
 24 - No School/Spring Break
 25 - No School/Spring Break
 26 - No School/Spring Break
 27 - No School/Spring Break

15 - No School/All Staff Prof. Dev.
 16 - No School/MEA
 17 - No School/MEA

OCTOBER 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
20 student days 21 lic. staff/20 non-lic. staff						

APRIL 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
20 student days 21 lic. staff/20 non-lic. staff						

3 - End of 3rd quarter (42 days)
 6 - No School/Sec. Lic. Staff Prof. Dev.
 10 - No School/Sp.Ed. Lic. Staff PD
 24 - No School

6 - End of 1st quarter (45 days)
 7 - No School/Licensed Staff Prof. Dev.
 26 - No School
 27 - No School/Holiday
 28 - No School/Holiday

NOVEMBER 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	16 student days 17 lic. staff/16 non-lic. staff					

MAY 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	20 student days 20 lic. staff/20 non-lic. staff					

25 - No School/Holiday

22 - No School/Winter Break
 23 - No School/Winter Break
 24 - No School/Holiday
 25 - No School/Holiday
 26 - No School/Winter Break
 29 - No School/Winter Break
 30 - No School/Winter Break
 31 - No School/Winter Break

DECEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
15 student days 15 lic. staff/15 non-lic. staff						

JUNE 2026						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
8 student days 8.5 lic. staff/8 non-lic. staff						

10 - Last Day of School
 10 - End of 4th quarter (45 days)
 11 - .5 Licensed Staff Prof. Dev.
 11-12 - JSC
 15-18 - JSC
 22 - JSC Licensed Staff Prof. Dev.

■ ■ & ■ = No School (All Students) ■ = No School (DCALS & CTE students) ■ = No School (Spec. Ed. Students)



Intermediate School District 917

Purposeful. Personalized. Partners.

1300 145th Street East, Rosemount, MN 55068

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

To: ISD 917 School Board Members
Dr Michael Favor, Superintendent

From: Nicolle Roush, Executive Director of Business Services

Date: April 2, 2024

Re: FY24 Budget Revision

Information:

- Intermediate School District 917 received final notification from the Minnesota Department of Education FY24 reallocation of Carl Perkins grant funds are in the amount of \$15,859.58 under basic and \$5,575.75 under reserve.

- These reallocation funds were not included in the revised budget resulting in a net increase of revenues and expenditures in the amount \$21,435 not reflected in the revised revenues or expenditure budgets approved by the board on February 6, 2024.

Recommendation: Requesting board approval to increase FY24 revenue and expenditure budgets in the general operating fund under fund 1 in the amount of \$21,435 to reflect the final FY24 Carl Perkins Grant award.

ISD 917 Vision

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

ISD 917 Core Values

Collaboration * Empathy * Innovation * Stewardship * Communication * Integrity * Personalization * Equity * Diversity



MEMORANDUM

DATE: March 5, 2024

TO: Marci Levy-Maguire
Mary Jo Gardner
Dakota County Consortium

FROM: Karl Ohrn, State Director Career Technical Education 

Michelle Kamenov, Career Development & CTE Supervisor
Minnesota Department of Education 

SUBJECT: SFY23 Perkins Reallocated Funds Application Approval and Award

Congratulations, the SFY23 (July 1, 2022, Perkins Grant award) Reallocated Funds Application and Budget submitted by your consortium has been approved.

Your Consortium's Reallocation award is as follows:

Total Amount:	\$46,732.26
Secondary Basic:	\$15,859.58
Secondary Reserve:	\$5,575.75
Post-Secondary Basic:	\$20,266.42
Post-Secondary Reserve:	\$5,030.51

Expend funds in accordance with your approved Local Consortium Perkins V Application and your approved reallocation proposal. You can access your current consortium plan on the Minnesota State website: <https://www.minnstate.edu/system/cte/perkins-consortia.html>.

Follow these procedures to access the reallocated funds:

1. Make the fiscal arrangements to draw down the funds:
 - a. Secondary –You will be notified by email once the reallocated funds have been loaded into SERVS. You will also receive instructions at that time on what SERVS steps need to be taken to access the reallocated funds. If you do not have SERVS access, please send an email request to mde.servsfinancial@state.mn.us. All



other SERVS questions should be directed to LaDonna Mustin, Ladonna.Mustin@state.mn.us with a copy to Michelle Kamenov, michelle.kamenov@state.mn.us.

- b. Postsecondary – Use General Ledger (G/L) code 384231 for Basic Reallocated and G/L 384232 for Reserve Reallocated to receipt the monies. Assign a cost center of your choosing with G/L 384231 for Basic and G/L 384232 for Reserve attached to the cost center.
 - c. Secondary and postsecondary: be sure to load the budgets as per the approved Reallocation Funds Basic and Reserve Budget and the amounts awarded.
2. First-in/first-out principle: These reallocated funds must be expended prior to the basic and reserve grant funds allocated July 1, 2023. **All reallocated funds must be expended before June 30, 2024.** Any reallocated funds not expended by June 30, 2024 will no longer be available to the local consortium.

According to the Perkins V federal legislation, any grant funds not expended by local consortia by the end of the academic year must be recaptured and redistributed by the State (Section 133). Unexpended funds returned from secondary and postsecondary consortium members are combined and reallocated based on distribution formulas described in Perkins V legislation (Sections 131, 132).

These procedures are required to track and account for the separate federal grant awards. When these funds are being expended, the consortium must adhere to federal requirements under the Perkins V Law and State fiscal requirements of the Minnesota Department of Education or the Minnesota State system office, whichever is appropriate.

If you have any questions, please contact Michelle Kamenov, Supervisor, Career Development and Career Technical Education, MDE, at (651-582-8434) michelle.kamenov@state.mn.us or Karl Ohrn, System Director for Career and Technical Education, Minnesota State, at (651-201-1650) karl.ohrn@minnstate.edu .

c: Michelle Kamenov, MDE
LaDonna Mustin, MDE

Lor Vang, Business Office, Minnesota State



To: Dr. Michael Favor
Superintendent

From: Dr. Melissa Schaller *ms*
Executive Director of Student Services

Re: 2024-2025 Lead Teacher Assignments

Date: March 22, 2024

The position of lead teacher provides assistance to the staff and to the administration in a variety of ways including:

- Providing resources, training, and support to staff
- Monitoring due process
- Attending team meetings as an administrative designee
- Completing intake meetings
- Serving as a mentor
- Assisting in crisis management
- Developing curriculum and supporting equipment needs

Based on a review of interested applicants, I am recommending that the following individuals be appointed as lead staff according to the ISD 917 Local 3904 contract for the 2024-2025 school year:

Assignment	Supervisor	Appointee
Career Technical Education (CTE)*	Devine	Adam Ghormley
DCALS-Main*	Devine	Erin Sanford
DCALS-North*	Devine	Don Williams
DASH, TESA	Budach	Emily Goodson Wendi Renken
Nursing*	Budach	Melissa Ho

SUN-Cedar, TEA-ECSE, and TEA-LEC	Hetland	Melanie Rix
Deaf/Hard of Hearing Resource (D/HH)*	Lovin	Sarah Ideen
Physical Therapy (PT)*	Lovin	Shanyn Tufte
CASE, IDEA, SUN-Alliance Education Center	Pauley	Sharri McGibbon Rachel Novy [.5]
MTSS/Assessment	Peterson	Eve Thomas Brook
Navigator	Peterson	Rachel Novy [.5]
SUN-Concord Education Center	Swaney	Cathy Mattice

*These positions will provide direct services to students and/or have other job responsibilities.

These assignments are subject to an annual appointment by the school board.

March 27, 2024

To the School Board and Management of
Intermediate School District No. 917
Rosemount, Minnesota

The following is a summary of our audit work, key conclusions, and other information that we consider important or that is required to be communicated to the School Board, administration, or those charged with governance of Intermediate School District No. 917 (the District) in conjunction with our Single Audit of the Schedule of Expenditures of Federal Awards (Single Audit) for the year ended June 30, 2023.

OUR RESPONSIBILITY UNDER AUDITING STANDARDS GENERALLY ACCEPTED IN THE UNITED STATES OF AMERICA, *GOVERNMENT AUDITING STANDARDS*, AND TITLE 2 U.S. CODE OF FEDERAL REGULATIONS PART 200, *UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS* (UNIFORM GUIDANCE)

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the District's basic financial statements. We issued our report thereon dated December 15, 2023, which contained unmodified opinions on those financial statements. Professional standards require that we provide you with information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards*, and the Uniform Guidance, as well as certain information related to the planned scope and timing of our audit. We have communicated such information to you verbally, in our audit engagement letter, and in our management report dated December 15, 2023. Professional standards also require that we communicate to you the following information related to our Single Audit.

PLANNED SCOPE AND TIMING OF THE AUDIT

We performed the Single Audit according to the planned scope and timing previously discussed and coordinated in order to obtain sufficient audit evidence and complete an effective audit.

AUDIT OPINION AND FINDINGS

Based on our Single Audit for the year ended June 30, 2023:

- We reported that the Schedule of Expenditures of Federal Awards is fairly stated, in all material respects, in relation to the basic financial statements.
- The results of our tests indicate that the District has complied, in all material respects, with the types of compliance requirements that could have a direct and material effect on its major federal programs.
- We reported no deficiencies in the District's internal controls over compliance that we considered to be material weaknesses with the types of compliance requirements that could have a direct and material effect on each of its major federal programs.

OTHER MATTERS

We were engaged to report on the Schedule of Expenditures of Federal Awards, which is considered supplementary information to the District's separately issued basic financial statements. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the basic financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

MANAGEMENT REPRESENTATIONS

We have requested certain representations from management that are included in the management representation letter dated INSERT DATE.

CLOSING

The purpose of this report is solely to provide those charged with governance of the District, management, and those with responsibility for oversight of the District's financial reporting process required communications related to our Single Audit. Accordingly, this report is not suitable for any other purpose.

MALLOY, MONTAGUE, KARNOWSKI, RADOSEVICH & CO., P.A.
Minneapolis, Minnesota



Intermediate School District 917

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1300 145th Street East, Rosemount, MN 55068

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

March 26, 2024

Malloy, Montague, Karnowski, Radosevich, & Co., P.A.
5353 Wayzata Blvd. Suite 410
Minneapolis, MN 55416

This representation letter is provided in connection with your audit(s) of the financial statements of Intermediate School District No. 917 (the District), which comprise the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information as of June 30, 2023, and the respective changes in financial position and, where applicable, cash flows for the year then ended, and the disclosures (collectively, the "financial statements"), for the purpose of expressing opinions as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered to be material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors. We confirm, to the best of our knowledge and belief, as of March 26, 2024, the following representations made to you during your audit.

Financial Statements

- 1) We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated September 25, 2023, including our responsibility for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP and for preparation of the supplementary information in accordance with the applicable criteria.
- 2) We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- 3) We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
- 4) The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.

ISD 917 Vision

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

ISD 917 Core Values

Collaboration * Empathy * Innovation * Stewardship * Communication * Integrity * Personalization * Equity *
Diversity

Information Provided

- 1) We have provided you with:
 - a) Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records (including information obtained from outside of the general and subsidiary ledgers), documentation, and other matters and all audit or relevant monitoring reports, if any, received from funding source.
 - b) Additional information that you have requested from us for the purpose of the audit.
 - c) Unrestricted access to persons within the District from whom you determined it necessary to obtain audit evidence.
 - d) Minutes of the meetings of the School Board or summaries of actions of recent meetings for which minutes have not yet been prepared.
- 2) All material transactions have been recorded in the accounting records and are reflected in the financial statements and the schedule of expenditures of federal awards.
- 3) We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- 4) We have no knowledge of any fraud or suspected fraud that affects the District and involves—
 - 5) Management,
 - 6) Employees who have significant roles in internal control, or
 - 7) Others where the fraud could have a material effect on the financial statements.
- 8) We have no knowledge of any allegations of fraud or suspected fraud affecting the District's financial statements communicated by employees, former employees, regulators, or others.
- 9) We have no knowledge of instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements, or waste or abuse, whose effects should be considered when preparing financial statements.
- 10) We have disclosed to you all known actual or possible litigation, claims, and assessments whose effects should be considered when preparing the financial statements.
- 11) We have disclosed to you the names of the District's related parties and all the related party relationships and transactions, including any side agreements.

Government-specific

- 1) There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
- 2) We have taken timely and appropriate steps to remedy identified and suspected fraud or noncompliance with provisions of laws, regulations, contracts, and grant agreements that you have reported to us.
- 3) We have a process to track the status of audit findings and recommendations.
- 4) We have identified to you any previous audits, attestation engagements, and other studies related to the objectives of the audit and whether related recommendations have been implemented.
- 5) We have identified to you any investigations or legal proceedings that have been initiated with respect to the period under audit.
- 6) We have provided our views on reported findings, conclusions, and recommendations, as well as our planned corrective actions, for the report.
- 7) The District has no plans or intentions that may materially affect the carrying value or classification of assets, deferred outflows of resources, liabilities, deferred inflows of resources, and fund balance or net position.
- 8) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us, including tax or debt limits and debt contracts, and legal and contractual provisions for reporting specific activities in separate funds.

- 9) We have identified and disclosed to you all instances of identified and suspected fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we believe have a material effect on the financial statements.
- 10) There are no violations or possible violations of budget ordinances, laws and regulations (including those pertaining to adopting, approving, and amending budgets), provisions of contracts and grant agreements, tax or debt limits, and any related debt covenants whose effects should be considered for disclosure in the financial statements, or as a basis for recording a loss contingency, or for reporting on noncompliance.
- 11) As part of your audit, you assisted with preparation of the financial statements and disclosures, the schedule of expenditures of federal awards, and the data collection form. We acknowledge our responsibility as it relates to those nonaudit services, including that we assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. We have reviewed, approved, and accepted responsibility for those financial statements and disclosures and schedule of expenditures of federal awards.
- 12) The District has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
- 13) The District has complied with all aspects of contractual agreements that would have a material effect on the financial statements in the event of noncompliance.
- 14) We acknowledge our responsibility for the required supplementary information (RSI). The RSI is measured and presented within prescribed guidelines and the methods of measurement and presentation have not changed from those used in the prior period. We have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the RSI.
- 15) With respect to the schedule of expenditures of federal awards on which an in-relation-to opinion is issued.
- 16) We acknowledge our responsibility for presenting the schedule of expenditures of federal awards in accordance with accounting principles generally accepted in the United States of America, and we believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with accounting principles generally accepted in the United States of America. The methods of measurement and presentation of the schedule of expenditures of federal awards have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.
- 17) If the schedule of expenditures of federal awards is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the supplementary information no later than the date we issue the supplementary information and the auditor's report thereon.
- 18) With respect to federal award programs:
- 19) We are responsible for understanding and complying with and have complied with, the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), including requirements relating to preparation of the schedule of expenditures of federal awards.
- 20) We acknowledge our responsibility for preparing and presenting the schedule of expenditures of federal awards (SEFA) and related disclosures in accordance with the requirements of the Uniform Guidance, and we believe the SEFA, including its form and content, is fairly presented in accordance with the Uniform Guidance. The methods of measurement or presentation of the SEFA have not changed from those used in the prior period and we have disclosed to you any significant assumptions and interpretations underlying the measurement or presentation of the SEFA.
- 21) If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issue the SEFA and the auditor's report thereon.
- 22) We have identified and disclosed to you all of our government programs and related activities subject to the Uniform Guidance compliance audit, and have included in the SEFA, expenditures made during the audit period for all awards provided by federal agencies in the form of federal awards, federal cost-reimbursement

contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.

- 23) We are responsible for understanding and complying with, and have complied with, the requirements of federal statutes, regulations, and the terms and conditions of federal awards related to each of our federal programs and have identified and disclosed to you the requirements of federal statutes, regulations, and the terms and conditions of federal awards that are considered to have a direct and material effect on each major program.
- 24) We are responsible for establishing, designing, implementing, and maintaining, and have established, designed, implemented, and maintained, effective internal control over compliance for federal programs that provides reasonable assurance that we are managing our federal awards in compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.
- 25) We have made available to you all federal awards (including amendments, if any) and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities.
- 26) We have received no requests from a federal agency to audit one or more specific programs as a major program.
- 27) We have complied with the direct and material compliance requirements except for noncompliance disclosed to you, including when applicable, those set forth in the OMB Compliance Supplement relating to federal awards and have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal awards OR confirm that there were no amounts questioned and no known noncompliance with the direct and material compliance requirements of federal awards.
- 28) We have disclosed any communications from federal awarding agencies and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
- 29) We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.
- 30) Amounts claimed or used for matching were determined in accordance with relevant guidelines in OMB's Uniform Guidance (2 CFR part 200, subpart E).
- 31) We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- 32) We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- 33) We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.
- 34) There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditor's report.
- 35) No changes have been made in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies or material weaknesses in internal control over compliance, subsequent to the period covered by the auditor's report.
- 36) Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the financial statements have been prepared.
- 37) The copies of federal program financial reports provided you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- 38) We have charged costs to federal awards in accordance with applicable cost principles.

- 39) We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by the Uniform Guidance, and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
- 40) We are responsible for and have ensured the reporting package does not contain protected personally identifiable information.
- 41) We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by the Uniform Guidance.
- 42) We are responsible for taking corrective action on each audit finding of the compliance audit and have developed a corrective action plan that meets the requirements of the Uniform Guidance.

Signature:

Da. M. [Signature]

Title:

Superintendent

Signature:

Nicole Raus

Title:

Executive Director

INTERMEDIATE SCHOOL DISTRICT NO. 917
ROSEMOUNT, MINNESOTA

Federal Single Audit Reports

Year Ended
June 30, 2023

INTERMEDIATE SCHOOL DISTRICT NO. 917

Federal Single Audit Reports
Year Ended June 30, 2023

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INTERMEDIATE SCHOOL DISTRICT NO. 917

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2023

Federal Grantor/Pass-Through Grantor/Program Title	Federal ALN	Federal Expenditures	
U.S. Department of Agriculture			
Passed through Minnesota Department of Education			
Child nutrition cluster			
National School Lunch Program	10.555	\$ 78,309	
School Breakfast Program	10.553	<u>27,179</u>	
Total child nutrition cluster			\$ 105,488
COVID-19 – Pandemic EBT Administrative Costs	10.649		628
U.S. Department of the Treasury			
Passed through Minnesota Department of Education			
COVID-19 – Coronavirus State and Local Fiscal Recovery Funds	21.027	27,629	
Passed through Minnesota Department of Human Services			
COVID-19 – Coronavirus State and Local Fiscal Recovery Funds	21.027	<u>1,123,589</u>	
Total ALN 21.027			1,151,218
U.S. Department of Education			
Passed through Minnesota Department of Education			
Education Stabilization Fund			
COVID-19 – Elementary and Secondary School Emergency Relief (ESSER) Fund			
	84.425D	233,046	
COVID-19 – American Rescue Plan – Elementary and Secondary School Emergency Relief (ARP ESSER) Fund			
	84.425U	<u>153,669</u>	
Total ALN 84.425			386,715
Career and Technical Education – Basic Grants to States	84.048		<u>209,641</u>
Total federal awards			<u>\$ 1,853,690</u>

Note 1: The Schedule of Expenditures of Federal Awards is prepared on the accrual basis of accounting. The information in this schedule is presented in accordance with the OMB’s *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. Therefore, some amounts presented in this schedule may differ from the amounts presented in, or used in the preparation of, the District’s basic financial statements.

Note 2: The pass-through entities listed on the previous page use the same federal Assistance Listing Numbers (ALN) as the federal grantors to identify these grants, and have not assigned any additional identifying numbers.

Note 3: The District did not elect to use the 10 percent de minimis indirect cost rate.

Note 4: The District had \$7,028 of noncash assistance included in the National School Lunch Program, federal ALN 10.555.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR
EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL
OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF EXPENDITURES
OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

To the School Board and Management of
Intermediate School District No. 917
Rosemount, Minnesota

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM

OPINION ON EACH MAJOR FEDERAL PROGRAM

We have audited Intermediate School District No. 917 (the District) compliance with the types of compliance requirements identified as subject to audit in the U.S. Office of Management and Budget *Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2023. The District's major federal programs are identified in the Summary of Audit Results section of the accompanying Schedule of Findings and Questioned Costs.

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major programs for the year ended June 30, 2023.

BASIS FOR OPINION ON EACH MAJOR FEDERAL PROGRAM

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District's compliance requirements referred to above.

(continued)

RESPONSIBILITIES OF MANAGEMENT FOR COMPLIANCE

Management is responsible for compliance with the requirements referred to on the previous page and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's federal programs.

AUDITOR'S RESPONSIBILITIES FOR THE AUDIT OF COMPLIANCE

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to on the previous page occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance, but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to on the previous page is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to on the previous page and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

(continued)

REPORT ON INTERNAL CONTROL OVER COMPLIANCE

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section on the previous page and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses or significant deficiencies, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

REPORT ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise District's basic financial statements. We issued our report thereon dated December 15, 2023, which contained unmodified opinions on those financial statements. Our audit was performed for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Minneapolis, Minnesota
INSERT DATE

INTERMEDIATE SCHOOL DISTRICT NO. 917

Schedule of Findings and Questioned Costs
Year Ended June 30, 2023

A. SUMMARY OF AUDIT RESULTS

This summary is formatted to provide federal granting agencies and pass-through agencies answers to specific questions regarding the audit of federal awards.

Financial Statements

What type of auditor's report is issued? X Unmodified
 Qualified
 Adverse
 Disclaimer

Internal control over financial reporting:

Material weakness(es) identified? Yes X No
 Significant deficiency(ies) identified? Yes X None reported
 Noncompliance material to the financial statements noted? Yes X No

Federal Awards

Internal controls over major federal award programs:

Material weakness(es) identified? Yes X No
 Significant deficiency(ies) identified? Yes X None reported

Type of auditor's report issued on compliance for major programs?
 U.S. Department of the Treasury – COVID-19 – Coronavirus State
 and Local Fiscal Recovery Funds

Unmodified

Any audit findings disclosed that are required to be reported in
 accordance with 2 CFR 200.516(a)? Yes X No

Programs tested as major programs:

Program or Cluster(s)	Federal ALN
-----------------------	----------------

U.S. Department of the Treasury – COVID-19 – Coronavirus State and Local Fiscal Recovery Funds	21.027
---	--------

\$ 750,000

Threshold for distinguishing type A and B programs.

Does the auditee qualify as a low-risk auditee? Yes X No

INTERMEDIATE SCHOOL DISTRICT NO. 917

Schedule of Findings and Questioned Costs (continued)
Year Ended June 30, 2023

B. FINANCIAL STATEMENT FINDINGS

None.

C. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None.



**Intermediate School
District 917**

*Purposeful. Personalized.
Partners.*

1300 145th Street East,
Rosemount, MN 55068

(651) 423-8229 *

<http://www.isd917.org>

INTERMEDIATE SCHOOL DISTRICT NO. 917

Corrective Action Plans and
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2023

A. FINANCIAL STATEMENT FINDINGS

None.

B. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None.

C. MINNESOTA LEGAL COMPLIANCE FINDINGS

2023-001 UNTIMELY PAYMENT OF INVOICES

Finding Summary

Minnesota Statutes § 471.425 requires schools to pay each vendor obligation according to the terms of each contract or within 45 days after the receipt of the goods or services or the invoice for the goods or services. If such obligations are not paid within the appropriate time period, a school must pay interest on the unpaid obligations at the rate of 1.5 percent per month or part of a month. For 2 of 25 disbursements selected for testing, Intermediate School District No. 917 (the District) did not pay the obligations within the required time period and did not pay interest on the unpaid obligations.

-1-

ISD 917 Vision

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

ISD 917 Core Values

Collaboration * Empathy * Innovation * Stewardship * Communication * Integrity * Personalization *
Equity * Diversity

INTERMEDIATE SCHOOL DISTRICT NO. 917

Corrective Action Plans and
Summary Schedule of Prior Audit Findings (continued)
Year Ended June 30, 2023

C. MINNESOTA LEGAL COMPLIANCE FINDINGS (CONTINUED)

2023-001 UNTIMELY PAYMENT OF INVOICES (CONTINUED)

Corrective Action Plan

Actions Planned – The District will review payment procedures and will properly pay all invoices within the required 45-day time limit and verify compliance with state statutes.

Official Responsible – Nicolle Roush, Executive Director of Business Services.

Planned Completion Date – June 30, 2024.

Disagreement With or Explanation of Finding – The District is in agreement with this finding.

Plan to Monitor – Nicolle Roush, Executive Director of Business Services, will review disbursement check runs to verify they are being paid within the required 45-day time period.

D. SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

No single audit of federal awards was required for the year ended June 30, 2022.



Intermediate School District 917

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1300 145th Street East, Rosemount, MN 55068

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

TO: Intermediate School District 917 School Board members
FROM: Dr. Michael Favor, Superintendent
DATE: April 2nd, 2024
REGARDING: Review and approval of Temporary Work Agreements and other employee earnings

Pertinent Facts:

- Temporary Employee Agreements and other earnings outside of union or non-union contracts must be reviewed and approved by the board each fiscal year. These reports are brought to the board quarterly.
- Enclosed for your review and approval is the Temporary Work Agreements (TWA's) third quarter report January 1, 2024 through March 31, 2024, totaling is \$22,916.86. Costs incurred are from trainings, meetings outside of workday, Interpreting and homebound supports (see TWA Q3 report for further details).
- In addition to TWA's, the district has Other Employee Earnings report third quarter report January 1, 2024 through March 31, 2024, totaling \$19,966.27. The costs incurred are from trainings unplanned additional time, teacher retro for ESY and a referral bonus. (see Other Employee Earnings Q2 for further details).

Recommendation: Board approval recommendation to approve TWA's and the other earnings reports in the amount of \$42,883.13.

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ISD 917 Core Values

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				ESY, Summer - Non-ESY, or				Assignment		Total			
Last Name	First Name	Year	Regular School	Position/Title	Assignment	Details of Assignment	Start Date	End Date	# of Hours	Hourly Rate	Est. Total Amount		
Allen	Kimberly	Regular	School	Yes	Classroom Assista	PA Student late bus for 1:1 student Attending South Saint Paul	1/5/2024	6/8/2024	10	22.3	\$	223.00	
Allen	Ann	Regular	School	Yes	Audiologist	Extra Duty Technology Presentation for access Homebound Services for Benjamin Harrison	2/13/2024	2/13/2024	3.5	63.82	\$	223.37	
Benhart	Eugene	Regular	School	Yes	SPED Teacher	Teacher	3/18/2024	6/6/2024	50	38.12	\$	1,906.00	
D'Aloia	Jeanne	Regular	School	Yes	DHH - Teacher	Extra Duty Interview applicants for DHH	3/5/2024	6/30/2024	8	53.6	\$	428.80	
Dodge	Michelle	Regular	School	Yes	SLI - Interpreter	Extra Duty Interview applicants for DHH Extra Due Process while covering for teacher on extended leave	3/5/2024	6/30/2024	6	35.51	\$	213.06	
Grove	Sara	Regular	School	Yes	SPED Teacher	Extra Duty Interview applicants for DHH	2/12/2024	6/6/2024	6	54.86	\$	329.16	
Ideen	Sarah	Regular	School	Yes	DHH - Teacher	Extra Duty Interview applicants for DHH Completing special education evaluations for DCALS students	3/5/2024	6/30/2024	8	56.48	\$	451.84	
Inman	Courtney	Regular	School	Yes	Psychologist	Extra Duty attending South Saint Paul Technology Presentation for access 6th-grade open house, tours, and events w-students	2/23/2024	6/6/2024	90	42.15	\$	3,793.50	
Kaufman	Amy	Regular	School	Yes	Vision-TVI	Extra Duty Technology Presentation for access 6th-grade open house, tours, and events w-students	2/13/2024	2/13/2024	3.5	62.34	\$	218.19	
Kent	Lisa	Regular	School	Yes	DHH - Teacher	Extra Duty Technology Presentation for access Support curriculum planning and implementation	1/24/2024	6/30/2024	4	37.04	\$	148.16	
Kent	Lisa	Regular	School	Yes	DHH - Teacher	Extra Duty Homebound intervener services for Boston Miller	2/13/2024	2/13/2024	3.5	37.04	\$	129.64	
Kerkhoff	Jennifer	Regular	School	Yes	SPED Teacher	Extra Duty Homebound services for Boston Miller	1/8/2024	2/29/2024	3	33.66	\$	100.98	
Lundin	Karin	Regular	School	Yes	Intervener Assist	CA Due Process (Evaluation for 1 student for 5 hours) & (IEP for 1 student for 3 hours) Plus 6 hours of transition planning. Total hours = 14	1/9/2024	3/11/2024	16	25.3	\$	404.80	
Mayes	Emma	Regular	School	Yes	SPED Teacher	Teacher Skills Check off in Medical Careers	1/9/2024	3/11/2024	50	35.54	\$	1,777.00	
McGibbon	Sharri	Regular	School	Yes	SPED Teacher	Extra Duty BMS Concert for Students Providing interpretation for Tammy Mitchell during training.	1/8/2024	6/8/2024	14	36.78	\$	514.92	
McNamara	Kay	Regular	School	Yes	Nurse	Nurse	1/29/2024	5/31/2024	33	30	\$	990.00	
Meyen	Krista	Regular	School	Yes	Classroom Assista	CA BMS Concert for Students Providing interpretation for Tammy Mitchell during training.	1/11/2024	1/11/2024	2	22.76	\$	45.52	
Nitcher	Kimberly	Regular	School	Yes	SLI - Interpreter	Training Intervener training	3/5/2024	6/6/2024	20	30.51	\$	610.20	
Rao	Anjali	Regular	School	Yes	Classroom Assista	Training Attending What Do You See? virtual conference during spring break Due Process (Evaluation for 3 students for 5 hours each = 15 hours) & (IEP for 4 students for 3 hours each = 12 hours) Plus 6 hours of transition planning. Total hours = 33	2/9/2024	4/27/2024	36	23.7	\$	853.20	
Rosenber	Shannon	Regular	School	Yes	DHH - Teacher	Extra Duty Intervener for bef/aft sch activities for Dist 834 stu-KAT Supporting coverage for D/HH Teacher on maternity leave and to cover June home visits for itinerant birth-3 services	3/27/2024	3/27/2024	2	35.55	\$	71.10	
ROSS	ALYSSA	Regular	School	Yes	SPED Teacher	Extra Duty ASL Interpreters needed for meetings at CEC	1/8/2024	6/8/2024	33	52.34	\$	1,727.22	
Ryan	Emily	Regular	School	Yes	Intervener Assist	Extra Duty PD day 1/26/2024, Lauren will be starting as a teacher on 1/29/2024 Prep time for training	2/22/2024	6/30/2024	5	23.72	\$	118.60	
Tendrich	Sonia	Regular	School	Yes	DHH - Teacher	Extra Duty International teachers	3/1/2024	6/30/2024	20	52.97	\$	1,059.40	
Tennessee	Laura	Regular	School	Yes	Psychologist	Extra Duty ASL Interpreters needed for meetings at CEC	2/23/2024	6/6/2024	90	65.59	\$	5,903.10	
Toay	Gretchen	Regular	School	Yes	SLI - Interpreter	Extra Duty PD day 1/26/2024, Lauren will be starting as a teacher on 1/29/2024 Prep time for training	1/2/2024	6/6/2024	9	33.51	\$	301.59	
Weeks	Lauren	Regular	School	Yes	Program Assistant	Prof. Dev. starting as a teacher on 1/29/2024 Prep time for training	1/26/2024	1/26/2024	8	20.72	\$	165.76	
Hoelsche	Justin	Regular	School	Yes	Intake Coordinato	Training International teachers	3/11/2024	3/11/2024	5	41.75	\$	208.75	
3rd Qtr totals												\$ 22,916.86	

EMPLOYEE NUMBER	-NAME-	PAY CODE	DESCRIPTION	REGULAR HOURS	REGULAR EARNINGS
20043	BAKER, KRISTIN	051	HOURLY SUMMER SCHOOL	64	\$ 197.76
20606	BLANCHETTE, AMANDA	051	HOURLY SUMMER SCHOOL	64	\$ 197.12
10798	BOND, SHEREEN	051	HOURLY SUMMER SCHOOL	60	\$ 256.20
10853	BURGIO, MICHAEL	051	HOURLY SUMMER SCHOOL	64	\$ 202.24
11186	CHAMBLIN, JESSICA	051	HOURLY SUMMER SCHOOL	29	\$ 118.90
20601	D'ALOIA, JEANNE	051	HOURLY SUMMER SCHOOL	64	\$ 327.04
9755	FRISQUE, SHERILYN	051	HOURLY SUMMER SCHOOL	83.5	\$ 271.38
11135	GARDING, THOMAS	051	HOURLY SUMMER SCHOOL	64	\$ 268.80
20410	HEANEY, JOSEPH	051	HOURLY SUMMER SCHOOL	64	\$ 222.72
20245	HEREFORD, JESSICA	051	HOURLY SUMMER SCHOOL	64	\$ 236.80
20008	JONASEN, JANA	051	HOURLY SUMMER SCHOOL	64	\$ 268.80
10938	KAUFMAN, AMY	051	HOURLY SUMMER SCHOOL	45.5	\$ 147.88
20701	KELLER, CLAIRE	051	HOURLY SUMMER SCHOOL	48	\$ 150.72
20448	KENNEALY, MORGAN	051	HOURLY SUMMER SCHOOL	52	\$ 180.96
6356	KLAUSTERMEIER, JENNIFER	051	HOURLY SUMMER SCHOOL	64	\$ 205.44
20391	KRAFT, JOAN	051	HOURLY SUMMER SCHOOL	63.75	\$ 261.38
9571	LARSEN, BETSY	051	HOURLY SUMMER SCHOOL	64	\$ 198.40
20522	LAUER, KATIE	051	HOURLY SUMMER SCHOOL	64	\$ 236.80
10460	MANNINEN, MELANIE	051	HOURLY SUMMER SCHOOL	64	\$ 197.76
11059	MAYES, EMMA	051	HOURLY SUMMER SCHOOL	64	\$ 245.76
20325	MCCUSKER, ALISON	051	HOURLY SUMMER SCHOOL	56	\$ 242.48
11033	MCGIBBON, SHARRI	051	HOURLY SUMMER SCHOOL	12	\$ 49.20
9664	ONEIL, DIANA	051	HOURLY SUMMER SCHOOL	64	\$ 224.00
10397	PEMBLE, HOLLY	051	HOURLY SUMMER SCHOOL	64	\$ 208.00
11191	RANDOL, JESSICA	051	HOURLY SUMMER SCHOOL	40	\$ 176.00
8661	RASMUSSEN, SHANNON	051	HOURLY SUMMER SCHOOL	48	\$ 148.32
10880	ROBINSON, JANE	051	HOURLY SUMMER SCHOOL	64	\$ 2,563.24
11074	ROSS, ALYSSA	051	HOURLY SUMMER SCHOOL	64	\$ 362.24
20354	SHAVERS, MEGAN	051	HOURLY SUMMER SCHOOL	64	\$ 208.00
11126	THAMES, DERIC	051	HOURLY SUMMER SCHOOL	60	\$ 288.60
20507	THILL, MANDI	051	HOURLY SUMMER SCHOOL	64	\$ 222.72
8771	TUVEY, SARA	051	HOURLY SUMMER SCHOOL	64	\$ 267.52

20585	VAITKUNAS, MALLORY	051	HOURLY SUMMER SCHOOL	64.25	\$	217.81
20042	WALDHAUSER, SARAH	051	HOURLY SUMMER SCHOOL	64	\$	240.64
20068	WILSON, LORI	051	HOURLY SUMMER SCHOOL	64	\$	277.12
8923	ZICKRICK, MICHAEL	051	HOURLY SUMMER SCHOOL	64	\$	197.76
		051	Total		\$	10,286.51
9028	EPPS, DAWN	053	JSC SUMMER HOURS	176	\$	616.00
20683	MILLAGE, RACHEL	053	JSC SUMMER HOURS	176	\$	869.44
11191	RANDOL, JESSICA	053	JSC SUMMER HOURS	7	\$	30.80
20640	SWANSON, JAMIE	053	JSC SUMMER HOURS	160	\$	560.00
		053	Total		\$	2,076.24
9755	FRISQUE, SHERILYN	140	REFERRAL BONUS	1	\$	250.00
20625	GAHIMER, ALYSSA	140	REFERRAL BONUS	1	\$	250.00
11068	NEWQUIST, MATTHEW	140	REFERRAL BONUS	1	\$	250.00
20219	ODELL, ALICIA	140	REFERRAL BONUS	1	\$	250.00
20573	SCHULZE, KAREN	140	REFERRAL BONUS	1	\$	250.00
20622	WOOD, CASANDRA	140	REFERRAL BONUS	1	\$	250.00
		140	Total		\$	1,500.00
7213	SAVAGE, DAWN	200	SUB PA/CA	7.25	\$	257.45
		200	Total		\$	257.45
20455	DIETRICH, MEGAN	202	SUB INTERPRETER	1.5	\$	42.05
20620	RYAN, EMILY	202	SUB INTERPRETER	0.75	\$	18.75
		202	Total		\$	60.80
20383	CORSELLO, ANNA	203	PA SUB TEACHER PAY	6.25	\$	175.00
10997	HART, AMY	203	PA SUB TEACHER PAY	100.25	\$	3,107.75
		203	Total		\$	3,282.75
20703	ARMBRUST, MELISSA	510	TRAINING 185 HOURLY	28	\$	133.28
10798	BOND, SHEREEN	510	TRAINING 185 HOURLY	7	\$	29.89
20215	DAWSON, AMY	510	TRAINING 185 HOURLY	6	\$	19.26
20366	ENGEL, VICTORIA	510	TRAINING 185 HOURLY	7	\$	29.40
20285	GOGALA, MARK	510	TRAINING 185 HOURLY	7	\$	26.81
11202	GOODSON, EMILY	510	TRAINING 185 HOURLY	7	\$	26.88
9597	GROVE, SARA	510	TRAINING 185 HOURLY	21	\$	72.45
20599	HAROLDSON, MEGAN	510	TRAINING 185 HOURLY	7	\$	27.37
20410	HEANEY, JOSEPH	510	TRAINING 185 HOURLY	7	\$	24.36
11230	HEIDEMANN, JANA	510	TRAINING 185 HOURLY	7	\$	21.63

20245	HEREFORD, JESSICA	510	TRAINING 185	HOURLY	7	\$	25.90
20369	HO, MELISSA	510	TRAINING 185	HOURLY	0.25	\$	3.72
10954	JACOBS, CINDY	510	TRAINING 185	HOURLY	7.25	\$	23.56
20008	JONASEN, JANA	510	TRAINING 185	HOURLY	7	\$	29.40
20701	KELLER, CLAIRE	510	TRAINING 185	HOURLY	28	\$	87.92
20010	LAMPHERE, ANNA	510	TRAINING 185	HOURLY	7	\$	436.73
9571	LARSEN, BETSY	510	TRAINING 185	HOURLY	7	\$	21.70
20375	MOULTON, EMILY	510	TRAINING 185	HOURLY	7	\$	30.10
20394	NOVINE, CHERYL	510	TRAINING 185	HOURLY	7	\$	38.85
10397	PEMBLE, HOLLY	510	TRAINING 185	HOURLY	7	\$	22.75
20485	PENNINGTON, BRITT	510	TRAINING 185	HOURLY	7	\$	39.62
11191	RANDOL, JESSICA	510	TRAINING 185	HOURLY	7	\$	30.80
20006	RICHTER, JESSICA	510	TRAINING 185	HOURLY	7	\$	29.19
20541	RUMANN, URSULA	510	TRAINING 185	HOURLY	7	\$	24.22
20354	SHAVERS, MEGAN	510	TRAINING 185	HOURLY	7	\$	22.75
8435	STOESZ, HEATHER	510	TRAINING 185	HOURLY	7	\$	21.63
10488	SZOKA, BRENDA	510	TRAINING 185	HOURLY	7	\$	21.91
20044	TAFFE, KAYLEEN	510	TRAINING 185	HOURLY	7	\$	22.75
20047	TAYLOR, MARY	510	TRAINING 185	HOURLY	7	\$	33.95
20507	THILL, MANDI	510	TRAINING 185	HOURLY	7	\$	30.66
20110	VOLKERT, JOHN	510	TRAINING 185	HOURLY	7	\$	26.88
11097	WEEKS, KAITLYN	510	TRAINING 185	HOURLY	7	\$	23.73
20178	WENDEL, SHANNON	510	TRAINING 185	HOURLY	7	\$	21.91
20492	WILLIAMS, CASSIDY	510	TRAINING 185	HOURLY	7	\$	27.72
20068	WILSON, LORI	510	TRAINING 185	HOURLY	7	\$	30.31
		510 Total				\$	1,539.99
9354	BECKER, LINDA	520	TRAINING 186	HOURLY	1	\$	34.48
20383	CORSELLO, ANNA	520	TRAINING 186	HOURLY	0.25	\$	6.53
20455	DIETRICH, MEGAN	520	TRAINING 186	HOURLY	0.25	\$	7.01
20704	ELDER, ABIGAIL	520	TRAINING 186	HOURLY	7	\$	26.53
20751	KOLLER-BENSON, SHALA	520	TRAINING 186	HOURLY	0.75	\$	15.91
20620	RYAN, EMILY	520	TRAINING 186	HOURLY	0.75	\$	18.27
20731	SCHLEGEL, ASHLEY	520	TRAINING 186	HOURLY	0.5	\$	10.61
		520 Total				\$	119.34
10798	BOND, SHEREEN	601	TWA 185	TRAIN/MISC	8	\$	34.16

10853	BURGIO, MICHAEL	601	TWA 185 TRAIN/MISC	3.5	\$	11.06
10443	GROFF, CASSIE	601	TWA 185 TRAIN/MISC	8	\$	24.72
11220	INMAN, COURTNEY	601	TWA 185 TRAIN/MISC	3.5	\$	14.00
11311	KERKHOFF, JENNIFER	601	TWA 185 TRAIN/MISC	8	\$	29.84
9571	LARSEN, BETSY	601	TWA 185 TRAIN/MISC	-14	\$	(21.00)
10042	TENNESSEN, LAURA	601	TWA 185 TRAIN/MISC	3.5	\$	11.38
			601 Total		\$	104.16
11206	AALGAARD, MAREN	650	UNPLANNED ADDITIONAL TIME	0.75	\$	19.32
9812	ABDULKADIR, JOAN	650	UNPLANNED ADDITIONAL TIME	0.25	\$	7.15
20603	ALLEN, KIMBERLY	650	UNPLANNED ADDITIONAL TIME	1.75	\$	39.04
10654	BLACK, REBECCA	650	UNPLANNED ADDITIONAL TIME	0.5	\$	13.08
20606	BLANCHETTE, AMANDA	650	UNPLANNED ADDITIONAL TIME	1.5	\$	4.62
9903	BRUCE, JANET	650	UNPLANNED ADDITIONAL TIME	1	\$	28.10
20563	BRUELS, KATELYN	650	UNPLANNED ADDITIONAL TIME	0.75	\$	18.16
20277	CECCHINI, LISA	650	UNPLANNED ADDITIONAL TIME	0.5	\$	11.16
20383	CORSELLO, ANNA	650	UNPLANNED ADDITIONAL TIME	0.25	\$	6.53
20283	CRAWFORD, DANIEL	650	UNPLANNED ADDITIONAL TIME	0.5	\$	11.15
20601	D'ALOIA, JEANNE	650	UNPLANNED ADDITIONAL TIME	1.5	\$	19.78
20261	DYE, NANCY	650	UNPLANNED ADDITIONAL TIME	0.25	\$	6.68
8966	ERIE, JONI	650	UNPLANNED ADDITIONAL TIME	0.5	\$	16.81
20754	FOXWORTH, KENNETH	650	UNPLANNED ADDITIONAL TIME	0.25	\$	5.58
20514	FREEMAN, CASSANDRA	650	UNPLANNED ADDITIONAL TIME	0.25	\$	5.38
20632	GRAY, ANDREA	650	UNPLANNED ADDITIONAL TIME	1	\$	20.98
10589	HENNES, KENNETH	650	UNPLANNED ADDITIONAL TIME	0.25	\$	6.17
20371	HENRY, KATHLEEN	650	UNPLANNED ADDITIONAL TIME	3	\$	14.97
20156	HILLS, HANNAH	650	UNPLANNED ADDITIONAL TIME	1	\$	22.76
9029	HOLBROOK, LANA	650	UNPLANNED ADDITIONAL TIME	0.25	\$	8.40
9591	IDEEN, SARAH	650	UNPLANNED ADDITIONAL TIME	1	\$	18.28
10954	JACOBS, CINDY	650	UNPLANNED ADDITIONAL TIME	0.25	\$	16.40
20184	KENT, LISA	650	UNPLANNED ADDITIONAL TIME	1	\$	3.61
20655	KENT, PENNY	650	UNPLANNED ADDITIONAL TIME	0.25	\$	5.38
20309	KILPATRICK, BEVIN	650	UNPLANNED ADDITIONAL TIME	0.5	\$	11.38
20751	KOLLER-BENSON, SHALA	650	UNPLANNED ADDITIONAL TIME	0.5	\$	10.61
20299	KUNTZ, MEGHAN	650	UNPLANNED ADDITIONAL TIME	0.75	\$	19.32
10852	KURTEN, AMBER	650	UNPLANNED ADDITIONAL TIME	0.25	\$	10.61

9831	KURTEN, CAROL	650	UNPLANNED ADDITIONAL TIME	0.5	\$	14.31
9511	LAFRENIERE, AMY	650	UNPLANNED ADDITIONAL TIME	0.5	\$	15.31
20478	LAST, CHARITY	650	UNPLANNED ADDITIONAL TIME	0.25	\$	6.05
20236	LUNDIN, KARIN	650	UNPLANNED ADDITIONAL TIME	0.25	\$	6.33
20325	MCCUSKER, ALISON	650	UNPLANNED ADDITIONAL TIME	0.75	\$	3.25
20313	MITCHELL, TAMMY	650	UNPLANNED ADDITIONAL TIME	0.5	\$	11.38
20404	NYGARD, TARYN	650	UNPLANNED ADDITIONAL TIME	3.75	\$	80.70
9743	OSTER, TRINA	650	UNPLANNED ADDITIONAL TIME	0.5	\$	13.31
9848	PLADSEN, PATRICIA	650	UNPLANNED ADDITIONAL TIME	0.25	\$	7.15
20615	PLUNKETT, VANESSA	650	UNPLANNED ADDITIONAL TIME	0.25	\$	5.58
8661	RASMUSSEN, SHANNON	650	UNPLANNED ADDITIONAL TIME	0.75	\$	2.32
10966	ROSENBERG, SHANNON	650	UNPLANNED ADDITIONAL TIME	2	\$	34.34
11074	ROSS, ALYSSA	650	UNPLANNED ADDITIONAL TIME	0.25	\$	1.41
20595	ROWLEY, SARAH	650	UNPLANNED ADDITIONAL TIME	1.25	\$	73.61
20397	SIXL, SUSANNE	650	UNPLANNED ADDITIONAL TIME	0.5	\$	10.76
9707	SPURGIN, LYNETTE	650	UNPLANNED ADDITIONAL TIME	0.5	\$	14.31
8435	STOESZ, HEATHER	650	UNPLANNED ADDITIONAL TIME	0.25	\$	15.73
20152	TARMANN, PHILLIP	650	UNPLANNED ADDITIONAL TIME	0.25	\$	1.46
20733	THOMAS, SARA	650	UNPLANNED ADDITIONAL TIME	0.25	\$	5.25
20068	WILSON, LORI	650	UNPLANNED ADDITIONAL TIME	0.75	\$	3.24
20622	WOOD, CASANDRA	650	UNPLANNED ADDITIONAL TIME	1.5	\$	31.82
			650 Total		\$	739.03
			3rd Qtr Grand Total		\$	19,966.27

Executive Director of Student Services
Board Update
April 2024

Values

Collaboration: Working together to achieve more collectively.

- Special Education Advisory Council (SEAC): Each year the member districts host a [collective special education advisory council meeting](#). This year it is scheduled for Tuesday, April 9th from 6-7:30 at the Spartan Center at Simley High School. Scott Kronebusch from Ellie Mental Health will be speaking on the digital brain and the impact on adolescents.

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

- Special Education Directory Advisory: The directors of our member districts meet twice monthly, once virtually and once in person. This time together allows the intermediate to stay in touch with the needs our members have. It also provides a support network for directors. In addition to intermediate specific topics we can also touch base on other relevant issues including things like highly qualified paraprofessionals and the READ Act. In addition to our meetings, a monthly Smore is sent highlighting the intermediate and including relevant reminders from our meetings. You can link to the latest edition [here](#).

Innovation: Ongoing improvement of programs and services.

- Instructional rounds: The secondary team has a continuous improvement plan goal to personalize and accelerate individual student success. To meet this goal staff have been participating in instructional rounds. The purpose of our instructional rounds is to provide the opportunity for staff to observe fellow staff in their classrooms to learn from their practices as well as gain insight into how students respond to those instructional practices.

The rounds take about 10 minutes and the staff complete a walk-through survey during their time in class. The survey is not evaluative of the staff, but used to collect schoolwide data to show our growth and areas of focus for our PLCs. Some areas of focus in the survey are the use of learning intentions, connections and use of Story Circles, and different formative assessments. It has been well received and we currently have 68 classroom visits overall between our staff.

Stewardship: Managing financial and human resources carefully and responsibly.

- Staffing update: All of our open positions have been posted. We are working hard to conduct interviews and hire staff to fill positions. In April we will be meeting with the Director of Human Resources to discuss other recruitment

efforts. This could include options for qualified educators and considering things like continuing to work with contracted agencies. We have hired for some positions we anticipated that would be more challenging and we have more work to do.

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

- District Update: The latest edition of the District Update was sent prior to Intermediate School District 917's spring break. You can review it [here](#). Since January we've had a drawing for people who read the newsletter. While our staff have an opportunity to win a fabulous prize, it has been valuable to get their feedback about the newsletter through the Google Form that they need to fill out.

Integrity: Aligning our actions with our values and beliefs.

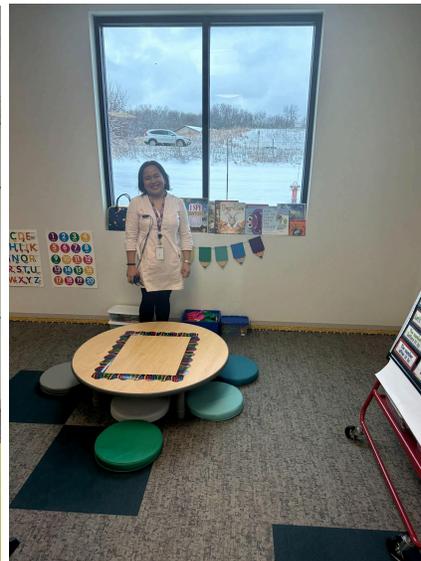
- Core values: The teaching and learning team has been working to embed the core values within the [Instructional Resource Center \(IRC\)](#). The team has created icons that symbolize each of the core values and added them to the home page of the IRC as well as the [Professional Development](#) page. The core values logos are available for all staff to use within the Brand Kit in Canva. We anticipate you may see these popping up in other places too!

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

- PACES: As the school year is winding down as well as the PACES program, it is very clear our staff in the PACES program continue to be focused on providing a high quality program for students and are invested in planning the best transitions possible for students for the 2024-2025 school year. We have also been working to articulate transitions for our staff for the upcoming year. They had the opportunity to indicate their preferences for assignments and reassignments are complete.

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

- CEC staff: Our staff at CEC is awesome! They have been working hard to gear up for new students as soon as April 1st due to the addition of four teachers in March. Those teachers have been busy training, shadowing other teachers, and setting up their classrooms. In addition to supplies the district has provided, their new colleagues have also shared some of their resources. We are excited for spring and moving forward to meet the needs of more students from our member districts.



Diversity: Appreciating and valuing everyone's unique selves.

- Kate Hulse, Director of Social/Emotional Learning and Support & Brooke Peterson, PhD, Director of Teaching and Learning: Kate and Brooke have been exceptionally busy lately. They have been working diligently to plan for the upcoming school year. This includes preparing for new initiatives like Ukeru and the READ Act, considering how to continue our efforts to support things like Nurtured Heart and Multi-tiered Systems of Support (MTSS), and completing important tasks like hiring new staff. I appreciate their creative partnership to ensure we are supporting our administrators, teachers, and other staff. They are a powerful force that keeps focused on acting in the best interest of the students we serve.