

Work Session

Tuesday, February 4, 2025 4:30 PM

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

I. **MISSION**

In partnership with member districts, Intermediate School District 917 provides high quality, equitable and specialized programming to meet the needs of all students.

II. **Call to Order - Vice-Chair Cindy Nordstrom**

III. **Conduct Pledge of Allegiance - Vice-Chair Cindy Nordstrom**

IV. **Visitors Opportunity to be Heard - Vice-Chair Cindy Nordstrom (Communications)**

V. **Aligning our actions with our values and beliefs (Integrity)**

V.A. Review Revised Budget - Mark Johns

V.B. Review Resolution Directing Administration to make recommendations for reductions in programs and positions and reasons therefore - Dr. Michael Favor

V.C. Report on Sustaining Teacher Recruitment Programs - Dr. Melissa Schaller, Dr. Marci Levy-Maguire, Nicole Flesner, Mark Johns
This will be added later.

V.D. Report on Staffing for FY26 - Dr. Melissa Schaller

VI. **Updates from Student Services - Dr. Melissa Schaller (Communications)**

VII. **Updates from Member Districts - All**

VIII. **Adjournment - Vice-Chair Cindy Nordstrom**



Intermediate School District 917

Fiscal Year 2025 Revised Budget

February 4, 2025



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Revised Budget: Key Items



Special Education:

- Update all staffing rosters and estimate of student hours
- Revised Budget reflects adding 30 additional students over the remainder of the year to the baseline number of students we had in November.
- Adding 39 new contractor ESP's positions between Jan – Mar to accommodate increased student intakes

Secondary:

- Net loss (DCALS) increases over FY24 primarily due to lower enrollment than what was planned
- CTE Total expense increases vs FY24 due to grant funding
- CTE salary & benefit cost is down vs FY24 due to discontinuing the Chef, Medical and in-person ALC Physical Education programs

Unassigned Fund Balance:

- Board target is a ratio of fund balance to annual expense of 15.0%
- Revised budget projects a material decrease from the FY24 ending rate of 21.1%

Grant Funding:

- FY25 expenditures associated with grant funding is higher than FY24 actual. Special Education is \$2.4M higher and Secondary is \$513k higher

Revised Budget: Key Metrics

ISD 917 Hours and Rate Comparison



Secondary Technical Center Programs:	FY24 Actual	FY25 Revised Budget	% change	Change in ADM's
Career & Technical Programs Average Hourly Rate	\$18.66	\$19.81	6.16%	
CTE Billable Hours	68,488	60,550	-11.59%	(7) ADM's
DCALS Main Student Billable Hours (unweighted)	74,831	57,306	-23.42%	(16) ADM's
DCALS North Student Billable Hours (unweighted)	60,169	52,873	-12.13%	(7) ADM's
DCALS Ext. Day Student Billable Hours (unweighted)	6,856	6,488	-5.37%	(0) ADM's
Total Student Billable Hours	210,344	177,217	-15.75%	(32)

Secondary: Billable hours are decreasing vs FY24 (Chef, Medical, Gym program reductions)

Special Education: Billable hours are increasing. Billable rate increases 9.6%

Special Education Programs:	FY24 Actual	FY25 Revised Budget	% change	Change in ADM's
Special Education Resource Program Average Rate	\$76.25	\$83.59	9.62%	
Purchase of Services Agreements Average Cost per FTE	\$124,611	\$134,378	7.84%	
Special Education Resource Student Billable Hours	393,246	398,397	1.31%	5 ADM's
Special Education Purchase of Service Billable Hrs	40,292	38,864	-3.54%	(1) FTE's
Total Student Billable Hours	433,538	437,261	0.86%	

Unassigned Fund Balance Roll-Forward

Fund #	Fund Name	Actual Fund Balance 6/30/2024	Projected Revenues	Projected Expenditures	Net Income / (Loss)	Actual Fund Balance 6/30/2025
1	Secondary	3,054,578	3,807,541	4,567,277	-759,736	2,294,842
2	Special Education	6,570,606	46,168,054	46,033,876	134,178	6,704,784
5	Gen Capital Exp.	23,467	534,500	525,900	8,600	32,067
10	Institutional Support		202,865	202,865	0	0
13	Secondary Resale	6,680	9,250	9,250	0	6,680
14	Special Ed Resale	18,746	10,100	9,800	300	19,046
15	917 Support Services					0
50	Student Activities	6,108	2,930	6,231	-3,301	2,807
	Total Operating Fund	9,680,185	50,735,240	51,355,199	-619,959	9,060,226
3	Food and Nutrition	16,826	245,175	245,175	0	16,826
20	Internal Service Fund	-443,021	231,345	11,151	220,194	-222,827
21	Self Funded Dental Ins. Plan	609,938	457,104	529,140	-72,036	537,902
22	Self Funded Health Ins. Plan	6,484,106	4,956,846	4,321,860	634,986	7,119,092
	Total All Funds	16,348,034	56,625,710	56,462,525	163,185	16,511,219

	FY24 Actual	FY25 Rev Bud
Total Operating Fund	9,680,185	9,060,226
Restricted/Assigned/Nonspendable	619,030	467,000
Unassigned Fund Balance	9,061,155	8,593,226
Total General Fund Expenditures	42,993,977	51,355,199
Unassigned Fund Balance Ratio	21.1%	16.7%

- FY24 ended with an Unassigned fund balance of \$9,061,155 or **21.1%**
- FY25 Revised Budget projects ending FY25 with an Unassigned fund balance of \$8,582,966 or **16.7%**
- Loss in Secondary (DCALS) combined with the increased expenditures in Special Ed. are impacting the Fund balance ratio

Actions Being Taken:

- Restructure DCAL's and CTE staffing levels and expense structure
- Ability to increase the funding requested through the Appeal Rate
- Higher scrutiny on day-to-day expenditures

Expenditures: FY25 Revised Budget vs Adopted Budget

Fund #	Description	FY 25 Adopted Budget	FY 25 Revised Budget	Difference	Percent Change
1	Secondary	4,705,074	4,567,277	-137,797	-2.93%
2	Special Ed.	46,553,325	46,033,876	-519,449	-1.12%
5	Capital Improvements	527,400	525,900	-1,500	-0.28%
10	Institutional Support	216,822	202,865	-13,957	-6.44%
13	Secondary Resale	9,250	9,250	0	0.00%
14	Special Ed Resale	7,700	9,800	2,100	27.27%
15	917 Support Services	0	0	0	0.00%
50	Student Activities	6,231	6,231	0	0.00%
	Total Operating Fund Exp.	52,025,802	51,355,199	-670,603	-1.29%
3	Food and Nutrition	224,600	245,175	20,575	9.16%
20	Internal Service Fund	-1,500	11,151	12,651	-843.40%
21	Self Funded Dental Ins. Plan	529,140	529,140	0	0.00%
22	Self Funded Health Ins. Plan	4,292,400	4,321,860	29,460	0.69%
	Total Expense: All Funds	57,070,442	56,462,525	-607,917	-1.07%

Total Expenditures in the Revised Budget are \$608K lower than the Adopted Budget

Highlight of Significant Variances:

Fund 1 Secondary:

- DCTC SRO Cost \$85k lower - will not be charged separately for this
- Salary \$64k lower and benefits \$13k lower - refined employee roster

Fund 2 Special Education:

- Staffing cost \$2.6M lower, did not fill budgeted positions
- Contracted Staff (ESP's) \$1,3M higher - 39 ESP's new hires Jan-Mar
- Fees for Service \$589k higher - primarily grant funding for PELSB and DEED

Drive for 5

Fund 20: Severance liability assumptions

Fund 21: Dental Claims cost assumptions

Fund 22: Medical Claims cost assumptions

Expenditures: FY25 Revised Budget vs FY24 Actual

Fund #	Description	FY24 Actual	FY25 Revised Budget	Difference	Percent Change
1	Secondary	4,308,944	4,567,277	258,333	6.00%
2	Special Ed	37,881,913	46,033,876	8,151,963	21.52%
5	Capital Improvements	529,025	525,900	-3,125	-0.59%
10	Institutional Support	246,590	202,865	-43,725	-17.73%
13	Secondary Resale	16,154	9,250	-6,904	-42.74%
14	Special Ed Resale	8,898	9,800	902	10.14%
15	917 Support Services	0	0	0	0.00%
50	Student Activities	2,453	6,231	3,778	0.00%
	Total Operating Fund	42,993,977	51,355,199	8,361,222	19.45%
3	Food and Nutrition	208,338	245,175	36,837	17.68%
20	Internal Service Fund	15,223	11,151	-4,072	-26.75%
21	Self Funded Dental Ins. Plan	504,132	529,140	25,008	4.96%
22	Self Funded Health Ins Plan	3,839,717	4,321,860	482,143	12.56%
	Total Expense: All Funds	47,561,388	56,462,525	8,901,137	18.72%

Total Expenditures in the Revised Budget are \$8.9M higher than FY24 Actual

Highlight of Significant Variances:

Fund 1 Secondary:

- Supplies funded through MSC grant are \$440k higher
- Salary and benefits are \$284k lower (Chef, Medical, Physical education program reductions)

Fund 2 Special Education:

- Salary and benefits are \$5.0M higher. \$536k of this is grant funded
- Contract labor is \$1.37M higher - 39 ESP's new hires Jan-Mar
- Grant funded purchased services - \$600k higher
- Fund 10 allocations - \$400k higher
- Bldg Mtce / Utilities \$400k higher

Fund 10: Total expense (excluding allocated cost) increased \$422k. Primarily due to 8-10% salary escalation (\$180k), overlap in Finance position (\$70k), IT equip purchases (\$50k)

Fund 20: Anticipating slight decrease in severance liabilities

Fund 21 & 22: Increase in benefit utilization for dental and medical claims. Increase in stop loss administration fees.

Revenue: FY25 Revised budget vs FY24 Actual

Fund #	Description	FY24 Actual	FY25 Revised Budget	Difference	Percent Change
1	Secondary	3,756,181	3,807,541	51,360	1.37%
2	Special Ed	38,034,231	46,168,054	8,133,823	21.39%
5	Capital Improvements	541,095	534,500	-6,595	-1.22%
10	Institutional Support	246,589	202,865	-43,724	-17.73%
13	Secondary Resale	1,082	9,250	8,168	754.80%
14	Special Ed Resale	12,686	10,100	-2,586	-20.39%
15	917 Support Services	0	0	0	0.00%
50	Student Activities	2,841	2,930	89	0.00%
	Total Operating Revenue	42,594,706	50,735,240	8,140,534	19.11%
3	Food and Nutrition	225,164	245,175	20,011	8.89%
20	Internal Service Fund	222,487	231,345	8,858	3.98%
21	Self Funded Dental Ins. Plan	496,075	457,104	-38,971	-7.86%
22	Self Funded Health Ins Plan	4,463,117	4,956,846	493,729	11.06%
	Total Revenue: All Funds	48,001,549	56,625,710	8,624,161	17.97%

Total Revenue in the Revised Budget is \$8.6M higher than FY24 Actual

Highlight of Significant Variances:

Fund 2 Special Ed:

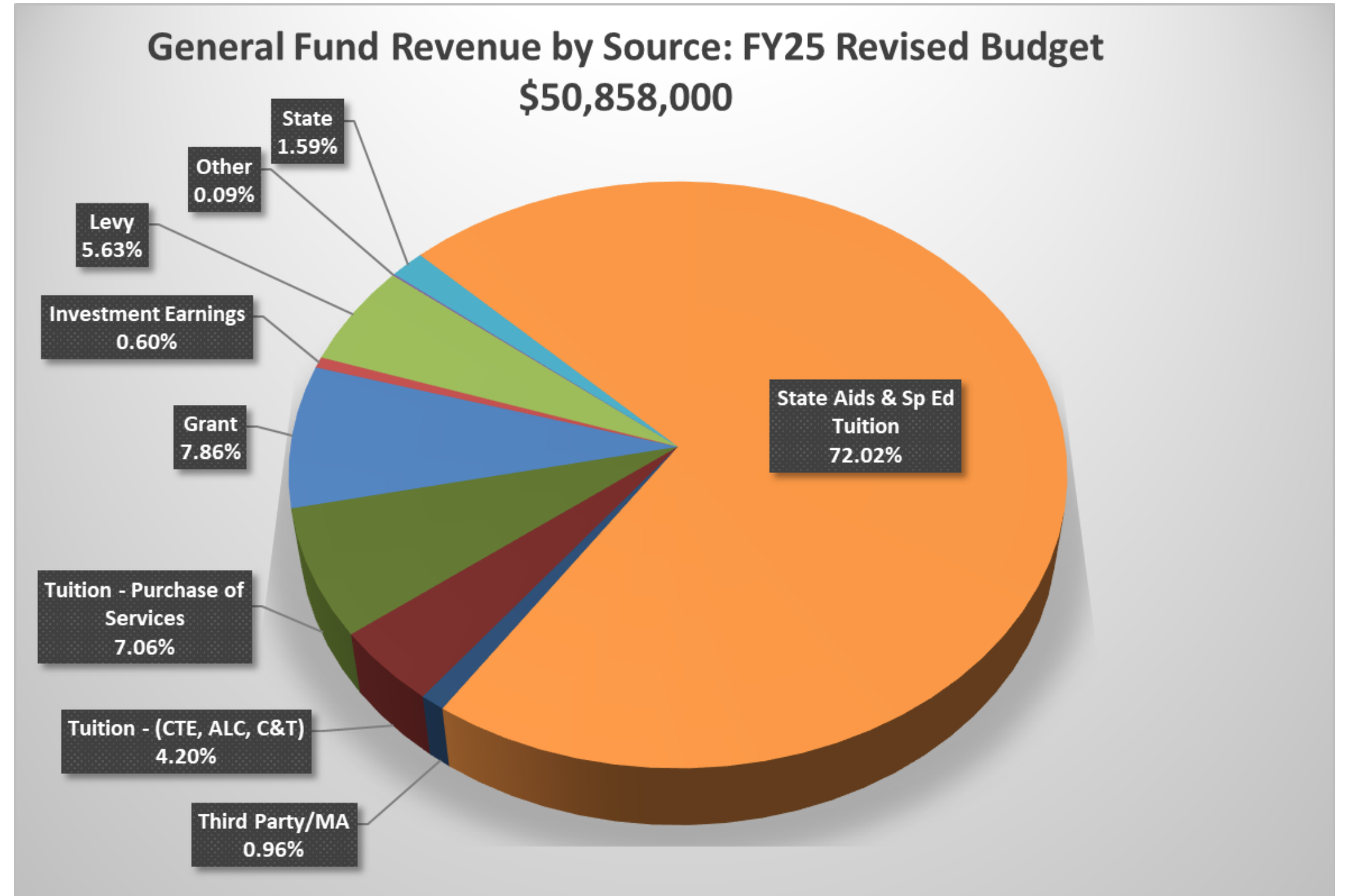
- Grant funding increase: \$2.4M
- Billing rate 9.6% higher in FY25
- Billable hours are slightly higher in FY25

Fund 22 Health Plan:

- 3% increase in medical rates charged to employees, plus number of employees on benefit plan and mix of single vs family

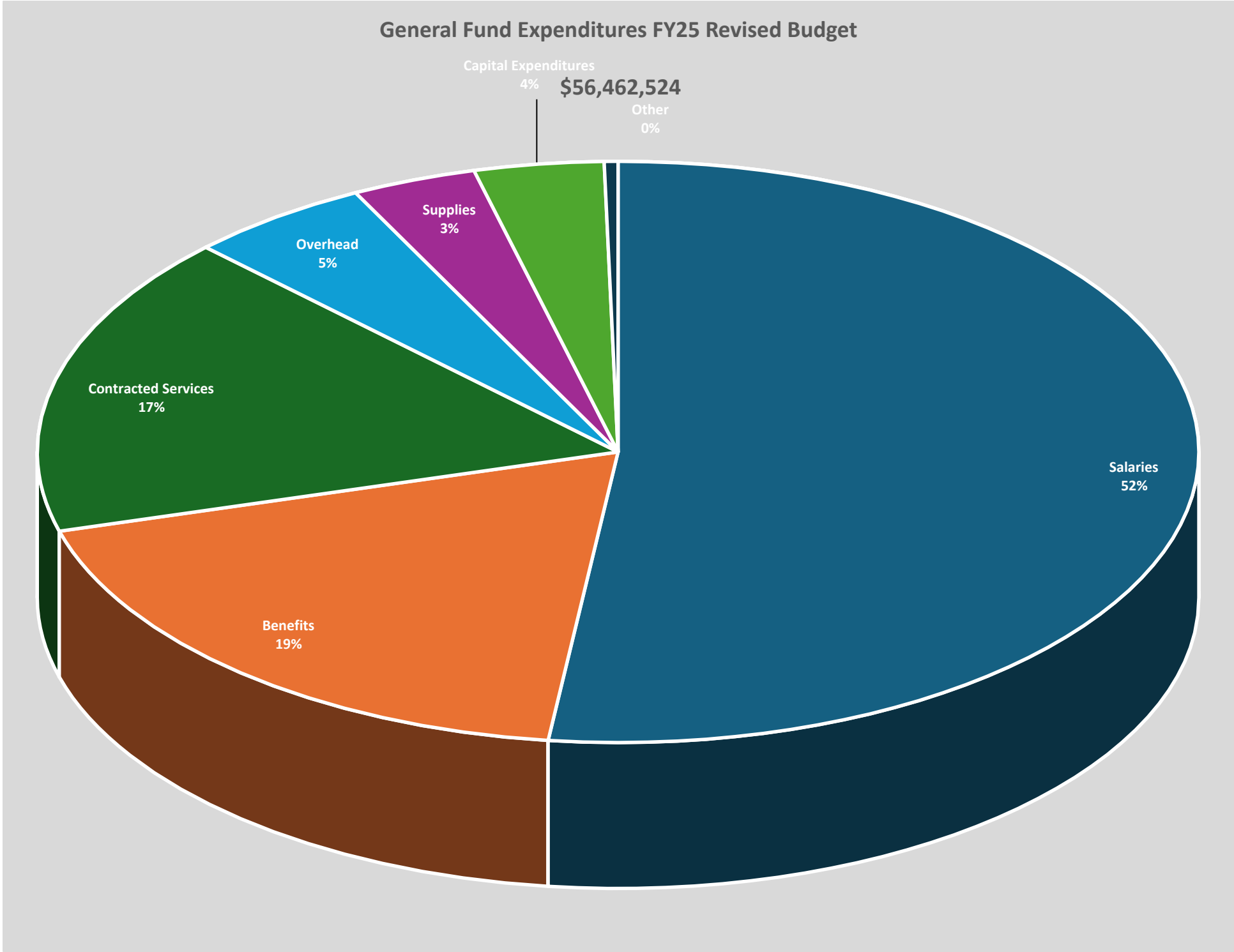
Funding Sources for ISD 917

- Revised Budget FY25 General Fund Revenues = **\$50,858,000**
- The largest revenue source for ISD 917 is from **special education tuition** from school districts
- 83% of funding (approximately \$42M) comes from tuition billing
- Most funding for Intermediate School Districts is filtered through member school districts



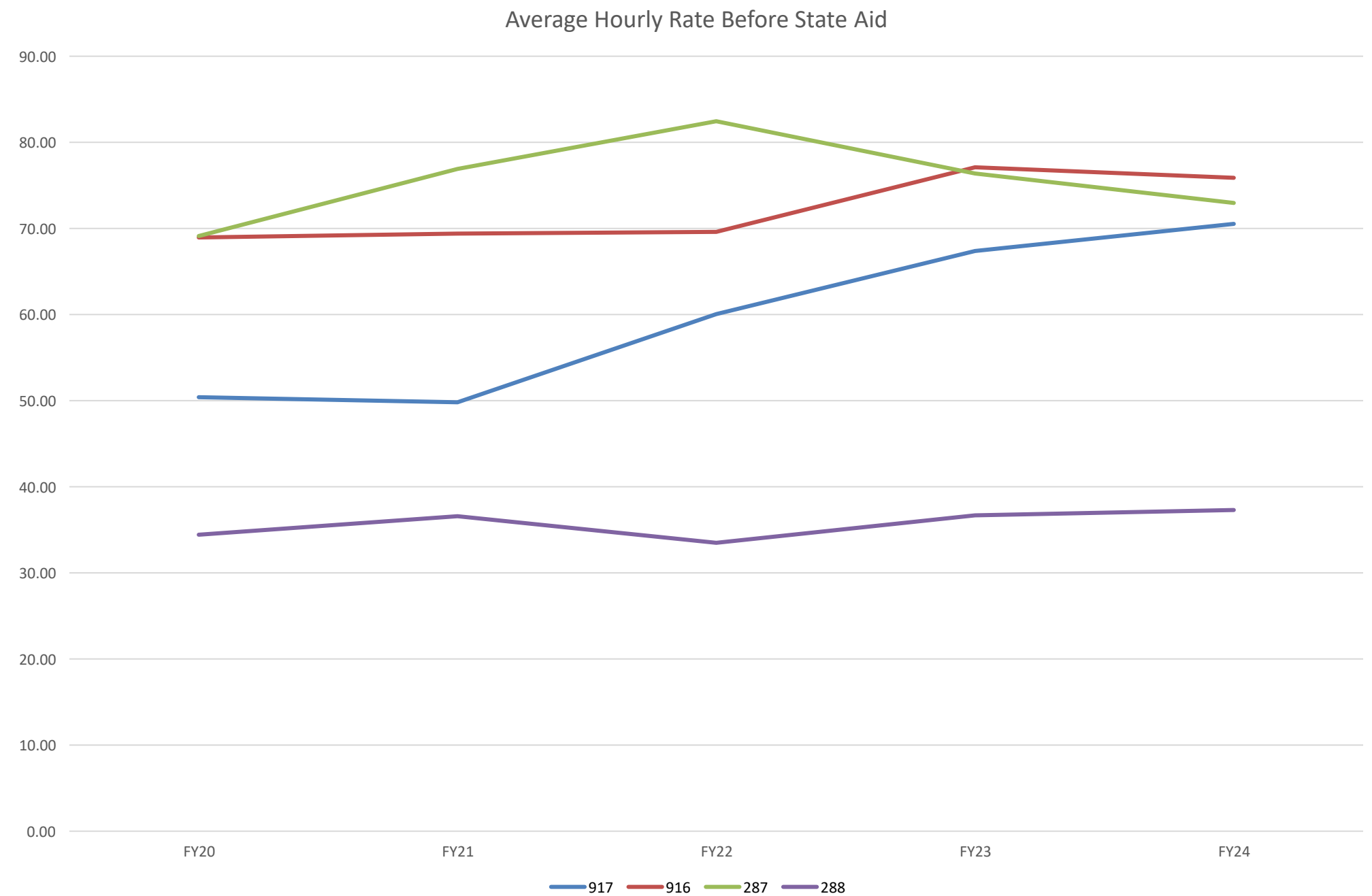
Expenditures by Category

- Revised Budget FY25 General Fund Expenditures = **\$56,462,524**
- **Salaries** and **benefits** represent 70.6% of total expense



Rate: Comparison of Intermediate School Districts

- For the past five years for which we have data, ISD 917 has ranked **2nd** in cost-effectiveness among the four Intermediate School Districts
- FY24 average hourly rates before state aid ranged from \$37.30 to \$75.88



Source: MDE Data Center - Special Education Tuition Billing
MDE Minnesota Funding Reports

Thank You!

Questions?



13

13 A

14

14 A

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FILM NEGATIVE

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION DIRECTING THE ADMINISTRATION TO
MAKE RECOMMENDATIONS FOR REDUCTIONS IN
PROGRAMS AND POSITIONS AND
REASONS THEREFOR

WHEREAS, the financial condition of the member school districts dictates that their school board may be forced to reduce expenditures, and

WHEREAS, there may be a reduction in student enrollment, and,

WHEREAS, this reduction in revenue and decrease in student enrollment may include discontinuance of positions and discontinuance or curtailment of programs, and

WHEREAS, a determination must be made as to which teachers' contracts may be terminated and not renewed and which teachers may be placed on unrequested leave of absence without pay or fringe benefits in effecting discontinuance of positions,

BE IT RESOLVED, by the School Board of Intermediate School District 917, as follows:

That the School Board hereby directs the Superintendent of Schools and administration to consider the discontinuance of programs or positions to effectuate economies in the school district and reduce expenditures and, as a result of a reduction in enrollment, make recommendations to the School Board for the discontinuance of programs, curtailment of programs, discontinuance of positions or curtailment of positions.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____, and upon vote being taken thereon, the following voted in favor thereof: _____ and the following voted against the same: _____ Whereupon said resolution was duly passed and adopted.

Dated: February 4, 2025

Sustaining
Teacher
Recruitment
Programs
at ISD 917





Agenda

Considerations

The data

- PELSB Grant-Funded Program
- Special Education Teaching Staff in Minnesota
- Setting IV

Highly qualified teachers

- Residency/Green Card

Funding

- Apprenticeship



Stewardship: **Considerations**

Cost

- ...to Intermediate School District 917

Commitment

- ...from staff

Stability

- ...of staffing

Sustainable services

- ...to member districts



PELSB Grant-Funded Program

Themes from 1/25/25

A Good Time for the Truth Author Story Circle #2

- **Mentorship as Support:** Mentorship is described as a vital part of professional development, not a rigid structure, but a supportive, evolving relationship. It's emphasized as a way to help individuals feel seen and empowered in their roles.
- **Retention of Teachers of Color:** The struggles of teachers of color, particularly in Minnesota where they face high attrition rates, are discussed. Factors like poor retention policies, the burden of licensure exams, and lack of support contribute to this. Successful mentorship can play a critical role in improving retention.
- **Diverse Experiences:** Various participants share their experiences, from being mentored during difficult teaching moments, to the resilience required to stay in the profession despite challenges. Personal stories highlight how mentorship builds tenacity and how it can foster a deeper understanding of students' needs.
- **Institutional Support and Policy Change:** The role of policies and institutional support in encouraging or hindering the success of teachers, especially those from marginalized backgrounds, is addressed. Changes to testing requirements and more inclusive mentorship structures are highlighted as positive steps forward.
- **Reflections on Teaching and Learning:** Mentorship is also tied to the broader educational experience, where teachers learn alongside their students and continually grow. The importance of community, support, and an openness to learning is underscored in creating environments where both students and teachers thrive.

The above summary was developed by ChatGPT from the Story Circle harvest



Empathy and Stewardship: **Data**

Percentage Of Teachers Who Are Not Highly Qualified

Across Minnesota, 9.75% of teachers are working without standard licensure. In Intermediates, this figure is alarmingly higher. These teachers lack the necessary qualifications (Tier 3 & Tier 4) to be considered licensed teachers in special education.



STATEWIDE AVERAGE

9.75%

Not Highly Qualified

**Out-of-Field License/Tier 1 & Tier 2*



INTERMEDIATES AVERAGE

21%

Not Highly Qualified

**Out-of-Field License/Tier 1 & Tier 2*



Empathy and Stewardship: **Data**

Site	Total number of teachers/capacity	Number of highly qualified teachers	Total number of teachers/capacity without high qualified teachers	Number of Apprentices
AEC	13/18 (72%)	2	11/18 (61%)	1
Cedar	7/9 (78%)	0	7/9 (78%)	0
CEC	16/20 (80%)	5	11/20 (55%)	3
LEC	8/9 (89%)	2	6/9 (67%)	0



Equity: **Residency/Green Card**

H-1B Visa	<p>Issued for our international teachers - educated individuals in specialized occupations outside of the United States</p> <p>Must have Bachelor's in their field of work (work experience provision)</p> <p>Recipients of an H-1B can work in the US for 3 years at a time, but a stay can be extended to a maximum of 6 years</p>
Green Card	<p>Options for a pathway to a green card (permanent residency)</p> <ul style="list-style-type: none">● Teachers would need to reach tenure status with the district● Considerations:<ul style="list-style-type: none">○ Financial○ Commitment to continue working with the district○ Legal○ Other?



Pathways to Special Education Licensure



Intermediate School District settings require highly specialized licenses, particularly:
Autism Spectrum Disorders (**ASD**), Blind/Visually Impaired (**BVI**), Emotional Behavioral Disorders (**EBD**), Developmental Disabilities (**DD**), and Deaf/Hard of Hearing (**D/HH**)

With our ITRAC Registered Apprenticeship Program, you can be hired as a paraprofessional, earn an Associate's degree at a 2-year college (at minimal or no cost), then earn your ASD & EBD teaching licenses within 2 years - with NO TUITION COSTS!

With our ITRAC Registered Apprenticeship Program, you can be hired as a paraprofessional and earn your ASD & EBD teaching licenses within 2 years - with NO TUITION COSTS!

With a Bachelor's degree, you are eligible for a Tier 1 or 2 license to begin teaching right away, then (thanks to grant funding!) earn your credentials as a Tier 3 licensed special education teacher - with NO TUITION COSTS!

With a teaching license, the district may be able to apply for an out-of-field permission for you as you work toward the necessary licensure.

I am a high school graduate

I have some college credits

I have an Associate's degree

I have a Bachelor's degree (no teaching license)

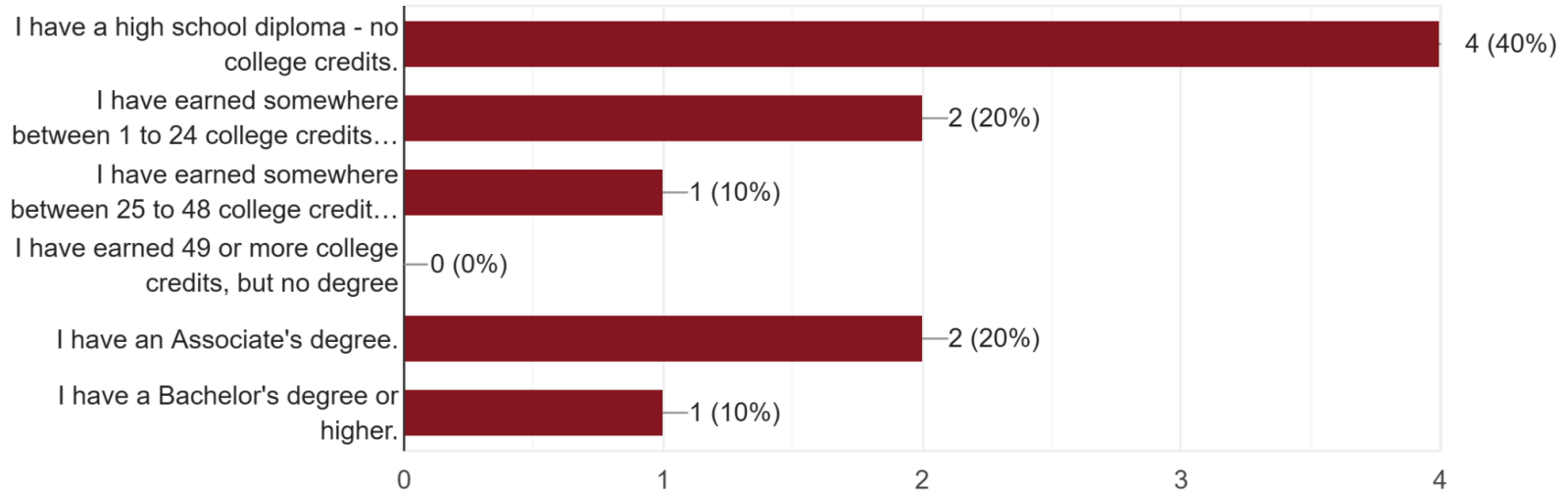
I am a college graduate (with teaching license)



Data from Potential Future Apprentices (ESPs, ISPs, BSPs)

Which of the below best describes your educational background?

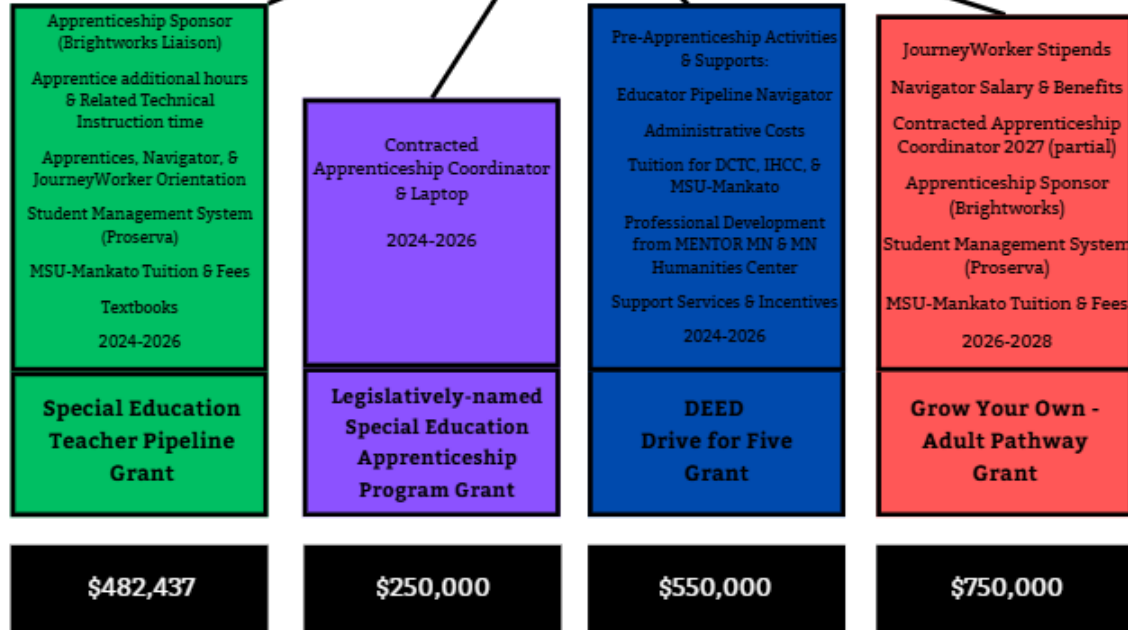
10 responses



Stewardship: Apprenticeship Funding



Apprentice



***Second year funds extended through 6/30/26*

***Funds requested, but not yet approved.*

Questions?



Planning: 2025-2026

Melissa Schaller, PhD
Executive Director of Student Services
Intermediate School District 917





Empathy and Stewardship: **Data**

Internal Data Sources

- Enrollment tracking
- Waitlist and intake data
- Revised budget
- Staffing ratios [including MN Rule and min./max]
- Related services workload worksheets
- Administrative Responsibility Analysis

Member District Projections



Empathy: Waitlist Data

Setting IV Waitlist Overview



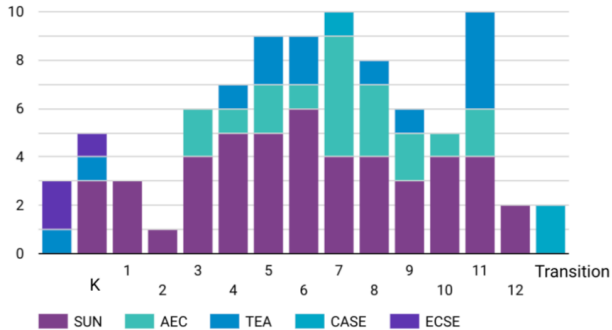
NOTE:

Waitlist is updated weekly. Students are not added until paperwork is reviewed and an observation has been conducted.

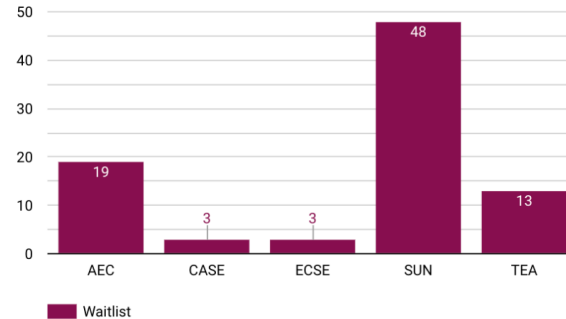
Total Students on Waitlist

86

Students on waitlist by grade



Students on waitlist by program





Empathy: **Intake Data**

From 12/19/24 through 1/19/25 (12 school days), ISD 917 has offered intakes to 14 students. This equates to ISD 917 offering intakes to 15% of the students on the waitlist of combined setting IV programs.

Intakes were offered to at least 14 students from seven (7) of nine member districts. (Randolph currently has zero students on the waitlist.) With the exception of South St. Paul which was not offered intake or placement during this period of time, every member district with students on the waitlist was offered placement for at least one (1) student.



Empathy: Intake Data

Of the 14 intakes that have been offered from 12/19 through 1/19:

- 8 intakes have successfully been completed (57% of intakes offered have successfully been completed)
- Zero (0) families/districts outright declined intake for various reasons (0% of intakes offered were declined)
- There was one (1) student swap requested during this period
- There is one (1) intake that was offered more than 2 weeks ago that has yet to be scheduled due to ongoing delays outside of ISD 917's control
- Communication between ISD 917 and member district coordinators, ADs, and Directors resulting in waitlist/intake "movement" has been more prompt and decisive when compared to the previous reporting period

Finally, **11** new students physically began school in ISD 917 setting IV programs during the period of 12/19-1/19.



Collaboration: **Potential Changes**

TESA

- Planning for anticipated future needs considering an increase in enrollment

DASH

- Reviewing enrollments to ensure needs reflect program locations



Collaboration: **Potential Changes**

Setting IV

- Filling remaining open teaching complement in our four setting IV buildings

Itinerant Services

- Increase needs
 - D/HH (2 positions)
 - Interpreters (up to 5 positions)
 - BVI (2 positions)



Stewardship: **Potential Changes**

Related and Support Services

Match current enrollments

- Occupational Therapists
- Developmental Adaptive Physical Education
- Board Certified Behavior Analysts
- School Social Workers

Special Education

Distribution of administrative and support assignments in special education



Stewardship: **Potential Changes**

ALCs

Administrative, teaching, and support assignments to match current enrollments



Integrity and Stewardship: **Potential Changes**

CTE

- Improvements in programming to align with:
 - Needed programming
 - Standards for programming



Integrity and Stewardship: **Potential Changes**

CORE

- Is member district interest great enough to sustain programming for the 2025-2026 school year?



Personalization, Equity, and Diversity: **Supports Available**

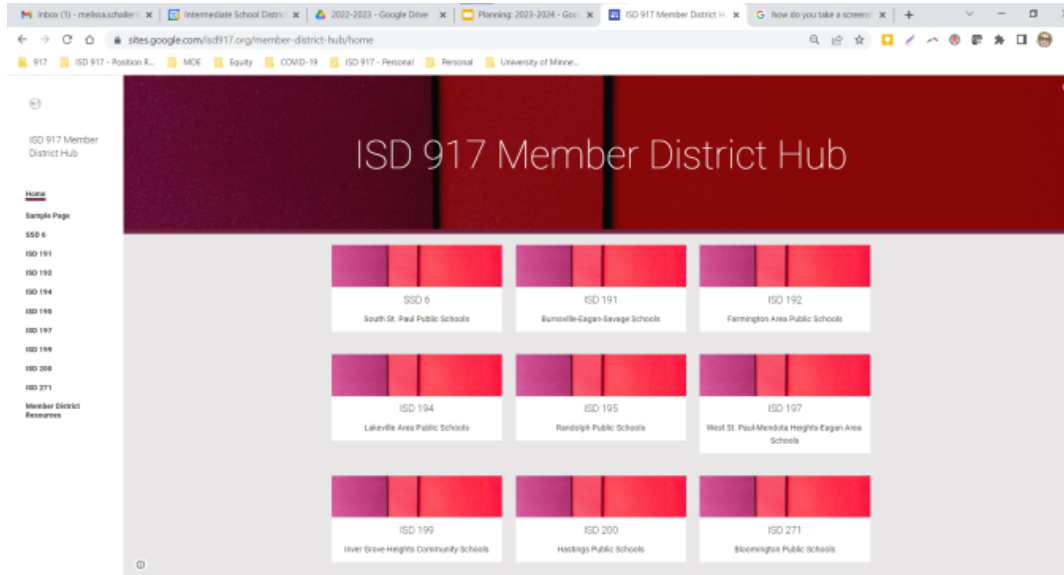
Board Certified Behavior Analyst [BCBA] Consult

- [Google Form](#)



Personalization, Equity, and Diversity: Supports Available

Member District Data Hub



Questions?



Executive Director of Student Services
Board Update
February 2025

Collaboration: Working together to achieve more collectively.

- Social/emotional learning: The secondary social/emotional professional learning community led the full secondary team through some SEL activities during the last professional development day. They used break out sessions and worked in Google Classroom to align strategies and work collaboratively to develop deeper advisory activities for our students. The focus was to create a complete repertoire of online activities that can be accessed for all our staff through their classrooms and advisories.

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

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- Communication between ISD 917 and member district coordinators, ADs, and Directors resulting in waitlist/intake "movement" has been more prompt and decisive when compared to the previous reporting period

Finally, **11** new students physically began school in ISD 917 setting IV programs during the period of 12/19-1/19.

Innovation: Ongoing improvement of programs and services.

- CORE program: As you are aware, we have been working over the course of this school year to develop a program to be utilized as an alternative placement for

students from your districts. We have commitment from two of our member districts and will launch this program for student enrollment on February 18th for the 2024-2025 school year.

This program is focused as an alternative to expulsion. In addition to meeting that need for districts, the program can also be utilized as an alternative to suspension. If districts are interested in this option, they can refer a student utilizing the same [Google form](#), simply choosing the option: Alternative to Suspension (short-term). If a student is accessing the program as an alternative to suspension, districts will pay a weekly cost of \$755/week. Unlike the districts that have committed to the alternative to expulsion option, this option will be available to districts pending availability of spaces in the program.

Stewardship: Managing financial and human resources carefully and responsibly.

- FY26: We are continuing to prepare to develop the budget for the 2025-2026 school year. While many things don't begin in earnest until the end of February, we are considering enrollments, staffing needs, and distribution of responsibilities.

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

- Directory Advisory Update: Monthly an update is sent to member district directors. It generally contains information shared in our monthly District Update as well as information and reminders for our monthly director advisory meeting. You will find the update for January [here](#).

Integrity: Aligning our actions with our values and beliefs.

- Core Values: The secondary core values student committee has been meeting weekly with Adam, our construction trades teacher. The focus of the group has been building community and finding ways to help other students in their classes experience success. The core value student committee has found success building communities across our buildings and in all of our classrooms. The next steps will be to welcome the new students for the third quarter.

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

- Personalization: Four school psychologists from Intermediate School District 917 attended the annual conference of the Minnesota School Psychology Association in Bloomington, MN last week. They gained new knowledge, skills, and resources in various areas of their practice including: special education law, curricular options to support tier 1 social/emotional learning in classrooms, best practices in school-based interventions for students

experiencing anxiety, and the latest research in implementation science. Additionally, another our school psychology intern will be presenting her graduate research at the National Association of School Psychology's annual convention in Seattle next month. She will travel with professors and cohort members from her graduate program as part of a university-sponsored trip.

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

- READ Act: Special education teachers across the district participated in their second synchronous session of OL&LA training on January 27th as a requirement of the READ Act. They have one additional training that will occur this spring to conclude training.

Diversity: Appreciating and valuing everyone's unique selves.

- Lori Bohnert retires: Miss Lori has been the heart and soul of the ISD 917 Deaf/Hard of Hearing Resource Program for 18 remarkable years. Her grace, humor, and ability to manage everything all at once with ease (and a perfectly timed pun) have left an unforgettable impact on students and staff alike.

Whether navigating last-minute challenges, coordinating seamless building transitions during a pandemic, or offering encouragement when it was needed most, Lori's compassion and steady presence have been the glue that held the program together. Her wit and warmth brought joy to every interaction, and her commitment to excellence ensured every detail was handled with care. She never missed a typo...

As she moves into retirement, her legacy of kindness, laughter, and dedication will continue to inspire those she's worked with. The ISD 917 community wishes Miss Lori all the best in her next chapter, filled with adventures, family time, and well-deserved joy!