ROCK RIDGE PUBLIC SCHOOLS
1405 PROGRESS PARKWAY
VIRGINIA MN 55792

Regular Meeting
Monday, January 22, 2024 at 6:00 PM
Rock Ridge Administration Building, 1405 Progress Parkway, Virginia, MN 55792

AGENDA

1. Call to order.
2. Approval of agenda.
3. Welcome Rock Ridge School Board Student Representatives.
4. Recognition of visitors and visitor input.
5. Administration Item.
    1. Consider approval of a grant in the amount of $25,000 from the Northland Foundation for the "Learning Readiness Training For Rock Ridge Teachers" for the period 6/3/2024 - 6/30/2025. 4
    2. Consider approval of updating technology for students and teachers. 9
6. Construction Projects: Quarterly Update.
    1. Construction Manager's Quarterly Presentation – RRPS (All Projects) 30
    2. Consider approval of KA CM Contract Amendment #12. 77
7. Consent Agenda:
    1. Approval of January 8, 2024 organizational and regular meeting minutes. 81
    2. Approval of hire of Glenn Harju for the Casual Bus Driver position at a rate of $23.64/hour effective September 14, 2023.
    3. Approval of hire of Macoy Rudolph for the Secondary Special Education Teacher position with a prorated salary of $27,343.23 effective January 23, 2024.
    4. Approval of hire of Tyler Voight-Cameron for the Indigenous Education High School Advisor position at a rate of $19.25/hour effective January 23, 2024.

5. Approval of hire of Shaylin Peliska for the Lunchroom/Playground Aide position (PES) at a rate of $14.00/hour effective January 24, 2024.

6. Approval of hire of Autumn Eldridge for the Paraprofessional position at a rate of $18.47/hour effective February 1, 2024.

7. Approval of hire of Terrence Wilcox for the Girls Assistant Track Coach position with a stipend of $4,791 for the 2023-2024 school year.

8. Approval of hire of Adam Roen for the Girls Assistant Track Coach position with a stipend of $4,791 for the 2023-2024 school year.

9. Approval of hire of Chris Ismil for the Boys Assistant Track Coach position with a stipend of $4,791 for the 2023-2024 school year.

10. Approval of hire of Sean Streier for the Boys Assistant Track Coach position with a stipend of $4,791 for the 2023-2024 school year.

11. Approval of hire of George Haraden for the Boys Assistant Swim Coach position with a stipend of $2,325.50 for the 2023-2024 school year.

12. Acceptance of resignation of Skyler Harju from the Boys Assistant Swimming Coach position effective January 5, 2024.

13. Approval of out-of-state travel for Mike Hoche and Parker Lalonde to the Brainstorm Educational Technology Conference held in Wisconsin Dells, WI on March 10 - March 12, 2024.

8. Reports:

1. Rock Ridge High School Principal's Report.

1. Consider approval of Rock Ridge High School Course Description Handbook for school year 2024-2025. 85

2. 2022-23 Audit Report Presentation. 170

3. Superintendent.

1. Update on Eveleth Gilbert Excess School Equipment Sale. 275

4. Treasurer's Report. 276

9. Policies - Second Reading.

1. 203.5 School Board Meeting Agenda. 287

2. 213 School Board Committees. 289

3. 410 Family and Medical Leave Policy. 292

4. 413 Harassment and Violence. 302

5. 416 Drug, Alcohol, and Cannabis Testing. 313

6. 506 Student Discipline. 357

7. 515 (Protection and Privacy of Pupil Records) Form ONLY. 382

8. 620 Credit For Learning. 386

10. Administration Items:

1. Consider approval of request from the Town of Fayal for the baseball scoreboard currently located at the Eveleth-Gilbert campus. 393

2. Consider approval of request from the Rock Ridge Girls Swimming Boosters to acquire the Eveleth-Gilbert swimming record board and trophy case (including the pictures and items in the case) in the hallway of EGHS for the Swimming Boosters.

3. Consider approval of agreement between Rock Ridge Public Schools and International Falls Public Schools in which the services of Tom Vollum (Ojibwe instructor) are being rendered for spring semester 2024. 394

4. Consider approval of Resolution to Close The Franklin Elementary 395

School.

5. Consider approval of Resolution to Close The Eveleth-Gilbert High School. 450

6. Consider approval of request from City of Gilbert. 505

7. Consider approval of Third Amendment to Agreement Regarding School District Property. 513

8. Consider approval of Purchase Agreement between City of Eveleth and Rock Ridge Public Schools. 520

11. Meeting Announcements:

    1. The next regular meeting will be Monday, February 12, 2024 at 6:00 PM at the Rock Ridge Administration Building, 1405 Progress Pkwy, Virginia.

12. Adjournment.

NORTHLAND FOUNDATION

202 West Superior Street, Suite 800
Duluth, Minnesota 55802
218.723.4040 · northlandfdn.org

January 04, 2024

Project # 23-22135

Noel Schmidt
Rock Ridge Public Schools ISD 2909
411 S. 5th Avenue
Virginia MN 55792

Dear Dr. Noel Schmidt:

I am pleased to inform you that the Northland Foundation has reviewed your proposal for the ***Learning Readiness Training For Rock Ridge Teachers*** and has approved a grant of **$25,000.00** for the period (06/03/2024 to 06/30/2025) to **Rock Ridge Public Schools ISD 2909.**

GRANT AGREEMENT AND ACH AUTHORIZATION FORM
Please note that we use electronic signatures and fillable forms to expedite this process.

Please review the Grant Agreement for the specific terms and/or conditions of this grant. If you agree, please follow the instructions provided to electronically sign your Grant Agreement. A copy will automatically be emailed to you after both parties sign the agreement and other forms are received. Please retain a copy of the Grant Agreement for your files.

Grant payments are made during the first full week of each month. The Northland Foundation uses an Electronic Funds Transfer process (ACH) for grant payments. Before payment can be made, we will need the completed documentation listed below **no later than the 25th of the month before your payment is scheduled**.

1. Sign and date the Grant Agreement
2. Complete the ACH Authorization Form with the bank account information where you would like the grant funds deposited

The Northland Foundation will issue the following payment(s) for this grant on or around these dates:

$25,000.00 – 02/01/2024

As you will note, one of the conditions of the Grant Agreement is the submission of a report(s) on the activities, outcomes, and financial expenditures of your project. Please provide us sufficient narrative to describe the activities and impact of your project. The following report(s) have been scheduled for your grant:

Final Report – 07/31/2025

On behalf of the Northland Foundation, I would like to extend sincere congratulations to you and your organization. Please call Carol Chipman, Grants Manager at 218-740-7309 if you have any questions. I look forward to learning about the progress and success of your project.

Sincerely,

Anthony Sertich
President

202 West Superior Street, Suite 800
Duluth, Minnesota 55802
218.723.4040 • northlandfdn.org

Attachments
cc: Carol Chipman

NORTHLAND FOUNDATION

202 West Superior Street, Suite 800
Duluth, Minnesota 55802
218.723.4040 · northlandfdn.org

GRANT AGREEMENT

Award Date: **12/20/2023**

Organization Name: **Rock Ridge Public Schools ISD 2909**

Project #: **23-22135**

Project Name: **Learning Readiness Training For Rock Ridge Teachers**

Amount: $ **$25,000.00**

By accepting this grant, Rock Ridge Public Schools ISD 2909 (the "Grantee") agrees to comply with the following terms and conditions of the grant by the Northland Foundation specific to the project identified above.

1. Use of Grant Funds**.** Grantee will use the grant funds only for the designated activities as described in the approved grant application dated 12/20/2023 (the "Project") and will notify the Northland Foundation of and obtain its prior consent to any significant programmatic changes of the Project or any changes to the Project budget [that involve an increase or reduction of the total budget amount by 20% or more, as compared to the budget submitted with such grant application.]

2. Grantee's Tax Status. Grantee certifies that it is exempt from federal income tax as an organization described in Internal Revenue Code Section 501(c)(3), Section 501(c)(4), or a unit of government, as previously represented to the Northland Foundation, and that it has not received any revocation or suspension notice from the IRS. Grantee agrees to notify Northland Foundation of any change in its exempt status during the grant period.

3. Books and Records. Grantee will maintain its books and records to show, and separately account for, the funds received under this grant, and will maintain records of expenditures adequate to identify the purposes for which grant funds have been expended. Grantee will maintain such files and records for a period of at least four years after completion or termination of the Project.

4. Access to Records; Cooperation. Grantee will permit the Northland Foundation, at its reasonable request, to have access to Grantee's files and records for the purpose of making such inquiries as it deems necessary concerning the grant, the use of grant funds, and for Northland Foundation to fulfill its own public reporting responsibilities. Grantee will cooperate with the Northland Foundation by providing all information, reports, and documents as the Northland Foundation may reasonably request.

5. Prohibited Activities. Grantee will not use the grant funds for any purpose prohibited by law, including, but not limited to the following restrictions:
    a. Grantee will not use the grant funds to lobby or influence legislation;

202 West Superior Street, Suite 800
Duluth, Minnesota 55802
218.723.4040 · northlandfdn.org

b. Grantee will not use the grant funds to intervene in or to influence the outcome of any election, or to support or oppose any political party or candidate for public office;
c. Grantee will not use the grant funds to carry on a voter registration drive without the prior approval of the Northland Foundation; and
d. Grantee will not use the grant funds in any manner inconsistent with Section 501(c)(3) of the Internal Revenue Code.

6. Progress Reports. Grantee will submit progress reports, if requested, to the Northland Foundation, detailing activities and progress in accomplishing the objectives of the project, as well as all expenditures made in administration of the grant, as requested by the Northland Foundation staff.

7. Final Report. Within 30 days of completion of the grant period, Grantee will submit to the Northland Foundation a detailed final report of the activities carried out under the grant, a final expenditures report, and an evaluation of what has been accomplished by the project.

8. Publicity of the Grant.
   a. By Northland Foundation. The Northland Foundation will be making public news releases through the regional media regarding all of the grants awarded. Grantee authorizes the Northland Foundation to use the Grantee's name, logo, information about the grant, and any materials provided by the Grantee for purposes of publicizing the grant, including, but not limited to on the Northland Foundation's website and in advertising, editorial, internal publications, social and public media, and other publications.
   b. By Grantee. Grantee may use its community media resources to announce receipt of the grant funds to the Project. The Northland Foundation would appreciate being acknowledged as a source of support in all news releases initiated by Grantee. Grantee is requested to provide the Northland Foundation with copies of any press coverage and photographs received by the Project, as well as any media releases and program materials produced by Grantee. These materials may be used by the Northland Foundation in its publicity of the grant. Unless otherwise notified by the Northland Foundation, Grantee may use Northland Foundation's name and information about the grant for purposes of publicizing the grant in the manner described in this section.

9. Repayment of Funds. Grantee will repay to the Northland Foundation any portion of the grant which remains unused at the end of the grant period, or which is not used for the purposes specified herein or in the grant application.

10. Discretion to Discontinue, Modify or Withhold Payment. The total amount of this grant, or any portion thereof, may be discontinued, modified or withheld at any time when, in the sole discretion of the Northland Foundation, such action is necessary or advisable.

NORTHLAND FOUNDATION

202 West Superior Street, Suite 800
Duluth, Minnesota 55802
218.723.4040 • northlandfdn.org

11. Notice of Litigation. Grantee will immediately notify the Northland Foundation of any lawsuit or any proceedings before any federal, state, or local administrative agency, which are initiated against Grantee.

12. Signature. This agreement may be signed electronically.

Rock Ridge Public Schools ISD 2909

Noel Schmidt

Noel Schmidt
Superintendent - Rock Ridge Schools

Northland Foundation

Michelle Ufford
Director of Grantmaking

Financial Services
Education Finance

Rock Ridge Independent School District 2909
Schedule No. 2 to
Master Lease Purchase Agreement dated June 24 2020

Closing Index

#	Document	Required to Ship	Required to Close
1.	Master Lease Purchase Agreement	On file. Attached for Reference.	
2.	Ex. A - Equipment and Lease Payment Schedule	Yes	Yes
3.	Ex. B - Acceptance Certificate		Yes
4.	Ex. C - Board Resolution or Meeting Minutes	Yes	Yes
5.	Ex. D - Bank Qualified Designation (pertains to 8038-G)		Yes
6.	IRS Form 8038-G		Yes
7.	Ex. E – Lease Payment Instructions		Yes
8.	Ex. F - Insurance Coverage Requirements (informational)		n/a
9.	Insurance Certificate evidencing coverage		Yes
10.	Ex. G - Incumbency Certificate	Yes	Yes
11.	First Invoice due 7/5/2024. Please forward to Accounts Payable		Yes

Please call Julie McMahon at 480-604-8599 with any questions.

Original Closing Documents

1. Once documents are signed, please first provide scanned copies of the above items to JMcMahon@BankUnited.com
2. Then mail the originals to

Apple Financial Services
Attention: Julie McMahon
8377 East Hartford Drive, Suite 115
Scottsdale, AZ 85255

Financial Services
Education Finance

Lessee: Rock Ridge Independent School District No. 2909

Attention: Accounts Payable

Invoice Number: First Payment / 103775
Invoice Due Date: 7/5/2024
Amount Due: $348,100.25

Equipment Description: Apple Computer Equipment

Customer Reference Number: MLA# 1478-2-103775

Payment Number	Amount Due
1	$348,100.25

Remit to:
Apple Financial Services
P.O. Box 028549
Miami, FL 33102-8549

Keep top portion for your records

Please detach bottom portion and return with your payment.

Apple Financial Services

Remit to:
Apple Financial Services
P.O. Box 028549
Miami, FL 33102-8549

Invoice Number: First Payment / 103775
Due Date: 7/5/2024
Amount Due: $348,100.25

Financial Services
Education Finance

Master Lease Purchase Agreement

This Master Lease Purchase Agreement dated as of June 24, 2020 (this "Master Lease") is entered into by and between Apple Inc. ("Lessor") and Rock Ridge Independent School District No. 2909 ("Lessee").

1. MASTER LEASE; SCHEDULES. Subject to the terms of this Master Lease, Lessee agrees to lease, purchase and acquire from Lessor certain equipment and/or software (the "Equipment") as may be described in any lease schedule in the form of Exhibit A (each, a "Schedule") which may be executed by the parties from time to time. Nothing in this Master Lease shall be construed to impose any obligation upon, or otherwise commit, Lessor to enter into any proposed Schedule, it being understood that whether Lessor enters into any proposed Schedule shall be a decision solely within Lessor's discretion. Lessee understands that Lessor requires certain documentation and information necessary to enter into any Schedule, and Lessee agrees to provide Lessor with any documentation or information Lessor may request in connection with Lessor's review of any proposed Schedule. Such documentation may include but shall not be limited to: (a) a description of the proposed Equipment, including the cost and its contemplated use and location, (b) information related to the vendor(s) manufacturing, licensing (subject to the terms of the Vendor's applicable end user license agreement(s)), delivering, installing or maintaining the proposed Equipment for Lessee (the "Vendor"), (c) documentation or information concerning the financial condition of Lessee, and (d) other information related to the Schedule and Lessee. The terms and conditions of this Master Lease (including all exhibits and any amendments hereto), are incorporated by reference into each Schedule and each Schedule, once executed by Lessor and Lessee, shall constitute a separate and independent lease and installment purchase of the Equipment identified therein, hereinafter referred to as a "Lease."

2. INVOICE PAYMENT OR REIMBURSEMENT. With respect to any Lease, and subject to the provisions of Section 3 if applicable, Lessor shall have no obligation whatsoever to make any payment to a Vendor or reimburse Lessee for any payment made to a Vendor for the Equipment that is the subject of such Lease until three (3) business days after Lessor's receipt of the following in form and substance satisfactory to Lessor in its sole discretion: (a) a Schedule executed by a duly authorized representative of Lessee; (b) a fully executed partial or final acceptance certificate as applicable ("Acceptance Certificate"); (c) a resolution or evidence of other official action taken by Lessee's governing body authorizing Lessee to enter into the related Lease and any applicable Escrow Agreement, the acquisition of the Equipment subject thereto, and confirming that Lessee's actions were in accordance with all applicable state, local and federal laws, including laws regarding open meetings and public bidding; (d) evidence of insurance with respect to the Equipment in accordance with the provisions of Section 15 of this Master Lease; (e) a Vendor invoice for the Equipment and, if such invoice has been paid by Lessee, evidence of payment thereof and, if applicable, evidence of official intent to reimburse such payment as required by the Treasury Regulations; (f) a completed and executed Form 8038-G or 8038-GC; (g) an Incumbency Certificate; (h) a Bank Qualification Designation; (i) Lease Payment Instructions; (j) Insurance Coverage Requirements; (k) an opinion of Lessee's counsel; and (l) such other documents, items, or information reasonably required by Lessor. Lessor shall provide each such document to Lessee in a form and substance satisfactory to Lessor.

3. ESCROW AGREEMENT. Upon agreement by both Lessee and Lessor as to any Lease, the parties shall enter into an escrow agreement (an "Escrow Agreement") with an escrow agent selected by Lessee, such selection subject to Lessor's approval, establishing an account from which the cost of the Equipment subject to such Lease is to be paid (the "Escrow Account"). Upon execution and delivery of an Escrow Agreement by the parties thereto and satisfaction of any conditions precedent set forth in Section 2 of this Master Lease or in such Escrow Agreement, Lessor shall deposit or cause to be deposited into the Escrow Account under the related Escrow Agreement funds for the payment of the costs of acquiring the Equipment under such Lease. Lessee acknowledges and agrees that no disbursements shall be made from an Escrow Account except for portions of the Equipment that are operationally complete and functionally independent and that may be fully utilized by Lessee without regard to whether the balance of the Equipment is delivered and accepted.

4. DELIVERY AND ACCEPTANCE OF EQUIPMENT. Lessee shall order the Equipment, cause the Equipment to be delivered and installed at the location specified in each Lease, and pay any and all delivery and installation costs and applicable sales and other taxes in connection therewith. When the Equipment identified in any Lease has been delivered and installed, Lessee shall immediately inspect the Equipment and evidence its acceptance by executing and delivering to Lessor the Acceptance Certificate. If Lessee signed a purchase contract for the Equipment, by signing a Schedule Lessee assigns its rights, but none of its obligations under the purchase contract, to Lessor.

5. LEASE PAYMENTS. Lessee agrees to pay "Lease Payments" to Lessor in accordance with the payment schedule set forth in each Lease, exclusively from legally available funds, consisting of principal and interest components in the amounts and on such dates as provided in each Lease. Lessee shall pay Lessor a charge on any Lease Payment not paid on the date such payment is due at the rate of 12% per annum or the highest lawful rate, whichever is less, from such due date until paid. The "Commencement Date" for each Lease is the date when interest commences to accrue under such Lease, which date shall be the

earlier of (a) the date Lessee partially or fully accepts the Equipment pursuant to Section 4, or (b) the date of Lessor's deposit into an Escrow Account of sufficient monies to purchase the Equipment. Lessor will advise Lessee as to the address to which Lease Payments shall be sent. The Lease Payment is due whether or not Lessee receives an invoice. Restrictive endorsements on checks sent by Lessee will not reduce Lessee's obligations to Lessor. Unless a proper exemption certificate is provided, applicable sales and use taxes may be paid by Lessee from funds advanced to Lessee by Lessor for such purpose in connection with the execution and delivery of the related Lease or may be paid by Lessee pursuant to Section 4 hereof. ***Lessor and Lessee understand and intend that the obligation of Lessee to pay Lease Payments under each Lease shall constitute a current expense of Lessee and shall not in any way be construed to be a debt of Lessee in contravention of any applicable constitutional or statutory limitation or requirement concerning the creation of indebtedness or debt by Lessee, nor shall anything contained in this Master Lease or in any Lease constitute a pledge of the general tax revenues, funds or monies of Lessee.***

6. NON-APPROPRIATION OF FUNDS. Lessee is obligated to pay Lease Payments under each Lease for each fiscal period as may lawfully be made from funds budgeted and appropriated for that purpose for such fiscal period. Lessee currently intends to remit and reasonably believes that funds in an amount sufficient to remit all Lease Payments and other payments under each Lease can and will lawfully be appropriated and made available to permit Lessee's continued utilization of the Equipment under such Lease and the performance of its essential function during the scheduled "Lease Term" as reflected in each Lease. Lessee currently intends to do all things lawfully within its power to obtain and maintain funds from which the Lease Payments under each Lease may be made, including making provision for such payments to the extent necessary in each budget or appropriation request adopted in accordance with applicable provisions of law. Notwithstanding the foregoing, Lessor acknowledges that the decision whether or not to budget and appropriate funds or to extend the term of a Lease for any period beyond the original or any additional fiscal period is within the discretion of the governing body of Lessee. In the event that Lessee's governing body fails or is unwilling to budget, appropriate or otherwise make available funds for the payment of Lease Payments and other payments, if any, under a Lease following the then current fiscal period (an "Event of Non-appropriation"), Lessee shall have the right to terminate such Lease on the last day of the fiscal period for which sufficient appropriations were made without penalty or expense, except as to the portion of any Lease Payment for which funds shall have been appropriated and budgeted, in which event Lessee shall return the Equipment subject to such Lease in accordance with Section 19 of this Master Lease. Lessee agrees to deliver notice to Lessor of such Event of Non-appropriation with respect to a Lease and termination at least thirty (30) days prior to the end of the then current fiscal period, but failure to give such notice shall not extend the term of the affected Lease beyond such then current fiscal period.

7. UNCONDITIONAL OBLIGATION. UPON THE COMMENCEMENT DATE OF A LEASE PURSUANT TO SECTION 5 OF THIS MASTER LEASE, AND EXCEPT AS PROVIDED IN SECTION 6, "NON-APPROPRIATION OF FUNDS," THE OBLIGATIONS OF LESSEE TO MAKE LEASE PAYMENTS AND TO PERFORM AND OBSERVE THE OTHER COVENANTS AND AGREEMENTS CONTAINED IN EACH LEASE SHALL BE ABSOLUTE AND UNCONDITIONAL IN ALL EVENTS WITHOUT ABATEMENT, DIMINUTION, DEDUCTION, SET-OFF OR DEFENSE, FOR ANY REASON INCLUDING, WITHOUT LIMITATION, ANY FAILURE OF THE EQUIPMENT TO BE DELIVERED OR INSTALLED, ANY DISPUTES WITH LESSOR OR ANY VENDOR OF ANY EQUIPMENT, DEFECTS, MALFUNCTIONS OR BREAKDOWNS IN THE EQUIPMENT, ANY ACCIDENT, CONDEMNATION, DAMAGE, DESTRUCTION, OR UNFORESEEN CIRCUMSTANCE, OR ANY TEMPORARY OR PERMANENT LOSS OF ITS USE.

8. DISCLAIMER OF WARRANTIES. THE SOLE WARRANTY FOR THE EQUIPMENT IS THE APPLICABLE PRODUCT WARRANTY (DEFINED BELOW). LESSOR MAKES NO REPRESENTATIONS OR WARRANTIES, EXPRESS OR IMPLIED, WHATSOEVER, INCLUDING WITHOUT LIMITATION, AS TO THE EQUIPMENT'S MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, SUITABILITY, DESIGN, CONDITION, DURABILITY, OPERATION, QUALITY OF MATERIALS OR WORKMANSHIP, NON-INFRINGEMENT, OR COMPLIANCE WITH SPECIFICATIONS OR APPLICABLE LAW, OR THAT THE OPERATION OR USE OF THE EQUIPMENT WILL BE UNINTERRUPTED, SECURE OR FREE OF ERRORS, DEFECTS, VIRUSES, MALFUNCTIONS, AND LESSEE, AS OF THE DATE OF LESSEE'S ACCEPTANCE AS SET FORTH IN SECTION 4, ACCEPTS SUCH EQUIPMENT AS IS AND WITH ALL FAULTS. LESSEE ACKNOWLEDGES THAT LESSEE HAS SELECTED THE EQUIPMENT BASED UPON LESSEE'S OWN JUDGMENT. Lessee acknowledges that the Equipment was manufactured and/or assembled, or in the case of software was developed and licensed, by the applicable Vendor and that any warranty rights with respect to such Equipment shall be provided by the applicable Vendor (the "Product Warranty"). Lessee agrees to settle any dispute it may have regarding performance of the Equipment directly with the applicable Vendor and not to make any claim against the Lease Payments due Lessor or any Assignee (as hereinafter defined). Lessee agrees to continue to pay Lessor, or such Assignee (as applicable), all Lease Payments and other payments without abatement or set off for any dispute with a Vendor regarding the Equipment. Nothing in this Master Lease or in any Lease shall relieve Apple Inc. of its obligations under the Product Warranty offered by Apple Inc. for applicable Apple-branded Equipment. Lessee acknowledges and agrees that the Product Warranty is a separate agreement between Lessee and the applicable Vendor and that such Product Warranty is not a part of this Master Lease or any Lease.

9. TITLE AND SECURITY INTEREST. Unless otherwise required by the laws of the state where Lessee is located, during each Lease Term, title to the Equipment shall be vested in Lessee, subject to the rights of Lessor under such Lease. In the event Lessor terminates a Lease pursuant to Section 17 of this Master Lease or an Event of Non-Appropriation occurs under a Lease, title to the related Equipment shall immediately vest in Lessor free and clear of any rights, title or interests of Lessee. Lessee, at its expense, shall protect and defend Lessee's title to the Equipment and Lessor's rights and interests therein and keep the Equipment free and clear from any and all claims, liens, encumbrances and legal processes of Lessee's creditors and other persons.

To secure the payment of all of Lessee's obligations under each Lease, Lessee hereby grants to Lessor a first priority purchase money security interest in the Equipment subject to each such Lease, anything attached or added to the Equipment by Lessee at

any time, Lessee's rights under each agreement for the licensing of software to the extent that a security interest therein may be granted without violating the terms of such agreement, and on all proceeds, including proceeds from any insurance claims for loss or damage, from such Equipment. Lessee authorizes Lessor to file a financing statement perfecting Lessor's security interest under the laws of Lessee's state. Lessee agrees to promptly execute such additional documents, in a form satisfactory to Lessor, which Lessor deems necessary or appropriate to establish and maintain its security interest in the Equipment. The Equipment is and will remain personal property and will not be deemed to be affixed to or a part of the real estate on which it may be situated. If applicable, as further security therefor, Lessee hereby grants to Lessor a first priority security interest in the cash and negotiable instruments from time to time comprising each Escrow Account and all proceeds (cash and non-cash) thereof, and agrees with respect thereto that Lessor shall have all the rights and remedies of a secured party under the applicable Uniform Commercial Code.

10. USE, MAINTENANCE AND REPAIR. Upon installation, no item of Equipment will be moved from the location specified for it in the related Lease (the "Equipment Location") without Lessor's prior consent, which consent will not be unreasonably withheld, except that any items of Equipment that are intended by design to be a mobile piece of technology (i.e. laptop computers) may be moved within the continental U.S. without consent. Lessor shall have the right at all reasonable times during regular business hours, subject to compliance with Lessee's customary security procedures, to enter into and upon the property of Lessee for the purpose of inspecting the Equipment. In order to facilitate the use of the Equipment by students and/or Lessee's employees ("Authorized Users") while on premises other than those belonging to Lessee, Lessee acknowledges and agrees that: (a) Lessee shall use due care to ensure that the Equipment is not (i) used in violation of any applicable law, in a manner contrary to that contemplated by the related Lease, or for private business purposes, or (ii) used by anyone other than Authorized Users; and (b) Lessee (and not Authorized Users) shall be solely responsible for (i) maintaining insurance in accordance with the terms of the related Lease, (ii) payment of any applicable sales, property and other taxes on the Equipment, and (iii) return of the Equipment under a Lease to Lessor upon the occurrence of an Event of Default or Event of Non-appropriation thereunder. Lessee agrees that it will use the Equipment under each Lease in the manner for which it was intended, as required by all applicable manuals and instructions and as required to keep the Equipment eligible for any manufacturer's certification and/or standard, full service maintenance contract. Lessee agrees that it will, at Lessee's own cost and expense, maintain, preserve and keep the Equipment under each Lease in good repair, condition and working order, ordinary wear and tear excepted. All replacement parts and repairs shall be governed by the terms of the related Lease. Lessee will not make any permanent alterations to the Equipment that will result in a decrease in the market value of the Equipment.

11. LIENS; TAXES. LESSEE WILL NOT SELL, TRANSFER, ASSIGN, PLEDGE, SUB-LEASE OR PART WITH POSSESSION OF THE EQUIPMENT, OR FILE OR PERMIT A LIEN TO BE FILED AGAINST THE EQUIPMENT, EXCEPT AS OTHERWISE EXPRESSLY PROVIDED UNDER THIS MASTER LEASE AND THE RELATED LEASE. The parties to this Master Lease intend that the Equipment will be used for governmental or proprietary purposes of Lessee and that the Equipment will be exempt from all property taxes. Lessee shall timely pay all assessments, license and filing fees, taxes (including sales, use, excise, personal property, ad valorem, stamp, documentary and other taxes) and all other governmental charges, fees, fines or penalties whatsoever, whether payable by Lessor or Lessee, now or hereafter imposed by any governmental body or agency on or relating to the Equipment or the Lease Payments or the use, registration, rental, shipment, transportation, delivery, ownership or operation of the Equipment and on or relating to this Master Lease or any Lease; *provided, however,* that the foregoing shall not include any federal, state or local income or franchise taxes of Lessor.

12. LIMITATION OF LIABILITY. NOTWITHSTANDING ANYTHING TO THE CONTRARY, LESSOR. SHALL NOT BE LIABLE FOR ANY DIRECT DAMAGES OF LESSEE RESULTING FROM, ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT, WHETHER ARISING IN CONTRACT, TORT, STRICT LIABLITY OR OTHERWISE, REGARDLESS OF THE THEORY OF LIABILITY. FURTHER, NOTWITHSTANDING ANYTHING TO THE CONTRARY, with respect to each Lease, Lessee agrees that (a) Lessor shall have no liability, cost or expense with respect to transportation, installation, selection, purchase, lease, ownership, possession, modification, maintenance, condition, operation, use, return or disposition of the Equipment, and (b) Lessor shall have no responsibility in connection with the selection of the Equipment, the ordering of the Equipment, its suitability for the use intended by Lessee, Lessee's compliance or non-compliance with competitive pricing and/or bidding requirements, the acceptance by the Vendor of the order submitted, if applicable, or any delay or failure by the Vendor or its sales representative to, deliver, install, or maintain the Equipment for Lessee's use. IN NO EVENT SHALL LESSOR BE LIABLE FOR ANY INCIDENTAL, INDIRECT, SPECIAL, CONSEQUENTIAL, EXEMPLARY OR PUNITIVE DAMAGES IN CONNECTION WITH OR ARISING OUT OF ANY LEASE OR THE EXISTENCE, FURNISHING, FUNCTIONING OR LESSEE'S USE OF ANY ITEM OF EQUIPMENT PROVIDED FOR IN ANY LEASE, WHETHER IN CONTRACT, TORT, STRICT LIABLITY OR OTHERWISE, REGARDLESS OF THE THEORY OF LIABILITY AND REGARDLESS OF WHETHER LESSOR HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THE PARTIES AGREE THAT THE PROVISIONS IN THIS MASTER LEASE FAIRLY ALLOCATE THE RISKS BETWEEN THE PARTIES WITHOUT WHICH THEY WOULD NOT HAVE ENTERED INTO THIS MASTER LEASE.

13. IDENTIFICATION. Lessor shall be entitled to insert missing or correct information on the related Lease, including, without limitation, Lessee's official name, serial numbers and any other information describing the Equipment under such Lease; provided that Lessor forwards copies of such changes to Lessee.

14. LOSS OR DAMAGE. Lessee shall be responsible for any loss, theft of and/or damage to the Equipment or any portion thereof from any cause whatsoever, regardless of the extent or lack of insurance coverage, from the time the Equipment is delivered to Lessee pursuant to the related Lease until the end of the Lease Term thereunder or until the Equipment is returned to Lessor pursuant to Section 19 of this Master Lease. If any item of the Equipment is lost, stolen or damaged, Lessee shall immediately provide written notice of such loss to Lessor and shall, within fifteen (15) days after such loss, at Lessee's option, either: (a) repair the damaged Equipment so that it is in good condition and working order, eligible for any manufacturer's

certification, (b) replace the damaged Equipment at Lessee's sole cost and expense with equipment having substantially similar manufacturer's specifications and of equal or greater value to the damaged Equipment immediately prior to such Equipment being damaged, such replacement equipment to be subject to Lessor's approval, whereupon such replacement equipment shall be substituted in the applicable Lease and the other related documents by appropriate endorsement or amendment; or (c) pursuant to Section 18(b), purchase Lessor's interest in the damaged Equipment on a pro rata basis (notwithstanding the limitation in Section 18(b) only to prepaying in whole) and continue the related Lease for the non-damaged Equipment for the balance of the applicable Lease Term. In such event, Lessor will provide Lessee with a revised amortization of Lease Payments for the non-damaged Equipment. Lessor will forward to Lessee any insurance proceeds which Lessor receives for damaged Equipment for Lessee's use in the repair or replacement of the damaged Equipment, unless there has been an Event of Default or an Event of Non-appropriation by Lessee, in which event Lessor will apply any insurance proceeds received to reduce Lessee's obligations under Section 17 of this Master Lease.

15. INSURANCE. In the event that Lessee is not self-insured (as hereafter provided), Lessee shall, at its expense, keep the Equipment fully insured against loss, fire, theft, damage or destruction from any cause whatsoever in an amount not less than the greater of (a) the total Lease Payments for the Lease Term under the related Lease or (b) the full replacement cost of the Equipment without consideration for depreciation. Upon Lessor's request, Lessee shall also provide such additional insurance against injury, loss or damage to persons or property arising out of the use or operation of the Equipment as is customarily maintained by owners of property similar to the Equipment. With Lessor's prior written consent, Lessee may self-insure against such risks. The policy shall state that Lessor shall be notified of any proposed cancellation at least 30 days prior to the date set for cancellation. All such insurance shall be in form, issued by such insurance companies and be in such amounts as shall be satisfactory to Lessor, and shall provide that losses, if any, shall be payable to Lessor as "loss payee," and all such liability insurance shall include Lessor as an "additional insured." Upon Lessor's request, Lessee shall provide Lessor with a certificate or other evidence of insurance acceptable to Lessor evidencing the insurance coverage required under the related Lease. In the event Lessee fails to provide such evidence within 10 days of Lessor's request, or upon Lessor's receipt of a notice of policy cancellation, Lessor may (but shall not be obligated to) obtain insurance covering Lessor's interest in the Equipment at Lessee's sole expense. Lessee will pay all insurance premiums and related charges.

16. DEFAULT. Lessee will be in default under a Lease upon the occurrence of any of the following (each, an "Event of Default"): (a) Lessee fails to pay any Lease Payment or other payment due in full under such Lease within 10 calendar days after its due date; (b) Lessee fails to perform or observe any other promise or obligation in this Master Lease and/or any Lease and does not correct the default within 30 days after written notice of default by Lessor; (c) any representation, warranty or statement made by Lessee in this Master Lease or any Lease shall prove to have been false or misleading in any material respect when made; (d) Lessee fails to obtain and maintain insurance as required by Section 15, or any insurance carrier cancels any insurance on the Equipment; (e) the Equipment or any portion thereof is misused, used in a manner not authorized by the applicable end user license agreement (if any) accompanying such Equipment, or used in violation of the terms of the related Lease; (f) the Equipment or any part thereof is lost, destroyed, or damaged beyond repair and remains uncured in accordance with Section 14; (g) a petition is filed by or against Lessee under any bankruptcy or insolvency laws; or (h) an Event of Default occurs under any other Lease or prior financing with Lessor or assigns or their respective affiliates, but any such Assignee may only exercise remedies with respect to other Leases for which it is the Assignee.

17. REMEDIES. Upon the occurrence of an Event of Default under a Lease, Lessor may, in its sole discretion, do any or all of the following (without penalty, liability or obligation on Lessor's part and without limiting any other rights or remedies available to Lessor): (a) provide written notice to Lessee of the Event of Default; (b) as liquidated damages for loss of a bargain, and not as a penalty, declare due and payable any and all amounts which may then be due and payable under the Lease, plus all Lease Payments remaining through the end of the then current fiscal period; (c) with or without terminating the Lease Term under such Lease, (i) enter the premises where the Equipment is located and retake possession of such Equipment or require Lessee at Lessee's expense to promptly return any or all of such Equipment to the possession of Lessor in accordance with the requirements in Section 19, and (ii) at Lessee's expense, sell or lease such Equipment or, for the account of Lessee, sublease such Equipment, continuing to hold Lessee liable for the difference between the Lease Payment payable by Lessee pursuant to the terms of such Lease to the end of the current fiscal period and the net proceeds of any such sale, lease or sublease. Lessor may require Lessee to remove all proprietary data from the Equipment, holding Lessor and its assigns harmless if Lessee fails to do so. Lessee will not make any claims against Lessor or the Equipment for trespass, damage or any other reason. The exercise of any of such remedies shall not relieve Lessee of any other liabilities under any other Lease. Without limiting the foregoing, Lessor may take whatever action, either at law or in equity, may appear necessary or desirable to enforce its rights under any Lease, or as a secured party in any or all of the Equipment. No remedy of Lessor is intended to be exclusive and every such remedy, now or hereafter existing, at law or in equity, shall be cumulative and shall be in addition to every other remedy given under a Lease. In the event that Lessor sells or otherwise liquidates the Equipment following an Event of Default or an Event of Non-appropriation as herein provided and realizes net proceeds (after payment of costs) in excess of total Lease Payments under the related Lease that would have been paid during the related scheduled Lease Term plus any other amounts then due under the related Lease or Leases, Lessor shall immediately pay the amount of any such excess to Lessee.

18. PURCHASE OPTION. At the option of Lessee, and provided that no Event of Default or Event of Non-appropriation has occurred and/or is continuing under any Lease, Lessor's interest in all, but not less than all, of the Equipment subject to a Lease will be transferred, conveyed and assigned to Lessee, free and clear of any right or interest of Lessor, and such Lease shall terminate: (a) upon payment in full of all Lease Payments under such Lease and all other amounts then due thereunder or (b) on any Lease Payment due date under such Lease, provided that Lessee shall have delivered written notice at least 30 days prior to such date of Lessee's intention to purchase the Equipment subject to such Lease pursuant to this provision, by paying to Lessor, in addition to the Lease Payment due on such date, an amount equal to the purchase price (the "Purchase Price") shown for such Lease Payment due date in the payment schedule included in the applicable Lease. Lessee hereby acknowledges that the Purchase Price under a Lease includes a prepayment premium.

19. RETURN OF EQUIPMENT. In the case of an Event of Default under a Lease or an Event of Non-appropriation by Lessee with respect to a Lease in accordance with Section 6, Lessee will, at Lessee's sole cost and expense, immediately return the Equipment (including all copies of any software free of any proprietary data), manuals, and accessories to any location and aboard any carrier Lessor may designate in the continental United States. The Equipment must be properly packed for shipment in accordance with the manufacturer's recommendations or specifications, freight prepaid and insured, and maintained in accordance with the terms of the related Lease. All Equipment must be free of markings. Lessee will pay Lessor for any missing or defective parts or accessories. Lessee will continue to pay Lease Payments until the Equipment is accepted by Lessor, which acceptance shall be deemed to occur fifteen (15) days after delivery unless Lessor rejects the Equipment for good cause within such fifteen (15) day period. Notwithstanding anything in this Section 19 to the contrary, any amounts to be paid by Lessee as provided in this Section 19 shall be payable solely from funds legally available for the purpose.

20. LESSEE'S REPRESENTATIONS AND WARRANTIES. Lessee hereby represents, covenants and warrants for the benefit of Lessor that as of the date hereof and as of Commencement Date for each Lease, and throughout each Lease Term: (a) Lessee is a state or political subdivision thereof within the meaning of Section 103 of the Internal Revenue Code of 1986, as amended (the "Code"); (b) Lessee is duly organized and existing under the Constitution and laws of the state in which Lessee is located; (c) Lessee is authorized to enter into and carry out its obligations under this Master Lease and each Lease and every other document required to be delivered in connection with this Master Lease and a Lease; (d) this Master Lease and each Lease have been duly authorized, executed and delivered by Lessee in accordance with all applicable laws, codes, ordinances, regulations, and policies; (e) any person signing the Master Lease and each Lease has the authority to do so, is acting with the full express authorization of Lessee's governing body, and holds the office indicated below his or her signature, which is genuine; (f) the Equipment is essential to the immediate performance of a governmental or proprietary function by Lessee within the scope of Lessee's authority and shall be used during the Lease Term only by Lessee and only to perform such function; (g) Lessee intends to use the Equipment for the entire Lease Term and shall take such action, in accordance with Section 6, to include in its annual budget request, for submission to Lessee's governing body, any funds required to fulfill Lessee's obligations for each succeeding fiscal period during the applicable Lease Term; (h) Lessee has complied fully with all applicable laws, codes, ordinances, regulations, and policies, governing open meetings, competitive pricing and/or public bidding and appropriations required in connection with each Lease, the selection and acquisition of the Equipment and the selection of Vendor; (i) all payments due and to become due during Lessee's current fiscal period under a Lease are within the fiscal budget of such fiscal period, and are or will be included within an unrestricted and unencumbered appropriation currently available for the lease/purchase of the Equipment under the related Lease; (j) Lessee shall not do or cause to be done any act which shall cause, or by omission of any act allow, the interest portion of any Lease Payment to become includible in Lessor's gross income for Federal income taxation purposes under the Code; (k) Lessee shall comply with the information reporting requirements of Section 149(e) of the Code with respect to each Lease (such compliance shall include, but not be limited to, the execution of Form 8038-G or 8038-GC information reporting returns as appropriate); (l) all financial information provided by Lessee is true and accurate and fairly represents Lessee's financial condition; (m) Lessee has not for at least its most recent ten fiscal periods failed to appropriate or otherwise make available funds sufficient to pay rental or other payments coming due under any lease purchase, installment sale or other similar agreement; (n) there is no litigation, pending or threatened that would materially adversely affect the transactions contemplated by this Master Lease, any Lease or the financial condition of Lessee; and (o) any and all Equipment that Lessee leases, purchases and/or acquires pursuant to this Master Lease and any Lease hereunder is for Lessee's internal purposes only and Lessee is not and will not lease, purchase or acquire the Equipment for resale.

21. ASSIGNMENT. Lessor may, upon notice to Lessee but without Lessee's consent, sell, assign, or transfer from time to time Lessor's rights, title, and interest under this Master Lease and/or any Lease or Leases or interest therein, including the right to receive Lease Payments under a Lease and Lessor's security interest in the Equipment under a Lease and any related Escrow Agreement to one or more assignees or subassignees (each, an "Assignee"). Lessee agrees that, upon such assignment, the Assignee will have the same rights and benefits of Lessor under the terms of the related Lease. Lessee agrees that the rights of Assignee will not be subject to any claims, defenses, or set-offs that Lessee may have against any Vendor. Upon notice to Lessee of such assignment, Lessee agrees to respond to any requests about the related Lease and, if directed by Lessor, to pay Assignee all Lease Payments and other amounts due under such Lease. Lessee hereby appoints Lessor as its agent to maintain a record of all assignments of each Lease in a form sufficient to comply with the registration requirements of Section 149(a) of the Code and the regulations prescribed thereunder from time to time, and Lessor agrees to maintain such registration record.

22. ADDITIONAL PAYMENTS. Lessor may, but is not obligated to, take on Lessee's behalf any action which Lessee fails to take as required by any Lease, and Lessee shall pay any expenses incurred by Lessor in taking such action, which will be in addition to the Lease Payments as set forth in the related Lease.

23. RELEASE AND INDEMNIFICATION. To the extent permitted by applicable state law and subject to Section 6, Lessee shall indemnify, release, protect, hold harmless, save and defend Lessor from and against any and all liability, obligation, loss, claim, tax and damage whatsoever, regardless of the cause thereof, and all costs and expenses in connection therewith (including, without limitation, attorneys' fees) arising out of or resulting from (a) entering into this Master Lease and/or any Lease; (b) the ownership of any item of Equipment; (c) the ordering, acquisition, use, installation, deployment, testing, operation, condition, purchase, delivery, rejection, storage or return of any item of Equipment; (d) any damage to property or personal injury or death of any person in connection with the operation, use, installation, deployment, testing, condition, possession, storage or return of any item of Equipment, or in connection with or resulting from Lessee's acts, omissions, negligence, misconduct or breach of any provision of this Master Lease or any Lease(s) hereunder; and/or (e) the breach of any covenant or any material representation of Lessee contained in this Master Lease or any Lease. The indemnification obligations set forth herein shall continue in full force and effect notwithstanding the payment in full of all obligations under any Lease or the termination of the Lease Term under any Lease for any reason.

24. MISCELLANEOUS. Each Lease, together with this Master Lease, contains the entire agreement of the parties regarding the subject matter hereof which is limited to lease financing. TIME IS OF THE ESSENCE IN EACH LEASE. If a court of competent jurisdiction finds any provision of any Lease to be unenforceable, the remaining terms of such Lease shall remain in full force and effect. Each Lease may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument; provided, however, that only counterpart one of each Lease (including the terms and conditions of this Master Lease incorporated therein by reference) shall constitute the original for such Lease for purposes of the sale or transfer of such Lease as chattel paper. References herein to "Lessor" shall be deemed to include each of its Assignees from and after the effective date of each assignment; references herein to "Lessor" shall not refer to Apple Inc. in its capacity as a Vendor or in any capacity other than as a lessor hereunder. The captions or heading in this Master Lease and in each Lease are for convenience only and in no way define, limit or describe the scope or intent of any provisions. This Master Lease and each Lease will be governed by the laws of the state where Lessee is located without regard to the conflict of law principles thereof. Lessor and Lessee both intend to comply with all applicable laws. If it is determined that Lessee's payments under the Lease result in an interest payment higher than allowed by applicable law, then any excess interest collected will be applied to the repayment of principal, and interest will be charged at the highest rate allowed by law.

25. NOTICES. All written notices under any Lease must be sent by certified mail or recognized overnight delivery service, postage prepaid, to the addresses as stated on each Lease, or by facsimile transmission, with written confirmation of receipt.

26. Electronic Signatures. Notwithstanding anything to the contrary in this Master Lease and with the exception of the IRS Form 8038-G / 8038-GC which Lessee must execute using an original, manual signature, Lessee and Lessor both intend that this Master Lease and any Schedule, Acceptance Certificate, Escrow Agreement or any other related document or certificate (each a "Document") containing the electronic signature of the Lessee and/or Lessor using the procedure or method for electronic signatures that Lessor provided to Lessee ("Electronic Signature") or when manually countersigned by Lessor or attached to Lessor's original signature counterpart and/or in Lessor's possession shall constitute the sole original authenticated Document for all purposes (including without limitation the perfection of security interests and admissibility of evidence). Lessee and Lessor acknowledge that any such Electronic Signatures will be applied by the duly authorized representative of the respective party with the intent to sign, authenticate and accept the Documents on behalf of such party.

IMPORTANT: READ BEFORE SIGNING. THE TERMS OF THIS MASTER LEASE AND EACH LEASE SHOULD BE READ CAREFULLY BECAUSE ONLY THOSE TERMS IN WRITING ARE ENFORCEABLE. TERMS OR ORAL PROMISES WHICH ARE NOT CONTAINED IN THIS MASTER LEASE OR A LEASE MAY NOT BE LEGALLY ENFORCED. THE TERMS OF THIS MASTER LEASE OR A LEASE MAY ONLY BE CHANGED BY ANOTHER WRITTEN AGREEMENT BETWEEN THE PARTIES. EXCEPT FOR AN EVENT OF NON-APPROPRIATION, EACH LEASE IS NOT CANCELABLE BY LESSEE.

LESSOR: APPLE INC.

BY: _____

TITLE: _____

LESSEE: Rock Ridge Independent School District No. 2909
411 S. 5th Ave.
Virginia MN 55792

BY: _____

TITLE: Business Manager

FED TAX ID#: 85-1299384

EXHIBIT A

Schedule No. 2 Dated April 5 2024 to Master Lease Purchase Agreement Dated June 24 2020

This Schedule No. 2 ("Schedule") is entered into pursuant to that Master Lease Purchase Agreement dated June 24 2020 ("Master Lease"), and is effective as of April 5 2024. All of the terms and conditions of the Master Lease, including Lessee's representations and warranties, are incorporated herein by reference. Unless otherwise indicated, all capitalized terms used but not otherwise defined herein shall have the same meaning as set forth in the Master Lease.

To the extent that less than all of the Equipment subject to this Schedule has been installed and accepted by Lessee on or prior to the date hereof, Lessee hereby acknowledges that a portion of the Equipment has not been delivered, installed and accepted by Lessee for purposes of this Lease. In consideration of the foregoing, Lessee hereby acknowledges and agrees that its obligation to make Lease Payments as set forth in this Schedule is absolute and unconditional as of the date hereof and on each date and in the amounts as set forth in the Lease Payment Schedule, subject to the terms and conditions of the Lease.

Lessee expressly represents that at least ninety-five percent (95%) of the financing cost set forth in this Schedule is being used to acquire Equipment that will be capitalizable for federal income tax purposes

EQUIPMENT INFORMATION
Computer Hardware--See attached Exhibit 1.

LEASE PAYMENT SCHEDULE

Pmt #	Payment Date	Payment Amount	Interest	Principal	Purchase Price after scheduled payment(s)	Outstanding Balance
	4/5/2024					$1,392,401.00
1	7/5/2024	$348,100.25	$0.00	$348,100.25	$1,065,186.77	$1,044,300.75
2	7/5/2025	$348,100.25	$0.00	$348,100.25	$710,124.51	$696,200.50
3	7/5/2026	$348,100.25	$0.00	$348,100.25	$355,062.26	$348,100.25
4	7/5/2027	$348,100.25	$0.00	$348,100.25	$0.00	$0.00
Totals:		$1,392,401.00	$0.00	$1,392,401.00	Rate 0.0000%	

Lessee acknowledges that the discounted purchase price for the Lease is $1,349,846.65 and that such amount is the Issue Price for the Lease for federal income tax purposes. The difference between the principal amount of this Lease and the Issue Price is Original Issue Discount ("OID") for federal income tax purposes. The Yield for this Lease for federal income tax purposes is 1.7993% per annum. Such Issue Price and Yield will be stated in the Form 8038-G, as applicable.

IMPORTANT: Read before signing. The terms of the Master Lease should be read carefully because only those terms in writing are enforceable. Terms or oral promises which are not contained in this written agreement may not be legally enforced. The terms of the Master Lease or Lease may only be changed by another written agreement between Lessor and Lessee. Lessee agrees to comply with the terms and conditions of the Master Lease and this Lease.

Commencement Date: April 5 2024

LESSOR: **APPLE INC.**

SIGNATURE: X _____

NAME / TITLE: X _____

DATE: X _____

LESSEE: **ROCK RIDGE INDEPENDENT SCHOOL DISTRICT 2909**

SIGNATURE: X _____

NAME / TITLE: X _____

DATE: X _____

EXHIBIT 1 – EQUIPMENT INFORMATION to Schedule No. 2

under Master Lease Purchase Agreement dated June 24 2020

Row #	Details & Comments	Qty
1	**10.9-inch iPad Wi-Fi 64GB - Silver (Packaged in a 10-pack), Brenthaven 360 case, w/ 3-year AppleCare+ for Schools (no service fees)** Part Number: BVXR2LL/A **10.9-inch iPad Wi-Fi 64GB - Silver (Packaged in a 10-pack)** Part Number: MPQT3LL/A Quantity: 2,580 **3-Year AppleCare+ for Schools - iPad (no service fees)** Part Number: S7831LL/A Quantity: 2,580 **Brenthaven 360 for iPad (10th gen, Wi-Fi models)** Part Number: HQES2ZM/A Quantity: 2,580	258
2	**13-inch MacBook Air: Apple M2 chip with 8-core CPU and 8-core GPU, 256GB - Space Gray (Packaged in a 5-pack)** Part Number: MLY73LL/A **Configuration:** • 065-CCJT Apple M2 chip with 8-core CPU, 8-core GPU, 16-core Neural Engine • 065-CCJW 8GB unified memory • 065-CCJY 256GB SSD storage • 065-CD7F 30W USB-C Power Adapter • 065-CCLY 1080p FaceTime HD camera • 065-CCM0 Two Thunderbolt / USB 4 ports • 065-CCM1 MagSafe 3 charging port • 065-CCM2 13.6-inch Liquid Retina display with True Tone • 065-CD5W None • 065-CD09 Backlit Magic Keyboard with Touch ID - US English • 065-CD0T Accessory Kit	110

The above Equipment includes all attachments and accessories attached thereto and made a part thereof.

EXHIBIT B

ACCEPTANCE CERTIFICATE

Re: Schedule No. 2, dated April 5 2024, (the "Schedule") to Master Lease Purchase Agreement, dated as of June 24 2020, between Apple Inc., as Lessor, and Rock Ridge Independent School District 2909, as Lessee.

Apple Inc. is hereby requested to pay the person or entity designated below as Payee, the sum set forth below in payment of a portion or all of the cost of the acquisition described below. The amount shown below is due and payable under the invoice of the Payee attached hereto with respect to the cost of the acquisition of the equipment and has not formed the basis of any prior request for payment. The equipment described below is part or all of the "Equipment" listed in the Schedule to the Master Lease Purchase Agreement referenced above. Receipt of this Acceptance Certificate allows Apple Inc. to commence the Lease and promptly pay Vendor(s) on behalf of Lessee. THIS ACCEPTANCE CERTIFICATE DOES NOT AFFECT LESSEE'S RIGHTS UNDER THE PURCHASE ORDER OR PRODUCT WARRANTY.

Payee Name: _____Apple Inc. _____

Description or Invoice # $ Amount

Lessee hereby certifies and represents to and agrees with Lessor as follows:

(1) The Equipment described above has been delivered to Lessee or its service provider, which may include a third party integrator, and is accepted by Lessee on the date hereof.

(2) Lessee has verified, or caused its service provider to verify, the contents of the Equipment delivered and hereby acknowledges that it accepts the Equipment described above for the purpose of commencing the Lease.

(3) Upon partial acceptance, any undistributed funds shall be set aside in an internal escrow account for the benefit of Lessee until the remaining Equipment has been accepted. The internal escrow account will be provided free of charge with the understanding that any interest earned shall be retained by Lessor in consideration of managing the internal escrow account. Lessee acknowledges that Lessor may commingle such funds with other funds held by Lessor for its own account, so long as Lessor maintains segregation of such amounts on the books and records of Lessor.

(4) Lessee is currently maintaining the insurance coverage required by Section 15 of the Master Lease.

(5) No event or condition that constitutes, or with notice or lapse of time or both would constitute, an Event of Default or Event of Non-appropriation (each as defined in the Master Lease) under any Lease exists at the date hereof.

PARTIAL ACCEPTANCE CERTIFICATE (Only a portion of Equipment Has Been Accepted)

LESSEE: **Rock Ridge Independent School District 2909**

Signature: X _____

Printed Name/Title: X_____

Date: X_____

FINAL ACCEPTANCE CERTIFICATE (All Equipment Has Been Accepted)

LESSEE: **Rock Ridge Independent School District 2909**

Signature: X _____

Printed Name/Title: X_____

Date: X_____

PLEASE RETURN PAYMENT REQUEST TO:
APPLE INC. ~ 8377 East Hartford Drive, Suite 115 ~ Scottsdale, AZ 85255

EXHIBIT C

RESOLUTION NO. 24-03 OF Rock Ridge Independent School District 2909
AUTHORIZING AND APPROVING THE EXECUTION AND DELIVERY
OF A MASTER LEASE PURCHASE AGREEMENT;
AND APPROVING THE EXECUTION AND DELIVERY OF
SCHEDULE NO. 2 TO THE MASTER LEASE PURCHASE AGREEMENT.

WHEREAS, the Rock Ridge Independent School District 2909 (the "School District"), is authorized by the laws of the state of Minnesota (the "State") to enter into a lease purchase agreement in order to acquire personal property equipment and other property for governmental or proprietary purposes; and

WHEREAS, the School District has an immediate need to acquire and finance certain computer equipment, software, maintenance, and support services as applicable, which are more fully described on Exhibit A hereto (the "Equipment"); and

WHEREAS, in order to finance the costs of acquiring the Equipment, the School District desires to execute and deliver the Master Lease Purchase Agreement with Apple Inc. (the "Master Lease") and Schedule No. 2 thereto, which together constitute the "Lease"; and

WHEREAS, all acts, conditions and things required by the Constitution and laws of the State, and requirements of the School District, to happen, exist and be performed precedent to, and as a condition of, the adoption of this Resolution have happened, exist and have been performed in the time and manner required to make this Resolution and the Master Lease and Lease valid and binding obligations of the School District.

NOW, THEREFORE, IT IS RESOLVED BY THE SCHOOL BOARD OF INDEPENDENT SCHOOL DISTRICT NO. 2909 AS FOLLOWS:

Section 1. The School District hereby authorizes and approves the execution and delivery of the Master Lease;

Section 2. The School District hereby authorizes and approves the execution and delivery of Schedule No. 2 to the Master Lease in an amount not to exceed $1,392,401.00 for the purpose of financing the costs of the acquisition and installation of the Project;

Section 3. The persons of the School District listed below (each an " Authorized Officer") are each hereby authorized and empowered, for and on behalf of the School District, to execute, with such changes therein and modifications thereto as may be approved by the Authorized Officer executing the same, together with any contracts or agreements and certificates and other documents necessary or appropriate in connection therewith, as approved by such Authorized Officer, which approval will be conclusively evidenced by such Authorized Officer's execution and delivery thereof:

Name	Title

Section 4. The Authorized Officers are each hereby authorized and empowered, for and on behalf of the School District, to take such actions and execute, or attest, as the case may be, and deliver, such instruments, agreements and certificates as may be necessary or appropriate to consummate the transactions authorized and approved hereby.

Section 5. The appropriate officials and employees of the School District are authorized and directed to take all such actions as may be necessary and appropriate to carry out and perform the School District's obligations and agreements pursuant thereto.

Section 6. All actions of the officers, agents and employees of the School District whether heretofore or hereafter taken that are in conformity with the purposes and intent of the foregoing resolutions be, and the same are hereby, in all respects, authorized, approved, ratified and confirmed.

PASSED AND ADOPTED BY THE SCHOOL BOARD OF INDEPENDENT SCHOOL DISTRICT NO. 2909 ON JANUARY 22, 2024

_____
Signatory

Attest:_____

District Clerk

EXHIBIT D

BANK QUALIFIED DESIGNATION

Schedule No. 2 to Master Lease Purchase Agreement Dated June 24 2020

Lessee hereby represents and certifies the following (please check one):

Bank Qualified **[if Bank Qualified, also check the box on Line 39 of IRS Form 8038-G]**

☐ Check this box if this Lease is designated as a "small issuer exception" under section 265(b)(3)(B)(i)(III). [Lessee reasonably anticipates that the total amount of tax-exempt obligations (including this Lease) to be issued by or on behalf of Lessee (or allocated to Lessee) during the April 5 2024 calendar year will not exceed $10,000,000.]

Non-Bank Qualified **[if Non-Bank Qualified, do not check the box on Line 39 of IRS Form 8038-G]**

☐ Check this box if Lessee has not designated this Lease as a "qualified tax-exempt obligation" for the purposes and within the meaning of Section 265(b)(3) of the Code.

LESSEE: **Rock Ridge Independent School District 2909**

Signature: X _____

Printed Name/Title: X_____

Date: X_____

Instructions for 8038-G:

Updated for use with October, 2021 form

The below described lines need to be completed by the Lessee:

Line 2: **Enter the EIN number of the Issuer (Lessee)**

An issuer (Lessee) that does not have an employer identification number (EIN) should apply for one on Form SS-4, Application for Employer Identification Number. This form may be obtained at Social Security Administration offices or by calling 1-800-TAX-FORM (1-800-829-3676). You can also get this form on the IRS website at www.irs.gov. You may receive an EIN by telephone by following the instructions for Form SS-4.

Lines 10a and 10b: **Enter the name, title, and telephone number of the officer of the Issuer whom the IRS may call for more information**

If the issuer wishes to designate a person other than an officer of the issuer (including a legal representative or paid preparer) whom the IRS may call for more information with respect to this return, enter the name, title, and telephone number of such person.

Line 39: **Bank Qualified Designation**

Check this box if this Lease is designated as a "small issuer exception" under section 265(b)(3)(B)(i)(III). [Issuer (Lessee) reasonably anticipates that the total amount of tax-exempt obligations (including this Lease) to be issued by or on behalf of Lessee (or allocated to Lessee) during the calendar year 2024 will not exceed $10,000,000.]

Lines 41a-41d and 42: **Hedges**

If the issuer (Lessee) has identified a hedge, this section must be completed.

Line 43: **Written procedures regarding Remediation of Non-Qualified Bonds**

Check this box if Issuer (Lessee) has established written procedures to ensure that all nonqualified bonds of this issue are remediated according to the requirements under the Code and Regulations (see instructions).

Line 44: **Written procedures to monitor Section 148 of the Code**

Check this box if Issuer (Lessee) has established written procedures to monitor the requirements of Section 148 of the Internal Revenue Code (related to arbitrage and yield restriction).

Lines 45a and 45b: **Reimbursement**

If applicable, please identify whether any proceeds of the issue were used to reimburse expenditures. Please identify the amount of reimbursed expenditures and the date of the adoption of the official declaration of intent. [The instructions acknowledge that such declaration is not always required but do not provide guidance on completion without such requirement.]

Signature and Consent: **Please provide an authorized signature, date, and printed (or typed) name and title of the individual signing on behalf of Lessee.**

Form **8038-G**

(Rev. October 2021)

Department of the Treasury
Internal Revenue Service

Information Return for Tax-Exempt Governmental Bonds

▶ **Under Internal Revenue Code section 149(e)**
▶ **See separate instructions.**
Caution: *If the issue price is under $100,000, use Form 8038-GC.*
▶ **Go to *www.irs.gov/F8038G* for instructions and the latest information.**

REF# 103775

OMB No. 1545-0047

Part I Reporting Authority

Check box if **Amended Return** ▶ ☐

1 Issuer's name Rock Ridge Independent School District No. 2909	2 Issuer's employer identification number (EIN) 85-1299384
3a Name of person (other than issuer) with whom the IRS may communicate about this return (see instructions)	3b Telephone number of other person shown on 3a
4 Number and street (or P.O. box if mail is not delivered to street address) Room/suite 411 S. 5th Avenue	5 Report number *(For IRS Use Only)* 3
6 City, town, or post office, state, and ZIP code Virginia, MN 55792	7 Date of issue April 5, 2024
8 Name of issue Schedule No. 2 dated 4/5/2024 to Master Lease Purchase Agreement dated 6/24/2020	9 CUSIP number
10a Name and title of officer or other employee of the issuer whom the IRS may call for more information	10b Telephone number of officer or other employee shown on 10a

Part II Type of Issue (Enter the issue price.) See the instructions and attach schedule.

11	Education	11	$1,349,846.65
12	Health and hospital	12	
13	Transportation	13	
14	Public safety	14	
15	Environment (including sewage bonds)	15	
16	Housing	16	
17	Utilities	17	
18	Other. Describe ▶	18	
19a	If bonds are TANs or RANs, check only box 19a ▶ ☐		
b	If bonds are BANs, check only box 19b ▶ ☐		
20	If bonds are in the form of a lease or installment sale, check box ▶ ☑		

Part III Description of Bonds. Complete for the entire issue for which this form is being filed.

	(a) Final maturity date	(b) Issue price	(c) Stated redemption price at maturity	(d) Weighted average maturity	(e) Yield
21	7/5/2027	$ 1,349,846.65	$ n/a	3.3 years	1.7993 %

Part IV Uses of Proceeds of Bond Issue (including underwriters' discount) N/A

22	Proceeds used for accrued interest			22	
23	Issue price of entire issue (enter amount from line 21, column (b))			23	
24	Proceeds used for bond issuance costs (including underwriters' discount)	24			
25	Proceeds used for credit enhancement	25			
26	Proceeds allocated to reasonably required reserve or replacement fund	26			
27	Proceeds used to refund prior tax-exempt bonds. Complete Part V	27			
28	Proceeds used to refund prior taxable bonds. Complete Part V	28			
29	Total (add lines 24 through 28)			29	
30	Nonrefunding proceeds of the issue (subtract line 29 from line 23 and enter amount here)			30	

Part V Description of Refunded Bonds. Complete this part only for refunding bonds. N/A

31	Enter the remaining weighted average maturity of the tax-exempt bonds to be refunded ▶	years
32	Enter the remaining weighted average maturity of the taxable bonds to be refunded ▶	years
33	Enter the last date on which the refunded tax-exempt bonds will be called (MM/DD/YYYY) ▶	
34	Enter the date(s) the refunded bonds were issued ▶ (MM/DD/YYYY)	

Part VI Miscellaneous

35	Enter the amount of the state volume cap allocated to the issue under section 141(b)(5)	35	
36a	Enter the amount of gross proceeds invested or to be invested in a guaranteed investment contract (GIC). See instructions	36a	
b	Enter the final maturity date of the GIC ▶ (MM/DD/YYYY)		
c	Enter the name of the GIC provider ▶		
37	Pooled financings: Enter the amount of the proceeds of this issue that are to be used to make loans to other governmental units	37	

38a If this issue is a loan made from the proceeds of another tax-exempt issue, check box ▶ ☐ and enter the following information:

b Enter the date of the master pool bond ▶ (MM/DD/YYYY)

c Enter the EIN of the issuer of the master pool bond ▶

d Enter the name of the issuer of the master pool bond ▶

39 If the issuer has designated the issue under section 265(b)(3)(B)(i)(III) (small issuer exception), check box ▶ ☐

40 If the issuer has elected to pay a penalty in lieu of arbitrage rebate, check box ▶ ☐

41a If the issuer has identified a hedge, check here ▶ ☐ and enter the following information:

b Name of hedge provider ▶

c Type of hedge ▶

d Term of hedge ▶

42 If the issuer has superintegrated the hedge, check box ▶ ☐

43 If the issuer has established written procedures to ensure that all nonqualified bonds of this issue are remediated according to the requirements under the Code and Regulations (see instructions), check box ▶ ☐

44 If the issuer has established written procedures to monitor the requirements of section 148, check box ▶ ☐

45a If some portion of the proceeds was used to reimburse expenditures, check here ▶ ☐ and enter the amount of reimbursement ▶

b Enter the date the official intent was adopted ▶ (MM/DD/YYYY)

Signature and Consent

Under penalties of perjury, I declare that I have examined this return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that I consent to the IRS's disclosure of the issuer's return information, as necessary to process this return, to the person that I have authorized above.

▶ Signature of issuer's authorized representative Date ▶ Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check ☐ if self-employed	PTIN
Gina Victor				PO1703979

Firm's name ▶ Pinnacle Public Finance	Firm's EIN ▶ 27-3119149
Firm's address ▶ 8377 E. Hartford Drive, Suite 115, Scottsdale, AZ 85255	Phone no. 480-419-4800

EXHIBIT E

LEASE PAYMENT INSTRUCTIONS

Pursuant to the Master Lease Purchase Agreement dated June 24 2020 (the "Master Lease"), Schedule No. 2, between Apple Inc. (the "Lessor") and Rock Ridge Independent School District 2909 (the "Lessee"), Lessee hereby acknowledges the obligations to make Lease Payments promptly when due in accordance with the Lease.

LESSEE NAME:_____

TAX ID#:_____

INVOICE MAILING ADDRESS:_____

Mail invoices to the attention of: _____

Phone (____)_____

Fax (____)_____

Email: _____

Approval of Invoices required by: _____

Phone (____)_____

Fax (____)_____

Email: _____

Accounts Payable Contact: _____

Phone (____)_____

Fax (____)_____

Email: _____

Processing time for Invoices:_____Approval:_____Checks:_____

Do you have a Purchase Order Number that you would like included on the invoice? No___Yes____PO#____

Do your Purchase order numbers change annually? No___Yes___Processing time for new purchase orders:____

LESSEE: **Rock Ridge Independent School District 2909**

SIGNATURE: **X** _____

NAME / TITLE: **X**_____

DATE: **X**_____

EXHIBIT F

INSURANCE COVERAGE REQUIREMENTS

Rock Ridge Independent School District 2909

1) Property Damage & Loss Coverage -

   a) "All Risk" Physical Damage & Loss Insurance

   b) Include: Policy Number, Effective Date and Expiration Date

   c) **APPLE INC. and its Assigns** named "Loss Payee"

   d) Endorsement giving 30 days written notice of any changes or cancellation.

   LIMITS: The full replacement value of the equipment.

2) The Certificate Holder should be named as follows:

   APPLE INC. and its assigns
   8377 East Hartford Drive, Suite 115
   Scottsdale, AZ 85255

FOR SELF INSURANCE:

Self-insurance is only permitted **with Lessor's prior written consent.** If Lessee intends to self-insure for the policies described above, Lessee should contact Lessor immediately to discuss its self-insurance program. If Lessor consents to Lessee's self-insurance program, Lessee agrees to provide a letter on Lessee's letterhead, addressed to **APPLE INC. and its Assigns**, and signed by an authorized official of the Lessee. The letter must refer to the Schedule under the Master Lease, briefly describe the program, and include information regarding the statute authorizing this form of insurance (with a copy of the statute attached to the letter).

EXHIBIT G

INCUMBENCY CERTIFICATE

Schedule No. 2 to Master Lease Purchase Agreement dated June 24 2020

Being a knowledgeable and authorized agent of the Lessee, I hereby certify to Lessor that the person(s) who executed the Master Lease and this Schedule are legally authorized to do so on behalf of the Lessee and that the signatures that appear on the Master Lease and Schedule are genuine.

LESSEE: **Rock Ridge Independent School District 2909**

Signature: X _____

Printed Name/Title: X _____

Date: X _____

(THE INCUMBENCY IS TO BE EXECUTED BY A PERSON OTHER THAN THE SIGNER OF THIS SCHEDULE AND RELATED DOCUMENTS. THIS MAY BE A BOARD CLERK/SECRETARY, BOARD MEMBER OR SUPERINTENDENT.)

$1 Purchase Option

Thank you for considering Apple Financial Services to fund your technology plan. Please find your $1 Purchase Option financing proposal below.

Financed Amount	Annual Payments in Advance	Lease Term
$1,392,401.00	$348,100.25	4 Years

0% Interest Rate
Dated 4/20/24 with 1st pmt 7/8/24

What is a $1 Purchase Option?

This is a financing option designed for equipment ownership at the end of the financed term. The $1 Purchase Option creates predictable payments while enabling universities and schools to deploy years' worth of equipment today using budgeted funds.

Why use a $1 Purchase Option?

This option is usually recommended for educational institutions that know they want to own equipment at the end of term. Once the financed term ends, ownership will enable flexibility: continue using the equipment or trade it in to recover value toward new gear.

What are my options at the end of the financed term?

End of term options will be detailed in the final documents. The options include:

1. Purchase the equipment at end of term for $1.
2. Trade in equipment for value toward a new purchase or financed term.

Overall, the $1 Purchase Option enables administrators to buy more equipment today, while providing the flexibility that ownership allows.

Please do not hesitate to call or email me at the contact information below with any questions.

Tim Guiling
Area Financing Manager–Central US | Apple Financial Services
T: 636–778–9921 | E: tguiling@apple.com

Pricing Notes and Conditions

This proposal is for informational purposes and does not constitute a legally binding obligation of either party. Subject to the satisfactory completion of the Lessor's standard credit approval process and the completion of documentation acceptable to the Lessor. Apple Financial Services is not a financial advisor and does not have a fiduciary duty to you under federal securities laws. Consult with your financial advisor regarding the options offered.

Lease Discount Disclosure Statement: Apple Inc. through the Apple Financial Services program may provide an equipment discount to certain third-party investors. The discount may be applied to facilitate a lease rate discount. The actual interest rate paid on any resulting lease may be reflected in an amortization table provided with lease documents. The quoted payment amount does not include amounts that may be due for taxes or fees, if applicable.

The lease charge portion of the payments can be determined by applying to the total adjusted cost the rate which will amortize the total adjusted cost down to the purchase option amount. The lease charge rate may be higher than the actual annual interest rate because of the amortization of certain costs and fees incurred by the third-party investor. Rates may be subject to verification that the Lessee is a state or political subdivision as defined in Sec. 103 of the IRS Code, 1986.

Apple Inc. Education Price Quote

Customer:
BUSINESS OFFICE
ROCK RIDGE SCHOOL DISTRICT
2909 BUSINESS OFFICE
Phone: 2187504754
email: bbryson@vmps.org

Apple Inc:
Brad Anderson
One Apple Park Way
Cupertino, CA 95014
email: bradley_k_anderson@apple.com

Apple Quote: 2212391870

Quote Date: Tuesday, November 07, 2023

Quote Valid Until: Sunday, November 26, 2023

Quote Comments:
Please reference Apple Quote number on your Purchase Order.

Row #	Details & Comments	Qty	Unit List Price	Extended List Price
1	**10.9-inch iPad Wi-Fi 64GB - Silver (Packaged in a 10-pack), Brenthaven 360 case, w/ 3-year AppleCare+ for Schools (no service fees)** Part Number: BVXR2LL/A **10.9-inch iPad Wi-Fi 64GB - Silver (Packaged in a 10-pack)** Part Number: MPQT3LL/A Quantity: 2,580 **3-Year AppleCare+ for Schools - iPad (no service fees)** Part Number: S7831LL/A Quantity: 2,580 **Brenthaven 360 for iPad (10th gen, Wi-Fi models)** Part Number: HQES2ZM/A Quantity: 2,580	258	$4,979.50	$1,284,711.00
2	**13-inch MacBook Air: Apple M2 chip with 8-core CPU and 8-core GPU, 256GB - Space Gray (Packaged in a 5-pack)** Part Number: MLY73LL/A **Configuration:** • 065-CCJT Apple M2 chip with 8-core CPU, 8-core GPU, 16-core Neural Engine • 065-CCJW 8GB unified memory • 065-CCJY 256GB SSD storage • 065-CD7F 30W USB-C Power Adapter • 065-CCLY 1080p FaceTime HD camera • 065-CCM0 Two Thunderbolt / USB 4 ports • 065-CCM1 MagSafe 3 charging port • 065-CCM2 13.6-inch Liquid Retina display with True Tone • 065-CD5W None • 065-CD09 Backlit Magic Keyboard with Touch ID - US English • 065-CD0T Accessory Kit	110	$979.00	$107,690.00

Edu List Price Total	**$1,392,401.00**
- Additional Tax	$0.00
- Estimated Tax	$0.00
Extended Total Price*	**$1,392,401.00**

*In most cases Extended Total Price does not include Sales Tax
*If applicable, eWaste/Recycling Fees are included. Standard shipping is complimentary

Complete your order by one of the following:

- This document has been created for you as Apple Quote ID 2212391870. Please contact your institution's Authorized Purchaser to submit the above quote online. For account access or new account registration, go to https://ecommerce.apple.com. Simply go to the Quote area of your Apple Education Online Store, click on it and convert to an order.
    - For registration assistance, call 1.800.800.2775
- If you are unable to submit your order online, please send a copy of this Quote with your Purchase Order via email to institutionorders@apple.com. Be sure to reference the Apple Quote number on the PO to ensure expedited processing of your order.
    - For more information, go to provision C below, for details.

THIS IS A QUOTE FOR THE SALE OF PRODUCTS OR SERVICES. YOUR USE OF THIS QUOTE IS SUBJECT TO THE FOLLOWING PROVISIONS WHICH CAN CHANGE ON SUBSEQUENT QUOTES:

A. ANY ORDER THAT YOU PLACE IN RESPONSE TO THIS QUOTE WILL BE GOVERNED BY (1) ANY CONTRACT IN EFFECT BETWEEN APPLE INC. ("APPLE") AND YOU AT THE TIME YOU PLACE THE ORDER OR (2), IF YOU DO NOT HAVE A CONTRACT IN EFFECT WITH APPLE, CONTACT contracts@apple.com.

B. ALL SALES ARE FINAL. PLEASE REVIEW RETURN POLICY BELOW IF YOU HAVE ANY QUESTIONS. IF YOU USE YOUR INSTITUTION'S PURCHASE ORDER FORM TO PLACE AN ORDER IN RESPONSE TO THIS QUOTE, APPLE REJECTS ANY TERMS SET OUT ON THE PURCHASE ORDER THAT ARE INCONSISTENT WITH OR IN ADDITION TO THE TERMS OF YOUR AGREEMENT WITH APPLE.

C. YOUR ORDER MUST REFER SPECIFICALLY TO THIS QUOTE AND IS SUBJECT TO APPLE'S ACCEPTANCE. ALL FORMAL PURCHASE ORDERS SUBMITTED BY EMAIL MUST SHOW THE INFORMATION BELOW:
    - APPLE INC. AS THE VENDOR
    - BILL-TO NAME AND ADDRESS FOR YOUR APPLE ACCOUNT
    - PHYSICAL SHIP-TO NAME AND ADDRESS (NO PO BOXES)
    - PURCHASE ORDER NUMBER
    - VALID SIGNATURE OF AN AUTHORIZED PURCHASER
    - APPLE PART NUMBER AND/OR DESCRIPTION OF PRODUCT AND QUANTITY
    - TOTAL DOLLAR AMOUNT AUTHORIZED OR UNIT PRICE AND EXTENDED PRICE ON ALL LINE ITEMS
    - CONTACT INFORMATION: NAME, PHONE NUMBER AND EMAIL

D. UNLESS THIS QUOTE SPECIFIES OTHERWISE, IT REMAINS IN EFFECT UNTIL Sunday, November 26, 2023 UNLESS APPLE WITHDRAWS IT BEFORE YOU PLACE AN ORDER, BY SENDING NOTICE OF ITS INTENTION TO WITHDRAW THE QUOTE TO YOUR ADDRESS SET OUT IN THE QUOTE.
    - APPLE MAY MODIFY OR CANCEL ANY PROVISION OF THIS QUOTE, OR CANCEL ANY ORDER YOU PLACE PURSUANT TO THIS QUOTE, IF IT CONTAINS A TYPOGRAPHIC OR OTHER ERROR.

E. THE AMOUNT OF THE VOLUME PURCHASE PROGRAM (VPP) CREDIT SHOWN ON THIS QUOTE WILL ALWAYS BE AT UNIT LIST PRICE VALUE DURING REDEMPTION ON THE VPP STORE.

F. UNLESS SPECIFIED ABOVE, APPLE'S STANDARD SHIPPING IS INCLUDED IN THE TOTAL PRICE.

Opportunity ID: 18000010673916
https://ecommerce.apple.com
Fax:

Terms & Use | Privacy Policy | Return Policy
Copyright © 2018 Apple Inc. All rights reserved.

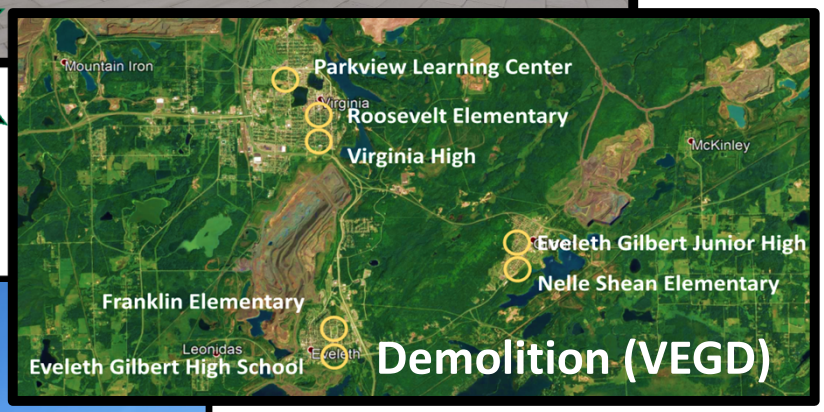
Rock Ridge Public Schools:
Quarterly Update – 22 JAN 2024







ROCK RIDGE WOLVERINES



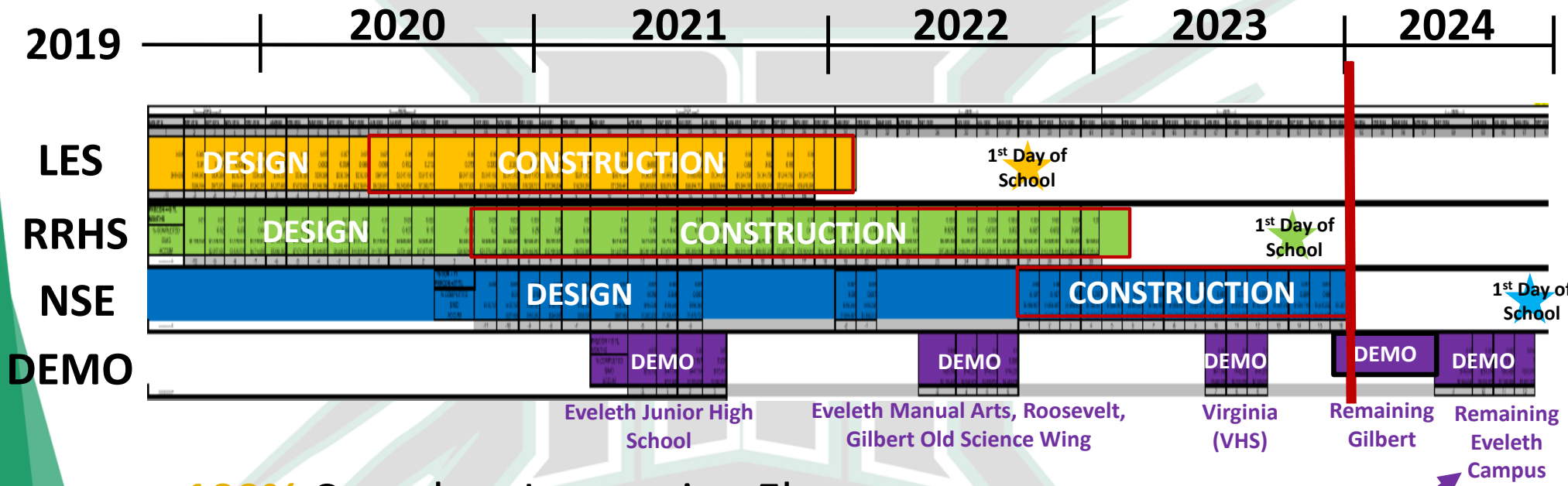


AGENDA

1. **Review Overall "Core 4" Progress**
   - **Schedule** Update
   - **Safety** Update
   - **Quality** Update
   - **Budget** Update
2. **Misc. Projects Update**
3. **KA Contract Amendment #12 Presentation**

SCHEDULE

MASTER SCHEDULE



- **100%** Complete Laurentian Elementary
- **100%** Complete Rock Ridge High School
- **89%** Complete North Star Elementary
- **74%** Complete Demolition Projects

*Scope Dependent on District Priorities

REMAINING WORK

Rock Ridge High School

~~1. 11-Month Warranty Inspection – Site (August, 2023)~~

~~2. 11-Month Warranty Inspection – Envelope (September, 2023)~~

~~3. 11-Month Warranty Inspection – Building (December, 2023)~~

~~**4. Site Warranty Items from 11-month walkthrough – COMPELTE**~~

~~**5. Envelope Warranty Items from 11-month walkthrough - COMPELTE**~~

6. Building Warranty Items from 11-month walkthrough - Ongoing

SAFETY

SAFETY SUMMARY

Current Updates:

- ~75 Workers/Day
- ~10 District Contractors Active On-Site
- Zero (0) Additional Lost-Time Accidents
- Zero (0) OSHA Violations / Citations
- O.S.H.A. Consultation Program Ongoing
  - NSE Consultations are Complete
  - Gilbert Demo Consultation: 20 FEB 2024

QUALITY

DEMOLITION PHOTO UPDATE



ARI Cuningham

Virginia Demo 09 NOV 2023

Site From Level 3 of North Star



ARI Cuningham

Virginia Demo 08 DEC 2023

Site From Level 2 of North Star



ARI Cuningham

Virginia Demo

COMPLETE

14 DEC 2023

Site From Level 3 of North Star



ARI Cuningham

Virginia Demo

COMPLETE

09 JAN 2024

Site From Corner of S. 6th Ave and 4th St.

GILBERT DEMO





GILBERT DEMO

Terrazzo Removed



GILBERT DEMO

Removing Exterior Caulk/Windows



GILBERT DEMO



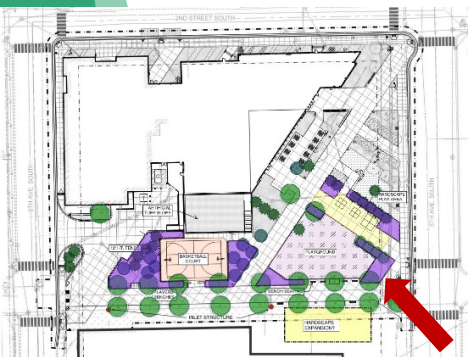
NORTH STAR ELEMENTARY PHOTO UPDATE



December 2023



EXTERIOR (Front)





December 2023



EXTERIOR MAIN ENTRY

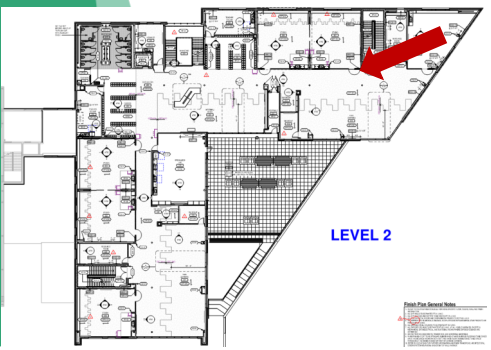




December 2023

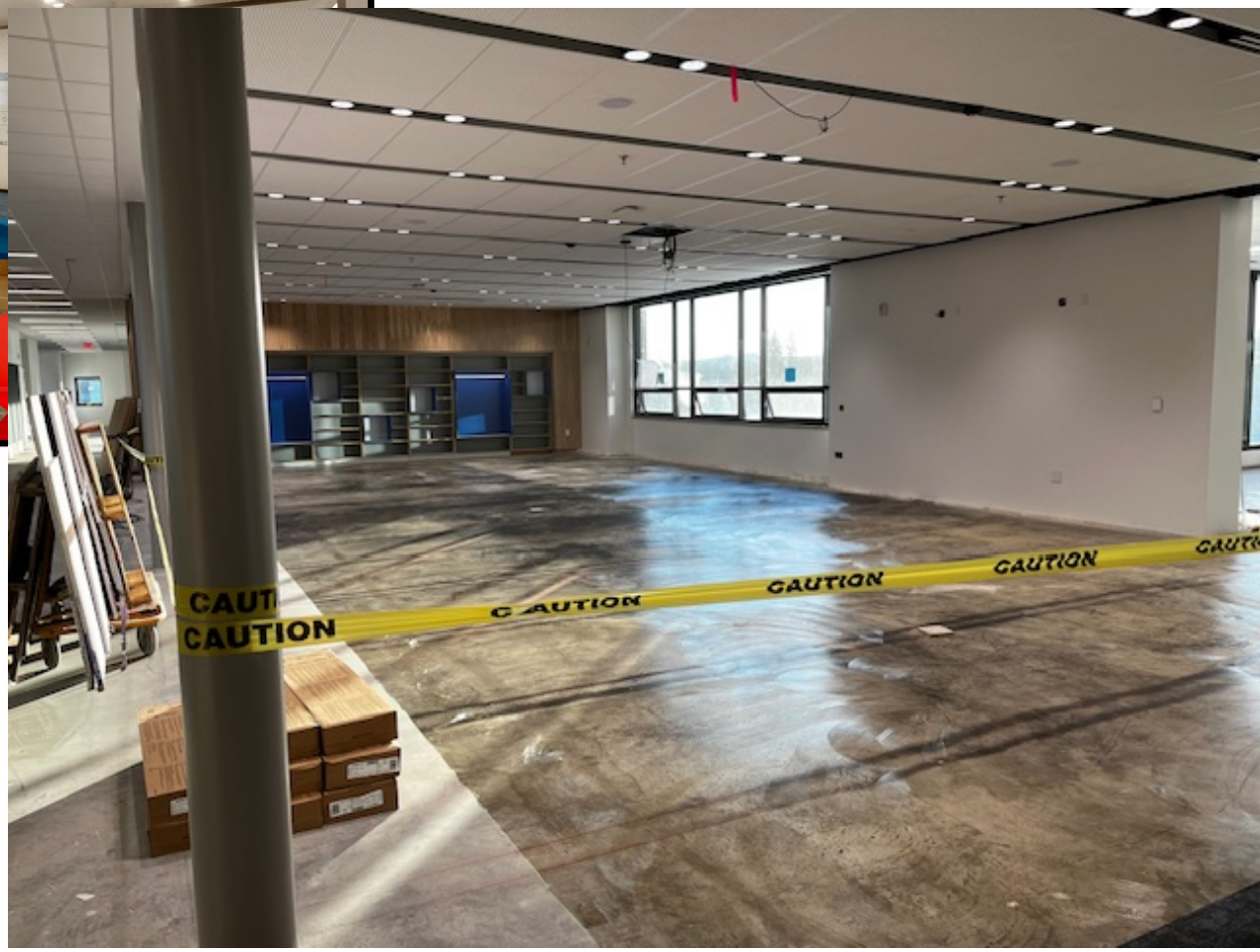


INFORMAL LEARNING

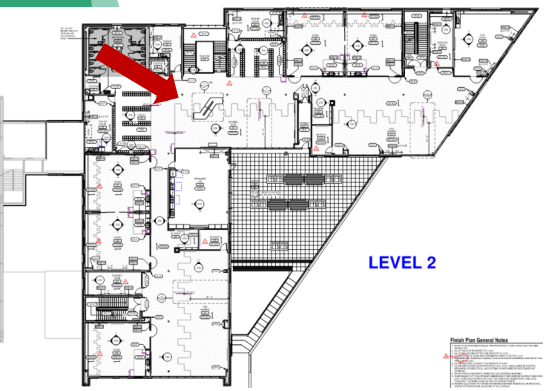




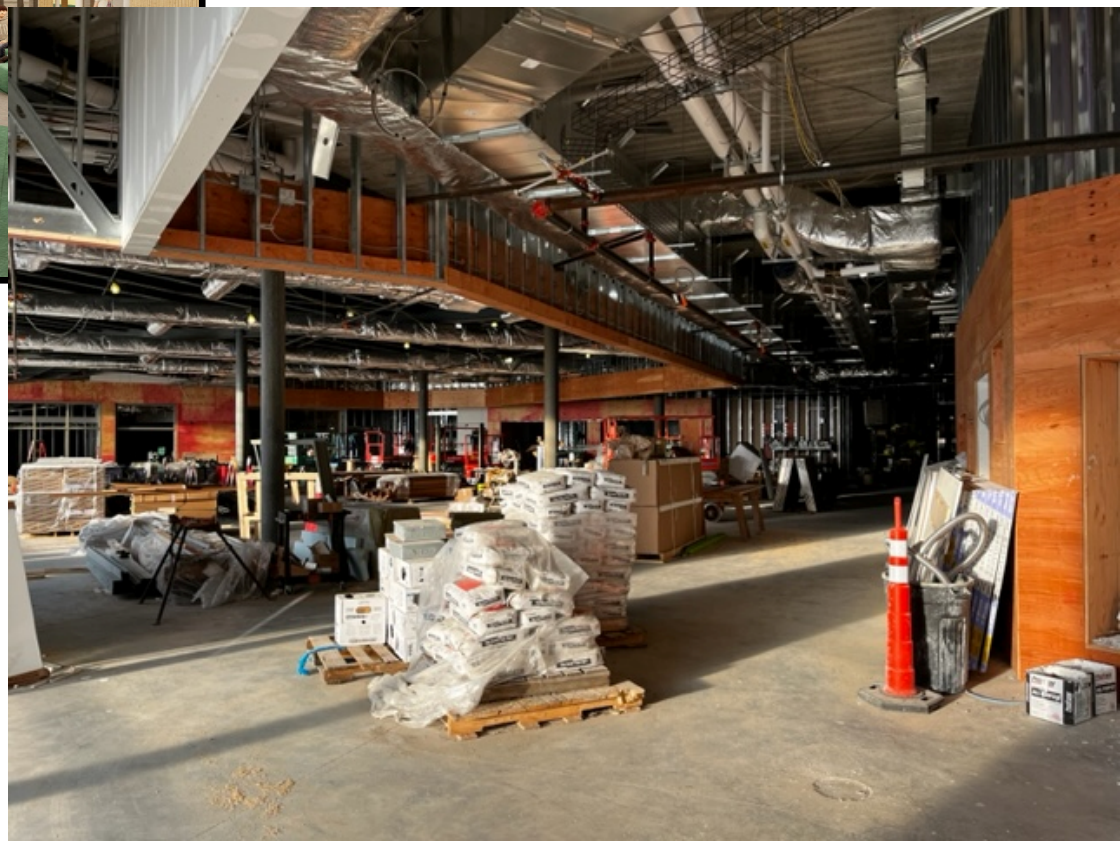
December 2023



MEDIA CENTER





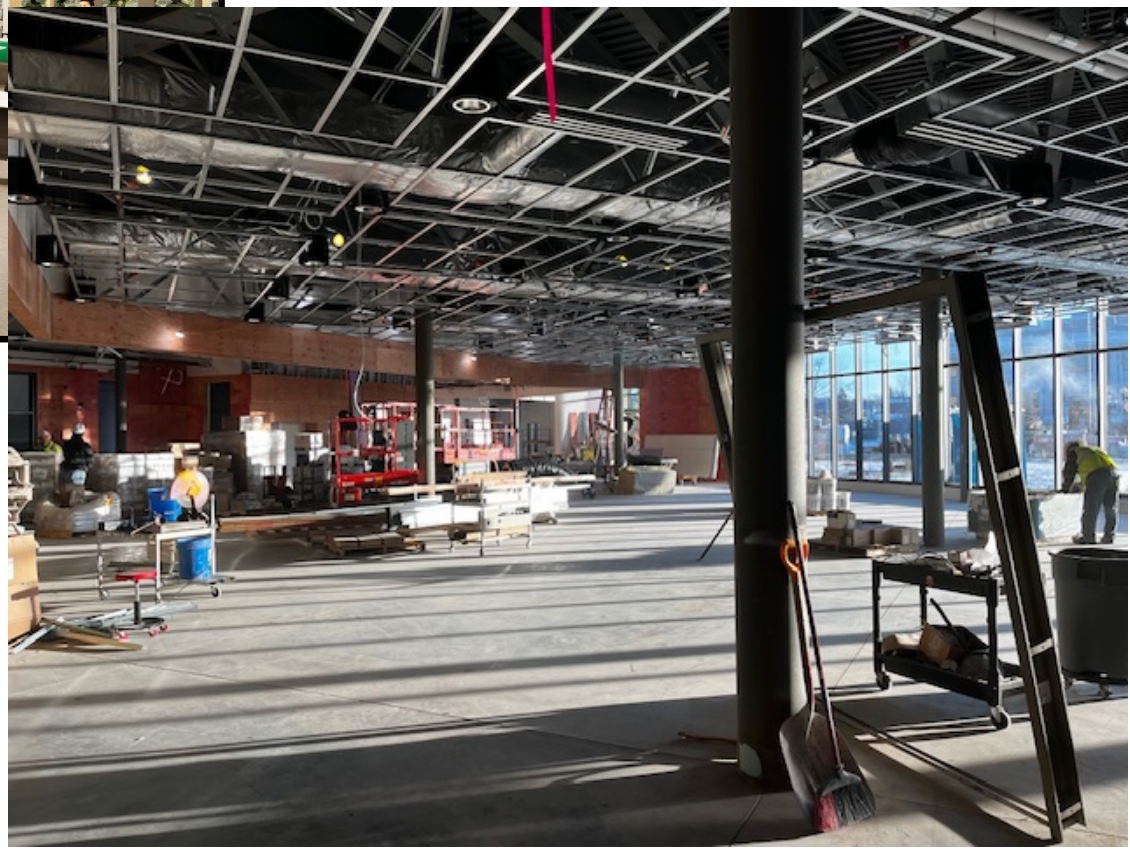


MAIN COMMONS FROM ENTRY

October 2023







MAIN COMMONS
BACK TO ENTRY



December 2023

October 2023



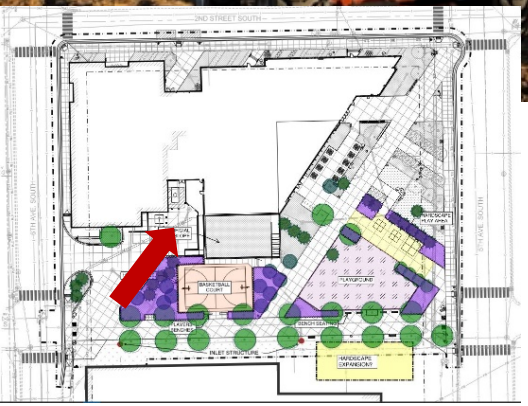


December 2023



October 2023



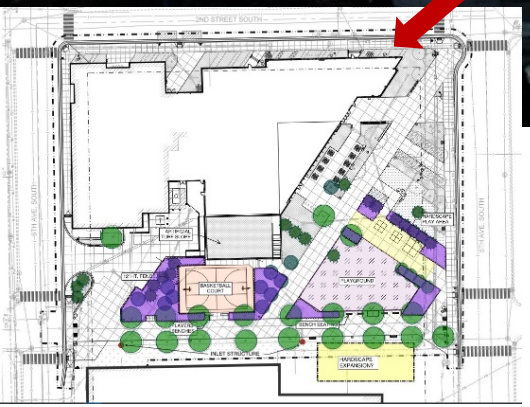


December 2023





October 2023



December 2023





October 2023

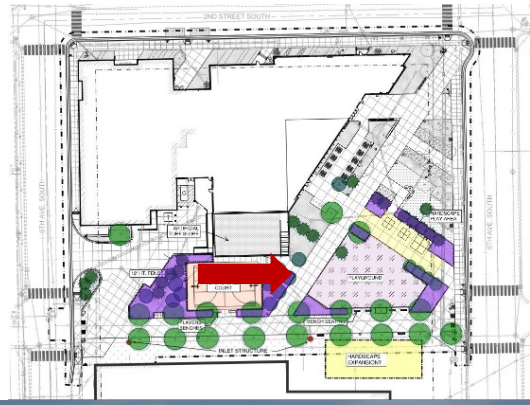


December 2023

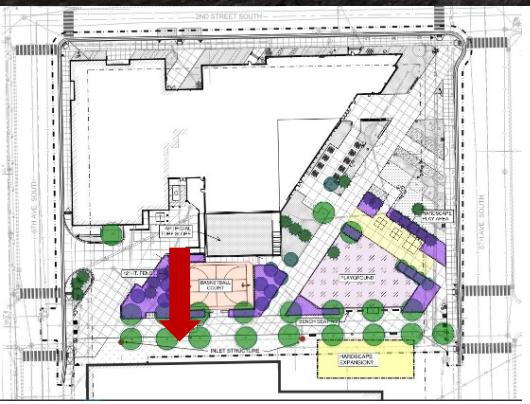




December 2023

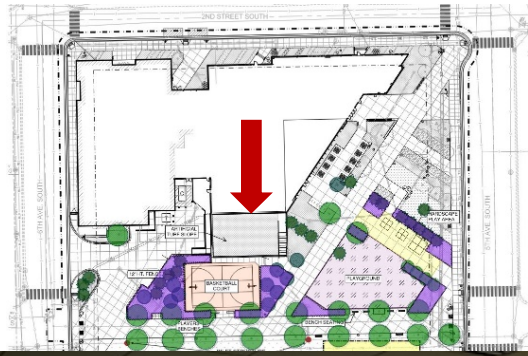




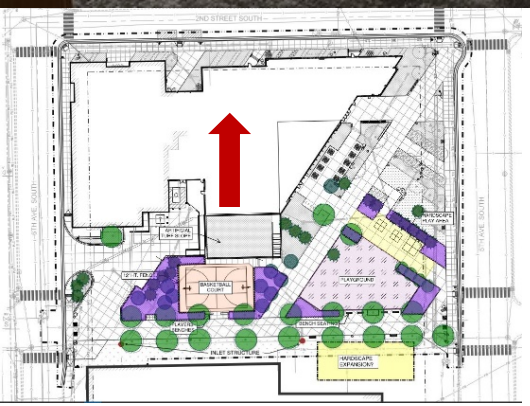




December 2023







KRAUS-A

January 2024





Next NSE Board Tour

11 MAR 2024

BUDGET

MASTER BUDGET

Laurentian Original	Laurentian Current	Laurentian Spent-to-Date	Laurentian Remaining
			$ 656,701.78
$ 34,000,000.00	$ 33,343,298.22	$ 33,343,298.22	$ -
$0.00	$0.00		

Mech Upgrade PH2 Current	Mech Upgrade PH2 Spent-to-Date	Mech Upgrade PH2 Remaining
		$ 1,230,368.88
$ 1,373,373.00	$ 143,004.12	$ 1,230,368.88
$0.00		

RRHS Original	RRHS Current	RRHS Spent-to-Date	RRHS Remaining
			$ 1,286,426.34
$ 114,500,000.00	$ 123,126,676.49	$ 121,840,250.15	$ 1,286,426.34
$0.00	$0.00		

Demolition Original	Demolition Current	Demolition Spent-to-Date	Demolition Remaining
			$ 3,664,344.72
$ 7,500,000.00	$ 7,934,214.90	$ 4,269,870.18	$ 3,664,344.72
$0.00	$0.00		

North Star Original	North Star Current	North Star Spent-to-Date	North Star Remaining
			$ 10,464,002.62
$ 27,000,000.00	$ 40,396,225.38	$ 29,932,222.76	$ 10,464,002.62
$0.00	$0.00		

Grand Total Current	Grand Total Spent-to-Date	Grand Total Remaining
$ -		
$ 206,173,787.99	$ 189,385,641.31	$ 16,788,146.68
$ -		

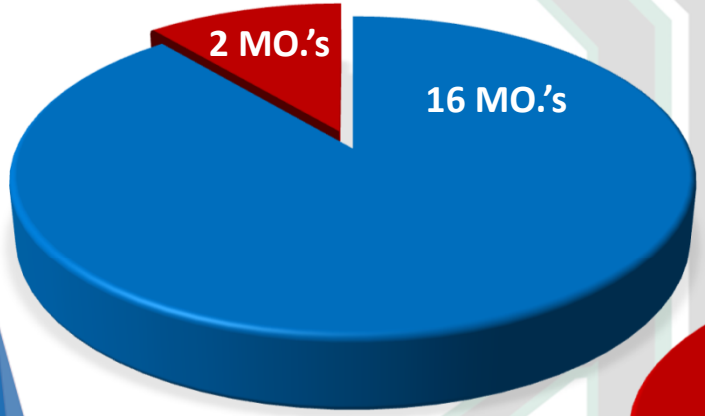
DISTRICT HAS SPENT 92% OF ALL CURRENTLY-ALLOCATED FUNDS FOR THESE PROJECTS

North Star Elementary School

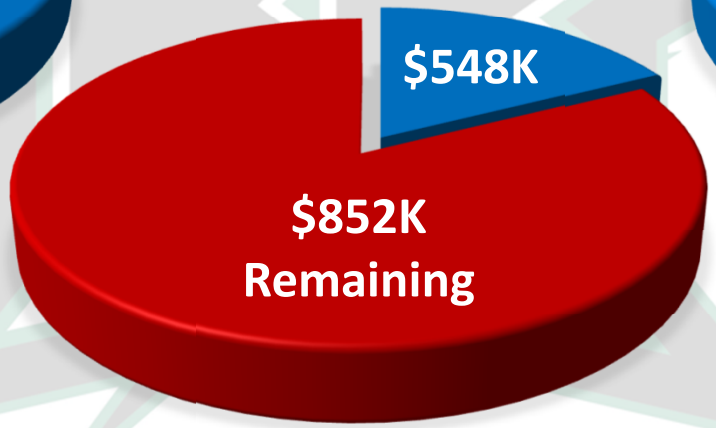
PROJECT BUDGET SUMMARY

SCHEDULE
Total Duration: 18 mo.

89%

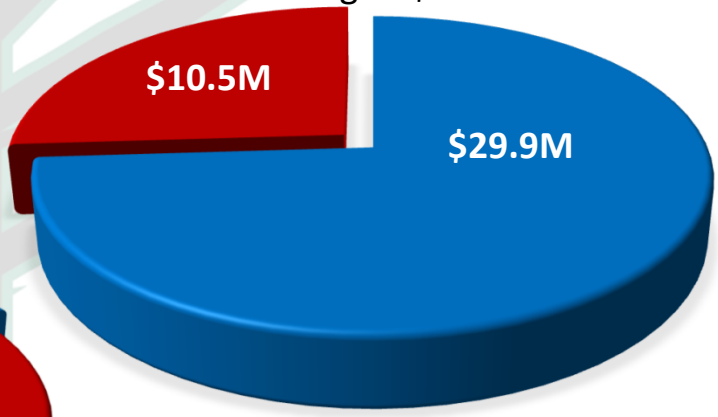


CONTINGENCY
Total Contingency: $1.4M



74%

EXPENDITURES
Total Budget: $40.4M



NOTES:

- **Future Gym Remodel and Site PR's that add scope will increase overall schedule to 24 months.**
- **Original scope will end in FEB. Additional scope will be from MAR – AUG 2024 (6 months).**

Demolition Projects

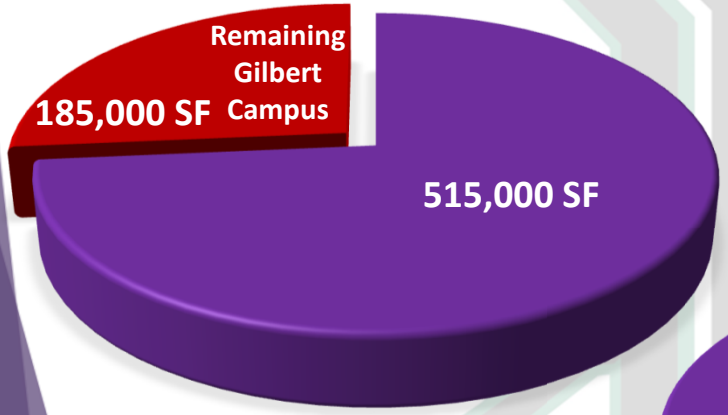
PROJECT BUDGET SUMMARY

[Excluding Demolition of EGSHS / Gym / Franklin Elementary / Stadium]

SCHEDULE

Total Demolition: 700,000 SF

74%



CONTINGENCY

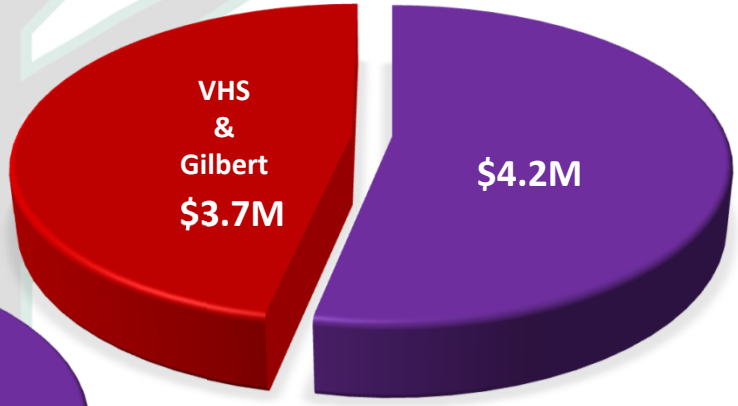
Total Contingency: $44k



53%

EXPENDITURES

Total Budget: $7.9M



NOTES:

- **Contingency in place for potential unforeseen/concealed conditions below grade. Above grade alleviated due to destructive investigation**
- **Unfunded Demolition: Eveleth Campus - EGSHS, Gym, Franklin Elementary, & Stadium**

Demolition Projects

PROJECT BUDGET SUMMARY

Overall Budget Update

Costs thru Virginia Demo:	$5,919,408
Remaining Gilbert Demo:	$1,998,179
Current Total:	$7,917,587

Demolition Projects

Eveleth Campus Bidding Schedule

15 JAN: Asbestos *Destructive* Investigation Kick-off
15 FEB: Bid Docs Complete and Release to Contractors
20 FEB: Pre-Bid Meeting
07 MAR: Bids Due
12 MAR: Alternate Date for Bid Opening
20 MAR: Bid Tabbing Complete
25 MAR: Board Recommendation for Approval

Miscellaneous Updates

District Admin Building Mech. Upgrades Phase 1

- Re-ordered 1 Energy Recovery Unit (ERU) that was damaged upon delivery. Installing other, 2nd ERU.

District Admin Building Mech. Upgrades Phase 2

- ~~17 AUG Bids are Due~~
- ~~28 AUG Present to Board for Approval~~
- 02 OCT – 29 JAN Fall/Winter Construction (Mech Room Prep)
- FEB – APR 2024 Project Pause Awaiting Equipment Delivery
- APR-MAY 2024 Spring Construction (AHUs & Exterior Work)

Review of CM Contract Amendment #12

KA Contract Amendment #12
Contract Amendment History

- $178,500,000
  - Original referendum amount

1. $190,000,000 (CM Amendment #01)
   - +$11.5M of: bond interest, school board contributions, fundraising, capital fund, ERATE, & deferred maint. commitments
2. $190,500,000 (CM Amendment #02)
   - +$500k of fundraising commitments & a General Conditions budget refinement
3. $190,900,000 (CM Amendment #03)
   - +$400k of fundraising commitments & a General Conditions budget refinement
4. $191,500,000 (CM Amendment #04)
   - Added Fundraising Commitments, ESSER Funding, & Real Estate Sale Proceeds
5. $192,950,000 (CM Amendment #05)
   - Added Fundraising Commitments ($300k), School Funding ($500k), & Deferred Maintenance/Taconite Funding ($700k)
6. $193,300,828 (CM Amendment #06)
   - Added Fundraising Commitments ($360k)
7. $198,000,828 (CM Amendment #07)
   - Added Funding From IRRRB to North Star ($4.7M)
8. $198,302,597 (CM Amendment #08)
   - Added Funding From Deferred Maint. For District Admin Building & Wrestling Area Work ($302K)
9. $198,302,597 (CM Amendment #09)
   - No Changes to Total Referendum Funding – Budget Finalization of Rock Ridge High School project
10. $201,402,597 (CM Amendment #10)
    - Added funding from IRRRB ($3.1M)
11. $203,752,920 (CM Amendment #11)
    1. Added funding from Additional Bond ($2.35M)
12. $206,179,788 (CM Amendment #12)
    1. Added funding for Gilbert Demo and RR Mech PH2 Building Permit ($2.43M)

KA Contract Amendment #12
Contract Amendment Summary

- **Total ADD amount of appx. $453,529.24**
  1. General Conditions –: +$21,089.00
     - Budget Refinement to match project progressions
     - 100% returned if/when unspent
  2. Site Services –: +$345,987.00
     - Budget Refinement to match project progressions
     - 100% returned if/when unspent
  3. Reimbursable Expenses: +$54,193.00
     - Budget Refinement to match project progressions
     - 100% returned if/when unspent
  4. CM Fee – : +$32,260.24
     - Contractual 2% of total currently-recorded Cost of the Work

KRAUS-ANDERSON®

22-Jan-24

	CM Amendment #11 (OCT 2023)	CM Amendment #12 (JAN 2024)	Net Change	Remarks
ISD#2909 Rock Ridge Public Schools - Grand Total				
KA General Conditions	$ 5,189,772.55	$ 5,210,861.55	$ 21,089.00	1. Net amendment change of appx. $453,529.24 - Primarily due to the additional Gilbert Abatement & Demo and RR Mech PH2 building permit.
KA Site Services	$ 7,163,435.78	$ 7,509,422.78	$ 345,987.00	
KA Reimbursables	$ 1,293,806.32	$ 1,347,999.32	$ 54,193.00	
KA Construction Manager Fee (Construction	$ 3,326,786.08	$ 3,359,046.32	$ 32,260.24	
Grand Total (Breakouts #01 – #04)	**$ 16,973,800.73**	**$ 17,427,329.97**	**$ 453,529.24**	
Breakout #01: Laurentian Elementary School (formerly Eveleth-Gilbert Elementary School)				
KA General Conditions	$ 715,137.51	$ 715,137.51	$ -	1. No Adjustments on this Amendment. 2. Project is complete.
KA Site Services	$ 1,549,833.00	$ 1,549,833.00	$ -	
KA Reimbursables	$ 222,447.55	$ 222,447.55	$ -	
KA Construction Manager Fee (Construction	$ 531,245.73	$ 531,245.73	$ -	
Subtotal Breakout #01	**$ 3,018,663.79**	**$ 3,018,663.79**	**$ -**	
Breakout #02: Rock Ridge High School				
KA General Conditions	$ 3,228,725.88	$ 3,228,725.88	$ -	1. No Adjustments on this Amendment. 2. Project is complete.
KA Site Services	$ 3,840,645.70	$ 3,840,645.70	$ -	
KA Reimbursables	$ 762,846.18	$ 762,846.18	$ -	
KA Construction Manager Fee (Construction	$ 2,019,563.27	$ 2,019,563.27	$ -	
Subtotal Breakout #02	**$ 9,851,781.03**	**$ 9,851,781.03**	**$ -**	
Breakout #03: Structural Demolition Projects (through Gilbert demo)				
KA General Conditions	$ 20,000.00	$ 41,089.00	$ 21,089.00	1. CM Fee, GC's, Site Services, & Reimbursables adjustment, for the abatement & demo of the remaining Gilbert campus.
KA Site Services	$ 311,942.08	$ 657,929.08	$ 345,987.00	
KA Reimbursables	$ 70,834.99	$ 111,044.99	$ 40,210.00	
KA Construction Manager Fee (Construction	$ 109,099.32	$ 141,359.56	$ 32,260.24	
Subtotal Breakout #03	**$ 511,876.39**	**$ 951,422.63**	**$ 439,546.24**	
Breakout #04: North Star Elementary School (formerly Virginia Elementary School)				
KA General Conditions	$ 1,211,886.76	$ 1,211,886.76	$ -	1. No Adjustments on this Amendment.
KA Site Services	$ 1,378,695.00	$ 1,378,695.00	$ -	
KA Reimbursables	$ 218,130.00	$ 218,130.00	$ -	
KA Construction Manager Fee (Construction	$ 640,222.76	$ 640,222.76	$ -	
Subtotal Breakout #04	**$ 3,448,934.52**	**$ 3,448,934.52**	**$ -**	
Breakout #05: RRPS District Admin Building Mechanical Upgrade - Phase 2				
KA General Conditions	$ 14,022.40	$ 14,022.40	$ -	1.Additional Reimbursable cost for building permit and plan review, which was originally under the Owner. State rules changed to have Contractor purchase the permit, not the Owner.
KA Site Services	$ 82,320.00	$ 82,320.00	$ -	
KA Reimbursables	$ 19,547.60	$ 33,530.60	$ 13,983.00	
KA Construction Manager Fee (Construction	$ 26,655.00	$ 26,655.00	$ -	
Subtotal Breakout #05	**$ 142,545.00**	**$ 156,528.00**	**$ 13,983.00**	

KA Contract Amendment #12

Contract Amendment Details

Conclusion & Discussion

Questions?

Board Approval?

REQUESTING VOTE TO APPROVE KRAUS-ANDERSON's CM CONTRACT AMENDMENT #12 FOR $453,529.24

Future Amendment #13

- NSE Gym Remodel
- NSE Site Work under previous VHS building
- Minor Misc. Admin Building Revisions

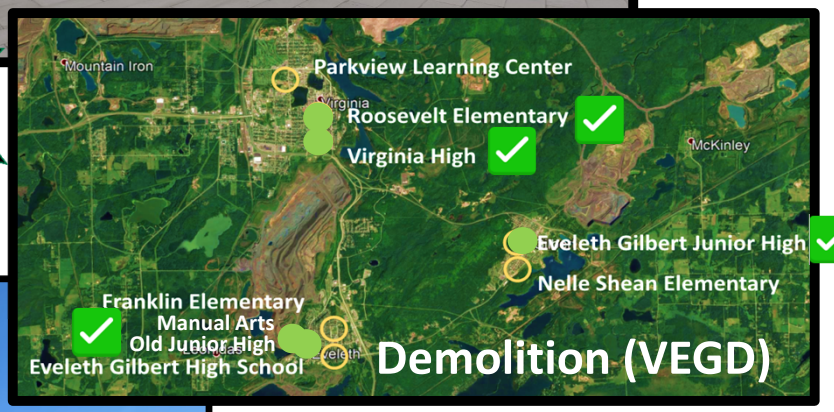
Present in FEB 2024

Current Referendum Projects Status











REFERENDUM WORK IS

92% COMPLETE!

THANK YOU!

#FIERCELY UNITED

#ROCKRIDGE RISING

GO WOLVERINES!

CONTRACT AMENDMENT NO. 12 TO
CONSTRUCTION MANAGER AGREEMENT

THIS AMENDMENT TO CONSTRUCTION MANAGER AGREEMENT is made this **22nd day of January, 2024** by Rock Ridge Public Schools – ISD 2909 ("Owner") and Kraus-Anderson Construction Company ("Construction Manager").

WITNESSETH THAT WHEREAS:

A. Owner and Construction Manager are parties to that certain **Standard Form of Agreement Between Owner and Construction Manager as Adviser** dated **December 12, 2018** (the "Contract") with respect to construction management on various construction projects for the Owner (the "Projects").

B. Owner and Construction Manager now desire to amend the Contract.

NOW, THEREFORE, in consideration of the foregoing recitals and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby amend the Contract and agree as follows.

1. Section 11.1.2 shall be amended such that the Construction Manager's Preconstruction and Construction Phase Basic Site Services ("Site Services"), Reimbursable Expenses, and Fee shall be fixed as a lump sum for the projects as follows, and as shown on Exhibit A attached hereto, for the following Projects:
    a. Laurentian Elementary School (Eveleth-Gilbert Elementary School)
    b. Rock Ridge High School (Career Academy High School)
    c. Structural Demolition Projects
    d. North Star Elementary School (Virginia Elementary School)

    Exhibit A contains assumptions based upon the total Cost of the Work and scheduled duration for each of the Projects. Should these assumptions be exceeded, the Construction Manager shall be entitled to an equitable adjustment of its Site Services, Reimbursable Expenses, General Conditions, and Fee.

2. Except as modified herein, the Contract shall remain in full force according to its terms.

3. This Amendment may be executed in any number of counterparts, each of which when so executed and delivered shall be deemed an original and all of which counterparts, taken together, shall constitute one and the same instrument. Delivery of an executed counterpart of a signature page of this document by facsimile or other generally accepted electronic means shall be effective as delivery of a manually executed counterpart of this document.

4. The contract dollar amount change is a **INCREASE** of **$453,529.24**, distributed as follows:

KRAUS-ANDERSON®

22-Jan-24

	CM Amendment #11 (OCT 2023)	CM Amendment #12 (JAN 2024)	Net Change	Remarks
ISD#2909 Rock Ridge Public Schools - Grand Total				
KA General Conditions	$ 5,189,772.55	$ 5,210,861.55	$ 21,089.00	1. Net amendment change of appx. **$453,529.24** - Primarily due to the additional Gilbert Abatement & Demo and RR Mech PH2 building permit.
KA Site Services	$ 7,163,435.78	$ 7,509,422.78	$ 345,987.00	
KA Reimbursables	$ 1,293,806.32	$ 1,347,999.32	$ 54,193.00	
KA Construction Manager Fee (Construction	$ 3,326,786.08	$ 3,359,046.32	$ 32,260.24	
Grand Total (Breakouts #01 – #04)	**$ 16,973,800.73**	**$ 17,427,329.97**	**$ 453,529.24**	
Breakout #01: Laurentian Elementary School (formerly Eveleth-Gilbert Elementary School)				
KA General Conditions	$ 715,137.51	$ 715,137.51	$ -	1. No Adjustments on this Amendment. 2. Project is complete.
KA Site Services	$ 1,549,833.00	$ 1,549,833.00	$ -	
KA Reimbursables	$ 222,447.55	$ 222,447.55	$ -	
KA Construction Manager Fee (Construction	$ 531,245.73	$ 531,245.73	$ -	
Subtotal Breakout #01	**$ 3,018,663.79**	**$ 3,018,663.79**	**$ -**	
Breakout #02: Rock Ridge High School				
KA General Conditions	$ 3,228,725.88	$ 3,228,725.88	$ -	1. No Adjustments on this Amendment. 2. Project is complete.
KA Site Services	$ 3,840,645.70	$ 3,840,645.70	$ -	
KA Reimbursables	$ 762,846.18	$ 762,846.18	$ -	
KA Construction Manager Fee (Construction	$ 2,019,563.27	$ 2,019,563.27	$ -	
Subtotal Breakout #02	**$ 9,851,781.03**	**$ 9,851,781.03**	**$ -**	
Breakout #03: Structural Demolition Projects (through Gilbert demo)				
KA General Conditions	$ 20,000.00	$ 41,089.00	$ 21,089.00	1. CM Fee, GC's, Site Services, & Reimbursables adjustment, for the abatement & demo of the remaining Gilbert campus.
KA Site Services	$ 311,942.08	$ 657,929.08	$ 345,987.00	
KA Reimbursables	$ 70,834.99	$ 111,044.99	$ 40,210.00	
KA Construction Manager Fee (Construction	$ 109,099.32	$ 141,359.56	$ 32,260.24	
Subtotal Breakout #03	**$ 511,876.39**	**$ 951,422.63**	**$ 439,546.24**	
Breakout #04: North Star Elementary School (formerly Virginia Elementary School)				
KA General Conditions	$ 1,211,886.76	$ 1,211,886.76	$ -	1. No Adjustments on this Amendment.
KA Site Services	$ 1,378,695.00	$ 1,378,695.00	$ -	
KA Reimbursables	$ 218,130.00	$ 218,130.00	$ -	
KA Construction Manager Fee (Construction	$ 640,222.76	$ 640,222.76	$ -	
Subtotal Breakout #04	**$ 3,448,934.52**	**$ 3,448,934.52**	**$ -**	
Breakout #05: RRPS District Admin Building Mechanical Upgrade - Phase 2				
KA General Conditions	$ 14,022.40	$ 14,022.40	$ -	1. Additional Reimbursable cost for building permit and plan review, which was originally under the Owner. State rules changed to have Contractor purchase the permit, not the Owner.
KA Site Services	$ 82,320.00	$ 82,320.00	$ -	
KA Reimbursables	$ 19,547.60	$ 33,530.60	$ 13,983.00	
KA Construction Manager Fee (Construction	$ 26,655.00	$ 26,655.00	$ -	
Subtotal Breakout #05	**$ 142,545.00**	**$ 156,528.00**	**$ 13,983.00**	

IN WITNESS WHEREOF, the parties hereto have executed this **Amendment No. 12** to Construction Manager Agreement as of the date first set forth above. The undersigned further acknowledges that he or she is authorized to enter into this Amendment on behalf of the party designated below.

ROCK RIDGE PUBLIC SCHOOLS – ISD 2909

Dated: _____, 2023

_____

By: _____

Title: _____

KRAUS-ANDERSON CONSTRUCTION COMPANY

Dated: _____, 2023

_____

By: _____

Title: _____

KRAUS-ANDERSON®

ROCK RIDGE WOLVERINES

Master Referendum Budget

Owner: ISD#2909 Rock Ridge Public Schools
Project: Rock Ridge Schools Referendum Projects
Designer: Cuningham Group Architecture
Date: 04 JAN 2024

Section 01: Project Funding	Laurentian Original	Laurentian Current			RRHS Original	RRHS Current			Demolition Original	Demolition Current			North Star Original	North Star Current			RRPS DAB Mech Upgrade PH2	RRPS DAB Mech Upgrade PH2	RRPS DAB Mech Upgrade PH2	Grand Total Current			Remarks
	Code: 100				Code: 300				Code: TBD				Code: 116				Code: 116						
01: FUNDING SOURCES	Current SF: 88,968 SF	Current SF: 88,968 SF			Original SF: 279,000 SF	Current SF: 282,000 SF			Current SF: 1.1M SF	Current SF: TBD SF			Current SF: 61,000 New = 10,500 Reno	Current SF: 69,000 New = 10,000 Reno									
01-1: Revenues (Base Project Scope)																							
01-1A: Public Bond Referendum	$ 31,000,000	$ 31,000,000			$ 113,000,000	$ 113,000,000			$ 7,500,000	$ 7,500,000			$ 27,000,000	$ 27,000,000			$ -			$ 178,500,000			
01-1B: District-Direct Funds	$ 3,000,000	$ 3,000,000			$ 1,500,000	$ 1,500,000			$ -	$ -			$ -	$ -			$ -			$ 4,500,000			$1.5 million (C.T.E.); and $3 million (EG-Increase Student Count)
01-2: Revenues Beyond Referendum (Scope Adds)																							
01-2A: Additional Bond Sale/Interest (from $2.6M)	$ -	$ -				$ 2,600,000			$ -	$ -			$ -	$ -			$ -			$ 2,600,000			Funding of rejected Value Management items
01-2B: Remaining Virginia District Funds (from $1.0M)	$ -	$ -				$ 205,000			$ -	$ -			$ -	$ 795,000			$ -			$ 1,000,000			Old Virginia School Board fund surplus to RRHS.
01-2C: Fundraising Commitments (Cash-In-Hand)	$ -	$ -				$ 2,406,155			$ -	$ -			$ -	$ 10,000			$ -			$ 2,416,155			Commited 01 JUL 2021; Business Management Meeting Priority: Funding of Outbuildings
01-2D: Capital Fund Commitment #01 (Varsity Athletic Lighting & Outbuilding Construction)	$ -	$ -				$ 871,661			$ -	$ -			$ -	$ -			$ -			$ 871,661			Commited 01 JUL 2021; Business Management Meeting Priority: Funding of Varsity Athletic Lighting + Outbuildings
01-2E: Deferred Maintenance/Taconite Commitments (Multipurpose Space Buildout)	$ -	$ -				$ 1,000,781			$ -	$ -			$ -	$ 1,730,000			$ -			$ 2,730,781			
01-2F: ERATE Funding Commitments (Access Control Gateways & Redundant WiFi)	$ -	$ -				$ 250,000			$ -	$ -			$ -	$ -			$ -			$ 250,000			Commited in writing by Bill Bryson to fund wireless gateway system & Backup CAT6 Cable Rough-Ins
01-2G: ESSER Funding Commitments (COVID Money - NSE Existing Gym HVAC)	$ -	$ -							$ -	$ -			$ -	$ 176,000			$ -			$ 176,000			
01-2H: Real Estate Sale Funds	$ -	$ -							$ -	$ -			$ -	$ 58,000			$ -			$ 58,000			
01-2I: Reallocation of Funds	$ -	($656,701.78)				$ 384,373.60			$ -	($3,226,896.97)			$ -	$3,499,225.15			$ -			$ -			Reallocate remaining funds from LES to NSE
01-2J: State Funds (Legislative Funding / Sales Tax Relief Bill)	$ -	$ -							$ -	$ -			$ -	$ -			$ -			$ -			
01-2K: Spectrum Building Upgrades Funds (Main Entry = $30K & Wrestling Space = $600K)	$ -	$ -							$ -	$ -			$ -	$ -			$ -			$ -			
01-2L: Capital Fund Commitment #02 (FF&E - Furniture Purchases)	$ -	$ -				$ 500,000.00			$ -	$ -			$ -	$ -			$ -			$ 500,000			
01-2M: Insurance Reimbursements (West Bend Mutual - $16,000 Add - Metal Flashings)	$ -	$ -							$ -	$ -			$ -	$ -			$ -			$ -			
01-2N: IRRRB Added Funds ($4.9M to NSE)	$ -	$ -							$ -	$ -			$ -	$ 4,900,000			$ -			$ 4,900,000			
01-2O: IRRRB Added Funds ($3.6M to NSE/Demo)	$ -	$ -							$ -	$ 1,372,000			$ -	$ 2,228,000			$ -			$ 3,600,000			
01-2P: Tax Bill 2023 ($3.05M to Misc. Projects)	$ -	$ -							$ -	$ -			$ -	$ -			$ -			$ 3,050,000			
01-2Q: Bond Added Funds ($13.57M to Misc. Projects)	$ -	$ -							$ -	$ -			$ -	$ -			$ -			$ 9,498,809			
01-2R: Allocate Funds From Misc. Projects Budget	$ -	$ -				$ 408,705.89			$ -	$ 2,289,112			$ -	$ -			$ 1,373,373.00			$ 2,697,818			
Total Project Funding	**$ 34,000,000**	**$ 33,343,298**			**$ 114,500,000**	**$ 123,126,676**			**$ 7,500,000**	**$ 7,934,215**			**$ 27,000,000**	**$ 40,396,225**			**$ 1,373,373**			**$ 218,722,597**			

Section 02: Project Expenses	Laurentian Original	Laurentian Current	Laurentian Spent-to-Date	Laurentian Remaining	RRHS Original	RRHS Current	RRHS Spent-to-Date	RRHS Remaining	Demolition Original	Demolition Current	Demolition Spent-to-Date	Demolition Remaining	North Star Original	North Star Current	North Star Spent-to-Date	North Star Remaining	Mech Upgrade PH2 Current	Mech Upgrade PH2 Spent-to-Date	Mech Upgrade PH2 Remaining	Grand Total Current	Grand Total Spent-to-Date	Grand Total Remaining	Remarks
02A: HARD COSTS																							
02A-1: Construction Costs Budget																							
02A-1A: Construction Contracts (Held by District)	$ 25,669,280.00	$ 25,653,321.18	$ 25,653,321.18	$ -	$ 85,749,289.68	$ 97,007,518.63	$ 95,883,069.08	$ 1,124,449.55	$ 4,407,526.00	$ 6,614,820.77	$ 3,636,833.25	$ 2,977,987.52	$ 19,991,700.00	$29,540,007.29	$ 24,358,396.20	$ 5,181,611.09	$ 1,158,900.00	$ 56,646.00	$ 1,102,254.00	$ 165,372,819.87	$ 149,531,619.71	$ 15,841,200.16	AV Devices budgets included in estimates as follows: EG Elementary #1- $700,000; Academy HS- $2,750,000; Virginia HS- $300,000
02A-1C: Abatement Consultant (Arrowhead)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,158,655.00	$ 236,410.20	$ 229,898.40	$ 6,511.80	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 236,410.20	$ 229,898.40	$ 6,511.80	$858,655 Transferred from EG Elem (#01) to Demo. Professional Services Consultant: Survey Existing Buildings, Bid and Abatement Monitoring.
02A-1D: KA General Conditions	$ 630,000.00	$ 714,640.26	$ 714,640.26	$ -	$ 3,131,821.32	$ 3,228,725.88	$ 3,228,725.88	$ -	$ 102,000.00	$ 61,089.00	$ 9,083.67	$ 52,005.33	$ 491,000.00	$ 1,211,886.76	$ 696,758.07	$ 515,128.69	$ 14,022.40	$ 1,904.27	$ 12,118.13	$ 5,413,056.46	$ 4,649,207.88	$ 763,848.58	
02A-1E: Construction & Design Contingency	$ 900,720.00	$ -	$ -	$ -	$ 3,118,889.00	$ -	$ -	$ -	$ 150,000.00	$ 44,613.00	$ -	$ 44,613.00	$ 1,017,300.00	$ 851,770.47	$ -	$ 851,770.47	$ 57,945.00	$ 5,384.00	$ 52,561.00	$ 1,093,098.03	$ -	$ 1,093,098.03	Assumes 100% Commitment
Subtotal Construction Costs	**$ 27,200,000.00**	**$ 26,367,961.44**	**$ 26,367,961.44**	**$ -**	**$ 92,000,000.00**	**$ 100,236,244.51**	**$ 99,111,794.96**	**$ 1,124,449.55**	**$ 6,818,181.00**	**$ 6,956,932.97**	**$ 3,875,815.32**	**$ 3,081,117.65**	**$ 21,500,000.00**	**$ 31,603,664.52**	**$ 25,055,154.27**	**$ 6,548,510.25**	**$ 1,230,867.40**	**$ 63,934.27**	**$ 1,166,933.13**	**$ 172,115,384.56**	**$ 154,410,725.99**	**$ 17,704,658.57**	
02B: SOFT COSTS																							
02B-1: Construction Management (C.M.) Costs																							
02B-1A: CM Site Services	$ 1,549,833.00	$ 1,549,833.00	$ 1,549,833.00	$ -	$ 3,555,572.39	$3,840,645.70	$3,840,645.70	$ -	$ 311,942.08	$657,929.08	$ 213,032.48	$ 444,896.60	$ 1,378,696.13	$ 1,378,695.00	$ 1,022,220.93	$ 356,474.07	$ 82,320.00	$ 55,524.00	$ 26,796.00	$ 7,886,103.42	$ 6,625,732.11	$ 1,260,371.31	Includes Precon costs from Site Services Tab
02B-1B: CM Reimbursables	$ 247,271.70	$ 222,447.55	$ 222,447.55	$ -	$ 638,802.05	$ 762,846.18	$ 762,846.18	$ -	$ 54,532.60	$ 111,044.99	$ 70,834.99	$ 40,210.00	$ 218,130.40	$ 218,130.00	$ 175,375.05	$ 42,754.95	$ 33,530.60	$ 19,547.60	$ 13,983.00	$ 1,511,183.28	$ 1,231,503.77	$ 279,679.51	
02B-1D: CM Fee - Construction (2% of Hard Costs)	$ 548,945.43	$ 528,801.21	$ 528,801.21	$ -	$ 1,852,776.04	$ 2,015,910.42	$ 2,015,910.42	$ -	$ 137,454.27	$ 141,359.56	$82,715.80	$ 58,643.76	$ 434,362.61	$ 636,435.89	$ 455,714.91	$ 180,720.98	$ 26,655.00	$ 3,998.25	$ 22,656.75	$ 3,465,452.99	$ 3,083,142.34	$ 382,310.65	2% on cost of work. No fee on final surplus contingency. Fee to be adjusted based on final 'Cost of the Work'
Subtotal Construction Management Costs	**$ 2,356,191.26**	**$ 2,301,081.76**	**$ 2,301,081.76**	**$ -**	**$ 6,081,451.34**	**$ 6,619,402.30**	**$ 6,619,402.30**	**$ -**	**$ 506,471.01**	**$ 910,333.63**	**$ 366,583.27**	**$ 543,750.36**	**$ 2,039,205.10**	**$ 2,233,260.89**	**$ 1,653,310.89**	**$ 579,950.00**	**$ 142,505.60**	**$ 79,069.85**	**$ 63,435.75**	**$ 12,862,739.69**	**$ 10,940,378.22**	**$ 1,922,361.47**	
02B-2: Owner Costs Budget																							
Owner Soft Costs Contingency	$ 18,555.18	$ -	$ -	$ -	$ 397,647.07	$ -	$ -	$ -	$ 57,955.10	$ -	$ -	$ -	$ 74,990.54	$ 1,788,569.42	$ -	$ 1,788,569.42	$ -	$ -	$ -	$ 3,076,386.66	$ -	$ 3,076,386.66	Unallocated Soft Costs
A&E Design Fee (6.25% of Cost of Work+KA+Added Designs)	$ 2,068,933.40	$ 2,012,778.96	$ 2,012,778.96	$ -	$ 6,865,701.59	$ 7,337,558.45	$ 7,337,558.45	$ -	$ -	$ -	$ -	$ -	$ 1,647,744.36	$ 1,765,373.00	$ 1,736,860.75	$ 28,512.25	$ -	$ -	$ -	$ 11,600,038.05	$ 11,087,198.16	$ 512,839.89	4/13/22: Per CGA email with contract amounts
A&E Design Reimbursables	$ 125,000.00	$ -	$ -	$ -	$ 300,000.00	$ 68,840.97	$ 68,840.97	$ -	$ 8,302.00	$ -	$ -	$ -	$ 76,035.00	$ 743.53	$ 743.53	$ -	$ -	$ -	$ -	$ 69,584.50	$ 69,584.50	$ -	All reimbursables are in A&E Fee as of 6/30/21
Building Permit / Plan Review/STATE of MN	$ 163,200.00	$ 201,621.82	$ 201,621.82	$ -	$ 552,000.00	$ 366,252.98	$ 366,252.98	$ -	$ 40,909.09	$ -	$ -	$ -	$ 129,000.00	$ 127,908.96	$ 127,908.96	$ -	$ -	$ -	$ -	$ 695,783.76	$ 695,783.76	$ -	State Permit Site
~~SAC / WAC Costs~~	$ 81,600.00	$ -	$ -	$ -	$ 276,000.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 64,500.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	None Required by City of Eveleth or Virginia/VPU
Construction Testing & Special Inspections (NTS & AET)	$ 272,000.00	$ 84,903.40	$ 84,903.40	$ -	$ 920,000.00	$ 232,573.00	$ 232,573.00	$ -	$ 68,181.81	$ 42,640.76	$ 3,164.05	$ 39,476.71	$ 215,000.00	$ 88,330.00	$ 41,397.63	$ 46,932.37	$ -	$ -	$ -	$ 448,447.16	$ 362,038.08	$ 86,409.08	Bid Amounts
Geotechnical Investigation (NTS (RRHS&NSE) & Braun Intertec (LES))	$ 9,520.00	$ -	$ -	$ -	$ 32,200.00	$ 61,376.50	$ 61,376.50	$ -	$ -	$ -	$ -	$ -	$ 7,525.00	$ -	$ -	$ -	$ -	$ -	$ -	$ 61,376.50	$ 61,376.50	$ -	
Environmental Surveying / PH I & II ESA (Kimley-Horn)	$ -	$ -	$ -	$ -	$ 20,000.00	$ 311,602.09	$ 311,602.09	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 311,602.09	$ 311,602.09	$ -	
~~Alta Survey (Kimley-Horn)~~	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Site Surveying (Layout, Rock Topo, etc.) Benchmark	$ 30,000.00	$ 36,891.25	$ 36,891.25	$ -	$ 50,000.00	$ 40,710.00	$ 40,710.00	$ -	$ -	$ -	$ -	$ -	$ 30,000.00	$ 23,000.00	$ 18,113.75	$ 4,886.25	$ -	$ -	$ -	$ 100,601.25	$ 95,715.00	$ 4,886.25	
Bond Referendum Costs - Misc.	$ -	$ 6,040.61	$ 6,040.61	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 6,040.61	$ 6,040.61	$ -	By Ehler's - Bond Costs Included in Bond Sales Package
Land Acquisition Costs	$ 100,000.00	$ 41,330.50	$ 41,330.50	$ -	$ 2,100,000.00	$ 2,250,582.50	$ 2,250,582.50	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 4,491,913.00	$ 2,291,913.00	$ 2,200,000.00	
Wetland Mitigation & Purchase of Credits (MPCA)	$ 300,000.00	$ 1,935.00	$ 1,935.00	$ -	$ 500,000.00	$ 54,433.12	$ 54,433.12	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 56,368.12	$ 56,368.12	$ -	Actual Amounts Paid
~~Site Utilities (service establish - Power, Gas, Comm, water)~~	$ -		$ -	$ -			$ -	$ -			$ -	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Furniture, Fixtures, & Equipment (FF&E)	$ 1,000,000.16	$ 1,600,351.50	$ 1,600,351.50	$ -	$ 3,800,000.00	$ 3,533,373.27	$ 3,533,373.27	$ -	$ -	$ -	$ -	$ -	$ 1,000,000	$1,811,429	$ 721,905.63	$ 1,089,523.18	$ -	$ -	$ -	$ 7,772,575.58	$ 5,855,630.40	$ 1,916,945.18	Per Breakout Budget
Technology - Bill Bryson	$ -	$ 565,280.86	$ 565,280.86	$ -	$ -	$ 1,660,500.00	$ 1,498,523.21	$ 161,976.79	$ -	$ -	$ -	$ -	$ -	$ 551,500.00	$ 231,552.00	$ 319,948.00	$ -	$ -	$ -	$ 2,777,280.86	$ 2,295,356.07	$ 481,924.79	Budget in addition to bid Hard Costs
Commissioning (Mechanical & Electrical and Controls) - Hallberg	$ 95,000.00	$ 42,000.00	$ 42,000.00	$ -	$ 150,000.00	$ 84,000.00	$ 84,000.00	$ -	$ -	$ -	$ -	$ -	$ 95,000.00	$ 40,000.00	$ 12,000.00	$ 28,000.00	$ -	$ -	$ -	$ 166,000.00	$ 138,000.00	$ 28,000.00	Hallberg Engineering
Commissioning (Building Envelope) - Intertek/Architectural Testing	$ -	$ 71,960.00	$ 71,960.00	$ -	$ -	$ 86,030.00	$ 86,030.00	$ -	$ -	$ -	$ -	$ -	$ -	$ 68,500.00	$ 55,200.00	$ 13,300.00	$ -	$ -	$ -	$ 226,490.00	$ 213,190.00	$ 13,300.00	Intertek
~~Maintanence Bus Garage - in Hard Costs now (11/12/20)~~	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	Moved to Hard Costs Contingency. Total: $604,260.73
~~HWY 53 Intersection Work - in Hard Costs now (11/12/20)~~	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	Moved to Hard Costs Contingency. Total: $50,000
~~District Admin Building Remodel (f.k.a. Spectrum)~~	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$1.2M Req. for roof and mechanical minimum. Budget Varies - Funded Through Any Savings at Projects End.
~~Controls Contract (UHL) - Reimbursement from ECE to HS~~	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	VES Controls Budget is in Hard Costs
Misc. Owner Expenses	$ 150,000.00	$ 8,182.12	$ 8,182.12	$ -	$ 300,000.00	$ 180,816.80	$ 180,816.80	$ -	$ -	$ 24,307.54	$ 24,307.54	$ -	$ 100,000.00	$ 278,075.35	$ 278,075.35	$ -	$ -	$ -	$ -	$ 491,381.81	$ 491,381.81	$ -	
~~Legal Fees~~	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	Paid for out of General Fund. Land Acquisition & ERATs Issues Included.
Builder's Risk - EMC	$ 30,000.00	$ 979.00	$ 979.00	$ -	$ 155,000.00	$ 2,380.00	$ 2,380.00	$ -	$ -	$ -	$ -	$ -	$ 21,000.00	$ 15,870.89	$ -	$ 15,870.89	$ -	$ -	$ -	$ 19,229.89	$ 3,359.00	$ 15,870.89	Per Annual Premiums from Spencer 18NOV2020
Subtotal Soft Costs	**$ 4,443,808.74**	**$ 4,674,255.02**	**$ 4,674,255.02**	**$ -**	**$ 16,418,548.66**	**$ 16,271,029.68**	**$ 16,109,052.89**	**$ 161,976.79**	**$ 175,348.00**	**$ 66,948.30**	**$ 27,471.59**	**$ 39,476.71**	**$ 3,460,794.90**	**$ 6,559,299.96**	**$ 3,223,757.60**	**$ 3,335,542.36**	**$ -**	**$ -**	**$ -**	**$ 32,371,099.84**	**$ 24,034,537.10**	**$ 8,336,562.74**	
Total Owner Soft Cost Budget	**$ 6,800,000.00**	**$ 6,975,336.78**	**$ 6,975,336.78**	**$ -**	**$ 22,500,000.00**	**$ 22,890,431.98**	**$ 22,728,455.19**	**$ 161,976.79**	**$ 681,819.00**	**$ 977,281.93**	**$ 394,054.86**	**$ 583,227.07**	**$ 5,500,000.00**	**$ 8,792,560.85**	**$ 4,877,068.49**	**$ 3,915,492.36**	**$ 142,505.60**	**$ 79,069.85**	**$ 63,435.75**	**$ 45,233,839.63**	**$ 34,974,915.32**	**$ 10,258,924.21**	

Section 03: Summary	Laurentian Original	Laurentian Current	Laurentian Spent-to-Date	Laurentian Remaining	RRHS Original	RRHS Current	RRHS Spent-to-Date	RRHS Remaining	Demolition Original	Demolition Current	Demolition Spent-to-Date	Demolition Remaining	North Star Original	North Star Current	North Star Spent-to-Date	North Star Remaining	Mech Upgrade PH2 Current	Mech Upgrade PH2 Spent-to-Date	Mech Upgrade PH2 Remaining	Grand Total Current	Grand Total Spent-to-Date	Grand Total Remaining	Remarks
03: PROJECT TOTALS				$ 656,701.78				$ 1,286,426.34				$ 3,664,344.72				$ 10,464,002.62			$ 1,230,368.88				
Total Project Costs	**$ 34,000,000.00**	**$ 33,343,298.22**	**$ 33,343,298.22**	**$ -**	**$ 114,500,000.00**	**$ 123,126,676.49**	**$ 121,840,250.15**	**$ 1,286,426.34**	**$ 7,500,000.00**	**$ 7,934,214.90**	**$ 4,269,870.18**	**$ 3,664,344.72**	**$ 27,000,000.00**	**$ 40,396,225.38**	**$ 29,932,222.76**	**$ 10,464,002.62**	**$ 1,373,373.00**	**$ 143,004.12**	**$ 1,230,368.88**	**$ 206,173,787.99**	**$ 189,385,641.31**	**$ 16,788,146.68**	
Over / Under Budget	$0.00	$0.00			$0.00	$0.00			$0.00	$0.00			$0.00	$0.00			$0.00			$ -			Positive - Number is Over Budget. Negative - Surplus Moved to F72 Spectrum Remodeling.

OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
MONDAY, JANUARY 8, 2024, 6:00 P.M.
ROCK RIDGE ADMINISTRATION BUILDING, 1405 PROGRESS PARKWAY, VIRGINIA, MN 55792
MINUTES OF THE REGULAR SCHOOL BOARD MEETING

Members Present:

Bill Addy
Nicole Culbert-Dahl
Brandi Lautigar
Tim Riordan
Pollyann Sorcan
John Uhan
Lisa Westby

Other Staff Present:

Dr. Noel Schmidt, Superintendent
Angie Williams, Laurentian Elementary Principal
Scott Manni, North Star Elementary Principal
Willie Spelts, Director of School to Work Engagement/Fundraising Coordinator
Mike Hoag, Maintenance Director
Bob Voss, Transportation Director

Members Absent:

None

I. Chair ADDY called the organizational meeting to order at 6:00 P.M.

II. **APPROVE ORGANIZATIONAL MEETING AGENDA:** Motion to **approve the agenda** made by RIORDAN, seconded by LAUTIGAR. Motion passed unanimously.

III. **ELECTION OF BOARD OFFICERS:**

A. CHAIR: Riordan nominated Addy. No other nominations. **ADDY elected CHAIR.**
B. VICE CHAIR: Lautigar nominated Uhan. No other nominations. **UHAN elected VICE CHAIR.**
C. CLERK: Sorcan nominated Westby. Addy nominated Lautigar. Board voted by show of hands: (6) votes for Lautigar: Riordan, Lautigar, Westby, Uhan, Addy, Culbert-Dahl. (1) vote for Westby: Sorcan. **LAUTIGAR elected CLERK.**
D. TREASURER: Lautigar nominated Culbert-Dahl. Sorcan nominated Sorcan. Board voted by show of hands: (4) votes for Culbert-Dahl: Riordan, Lautigar, Uhan, Addy. (2) votes for Sorcan: Sorcan, Westby. Culbert-Dahl abstained. **CULBERT-DAHL elected TREASURER.**
E. ALTERNATE CLERK: Lautigar nominated Riordan. Sorcan nominated Westby. Board voted by show of hands: (5) votes for Riordan: Riordan, Lautigar, Uhan, Addy, Culbert-Dahl. (1) vote for Westby: Sorcan. Westby abstained. **RIORDAN elected ALT. CLERK.**

IV. **ORGANIZATIONAL BUSINESS:**

A. Set salaries of board directors.
   1. SORCAN motioned **to set the Vice Chair salary at $250/month (along with regular board members) and if the Vice Chair is required to sit in as Chair, Vice Chair will receive $275**, seconded by WESTBY. Motion failed 3-4 with RIORDAN, UHAN, CULBERT-DAHL, and ADDY voting NO.
   2. Motion to **set the salaries the same as 2023** (Board members reimbursed $250/month with the Vice Chair receiving $275 and the Chair receiving $300/month. Board members serving on a negotiating committee receive $50 for each session lasting up to five hours and $100 for sessions of five hours or more) made by RIORDAN, seconded by ADDY.
   3. Amendment by UHAN to **increase the salary for each board member $50/month (Board member $300/month, Vice Chair $325/month, Chair $350/month)**, seconded by RIORDAN, rescinding his original motion. Motion passed 5-2 with WESTBY and SORCAN voting NO.
B. Motion to **approve that Columbus Day is not a school holiday** made by UHAN, seconded by LAUTIGAR. Motion passed 6-1 with WESTBY voting NO.
C. Motion to **set the 2024 regular meeting dates and times as presented** made by LAUTIGAR, seconded by UHAN. Motion passed unanimously.

D. Motion to **approve the mileage rate at the IRS standard mileage rate of 67 cents per mile beginning January 1, 2024** made by LAUTIGAR, seconded by UHAN. Motion passed unanimously.

E. Motion to **designate Frandsen Bank & Trust, MSDLAF, and MNTrust/PMA, Miners National Bank and First National Bank of Gilbert** made by RIORDAN, seconded by CULBERT-DAHL. Motion passed unanimously.

F. Motion to **authorize the hiring of a school attorney on an as-needed basis: Colosimo, Patchin, & Kearney, Ltd.,Rupp, Anderson, Squires, & Waldspurger, P.A. and Ratwik, Rozak & Maloney, P.A.** made by LAUTIGAR, seconded by UHAN. Motion passed unanimously.

G. Motion to **establish the Mesabi Tribune as the legal publication for school business for 2024** made by RIORDAN, seconded by WESTBY. Motion passed unanimously.

H. Motion to **authorize the business manager and superintendent to make electronic fund transfers** made by UHAN, seconded by ADDY. Motion passed unanimously.

I. Motion to **authorize the business manager to use the current signature plate until a new plate is secured, if necessary** made by ADDY, seconded by UHAN. Motion passed unanimously.

J. Motion to **authorize school board members to attend instate meetings** made by UHAN, seconded by RIORDAN. Motion passed unanimously.

K. Motion to **authorize the superintendent to approve instate travel requirements of employees during the school year** made by LAUTIGAR, seconded by UHAN. Motion passed unanimously.

L. Motion **to authorize the superintendent to employ additional instructional, library, maintenance, and clerical assistance as shall become necessary** made by RIORDAN, seconded by UHAN.

1. CULBERT-DAHL motioned to amend the statement to say, **authorize the superintendent to employ "temporary/short-term" instructional, library, maintenance, and clerical assistance as shall become necessary "pending board approval"**, seconded by SORCAN. Motion to amend failed 3-4 (Roll call vote) with RIORDAN, LAUTIGAR, UHAN, and ADDY voting NO.
2. Original motion passed 4-3 with WESTBY, CULBERT-DAHL, and SORCAN voting NO.

M. Motion to **approve the Resolution Directing the Administration to Make Recommendations for Reductions in Programs and Positions and Reasons Therefor** (24-01) made by RIORDAN, seconded by ADDY. Roll call vote. Motion passed 6-1 with SORCAN voting NO.

N. Motion to **approve the resolution naming Dr. Noel Schmidt as the Identified Official with Authority (IOwA) for Rock Ridge Public Schools** (24-02) made by LAUTIGAR, seconded by CULBERT-DAHL. Roll call vote. Motion passed unanimously.

O. Motion to **designate Dr. Noel Schmidt as the responsible authority under the Minnesota Data Practices Act and Open Meeting Law** made by RIORDAN, seconded by UHAN. Motion passed unanimously.

V. **COMMITTEE MEMBERSHIPS:** Motion for **board members to submit their committee preferences to Addy to compile before the next board meeting** made by RIORDAN, seconded by LAUTIGAR.

A. Amendment by UHAN to **keep the Negotiations Committee – AFSCME & Administration – the same for 2024 (teacher negotiations are complete for 2024). Board members to remain on the committee are Uhan, Riordan, and Addy.** Seconded by SORCAN. Motion passed unanimously.

B. Amendment by SORCAN to **make the Budget/Finance Committee a Committee of the Whole**, seconded by WESTBY. Motion passed 5-2 with RIORDAN and UHAN voting NO.

C. Amendment by SORCAN to **delete "Labor Management" from the list of committees and have three board members assigned to the Meet & Confer committee**, seconded by WESTBY. Motion passed 6-0-1 with ADDY abstaining.

D. Original motion by RIORDAN passed unanimously.

VI. **ADJOURNMENT:** Motion to **adjourn the organizational meeting** made by LAUTIGAR, seconded by CULBERT-DAHL. Motion passed unanimously at 6:55 P.M.

VII. Chair ADDY called the regular meeting to order.

VIII. **APPROVE REGULAR MEETING AGENDA:** Motion to **approve the agenda** made by LAUTIGAR, seconded by UHAN. ADDY pulled *9.7 Acceptance of resignation of Amanda Reed from the PT Bus Driver position effective January 30, 2024* from the agenda. Motion passed unanimously.

IX. **RECOGNITION OF VISITORS AND VISITOR INPUT:** None.

X. **CONSENT AGENDA:**

A. Motion to **approve the Consent Agenda as amended** made by UHAN, seconded by LAUTIGAR. SORCAN pulled *9.8. Acceptance of resignation for the purpose of retirement of Dan Dincau from the Custodian/General Maintenance/Grounds/Driver position effective February 2, 2024, 9.9. Acceptance of resignation for the purpose of retirement of Dave Rengo from the Secondary Special Education Teacher position effective May 31, 2024, 9.10 Approval of out-of-state travel for Mark Winter, Samantha Papenfuss-Krage, Matt Krage, Cassandra Hainey to the Montana Summer institute being held July 16-19, 2024 in Big Sky, MT, and 9.11. Approval of out-of-state travel for the following staff: Angie Williams, Mark Winter, Sheena Stefanich, Scott Manni, Alicia Schroeder, Dan Melby to Bowling Green, KY March 17-20, 2024 to attend the "Leader In Me" Conference* for discussion.

B. Following discussion of pulled items, SORCAN requested that *Item 9.11* be voted on separately.

C. Motion to **approve the Consent Agenda** passed unanimously.

1. Approval of December 11, 2023 regular meeting minutes.
2. Approval of hire of Wendy Larsen for the Homebound Teacher position at a rate of $41.00/hour effective December 5, 2023 through June 1, 2024.
3. Approval of transfer of Paraprofessional Jessica Higgins to Paraprofessional position #1026 at a rate of $18.47/hour effective January 2, 2024.
4. Approval of return of Terese Stubbs to her previous position of PT Bus Driver from the Paraprofessional position per the 15-day allowed probationary period granted under the AFSCME contract effective December 14, 2023.
5. Acceptance of resignation of Lynn Mershon from the Custodian/General Maintenance/Grounds/Driver position effective January 2, 2024.
6. Acceptance of resignation of MaKayla Goerdt from the Indigenous Education High School Coordinator position effective December 31, 2023.
7. Acceptance of resignation for the purpose of retirement of Dan Dincau from the Custodian/General Maintenance/Grounds/Driver position effective February 2, 2024.
8. Acceptance of resignation for the purpose of retirement of Dave Rengo from the Secondary Special Education Teacher position effective May 31, 2024.
9. Approval of out-of-state travel for Mark Winter, Samantha Papenfuss-Krage, Matt Krage, Cassandra Hainey to the Montana Summer institute being held July 16-19, 2024 in Big Sky, MT.
10. Acceptance and appreciation of a donation from Paige Mayry of Keller Williams of hats and mittens for students who may be in need at Laurentian Elementary

D. Motion to **approve *9.11. Approval of out-of-state travel for the following staff: Angie Williams, Mark Winter, Sheena Stefanich, Scott Manni, Alicia Schroeder, Dan Melby to Bowling Green, KY March 17-20, 2024 to attend the "Leader In Me" Conference*** made by LAUTIGAR, seconded by CULBERT-DAHL. Motion passed 6-1 with SORCAN voting NO.

XI. **REPORTS:**

A. Willie Spelts gave a school to work engagement and fundraising update.
B. Transportation Director Bob Voss provided information on the proposed School Bus Walk Zone for North Star Elementary for the 2024-2025 school year.
C. Principal Angie Williams shared some highlights and happenings at Laurentian Elementary.
D. The board discussed the addition of the selected school board student reps at the next regular meeting. A working session was requested prior to the January 22 regular meeting to discuss policies/procedures regarding school board student reps. LAUTIGAR and SORCAN volunteered to act as mentors to the board's student reps.
E. The board discussed beginning the process of a superintendent evaluation. SORCAN suggested first setting up goals and objectives and then selecting the proper tool to evaluate.
F. Committee reports were presented – LAUTIGAR recapped the discussion from the Meet & Confer Committee meeting. UHAN summarized his meeting with Eveleth as the City of Eveleth School Board Liaison.
G. Supt. Schmidt provided enrollment numbers as of January 2024, the sequence of events for the Eveleth School site which will first include a "garage sale" in the old Eveleth gym Jan. 26 (4-7 PM) and Jan. 27 (9-1 PM). He also presented a letter from the Northland Learning Center as they begin discussion about relocating/constructing a new building or renovating the current building.
H. Motion to **approve the payment of the bills** made by UHAN, seconded by RIORDAN. Motion passed unanimously.

XII. **POLICIES – FIRST READING:**

A. LAUTIGAR motioned to pull *203.5 School Board Meeting Agenda* for discussion, seconded by UHAN. Motion passed 6-1 with SORCAN voting NO.
B. Following discussion, **motion to revert Policy 203.5 back to its original wording** made by LAUTIGAR, seconded by UHAN. Motion passed 4-3 with WESTBY, CULBERT-DAHL, and SORCAN voting NO.
C. Motion to **approve the first reading of Policies 213, 410, 413, 416, 506, 515 (Form Only), and 620** made by RIORDAN, seconded by WESTBY. Motion passed unanimously.

XIII. **ADMINISTRATION:**

A. Motion to **approve the donation from Cleveland Cliffs Foundation, Inc. through a fiscal sponsorship with the Virginia Community Foundation in the amount of $10,000 for a chickadee landing area and bilingual signage for the school forest** made by LAUTIGAR, seconded by CULBERT-DAHL. Motion passed unanimously.
B. Motion to **approve the quote from Hillyard for custodial supplies and equipment in the amount of $49,764.87** made by UHAN, seconded by LAUTIGAR. Motion passed unanimously.
C. Motion to **approve the quotes from Innovative (LES $42,475.78), Intereum (RRHS $479,826.23 / LES $3,283.18 / PES $67,463.08), Bartley (LES $3,740.00), and IN (RRHS Career Center $23,169.30) for furniture requested at Rock Ridge High School, Laurentian, and Parkview** made by RIORDAN, seconded by CULBERT-DAHL. Motion passed unanimously.
D. Motion to **approve the proposed land swap with Virginia Public Utilities** made by UHAN, seconded by RIORDAN. Motion passed unanimously.

XIV. **MEETING ANNOUNCEMENTS** were made.

XV. **ADJOURNMENT:** Meeting adjourned at 9:05 P.M.

_____ _____

CHAIR – BILL ADDY CLERK – BRANDI LAUTIGAR

2024-2025

COURSE DESCRIPTION BOOKLET

GRADES 7-8



Updated 1/18/2024



LEARNER PROGRAMS

REACH A&B
Course Number: 16220A & 16220B
Grade Level: 7-8
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Relationships, **E**ducation, **A**ccountability, **C**haracter, **H**ard work.
If you are a student that is interested in improving yourself and learning some healthy strategies for life, REACH is a class that can help you do that!
REACH is a for-credit elective class and students are graded on in-class assignments, class participation, self-reflection, and a willingness to work toward achieving their goals. Dedication to growth is required.
REACH class is a positive, structured learning environment. It's a judgment-free and safe place for students to belong, connect, and support each other. REACH students set weekly goals for themselves in the areas of academic, personal, and relationship. The class curriculum includes the MDE SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Additionally, positive healthy coping strategies/techniques are taught and emphasized. The curriculum is further guided by the needs of the students and may cover topics such as communication skills, mindset, problem solving, brain research and health, self-image, drug/chemical awareness, healthy relationships, etc.

INDIGENOUS EDUCATION A&B
Course Number: 17499A & 17499B
Grade Level: 7-8
Credits: 0 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
7th grade students can elect to take Indigenous Education during one semester.
Select one course number if you want Indigenous Education in one semester. It could be assigned either semester and is determined by the courses you select.
8th grade students can elect to take Indigenous Education during each semester.
Select both course numbers if you want Indigenous Education yearlong.
The purpose of Indigenous Education is extra time during the day
to work on homework or study for tests as well as receive additional tutoring when needed. There are also opportunities to learn and participate in cultural activities and traditional teachings. Students have access to iPads and computers as well as the resource center when necessary. This class is offered to students who identify as American Indian/Alaskan Native.

CAREER EXPLORATION COURSES

MY FUTURE 7
Course Number: 16307
Grade Level: 7
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
My Future 7 is a required course for all 7th grade students. Throughout this semester-long course, students will engage in 3 different content avenues: AVID, Metier, and Leader in Me. Each avenue helps the 7th grade student develop different skills that they will need in order to be successful in the Rock Ridge High School Career Academy. AVID teaches us how to do well in school. Metier answers the question: what career makes me come alive? Leader in Me teaches the lessons of the 7 Habits of Highly Effective People- lessons that teach and empower students to be leaders of themselves and others. Through projects, games, exploration, and laughter, successful completion of this class will create a student who is ready to continue in their career exploration in My Future 8.

MY FUTURE 8
Course Number: 16308
Grade Level: 8
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
The students will regularly exhibit and utilize the skills and strategies learned in the sixth and seventh grade AVID/Metier courses. Students will refine previous goals, focusing on their transition to high school as part of a college and career preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure and voice. Students will transition from active learners to leaders. Other areas of focus include broadening their experiences with analyzing text and utilizing appropriate reading strategies, becoming more involved in the presentations of guest speakers and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college preparatory testing and build connections with the high school they will attend.

ART COURSES

JUNIOR HIGH ART -7TH GRADE ART
Course Number: 01002
Grade Level: 7
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
This is a semester-long course that allows students to make several projects from different mediums of art such as drawing, painting, sculpture, and ceramics.

ENGLISH COURSES

ENGLISH 7
Course Number: 05004A & 05004B
Grade Level: 7
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
Required for all 7th graders unless taking Honors English 7.
This course focuses on developing skills in the areas of reading, writing, and speaking through various types of literature including short stories, novels, and nonfiction articles. Students will explore several genres and work to strengthen their reading skills, develop vocabulary, and improve comprehension and identification of literary elements. Students will develop writing skills through creative writing, book review, and journaling to make connections to literature and to reflect on personal experiences.

HONORS ENGLISH 7
Course Number: 05005A & 05005B
Grade Level: 7
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
The Grade 7 Honors English course is designed to provide challenging opportunities for students who demonstrate strength in the area of English. Students in this course will move beyond the general 7th grade English curriculum, examining additional works of fiction and nonfiction, providing deeper interpretations of these works, and producing more frequent writing in response to their reading. The Grade 7 Honors English program of study is a rigorous academic environment specifically designed to meet the intellectual, creative, social, and emotional needs of high academic achieving students in the area of English.

ENGLISH 8
Course Number: 05010A & 05010B
Grade Level: 8
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
Required for all 7th graders unless taking Honors English 8.
English 8 is the study of the English language through reading, writing, listening and speaking. Students will use a variety of informational and narrative texts, including drama and poetry, to practice literary analysis and increase comprehension skills. Students will participate in a diverse range of writing activities, assignments, and projects in order to strengthen their communication skills, and develop confidence in their voice as a writer.

HONORS ENGLISH 8
Course Number: 05011A & 05011B
Grade Level: 8
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
The Grade 8 Honors English course is designed to provide challenging opportunities for students who demonstrate strength in the area of English. Students in this course will move beyond the general 8th grade English curriculum, examining additional works of fiction and nonfiction, providing deeper interpretations of these works, and producing more frequent writing in response to their reading. The Grade 8 Honors English program of study is a rigorous academic environment specifically designed to meet the intellectual, creative, social, and emotional needs of high academic achieving students in the area of English.

JUNIOR HIGH ENGLISH CONCEPTS (ELECTIVE)
Course Number: 05000A & 05000B
Grade Level: 7-8
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
Junior High English Concepts is a course taken in addition to English 7 or English 8. It is designed to provide pre-teaching of concepts, re-teaching of skills, and extra support for the curriculum. This course is by invitation only, but those interested should reach out to the building principal for more information. Students CANNOT register for this course and will be placed here by administration through the use of multiple data points.

HONORS GLOBAL AND INTERCULTURAL LITERATURE
Course Number: 05205A & 05205B
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
NOTE: This course is designed to prepare students for more rigorous College in the Schools (CIS) classes.
Get ready to expand your worldview and explore ideas and literature from a variety of cultures around the world. Though the standard skills of reading and writing will be the foundation in this course, learners will also be expected to expand their discussion, creative problem solving, and presentation skills through collaborative projects. Learners will practice more formal writing forms and practices geared to prepare them for college writing expectations. They will also independently read more complex and advanced literature in order to extend their learning beyond the classroom setting.

FAMILY & CONSUMER SCIENCE COURSES

7th GRADE INTRODUCTION TO FAMILY AND CONSUMER SCIENCE (FCS)
Course Number: 06000
Grade Level: 7
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
Family and Consumer Science (FCS) 7 is a semester-long course. It covers Foods and Nutrition, which includes safety, sanitation, measuring and preparing a number of different foods. During Textile Construction and Design, we learn both hand and machine sewing skills to create a hand dyed pillowcase. The Housing unit includes basic design space planning skills. The Finance unit covers budgeting and personal finance skills. The Child Development unit involves family dynamics and the human development process from prenatal through preschool ages. Other topics that are learned and practiced throughout the course include decision making skills, communication, collaboration, leadership, writing, technical reading, engineering design skills and more.

INDUSTRIAL TECHNOLOGY COURSES

INTRODUCTION TO INDUSTRIAL TECHNOLOGY
Course Number: 08010
Grade Level: 8
Credits: .5 Credit
Prerequisite: None
Duration: Extended • 1 Quarter
Students will rotate through the four different departments of Industrial Technology which includes Manufacturing, Construction, Transportation, and Design. Students will explore various aspects within each of these four areas. Students will learn about shop safety, equipment operations, design process, fabrication, engine fundamentals, electrical theory, measurement, and layout.

MATH COURSES

MATH 7
Course Number: 09005A & 09005B
Grade Level: 7
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Required for all 7th graders unless taking Honors Math 7.
This course involves operations with whole numbers, using variables, the decimal system, geometric figures, number theory, fractions, definitions and relationships, operations with fractions, solving equations, percent, area and volume, integers, graphs, statistics, and probability.

HONORS MATH 7
Course Number: 09006A & 09006B
Grade Level: 7
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Note: Students need to have passed the MCA test in 6th grade and require teacher approval.
The students in this class will do the 8th grade curriculum, along with any of the 7th grade material needed to complete the standards. This means it is a rigorous course that teaches two years of mathematics in the span of one school year.

INFORMAL MATH 7
Course Number: 09004A & 09004B
Grade Level: 7
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Note: This course requires teacher approval.
This course will cover the same material as Math 7 but at a slower pace with more time in class for homework. This course requires teacher approval.

8th GRADE ALGEBRA I
Course Number: 09106A & 09106B
Grade Level: 8
Credits: 1 Credit
Prerequisite: None
Required for all 8th graders unless taking Honors 8th Grade Algebra I.
Duration: 1 Hour • 1 Year
Note: Students should have passed Math 7.
Students in this class are entering year number two in the honors math program. They have completed Honors Math 7 while maintaining an "A"/"B" average. They have also passed the MCA test in 7th grade. Students who are in the Honors Math 8 class are taught the 9th grade algebra curriculum along with the 8th grade material needed to complete the standards.

HONORS 8th GRADE ALGEBRA I
Course Number: 09106A & 09106B
Grade Level: 8
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Note: This course requires teacher approval.
In accordance with current trends this course offers an introduction to algebra, the decimal system, positive and negative numbers, rational numbers, equations and inequalities, geometry, ratio, proportion and percent, the coordinate plane, area and volume, square roots and right triangles, and probability and statistics.

INFORMAL 8TH GRADE ALGEBRA 1
Course Number: 09013A & 09013B
Grade Level: 8
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Note: This course requires teacher approval.
This course will cover the same material as 8th Grade Algebra 1 but at a slower pace with more time in class for homework. This course requires teacher approval.

JUNIOR HIGH MATH CONCEPTS (ELECTIVE)
Course Number: 09000A & 0900B
Grade Level: 7-8
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Note: Students should have at least a "C" average in Math 7
Junior High Math Concepts is a course taken in addition to Math 7 and 8th Grade Algebra 1. It is designed to provide pre-teaching of concepts, re-teaching of concepts, and extra support for the curriculum. This course is by invitation only, but those interested should reach out to the building principal for more information. Students CANNOT register for this course and will be placed here by administration through the use of multiple data points.

MUSIC COURSES

CHOIR 7
Course Number: 10107A & 10107B
Grade Level: 7
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
The students in 7th Grade Choir will be separated into two different performing ensembles - Cantabile I and Cantemus I. In both of these beginning level choirs, students will focus on the development of the changing voice, basic music theory, and community building. Students will learn and prepare music from a variety of different styles, time periods, and genres. Both choirs will perform in four concerts per year. All students are required to attend all scheduled activities for their respective choir during the year. To improve ability, increase musicianship, and strengthen community, there will be opportunities for individual and sectional lessons throughout the school year. Cantabile I is open to all Soprano/Alto Singers and Cantemus I is open to all Tenor/Baritone Singers. The directors will assist in making the appropriate choir assignment if students are unsure of voice placement.

CHOIR 8
Course Number: 10108A & 10108B
Grade Level: 8
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
The students in 8th Grade Choir will be separated into two different performing ensembles - Cantabile II and Cantemus II. In both of these intermediate level choirs, students will focus on continuing to develop their voices, exploring more advanced music theory, and community building. Students will learn and prepare music from a variety of different styles, time periods, and genres. Both choirs will perform in four concerts per year. All students are required to attend all scheduled activities for their respective choir during the year. To improve ability, increase musicianship, and strengthen community, there will be opportunities for individual and sectional lessons throughout the school year. Cantabile II is open to all Soprano/Alto Singers and Cantemus II is open to all Tenor/Baritone Singers. The directors will assist in making the appropriate choir assignment if students are unsure of voice placement.

BAND 7
Course Number: 10407A & 10407B
Grade Level: 8
Credits: 1 Credit
Prerequisite: Band 6 or explicit approval of director.
Duration: 1 Hour • 1 Year
The students in 7th Grade Band will be separated into two different performing ensembles which will meet every other day. Band 7 is a performing ensemble which emphasizes the basic fundamentals of playing a woodwind, brass, or percussion instrument learned in 6th grade. A variety of music is performed throughout the year. Students are expected to attend weekly lessons, and the band performs in four concerts per year. Students are required to attend all scheduled band activities during the year. Grading in this course will be based on each musician's progress in fundamental learning through music assessments as well as their active participation and attendance at the band's scheduled concerts.

BAND 8
Course Number: 10408A & 10408B
Grade Level: 8
Credits: 1 Credit
Prerequisite: Band 7 or explicit approval of director.
Duration: 1 Hour • 1 Year
The students in 8th Grade Band will be separated into two different performing ensembles which will meet every other day. Band 8 is a performing ensemble, continuing on the progression of skills learned in Band 7. A variety of music is performed throughout the year. A variety of music is performed throughout the year. Students are expected to attend weekly lessons, and the band performs in four concerts per year. Students are required to attend all scheduled band activities during the year. Grading in this course will be based on each musician's progress in fundamental learning through music assessments as well as their active participation and attendance at the band's scheduled concerts.

ORCHESTRA 7
Course Number: 10710A & 10710B
Grade Level: 7
Credits: 1 Credit
Prerequisite: Orchestra 6 or explicit approval of director.
Duration: 1 Hour • 1 Year
Orchestra 7 is an elective music course which meets every other day and emphasizes the basic fundamentals of orchestral playing such as rhythm, dynamics, intonation, tone production, ensemble playing, and following a conductor. Orchestra 7 members will have four required performances. A prescribed amount of daily practice is required. Students are expected to attend a weekly lesson and are assessed on written and playing tests.

ORCHESTRA 8
Course Number: 10712A & 10712B
Grade Level: 8
Credits: 1 Credit
Prerequisite: Orchestra 7 or explicit approval of director.
Duration: 1 Hour • 1 Year
Orchestra 8 is an elective music course which meets every other day and emphasizes the basic fundamentals of orchestral playing such as rhythm, dynamics, intonation, tone production, ensemble playing, and following a conductor. Orchestra 8 members will have four required performances. A prescribed amount of daily practice is required. Students are expected to attend a weekly lesson and are assessed on written and playing tests.

PHYSICAL EDUCATION COURSES

PHY ED 7
Course Number: 12007
Grade Level: 7
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
This course is a semester course and will address the area of physical education. This course will include but not be limited to a variety of team, individual, recreational and sport activities. It will involve learning the fundamental skills, rules, strategies of play, safety, and etiquette for each activity. Students will work on a daily basis to improve their strength, flexibility, muscle endurance, and aerobic capacity. Students will also participate in various weight room activities including individual workouts. Physical fitness assessments will also be used throughout the semester.

PHY ED 8
Course Number: 12008
Grade Level: 8
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
This course is one semester and will address the area of physical education. A variety of team, individual, and dual recreational activities are offered including volleyball, badminton, pickleball, football, soccer, speed stacking, team handball, coordination/rhythm activities and group games. This will involve learning the fundamental skills, rules, strategies of play, safety, and etiquette for each activity. The physical education portion will include time in the fitness room, gym, and other recreational areas. Students work on a daily basis to improve their strength, flexibility, muscle endurance, and aerobic capacity.

HEALTH 8
Course Number: 12012
Grade Level: 8
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
The course is one semester and will address health education and the importance of maintaining a balance between the physical, social, and mental aspects of wellness. Social and mental health topics include decision making, refusal skills, communication skills, conflict resolution skills, stress management, bullying and developing positive relationships. Students will also learn how to make informed health decisions in the areas of substance abuse, nutrition, weight management, first-aid and safety. The goal of the health component is to develop the skills to make healthy lifestyle choices, to gain knowledge to make educated personal health decisions and to motivate students to improve their personal wellness.

SCIENCE COURSES

INTEGRATED SCIENCE 7
Course Number: 13006A & 13006B
Grade Level: 7
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Required for all 7th graders unless taking Honors Integrated Science 7.
Middle school is a time when students can be true explorers of science and STEM careers. The Integrated Science 7 puts exploration at the heart of science. Scientific inquiry encourages investigation, collaboration, and creativity. This course applies scientific and engineering practices in problem-based scenarios. Students focus on analysis, critical thinking, and designing solutions as they explore real-world topics and everyday phenomena. Integrated Science 7 deepens students' conceptual understanding of science and prepares them for high school and beyond. This course supports the Minnesota Academic Standards for Science in Grades 7 & 8.

HONORS INTEGRATED SCIENCE 7
Course Number: 13007A & 13007B
Grade Level: 7
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Honors Integrated Science 7 will expand on the basic course of Integrated Science 7. Science 7 Honors courses will provide students with a rigorous curriculum that teaches to the same standards as the Science 7 courses. At the honors level, however, extended learning activities will require students to increase their use of critical thinking skills to include analysis, synthesis, problem-solving, and writing skills. This class will build skills that will aid in student success in college level courses in high school. The curriculum moves at an accelerated pace with a more concentrated focus. Students also experience project-based learning through a year-long learning opportunity to apply knowledge and skills, allowing students to go in-depth with a real-life science project. Furthermore, in this course, there are opportunities for students to work with professional scientists and other collaborators to expose and inspire students to real-life applications of science.

INTEGRATED SCIENCE 8
Course Number: 13008A & 13008B
Grade Level: 8
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Required for all 8th graders unless taking Honors Integrated Science 8.
Middle school is a time when students can be true explorers of science and STEM careers. Integrated Science 8 puts exploration at the heart of science. Scientific inquiry encourages investigation, collaboration, and creativity. This course applies scientific and engineering practices in problem-based scenarios. Students focus on analysis, critical thinking, and designing solutions as they explore real-world topics and everyday phenomena. Integrated Science 8 deepens students' conceptual understanding of science and prepares them for high school and beyond. This course supports the Minnesota Academic Standards for Science in Grades 7 & 8.

HONORS INTEGRATED SCIENCE 7
Course Number: 13009A & 13009B
Grade Level: 7
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Honors Science 8 will expand on the basic course of Integrated Science 8. Science 8 Honors courses will provide students with a rigorous curriculum that teaches to the same standards as the Science 8 courses. At the honors level, however, extended learning activities will require students to increase their use of critical thinking skills to include analysis, synthesis, and problem-solving. The curriculum moves at an accelerated pace with a more concentrated focus. Students also experience project-based learning through a year-long learning opportunity to apply knowledge and skills, allowing students to go in-depth with a real-life science project. Furthermore, in this course, there are opportunities for students to work with professional scientists and other collaborators to expose and inspire students to real-life applications of science.

SOCIAL STUDIES COURSES

7th GRADE US STUDIES
Course Number: 14006A & 14006B
Grade Level: 7
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Required for all 7th graders unless taking Honors 7th Grade US Studies.
Grade 7 features history as the lead discipline with a strong secondary emphasis on citizenship and government. The interdisciplinary "Studies" approach is further enhanced with important economics and geography content that round out the study of United States history. Students learn about people, issues and events of significance to this nation's history from 1800 to the current era of globalization. They examine the Declaration of Independence, the Constitution and the Bill of Rights, and Supreme Court decisions for their lasting impact on the American people, economy and governance structure. Students study civics and economic principles in depth, drawing connections between these disciplines and history to explain the impact of various policies on how people lived, worked and functioned in society. They create and use detailed maps of places in the United States and conduct historical inquiry on a topic in the nation's history.

HONORS 7th GRADE US STUDIES
Course Number: 14007A & 14007B
Grade Level: 7
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Honors US Studies 7 will expand on the basic course of US Studies 7. US Studies 7 Honors courses will provide students with a rigorous curriculum that teaches to the same standards as the US Studies 7 courses. At the honors level, however, extended learning activities will require students to increase their use of critical thinking skills to include analysis, synthesis, and problem-solving. The curriculum moves at an accelerated pace with a more concentrated focus. Students also experience project-based learning throughout the year to apply knowledge and skills, allowing students to go in-depth with Social Studies topics.

8th GRADE US STUDIES
Course Number: 14008A & 14008B
Grade Level: 7
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Required for all 8th graders unless taking Honors 8th Grade US Studies.
Students in Global Studies explore the regions of the world using geographic information from print and electronic sources. They analyze important trends in the modern world such as demographic change, shifting trade patterns, and intensified cultural interactions due to globalization. Students participate in civic discussion on contemporary issues, conduct historical inquiry and study events over the last half century that have shaped the contemporary world. They analyze connections between revolutions, independence movements and social transformations, and understand reasons for the creation of modern nation states. They learn that governments are based on different political philosophies and serve various purposes. By learning economic principles of trade and the factors that affect economic growth, students understand why there are different standards of living in countries around the world.

HONORS 8th GRADE US STUDIES
Course Number: 14009A & 14009B
Grade Level: 7
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Honors 8th Grade Global Studies will expand on the basic course of 8th Grade Global Studies. 8th Grade Global Studies courses will provide students with a rigorous curriculum that teaches to the same standards as the 8th Grade Global Studies. At the honors level, however, extended learning activities will require students to increase their use of critical thinking skills to include analysis, synthesis, and problem-solving. The curriculum moves at an accelerated pace with a more concentrated focus. Students also experience project-based learning throughout the year to apply knowledge and skills, allowing students to go in-depth with real-life Global Studies topics.

STEAM COURSES

7th GRADE STEAM EXPEDITIONS & COMPUTER SCIENCE
Course Number: 08002
Grade Level: 7
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
7 STEAM Expeditions and Computer Science Course is designed to create learning opportunities that build the collaboration and problem-solving skills needed for a lifetime of learning and working. With Expeditions, students are immersed in a collaborative experience, seeking to answer an Essential Question through hands-on discovery and experimentation.
Expeditions are flexible and hands-on, blending teacher-led instruction with student-directed activities. Expeditions include; Top Dog Architecture, Contraptions, Design Time, Innovating Solutions.
Throughout the learning experience, students will also be developing a background knowledge of introductory Computer Science and Application skills. Students will explore different iOS applications designed to create and present content. Students will also be introduced to basic HTML and CSS coding to build a website.

8th GRADE STEAM EXPEDITIONS & COMPUTER SCIENCE
Course Number: 08003
Grade Level: 7
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
8 STEAM Expeditions and Computer Science Course is designed to create learning opportunities that build the collaboration and problem-solving skills needed for a lifetime of learning and working. With Expeditions, students are immersed in a collaborative experience, seeking to answer an Essential Question through hands-on discovery and experimentation.

Expeditions are flexible and hands-on, blending teacher-led instruction with student-directed activities. Expeditions include; Electric Tech, Everyday Electricity, Mining Mechanics, VEX Robotics, 3D Printing, and Laser Engraving.
Throughout the learning experience, students will also be developing a background knowledge of introductory Computer Science and Application skills. Students will continue their learning of HTML and CSS Coding to build websites they will use to display their learning throughout the semester.

SPECIAL EDUCATION

All Special Education students can take any of the electives offered within this course catalog. This section includes other resource room based courses offered only to students that qualify.

Special services are provided to children (birth - 22) with the following handicapping conditions: Early Childhood Special Education, Autism Spectrum Disorders, Deaf-Blind, Emotional or Behavioral Disorders, Deaf and Hard of Hearing, Developmental Cognitive Disability, Other Health Disabilities, Physically Impaired, Severely Multiply Impaired, Specific Learning Disability, Speech or Language Impairments, Traumatic Brain Injury, Visual Impairment, Development Adaptive Physical Education.

The education program and services that each child requires is based on an assessment or evaluation. If the student meets the criteria for special education and is in need of special education services, a comprehensive Individual Educational Plan (IEP) or Individual Interagency Intervention Plan (IIIP) is then written which includes the results of the evaluation, student needs, goals and objectives set by the team, services to be provided, and times and frequency of progress reports.

SPECIAL EDUCATION ENGLISH COURSES

FUNTIONAL ENGLISH

Course Number: 19202A & 19202B
Grade Level: IEP Determined
Credits: IEP Determined
Functional English I is a course developed for high school students who are currently on an IEP. This class teaches skills in the following sub domains: alphabetic principle, concept of word, visual discrimination, phonics, structural analysis, vocabulary, sentence level comprehension, phonemic awareness, paragraph level comprehension and early numeracy. It includes concepts such as: taking information directly from the text, making inferences, summarizing key details, character development, plot, basic writing skills and interpretation of words in context. Case manager approval is required for students with a current IEP to register.

INTERMEDIATE ENGLISH

Course Number: 19204A & 19204B
Grade Level: IEP Determined
Credits: IEP Determined
Intermediate English I is a course developed to bridge and support transitioning into the junior high and high school English classroom settings. Students selecting this course will be on an IEP and will need case manager approval. This class teaches the process and skills a student needs to become an independent learner when in the classroom setting. It includes concepts such as: Key Details, Themes, Characters, Point of View, Compare and Contrast, Drawing conclusions, Perceiving Relationships, Making Judgements, Predictions, Sequencing Logical Connections, Drawing Conclusions, reading in the content Areas, Vocabulary and Decoding, Research and Study Skills. Case manager approval is required for students with a current IEP to register.

RESOURCE ENGLISH I

Course Number: 19210A & 19210B
Grade Level: IEP Determined
Credits: IEP Determined
Resource English I is our level 1 English course developed for students who are currently on an Individualized Educational Plan (IEP). This course focuses on developing skills in the areas of reading, writing, and speaking through various types of literature including short stories, novels, and nonfiction articles. Students will work to strengthen their reading skills, develop vocabulary and spelling skills, enhance their writing, and improve comprehension. Students will develop spelling and writing skills through instruction focused on Case manager approval is required for students with a current IEP to register.

RESOURCE ENGLISH II
Course Number: 19211A & 19211B
Grade Level: IEP Determined
Credits: IEP Determined
Resource English II is our level 2 English course developed for students who are currently on an Individualized Educational Plan (IEP). This course concentrates on reading, writing, vocabulary, mechanics, usage, and grammar. Special emphasis is placed on improving literacy through a strong core of reading and writing practice. Students will take the state reading test in the spring. Case manager approval is required for students with a current IEP to register. Some students will take this in place of English 7/8 and some students will take this as a replacement for English 9/10.

RESOURCE ENGLISH III
Course Number: 19212A & 19212B
Grade Level: IEP Determined
Credits: IEP Determined
Determined Resource English Sr High III is an English course developed for students who are currently on an Individualized Educational Plan (IEP). Case manager approval is required for students with a current IEP to register.

CO-TAUGHT ENGLISH 7
Course Number: 19010A & 19010B
Grade Level: IEP Determined
Credits: IEP Determined
Co-Taught English 7 is a course that is taught by both a licensed English teacher and a licensed special education teacher. It is offered to students who are currently on an IEP. This course focuses on developing skills in the areas of reading, writing and speaking through various types of literature including short stories, novels and nonfictions articles. Students will explore several genres and work to strengthen their reading skills, develop vocabulary and improve comprehension and identification of literary elements. Students will develop writing skills through creative writing, book reviews and journaling to make connections to literature and to reflect on personal experience. Case manager approval is required for students with a current IEP to register.

CO-TAUGHT ENGLISH 8
Course Number: 19012A & 19012B
Grade Level: IEP Determined
Credits: IEP Determined
Co-Taught English 8 is a course that is taught by both a licensed English teacher and a licensed special education teacher. This course concentrates on reading, writing, vocabulary, mechanics, usage, and grammar. Special emphasis is placed on improving literacy through strong core of reading and writing practice. Students will take the state reading test in the spring. Case manager approval is required for students with a current IEP to register.

ENGLISH LAB
Course Number: 19013A & 19013B
Grade Level: IEP Determined
Credits: IEP Determined
English lab taken in conjunction with a Co-Taught English course 7-8. English lab is designed to supplement co-taught courses. This course will include additional instruction on English Lessons, test corrections, review, test prep and working with peers to complete assignments. Case manager approval is required for students to register.

SPECIAL EDUCATION RESOURCE MATH COURSES

RESOURCE EVERYDAY MATH
Course Number: 19302A & 19302
Grade Level: IEP Determined
Credits: IEP Determined
Everyday Math is a course developed for students who are currently on an IEP. This class teaches math skills and provides a foundation for the skills to be applied to solve real-world problems. This class includes concepts from the standards-based areas of Number sense, computation, algebra and functions, geometry, measurement, and problem-solving. Examples of skills taught are understanding that clocks and calendars are tools that measure time, making direct comparisons of length, capacity, weight, the temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler or holds more, representing, comparing, and interpreting data using pictures and picture graphs and understanding the value of money and its use. Case manager approval is required for students with a current IEP to register.

RESOURCE FUNTIONAL MATH
Course Number: 19304A & 19304B
Grade Level: IEP Determined
Credits: IEP Determined
Resource Functional Math is a course developed for students who are currently on an IEP. This class teaches math skills and provides a foundation for the skills to be applied to solve real-world problems. This class includes concepts from the standards-based areas of Number sense, computation, algebra and functions, geometry, measurement, and problem-solving. Examples of skills taught are one-to-one correspondence, number recognition, grouping objects by attributes, comparing/contrasting by size, patterns, and relating time to events with pictures and symbols. Case manager approval is required for students with a current IEP to register.

RESOURCE MATH I
Course Number: 19310A & 19310B
Grade Level: IEP Determined
Credits: IEP Determined
Resource Math I is a course developed for students who are currently on an IEP. This class teaches math skills and provides a foundation for the skills to be applied to real world problems. This class includes concepts such as: representation of whole numbers, using addition, subtraction, multiplication, and division to solve real world problems, comparing & ordering fractions with common denominators, identify parallel and perpendicular lines, calculating perimeter, collect and organize data, classifying angles, read and write decimals, interpret bar graphs, pictographs, and tally charts. Case manager approval is required for students with a current IEP to register.

RESOURCE MATH II
Course Number: 19311A & 19311B
Grade Level: IEP Determined
Credits: IEP Determined
Resource Math II is a course developed for students who are currently on an IEP. This class teaches math skills and provides a foundation for the skills to be applied to real world problems. This class includes concepts such as: Divides multi-digit numbers, add, and subtract fractions and decimals, translate patterns and rules, apply commutative and associative properties, understand inequalities, classify for three-dimensional figures, create ratios and basic conversions among units within a measurement system. Case manager approval is required for students with a current IEP to register.

RESOURCE MATH III
Course Number: 19312A & 19312B
Grade Level: IEP Determined
Credits: IEP Determined
Resource Math III is a course developed for students who are currently on an IEP. This class teaches math skills and provides a foundation for the skills to be applied to real world problems. This class includes concepts such as: Recognize rational numbers in various forms and convert between forms, compare positive and negative rational numbers, solve linear equations, calculate slope, find the equation of a line, use properties of algebra, use formulas to calculate area and circumference of circles, calculate probability, recognize a linear function, solve equations and inequalities using algebraic properties, factor polynomials and apply the Pythagorean Theorem to solve problems. Case manager approval is required for students with a current IEP to register.

CO-TAUGHT MATH 7
Course Number: 19040A & 19040B
Grade Level: IEP Determined
Credits: IEP Determined
Co-Taught Math 7 is a course that is taught by both a licensed math teacher and special education teacher and is offered to students who are currently on an IEP. This course involves operations with whole numbers, using variables, the decimal system, geometric figures, number theory, fractions, definitions and relationships, operations with fractions, solving equations, percent, area and volume, integers, graphs, statistics, and probability, without the use of a calculator. Case manager approval is required for students with a current IEP to register.

CO-TAUGHT 8TH GRADE ALGEBRA I
Course Number: 19045A & 19045B
Grade Level: IEP Determined
Credits: IEP Determined
Co-Taught 8th grade Algebra I is a course that is taught by both a licensed math teacher and special education teacher and is offered to students who are currently on an IEP. In accordance with current trends this course offers an introduction to algebra, the decimal system, positive and negative numbers, rational numbers, equations and inequalities, geometry, ratio, proportion and percent, the coordinate plane, area and volume, square roots and right triangles, and probability and statistics.

MATH LAB
Course Number: 19048A & 19048B
Grade Level: IEP Determined
Credits: IEP Determined
Math lab taken in conjunction with a Co-Taught Math courses 7-8. Math lab is designed to supplement co-taught courses. This course will include additional instruction on Math Lessons, test corrections, review, test prep and working with peers to complete assignments. Case manager approval is required for students to register.

SPECIAL EDUCATION RESOURCE SCIENCE COURSES

SCIENCE LAB
Course Number: 19030A & 19030B
Grade Level: IEP Determined
Credits: IEP Determined
Science Lab is a Science course developed for students who are currently on an Individualized Educational Plan (IEP). Case manager approval is required for students with a current IEP to register. Some students will take this in addition to Science and some students will take this as a replacement for Science.

SPECIAL EDUCATION SOCIAL SKILLS AND STUDY SKILLS COURSES

RESOURCE LIFE SKILLS
Course Number: 19810A & 19810B
Grade Level: IEP Determined
Credits: IEP Determined
Resource Social Skills 7-12 grades is a course developed for students who are currently on an IEP. This class teaches social emotional skills and provides a foundation for the skills to be applied to real world situations. This class uses relevant discussion-based content. This class includes concepts such as: Mindsets and Goals, Values and Friendships, Thoughts, Emotions and Decisions, and Serious Peer Conflicts. Students taking this class will also receive support in study and organizational skills. Case manager approval is required for students with a current IEP to register.

RESOURCE STUDY SKILLS
Course Number: 19814A & 19814B
Grade Level: 7-8
Credits: IEP Determined
Students taking this class will receive support in study and organizational skills. Case manager approval is required for students with a current IEP to register.

RESOURCE SOCIAL SKILLS

This course is not offered in 24-25, it may be offered again in 25-26

Course Number: 19810A & 19810B

Grade Level: 7-12

Credits: IEP Determined

This class builds upon prior social emotional skills and provides continued support for the skills to be applied to real world situations. This class uses relevant discussion-based content. This class includes concepts such as: Mindsets and Goals, Values and Friendships, Thoughts, Emotions and Decisions, and Serious Peer Conflicts. Students taking this class will also receive support in study and organizational skills. Case manager approval is required for students with a current IEP to register.

SPECIAL EDUCATION LIFE SKILLS COURSES

RECREATIONAL FITNESS

Course Number: 19610

Grade Level: 7-12

Credits: IEP Determined

Recreational Fitness is a course developed for students who are currently on an IEP and take the MTAS. This class teaches skills that may include development of physical fitness, motor fitness, fundamental motor skills and patterns, dance, individual and group games, and sports. Games and activities will be adapted or modified to address the individualized needs of students in this course.

RECREATIONAL LIFE SKILLS

Course Number: 019810A & 19810B

Grade Level: 7-12

Credits: IEP Determined

Resource Life Skills is a course focused on the daily living skills students need to gain to prepare for increased independence. Skills such as hygiene, basic cooking, and other life skills.

RECREATIONAL RECREATION & LEISURE

Course Number: 19812A & 19812B

Grade Level: 7-12

Credits: IEP Determined

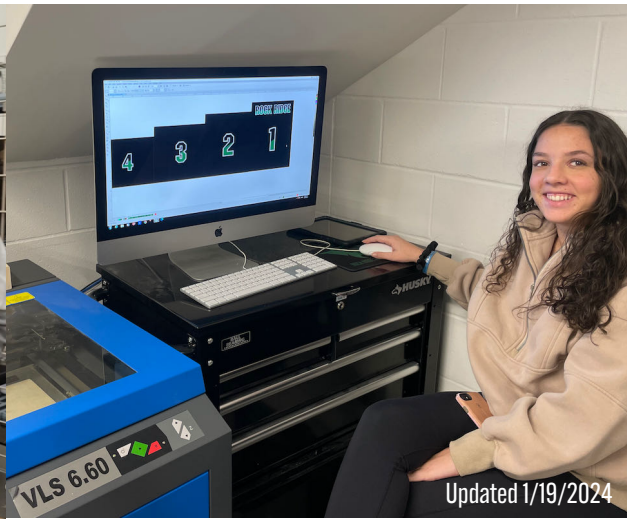
This course focuses on teaching students how to choose appropriate recreation and leisure activities independently. The purpose is to help students identify activities that they enjoy doing, be able to locate them in the community, and participate in them independently. In addition to these activities, individual student personal cares may be attended to during these hours.

2024-2025



COURSE DESCRIPTION BOOKLET • GRADES 9 - 12





Updated 1/19/2024

Content Pages

Registration Overview ---- 4
Planning for After School ---- 5
Student Athletes College Planning ---- 6
Postsecondary / College in School Options / AP/ CTE ---- 7-11
Graduation Requirements ---- 12
Core Classes ---- 13-14
Academies ---- 15-17
Course Offerings Summary ---- 18-19
Learner Programs ---- 20-21
Art Courses ---- 22-24
Business Education Courses ---- 25
Career & Internships Courses ---- 26-28
Computer Science Courses ---- 29
English Courses ---- 30-33
Family & Consumer Science Courses ---- 34
Health & Human Services Courses ---- 35-36
Industrial / Vocational Courses ---- 37-40
Math Courses ---- 41-44
Music Courses ---- 45-46
Physical Education Courses ---- 47-48
Science Courses ---- 49-52
Social Studies Courses ---- 53-55
World Language Courses ---- 56-57
Non-Credit Bearing Courses ---- 58
Special Education Courses ---- 59-67
Special Circumstances ---- 68



Please note that all efforts were made to ensure accuracy of this course catalog. However, if there is a discrepancy, administration will award credits based on the standard high school credit policy.

All students in grades 9-12 are permitted only 1 study hall per day per semester. Not only is this consistent with all other schools in Minnesota but it is also required by the Minnesota Department of Education for a student to be considered a full-time student.

Students are advised that their requests in pre-registration reflect the courses that show up on their schedule. This means that if a student registers for it now, they are agreeing to take the course later if it shows up on their schedule. However, students may not get all the options and may need to enroll in courses that were not selected based upon other choices. In all instances, we do the very best we can to honor student registration desires!

REGISTRATION INFORMATION

As you review the courses available and register, keep the following in mind:

- Review your transcript to determine which courses you have received credit for.
- Select courses that will satisfy Rock Ridge High School's graduation requirements.
- Select courses that will best prepare you for post-high school endeavors.
- Seek advice from people who can assist you.
- Read the course descriptions to select courses of interest to you.

DETERMINATION OF COURSE OFFERINGS

A course will be offered only if there is sufficient enrollment. Sufficient enrollment will vary from course to course. This variation is based on the source and amount of funding made available for courses through state and federal programs. This is why it is so important to take the registration process seriously.

SCHEDULE CHANGES

During the registration process, students are informed and encouraged to make careful course selections. These selections are used to build school schedules and establish staffing needs. For schedule changes to be honored, a Schedule Change Request must be submitted through the Schedule Change Request Form located on RRPS.org under Counseling.

Requested changes to a student's schedule will be honored only in certain circumstances. These may include:

• Failing a prerequisite • Gaps in a student schedule • Administrative discretion
• Needing to fulfill graduation requirements or engage in academic support

Some reasons schedule change requests may not be honored:

• Changing teachers • Changing class hours • Requesting classes with friends • Requesting a 7th hour study hall
• Dropping required courses • Convenience • Dropping below the required number of academic courses a semester

Students who drop a course after the 5th day may receive a failing grade (F) for each marking period of the course and online courses dropped after the 2nd week will receive a failing grade (F). Grading for dropped courses at the college level are specific to each institute.

The opportunity to change a student schedule will be very limited once school resumes in the fall. If a student must change their course selection, they should do so before the end of the current school year.

TO ALL STUDENTS:

THE OFFICE RESERVES THE RIGHT TO CHANGE ANY PROGRAM FOR THE PURPOSE OF BALANCING OUT CLASSES OR FOR OTHER ADMINISTRATIVE REASONS.



As you look throughout the course catalog, look for the "new" icon to easily identify new courses we will offer our students beginning in 2024-25!

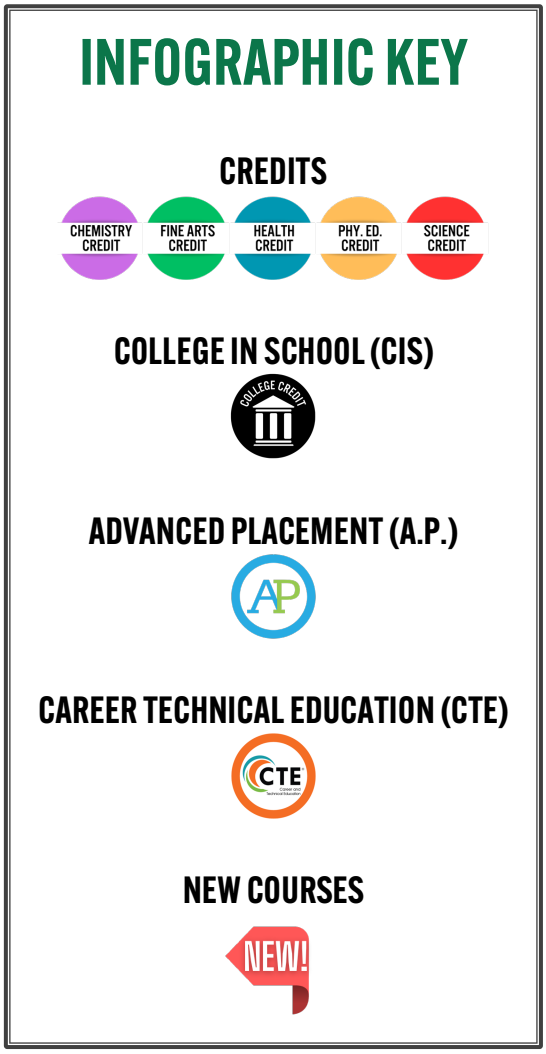


PLANNING FOR AFTER HIGH SCHOOL

Students graduating from high school must meet preparation requirements for admission to Minnesota State Universities. In addition to the requirements to graduate from Rock Ridge High School, private colleges and universities in Minnesota and state universities outside of Minnesota have a wide range of admissions requirements. Students are encouraged to inquire about requirements for colleges they are interested in attending. In addition to coursework requirements, some colleges and universities have freshman entrance tests that students must pass in order to register for college level courses. Some post-secondary schools set world language proficiency as a graduation requirement. Some colleges and universities require students to be Calculus-ready in mathematics for admission. The responsibility for obtaining this information rests with each student. Your school counselor will help in every way possible.

COURSES REQUIRED FOR MILITARY ENLISTMENT

The U.S. military currently holds a high standard for recruitment of enlistees. Most students who are enlisted into the military hold high school diplomas. The military has a very limited number of jobs available to students who are not high school graduates.
Preparation for a military career should include the same coursework as preparation for admission to a Minnesota state university.
Students may choose to determine a non-military vocational interest and try to match their vocational interest to a military job. The Armed Forces have many jobs that parallel civilian careers. Military recruiters can provide additional information about the kinds of jobs available to students.



STUDENT ATHLETES PLANNING FOR COLLEGE ATHLETIC OPPORTUNITIES

Student athletes must be sure they take appropriate core classes to meet Division I & II participation requirements and complete a NCAA Clearinghouse form. In many instances, remedial courses will not count as available core classes to meet this requirement. Athletes are encouraged to speak with a counselor to ensure all classes meet guidelines.
See NCAA website: https://professionals.collegeboard.com/guidance/prepare/athletes/ncaa.

VERY IMPORTANT!
The only way for the school to know is if the student tells the counselors!

Initial-Eligibility Standards

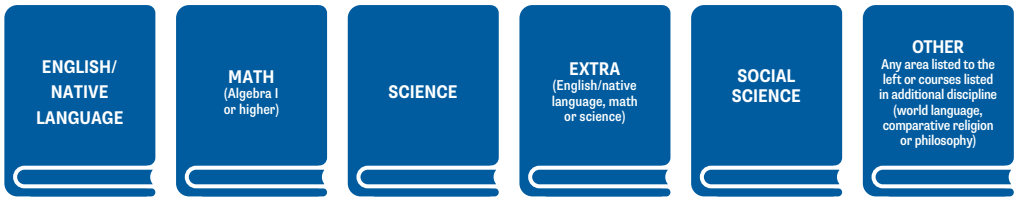
If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at **eligibilitycenter.org**. Plan to register before year nine of secondary school. For more information on registration, visit **on.ncaa.com/RegChecklist**.

International Academic Requirements

Division I and II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

Division I

1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Complete your 16 NCAA-approved core-course credits prior to your expected date of secondary school graduation. If you graduate from secondary school early, you still must meet core-course requirements.
3. Earn a minimum 2.3 **core-course grade-point average (GPA)**. For more information on GPA conversions for your country, visit **ncaa.org/countries**.
4. Ask your secondary school counselor or appropriate issuing body to **submit an official transcript** from years nine and up in your native language, and include a certified line-by-line **English translation** with proof of graduation to your Eligibility Center account. For more information on proof of graduation for your country, visit **on.ncaa.com/IntlGuide**.

Division II

1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Earn a minimum 2.2 **core-course grade-point average (GPA)**. For more information on GPA conversions for your country, visit **ncaa.org/countries**.
3. Ask your secondary school counselor or appropriate issuing body to **submit an official transcript** from years nine and up in your native language, and include a certified line-by-line **English translation** with proof of graduation to your Eligibility Center account. For more information on proof of graduation for your country, visit **on.ncaa.com/IntlGuide**.

Division III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who are enrolling at a Division III school after Aug. 1, 2023, must be certified as an amateur by the Eligibility Center. Contact the Division III school you plan to attend for more information about its academic requirements.

POSTSECONDARY OPTIONS / COLLEGE IN THE SCHOOL OPTIONS

What is the difference between Postsecondary Enrollment Options (PSEO) and College in the School (CIS)?
PSEO is taken AT THE college. Concurrent Enrollment or CIS is taken AT THE high school.

PSEO classes are held on the college campus. **Pay attention to college deadlines. The high school deadline is May 19, 2024.**
See your school counselor if you are interested.

Under the Concurrent Enrollment option, high school students do not have to travel to a local college or university.
They stay on site at their local high school where high school teachers work collaboratively with college faculty to provide college level courses.

Rock Ridge High School strives to provide a rigorous and relevant curriculum that meets the needs of all our students. It is our sincere hope to provide coursework that challenges each student at his/her individual potential and in doing so, provides the best possible pathway to life-long success. Those students ready to challenge themselves at a higher level are encouraged to concurrently enroll in college level curriculum that allows students to earn dual high school and college credit. Concurrent enrollment is defined as enrollment in one course that provides dual credit attainment at both the high school and college levels.

Please keep in mind that regardless of the credits earned at postsecondary institutions, students must meet the minimum outlined graduation requirements at Rock Ridge High School. As allowed per the Minnesota Department of Education, credits earned at post-secondary schools will earn credits at the high school level in the following manner.

Credits Earned at College		Credits Earned at High School
(5) Credits at College	=	(1.25) Credit at High School
(4) Credits at College	=	(1.00) Credit at High School
(3) Credits at College	=	(.75) Credit at High School
(2) Credits at College	=	(.50) Credit at High School
(1) Credit at College	=	(.25) Credit at High School

What are the benefits of Concurrent Enrollment?
- ✓ Challenging courses for high-achieving high school students; enrichment of secondary curricular offerings
- ✓ An introduction and preparation for students as to what is expected in a college course
- ✓ A "head start" on college education for high school students
- ✓ Partnerships and cooperative initiatives between high school and postsecondary institutions
- ✓ Opportunity for students to earn college credits while remaining at their high school with their peer group

Postsecondary Enrollment Options (PSEO)

CLASSES ARE ON THE COLLEGE CAMPUS!

The Postsecondary Enrollment Options (PSEO) program provides 11th and 12th grade students, who qualify for admission to the postsecondary institution of their choice, the opportunity to take college course(s) for college and high school credit. This program is designed to provide students with an expanded curriculum (opportunities not available at our school) and/or take advanced courses. Students in grade 10 may be eligible to take one vocational course through the PSEO option. Please see your counselor.

Students must be capable of handling all the responsibilities that follow this choice. Students may attend on a full or part- time basis. It is important that each PSEO student stay in regular contact with their high school counselor to ensure that they are fulfilling all requirements for graduation.

Admission to MN North College is based on a cumulative GPA of 3.0 or greater for juniors; and 2.5 or greater for seniors. Enrollment in some courses require a higher GPA for seniors.

Students must visit the website of the postsecondary institute they plan on attending, complete the online PSEO application and all other required forms. When their portion is complete, including parents/guardians' signatures, the student must bring the forms to their high school

counselor. The student will then deliver all paperwork to the postsecondary institution and make an appointment to register for classes. Once the students have a schedule, they need to deliver a copy to their high school counselor. See your high school counselor with any questions. An online application must be filled out for each semester.

College in the Schools (CIS) FAQ



Courses marked with a College Credit icon are CIS courses and will require a college application to the appropriate college.

Can anyone sign up for CIS courses?
Currently, CIS courses are open to juniors and seniors.
The following classes are eligible to sophomores as well:
- Guiding Children's Development & Behavior 1
- Certified Nursing Assistant/Home Health Aide
- Introduction to Teaching
- Emergency Medical Response
- Basic Life Support/CPR

Do I need a certain grade point average to enroll in CIS courses?
Yes - cumulative GPA as listed below
2.5 for Seniors* 3.0 for Juniors 3.0 for Sophomores & a passing score on their 8th grade MCA reading
* Enrollment in some courses require a higher GPA.

Do I need to apply to the college?
Yes, applications must be submitted online and completed prior to the end of the school year.

What if I don't meet the GPA requirements, but still want to take the class?
A maximum of 50% of the students in the class can take the course for high school credit only. Please see the counselor if you are interested in a high rigor class, but do not meet the requirements.

Typically, the number of sections offered is determined by those that qualify in early Spring.

Do the grades I earn become a permanent record on all college transcripts?
Yes, please consider enrolling in CIS classes CAREFULLY!
CIS grades become a permanent part of a students' college transcript.

Can I take CIS classes for High School credit only?
Maybe. Students who do not meet the requirements may choose to take a CIS class for high school credit only. Grading, rigor, pace, and course work will be the same for high school credit and college credit students in all CIS courses. Courses taken for high school credit only will NOT appear on college transcripts. Typically, the number of sections offered is determined by those that qualify in early Spring.

Career Technical Education

Career and Technical Education (CTE) programs are a sequence of courses that integrates core academic knowledge with technical and occupational knowledge and skills to provide students a pathway to postsecondary education and careers. CTE teaches transferable workplace skills in applied learning contexts to provide opportunities to explore high-demand career options and gives students the technology and skills needed for success in adult life.

Advanced Placement Course Information and FAQ

Courses marked with an AP logo icon denote courses in which college credit may be obtained through an examination process. Advanced Placement courses are courses taken at the high school that culminate with an exam. Your score on the exam determines the number of credits and/or placement at college. If you earn an AP Exam score of 3 or higher, chances are you can receive credit, advanced placement, or both from your college — nearly all colleges and universities in the United States — as well as many institutions in more than 60 other countries — grant credit and placement for AP scores or acknowledge AP scores in the admission process.

Can anyone sign up for advanced placement courses?
Advanced placement courses are open to certain grade levels. See course descriptions.

Do I need a certain grade point average to enroll in advanced placement courses? No

Do I need to apply to the college? No

CONCURRENT ENROLLMENT COURSES

College Course Name	Course Number	Participating College	Assessment/ Pre-Requisite	Course Pre-Requisite	College Credits	High School Credits
American History to 1877	HIST 1211	Minnesota North	GPA Requirement		3	.75
American History 1877-Present	HIST 1212	Minnesota North	GPA Requirement		3	.75
American Literature Beginning to Civil War	ENGL 2221	Minnesota North	GPA Requirement	Placement Score	3	.75
American Literature 1865 to Present	ENGL 2222	Minnesota North	GPA Requirement	Placement Score	3	.75
Basic Life Support CPR	ALHE 1400	Minnesota North	GPA Requirement	Must be taken with EMSV 1400	1	.5
Calculus I	MATH 1311	Minnesota North	GPA Requirement	MATH 1220 & 1225 or Placement Score or Precalculus Math 1300	5	1.25
Certified Nursing Assistant / Home Health Aide	NAHA 1100	Minnesota North	GPA Requirement		4	1
College Algebra	MATH 1220	Minnesota North	GPA Requirement	MATH 300 or Math Placement Score	3	.75
College Composition I	ENGL 1231	Minnesota North	GPA Requirement	Placement Score	4	1
College Composition II	ENGL 1232	Minnesota North	GPA Requirement	ENGL 1231	3	.75
Emergency Medical Responder	EMSV 1400	Minnesota North	GPA Requirement	Must be taken with ALHE 1400	3	.75
General Biology I	BIOL 1120	Lake Superior College	GPA Requirement		3	.75
General Chemistry	CHEM 1521	Minnesota North	GPA Requirement	MATH 1220	4	1
Guiding Children's Development & Behavior 1	TAIA 1202	Minnesota North	GPA Requirement		4	1
Human Anatomy/ Physiology I	BIOL 2371	Minnesota North	GPA Requirement		4	1
Human Anatomy/ Physiology II	BIOL 2372	Minnesota North	GPA Requirement	Human Anatomy/ Physiology I	4	1
Intro to Communication	COMM 1210	Minnesota North	GPA Requirement		3	.75
Intro to Forensic Biology	BIOL 1009	Lake Superior College	GPA Requirement		3	.75
Intro to Physics	PHYS 1100	Minnesota North	GPA Requirement	MATH 300 or Math Placement Score	4	1
Intro to Teaching	EDUC 1101	Minnesota North	GPA Requirement		3	.75

Microbiology	BIOL 1170	Lake Superior College	GPA Requirement	BIO 1120 or AP Biology	3	.75
Music Theory Fundamentals	MUSC 1515	Minnesota North	GPA Requirement		3	.75
Technical Math	MATH 1120	Minnesota North	GPA Requirement		2	1
Trigonometry	MATH 1225	Minnesota North	GPA Requirement	MATH 300 or Math Placement Score	2	.5

ADVANCED PLACEMENT (AP) COURSES

Course Name	Course Number	Course Pre-Requisite	College Credits	High School Credits
AP Biology	13202A / 13202B		By Exam	1
AP General Psychology	14422A / 14422B		By Exam	1
AP Economics	14302	Available in grade 12 only	By Exam	.5
AP US Government & Politics	14307	Available in grade 12 only	By Exam	.5

GRADUATION REQUIREMENTS

Graduation Requirement	Credit	Class of 2025, 2026 (Grade 12, 11)	Class of 2027 & 2028 (Grade 10, 9)
Career Exploration	**.5**	Career Exploration (0.5)	Career Exploration (0.5)
English	**4.0**	Literature & Communication (1.0)	Literature & Communication (1.0)
		English Electives (3.0)	English Electives (3.0)
Fine Arts	**1.0**	Fine Arts Elective (1.0)	Fine Arts Elective (1.0)
Health	**.5**	Health Elective (.5)	Health Elective (.5)
Math	**3.0**	Math Elective (1.0)	Math Elective (1.0)
		Geometry (1.0)	Geometry (1.0)
		Algebra II (1.0)	Algebra II (1.0)
Physical Education	**.5**	Phy Ed Elective (.5)	Phy Ed Elective (.5)
Science	**3.0**	Intro to Physics & Chemistry (1.0)	Earth Science (1.0)
		Biology (1.0)	Biology (1.0)
		Science Elective (1.0)	Physics *or* Chemistry (1.0)
Social Studies	**3.5**	Foundations of Social Studies (1.0)	Foundations of Social Studies (0.5)
		World History (1.0)	World History (1.0)
		U.S. History (1.0)	U.S. History (1.0)
		Government (0.5)	Government (0.5)
			Social Studies Elective (0.5)
Electives	**8.0**	Any Electives (8.0)	Any Electives (8.0)
Total Required Credits		**16**	**16**
Total Elective Credits		**8**	**8**
Total Credits required to Graduate		**24**	**24**

CORE CLASSES GRADE 9

9TH GRADE EXPLORATION	Required Courses	• Literature & Communication *or* Honors Lit & Communication • Algebra I *or* Honors Geometry • Earth Science *or* Honors Earth Science • Foundations of Social Studies 9 *or* Honors Social Studies Foundations 9 • Career Exploration • Personal Health Studies • Phy Ed

ACADEMY ELECTIVES • 9th GRADE

AGRICULTURE, NATURAL RESOURCES, MANUFACTURING, CONSTRUCTION, ENGINEERING AND SCIENCE	Recommended Courses	Art Sculpture • Art Jewelry and Metals • Computer Science I •Computer Science II • Exploring Math in the Trades • Design & Construct I •Design & Construct II • Robotics 1 • Robotics 2 • Small Engines
BUSINESS, MANAGEMENT, ADMINISTRATION, ARTS, COMMUNICATIONS, AND INFORMATION SYSTEMS	Recommended Courses	2D Design • Advanced Marketing • Art through Culture & History • Cartoon Animation Basics • Ceramics. & Pottery • Drawing • Foods and Nutrition • General Art • Housing & Interior Design • Individual Study in Studio Art • Intro to Business • Marketing Strategies • Marketing & Advertising with Visual Art • Music and Art Comparisons • Painting • Personal Finance • Photography • Photoshop & Digital Photo I • Photoshop & Digital Photo II • Printmaking • Stained Glass • STARR I • STARR II • Videography • Web Design & Info Graphics
HEALTH AND HUMAN SERVICES	Recommended Courses	Everyday Recreation 9th • General 9 Phy Ed • Personal Health
EXPLORATORY	Recommended Courses	AVID 9 • Band 9 • Choir: Bel Canto or Kantorei • German I • Orchestra • Ojibwemowin I (9-12) • Reach 9 • Spanish I • Study Hall

CORE CLASSES GRADE 10-12

10TH GRADE

Required Courses		
	MATH 3 credits 9-12	• Geometry or Honors Algebra II
	LANGUAGE ARTS 4 Credits 9-12	• Honors Global and Intercultural Literature (10) • English Concepts I for Engineering & Nat. Resources (10) • English Concepts I for Health and Human Services (10) • English Concepts I for Arts/Business (10)
	SOCIAL STUDIES 3.5 credits 9-12	• World History (10) • Honors World History (10)
	SCIENCE 3 credits 9-12	• Biology (10) • AP Biology (10)

11TH GRADE

Required Courses		
	MATH 3 credits 9-12	• HS Algebra II (11) • Math Applications (11)
	LANGUAGE ARTS 4 Credits 9-12	• English Concepts II for Engineering & Nat. Resources (11-12) • English Concepts II for Health and Human Services (11-12) • English Concepts II for Arts/Business (11-12) • Journalism I and II (11-12) • CIS College Composition I (11-12) • CIS College Composition II (11-12) • CIS American Lit Beginning through Civil War (11-12) • CIS American Lit 1865- Present (11-12) • Art of Persuasion (This is an elective)
	SOCIAL STUDIES 3.5 credits 9-12	• US History 11 (11) • American Hist-1877 CIS (11-12) • Amer. Hist 1877-Present CIS (11-12)
	SCIENCE 3 credits 9-12	• HS Chemistry (11-12) • Food Chemistry (11-12) • CIS Chemistry (11-12) • CIS Physics (11-12)

12TH GRADE

Required Courses		
	MATH 3 credits 9-12	• HS Algebra II (11) • Math Applications (11)
	LANGUAGE ARTS 4 Credits 9-12	• Introduction to Communication (11-12) • English Concepts II for Engineering & Nat. Resources (11-12) • English Concepts II for Health and Human Services (11-12) • English Concepts II for Arts/Business (11-12) • Journalism I and II (11-12) • CIS College Composition I (11-12) • CIS College Composition II (11-12) • CIS American Lit Beginning through Civil War (11-12) • CIS American Lit 1865- Present (11-12) • Art of Persuasion (This is an elective)
	SOCIAL STUDIES 3.5 credits 9-12	• American Government (11-12) • AP American Government (11-12)
	SCIENCE 3 credits 9-12	• HS Chemistry (11-12) • Food Chemistry (11-12) • CIS Chemistry (11-12) • CIS Physics (11-12)

BUSINESS, INFORMATION TECHNOLOGY, COMMUNICATIONS, & ARTS

PATHWAY

ART & AUDIO VISUAL	Sample Careers	Television, Film, and Radio Production • Theatre Production • Music/Stage Performance • Graphic Design • Architecture/Interior Design/Designers • Studio Arts •Digital Arts
	Recommended Courses	Videography • Photography • Psychology • Band/Choir/Orchestra • Music Theory/History • Wood Technology I • Wood Technology II • Adobe Suite • Photography • Marketing and Advertising with Visual Art • iDesign •Design & Construct I • Design & Construct II • Building Construction I • Building Construction II • Engineering I • Engineering II • Engineering III • Drawing • Painting • Ceramics • Sculpture • Printmaking • Jewelry • Stained Glass • Animation • Photography • Housing and Interior Design • Home Maintenance • 2-D Design
BUSINESS ADMINISTRATION	Sample Careers	Administrative Assistant • Business Information Specialist • Entrepreneur • ESG: Envi. Social Governance • Manager • Human Resources Associate
	Recommended Courses	Economics • Technical and Business Writing • Entrepreneurship • Introduction to Communication
COMMUNICATIONS	Sample Careers	Media and Communication • Journalism • Photography • Creative Writing • Technical Writing
	Recommended Courses	Marketing and Advertising with Visual Art • Marketing Strategies • Advanced Marketing • Web Design and Infographics • Photography • Journalism I • Journalism II • Psychology • CIS US History • Videography
FINANCE	Sample Careers	Accountants • Loan Officers • Tellers • Tax Preparers • Insurance Sales Agents • Appraisers • Claims Adjusters • Personal Financial Advisors
	Recommended Courses	College Trigonometry • College Algebra • Probability and Stats • Accounting • Psychology
HOSPITALITY & TOURISM	Sample Careers	Lodging (Lodging Management, Concierges, Housekeeping/Janitorial/Maintenance, Front Desk/Guest Services, Event Management, Finance) • Recreation, Amusement & Attractions (Museum Curator, Tour Guide, Park Ranger) • Restaurants and Food/Bev Service • Travel
	Recommended Courses	Tech Math • Psychology • The Art of Persuasion • Intro to Business • Marketing Strategies Minnesota Heritage • Environmental Science • World Wars • Sports History • Entrepreneurship • Food and Nutrition • Culinary I • Culinary II • Botany •Zoology • Food Chemistry
INFORMATION TECHNOLOGY	Sample Careers	Information Support and Services (Web Developer, Web Design, Game Design) • Programming and Software Development (Computer Programmer, Healthcare Informatics) • Robotics • Network System (Cybersecurity Specialist) • Specialist (Database) • Administrator/Architects
	Recommended Courses	Intro to Computer Science I • Intro to Computer Science II • Web Design and Infographics • Adobe Photoshop I • Adobe Photoshop II • College Trigonometry • College Algebra • Calculus • Engineering I • Engineering II • Engineering III • Robotics • Physics
MARKETING	Sample Careers	Marketing Specialist • Sales Representative • Social Media Manager • Advertising & Promotion Manager • Public Relations • Business Consultant
	Recommended Courses	Probability and Stats • College Trigonometry • College Algebra • Media Studies • Economics • The Art of Persuasion • Marketing Strategies • Advanced Marketing • Intro to Business • Calculus

ADDITIONAL ELECTIVE COURSES IN BUSINESS, INFORMATION TECHNOLOGY, COMMUNICATIONS, & ARTS
Marketing and Advertising with Visual Art • Marketing Strategies • Advanced Marketing • Web Design and Infographics • Photography • Journalism I • Journalism II • Psychology • CIS US History • Videography

NATURAL RESOURCES, ENGINEERING, MANUFACTURING, ARCHITECTURE, & CONSTRUCTION

PATHWAY

ARCHITECTURE & CONSTRUCTION	Sample Careers	Architect • Carpenter • Electrician • Engineering • Equipment Operator • Plumbing • Masonry
	Recommended Courses	Design and Construct I • Design and Construct II • Home Maintenance • Wood Technology I • Wood Technology II • Building Construction I • Building Construction II • iDesign • Engineering I • Engineering II • Engineering III • Physics • Housing & Interior Design• Tech Math • College Trigonometry • College Algebra • 2-D Design

AGRICULTURE, FOOD & NATURAL RESOURCES	Sample Careers	Forester/Logger • DNR • Veterinarian • Landscaping • Zoologist • Biologist • Lab Technician • Agricultural Engineer • Climatologist
	Recommended Courses	Environmental Science • Human Anatomy & Physiology I • Human Anatomy & Physiology II • Chemistry • Botany • Zoology • College Trigonometry • College Algebra • Calculus • General Biology • Microbiology • Probability & Stats

MANUFACTURING	Sample Careers	Welding • Mining • Millwright. • Machinist • Technicians •Engineer • Lineman • Contractor
	Recommended Courses	Welding I • Welding II • Welding III • Intro to Mining and Millwright • Intro to Machining & Manufacturing • Tech Math • 2-D Design

TRANSPORTATION & DISTRIBUTION	Sample Careers	Diesel Mechanic • Small Engine Repair • Auto Mechanic • Bus Driver • Railroad Worker • Pilot • Flight Attendant
	Recommended Courses	Physics • Small Engines • Auto Maintenance • Auto Mechanics I • Tech Math • Minnesota Heritage

ADDITIONAL ELECTIVE COURSES IN NATURAL RESOURCES, ENGINEERING, MANUFACTURING, ARCHITECTURE, & CONSTRUCTION:
World Language • Outdoor Rec • MN Heritage • Calculus • Adobe Suite • Chemistry • Physics • Tech Math • Iron Range History • Design and Construct I • Design & Construct II • Medical Careers • Medical Terminology• Engineering I • Engineering II • Emergency Medical Responder • Small Engines College Trigonometry • College Algebra • Calculus • Psychology • 2-D Design

HEALTH SCIENCE & HUMAN SERVICES

PATHWAY

HUMAN SERVICES	Sample Careers	Human Resources • Mental Health Counselor/Psychologist • Family/Community Services • Social Worker • Personal Care Assistant PCA • Personal Care (Cosmetology)
	Recommended Courses	Psychology • Guiding Children's Development & Behavior I • Introduction to Communication • Personal finance • World Language • Advanced Health Studies • Certified Nursing Assistant • Minnesota Heritage

HEALTH SCIENCE	Sample Careers	Medicine - (Physician, PA, Pharmacy, etc.) • Laboratory/Radiology • Mortician/Funeral Director • Physical Therapy • Occupational Therapy • Exercise Physiology • Nursing
	Recommended Courses	Human Anatomy and Physiology I • Human Anatomy and Physiology II • Psychology • Medical Terminology • Medical Careers • General Biology • Microbiology •Guiding Children's Development & Behavior I • Chemistry • Intro to Physics • Intro to Forensic Biology • Certified Nursing Assistant • College Trigonometry • College Algebra • Emergency Medical Responder • Introduction to Communication

EDUCATION & TRAINING	Sample Careers	Pre K-12 + Teacher • Educational Administrator • Librarian/Media Specialist • Sign-Language Interpreter • Speech Pathologist
	Recommended Courses	Psychology • Guiding Children's Development & Behavior I • Introduction to Teaching • World Language • Community Health & Wellness/CPR • Personal Finance • Introduction to Communication

LAW, PUBLIC SAFETY, CORRECTIONS, & EMERGENCY SERVICES	Sample Careers	Correctional Officers • Police, Sheriff Patrol Officer, & Protective Services • Fire Fighter, EMT, & Paramedic • Natural Resource Officer • Lawyer, Paralegal, Legal Support
	Recommended Courses	Psychology • Guiding Children's Development & Behavior I • World Language• Intro to Forensics• Law & Criminal Justice • Strength & Conditioning (beginner AND advanced) • College Trigonometry • College Algebra • Emergency Medical Responder• Medical Terminology • Human Anatomy & Physiology I • Human Anatomy & Physiology II • Community Health & Wellness/CPR • Introduction to Communication

ADDITIONAL ELECTIVE COURSES IN HEALTH SCIENCE & HUMAN SERVICES:
College Composition I • College Composition II • Medical Careers • Medical Terminology • Human Anatomy & Physiology I • Human Anatomy & Physiology II • College Trigonometry • College Algebra • Law & Criminal Justice • Foods and Nutrition • Calculus I • Intro to Business • Marketing • Probability & Stats • Minnesota Heritage • AP Biology • Journalism I • Journalism II • Coaching & Officiating • General Biology • Botany • Zoology • Iron Range History • Environmental Science

2024-25 COURSE OFFERINGS SUMMARY

REFER TO THE COURSE DESCRIPTION BOOK FOR COURSE DESCRIPTIONS AND REQUIREMENTS.

CAREER EXPLORATION REQUIREMENT

03120	Career Exploration	9

ENGLISH/LANGUAGE ARTS REQUIREMENT

05102 A & B	Literature & Communication A & B	9
	English Electives	10, 11, 12

FINE ARTS REQUIREMENT

	Fine Arts Elective	9, 10, 11,12

HEALTH/PHYSICAL EDUCATION REQUIREMENT

07101	Personal Health Studies	9
	Physical Education Elective	9

MATH REQUIREMENT

09310 A & B	Geometry A & B	10, 11, 12
09230A & B	High School Algebra II A & B	10, 11, 12
	Math Elective	9, 10, 11, 12

SCIENCE REQUIREMENT

13105 A & B	Earth Science A & B	9, 10
	Physics or Chemistry	9,10
13200 A & B	Biology A & B	10, 11, 12
	Science Elective (1)	11, 12
	Intro to Physics & Chemistry	11,12

SOCIAL STUDIES REQUIREMENT

14100	Social Studies Foundations	9
14200 A. & B	World History 10 A & B	10
14250 A & B	US History 11 A & B	11
14305	Government	12
	Social Studies Elective	10, 11, 12

ELECTIVES - BUSINESS EDUCATION

02300	Marketing Strategies	9, 10 , 11, 12
02100	Intro to Business	10, 11, 12
02200	Personal Finance	10, 11, 12
02302	Advanced Marketing	11, 12
02110A & B	Entrepreneurship A & B	11, 12

ELECTIVES - CAREER & INTERNSHIPS

03120	Career Exploration	9
03100 A & B	STARR I A & B	10, 11, 12
03110 A & B	STARR II A & B	10, 11, 12
03202	Introduction to Teaching	11, 12
03305	Teacher Aide	11, 12
03900 A & B	Wolverine Lighthouse Team A & B	11, 12
03050	Work Based Learning	11, 12

ELECTIVES - COMPUTER SCIENCE

04111	Computer Science I	9, 10, 11, 12
04112	Computer Science II	9, 10, 11, 12

ELECTIVES - ENGLISH

05102 A & B	Literature & Communication A & B	9
05103 A & B	Honors Literature & Communication A & B	9
05905A & B	English Concepts Business, Comm. & Art I A & B	10
05910A & B	English Concepts Eng. & Nat. Resources I A & B	10
05915 A & B	English Concepts Health & Human Services I A & B	10
05205 A & B	Honors Global & Intercultural Literature A & B	10
05906 A & B	English Concepts Business., Comm. & Art II A & B	11, 12
05911 A & B	English Concepts Eng. & Nat. Resources II A & B	11, 12
05916 A & B	English Concepts Health & Human Services II A & B	11, 12
05111	American Literature Beginning - Civil War	11, 12
05112	America Literature 1965 - Present	11, 12
05405	College Composition I	11, 12
05406	College Composition II	11, 12
05804	Introduction to Communication	11, 12
05810	The Art of Persuasion	11, 12
05550A & B	Journalism I A & B	11, 12
05552 A & B	Journalism II A & B	12

ELECTIVES - FAMILY AND CONSUMER SCIENCE

06303	Foods & Nutrition	9, 10 , 11, 12
06310	Housing & Interior Design	9, 10 , 11, 12
06300	Culinary Arts I	10, 11, 12
06301	Culinary Arts II	10, 11, 12
06400	Guiding Children's Development & Behavior I	10, 11, 12

ELECTIVES - FINE ARTS

ART COURSES:

01120	Adobe Photoshop & Digital Photo I	9, 10 , 11, 12
01121	Adobe Photoshop & Digital Photo 2	9, 10 , 11, 12
01550	Art Jewelry & Metals	9, 10 , 11, 12
01500	Art Sculpture	9, 10 , 11, 12
01600	Art Through Culture & History	9, 10 , 11, 12
01200	Cartoon & Animation Basics	9, 10 , 11, 12
01106	Ceramics & Pottery	9, 10 , 11, 12
01102	Drawing	9, 10 , 11, 12
01050	General Art	9, 10 , 11, 12
01108	Individual Study in Studio Art	9, 10 , 11, 12
01300	Marketing & Advertising with Visual Art	9, 10 , 11, 12
01610	Music & Art Comparisons	9, 10 , 11, 12
01104	Painting	9, 10 , 11, 12
01110	Photography	9, 10 , 11, 12
01570	Printmaking	9, 10 , 11, 12
01560	Stained Glass & Mosaics	9, 10 , 11, 12
01400	Videography	9, 10 , 11, 12
01310	Web Design & Infographics	9, 10 , 11, 12
01250	2-D Design	9, 10 , 11, 12

MUSIC COURSES:

10500 A & B	Band 9 A & B	9
10502 A & B	10-12 Band A & B	10, 11, 12
10200 A & B	Bel Canto A & B	9, 10, 11, 12
10220 A & B	Kantorei A & B	9, 10, 11, 12
10230 A & B	A Cappella Choir A & B	10, 11, 12
10800 A & B	Senior High Orchestra A & B	9, 10, 11, 12

ELECTIVES - HEALTH & HUMAN SERVICES

07101	Personal Health Studies	9, 10,
07102	Advanced Health Studies	10 , 11, 12
07120	Medical Careers	10 , 11, 12
07125	Medical Terminology	10 , 11, 12
07205	Certified Nursing Asst / Home Health Aide	10 , 11, 12
07220	Emergency Med Responder / BLS	10 , 11, 12
07222	Basic Life Support / CPR	10, 11, 12

ELECTIVES - INDUSTRIAL TECHNOLOGY

08720	Design & Construct I	9, 10, 11
08721	Design & Construct II	9, 10, 11
08160	Robotics I	9, 10, 11,12
08161	Robotics II	9, 10, 11, 12
08200	Small Engines	9, 10, 11, 12
08120	Building Construction I	10, 11, 12
08122	Building Construction II	10, 11, 12
08131	Engineering I	10, 11, 12
08400	Home Maintenance	10, 11, 12
08710	iConstruct	10, 11, 12
08700	iDesign	10, 11, 12
08300	Intro to Millwright & Mining	10, 11, 12
08350	Intro to Machining & Manufacturing	10, 11, 12
08500	Welding I	10, 11, 12
08502	Welding II	10, 11, 12
08504	Welding III	11, 12
08100	Wood Technology I	10, 11, 12
08102	Wood Technology II	10, 11, 12
08210	Auto Maintenance	11, 12
08220	Auto Mechanics	11, 12

ELECTIVES - LEARNER PROGRAMS

16225 A & B	REACH A & B	9, 10, 11,12
16320 A & B	AVID 9 A & B	9

ELECTIVES - MATH

09210 A & B	High School Algebra I A & B	9
XXXXA & B	Informal High School Algebra I	9
09110	Exploring Math in the Trades	9, 10
09312 A & B	Honors Geometry A & B	9, 10, 11, 12
09310 A & B	Geometry A & B	10, 11, 12
09230 A & B	High School Algebra II A & B	10, 11, 12
09232 A & B	Honors High School Algebra II A & B	10, 11, 12
XXXXA & B	Informal Geometry	10, 11, 12
XXXXA & B	Informal High School Algebra II	10, 11, 12
09235 A & B	College Algebra Applications A & B	11, 12
09450	College Trigonometry	11, 12
09240	College Algebra	11, 12
09512	Probability & Statistics	11, 12
09650 A & B	Calculus A & B	12
09120 A & B	Senior High Math Topics A & B	12
09505 A & B	Technical Math A & B	12

ELECTIVES PHYSICAL EDUCATION

12105	General 9th Phy Ed	9
12108	Everyday Recreation 9th	9
12142	Advanced Strength & Conditioning	10, 11, 12
12150	Coaching / Leadership	10, 11, 12
12120	Individual / Dual / Racquet Sports	10, 11, 12
12101	Mixed PE	9, 10
12125	Shape Up Fitness	10, 11, 12
12141	Strength & Conditioning	10, 11, 12
12110	Team Sports	10, 11, 12
12160	Outdoor Recreation	11, 12

ELECTIVES - SCIENCE

13105 A & B	Earth Science A & B	9
13106 A & B	Honors Earth Science A & B	9
13200 A & B	Biology A & B	10, 11, 12
13202 A & B	AP Biology A & B	10, 11, 12
13410	Botany	11, 12
13710	Environmental Science	11, 12
13312 A & B	Food Chemistry A & B	11, 12
13502 A & B	General Chemistry I A & B	11, 12
13604	Human Anatomy & Physiology I	11, 12
13605	Human Anatomy & Physiology II	11, 12
13255	Intro to Forensic Biology	11,12
13550 A & B	Intro to Physics A & B	11, 12
13402	Zoology	11, 12

ELECTIVES - SOCIAL STUDIES

14101	Honors Social Studies Foundations 9	9
14100	Social Studies Foundations 9	9
14201 A & B	Honors World History 10 A & B	10
14200 A & B	World History 10 A & B	10
14220	Iron Range History	10, 11, 12
14400	Law & Criminal Justice	10, 11, 12
14222	Minnesota Heritage	10, 11, 12
14250 A & B	US History 11 A & B	11
14252	American History to 1877	11, 12
14253	American History 1877 to Present	11, 12
14422 A & B	AP Psychology A & B	11, 12
14715	Sports History	11, 12
14710	The World Wars	11, 12
14302	AP Economics	12
14307	AP United States Government & Politics	12
14305	Government	12

ELECTIVES - WORLD LANGUAGE

18200 A & B	German I A & B	9, 10, 11, 12
18225 A & B	German II A & B	10, 11, 12
18250 A & B	German III A & B	11, 12
18300 A & B	Ojibwe I A & B	9, 10, 11, 12
18325 A & B	Ojibwe II A & B	9, 10, 11, 12
18100 A & B	Spanish I A & B	9, 10, 11, 12
18125 A & B	Spanish II A & B	10, 11, 12
18150 A & B	Spanish III A & B	11, 12

ELECTIVES - NON-CREDIT BEARING

17500 A & B	Indigenous Education A & B	9, 10, 11, 12
17000 A & B	Study Hall A & B	9, 10, 11, 12

LEARNER PROGRAMS

Unless otherwise noted these courses count as elective credits.

REACH A&B

Course Number: 16225A & 16225B
Grade Level: 9-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year

Relationships, **E**ducation, **A**ccountability, **C**haracter, **H**ard work
If you are a student that is interested in improving yourself and learning some healthy strategies for life, REACH is a class that can help you do that!

REACH is a for-credit elective class and students are graded on in-class assignments, class participation, self-reflection, and a willingness to work toward achieving their goals. Dedication to growth is required.

REACH class is a positive, structured learning environment. It's a judgment-free and safe place for students to belong, connect, and support each other. REACH students set weekly goals for themselves in the areas of academic, personal, and relationship. The class curriculum includes the MDE SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Additionally, positive healthy coping strategies/techniques are taught and emphasized. The curriculum is further guided by the needs of the students and may cover topics such as communication skills, mindset, problem-solving, brain research and health, self-image, drug/chemical awareness, healthy relationships, etc.

AVID

Major Concepts/Content: Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

AVID 9

Course Number: 16320A & 16320B
Grade Level: 9
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year

The 9th grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase their awareness of their personal contributions to their learning as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker preparations and presentations. Their college research will include financial topics and building their knowledge of colleges and careers of interest.

AVID 10

This course is not offered in 24-25, it may be offered again in 25-26.

Course Number: 16325A & 16325B
Grade Level: 10
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year

During the 10th grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time-management and study skills accordingly. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their colleges and careers of interest based on their personal interests and goals.

AVID 11

This course is not offered in 24-25, it may be offered again in 25-26.

Course Number: 16330A & 16330B
Grade Level: 11
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year

The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students when they apply to four-year universities and confirm their postsecondary plans.

AVID 12

This course is not offered in 24-25, it may be offered again in 25-26.

Course Number: 16335A & 16335B
Grade Level: 12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year

The 12th grade AVID Elective course is the second part in a junior/senior seminar course that focuses on the writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project with research skills gained in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies, and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

ART COURSES

Rock Ridge School Board's Graduation Requirement policy requires that 1 credit of Fine Art courses are taken by students during their high school career.

REQUIRED ART COURSES

GRADE	GENERAL
9-12	1.0 Credits in any Fine Art courses

ABOBE PHOTOSHOP & DIGITAL PHOTO 1



Course Number: 01120
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester

Discover digital photography! Students will employ photo composition and a variety of photo editing techniques. In addition, students will scan, find online digital images, and learn graphic design basics with the use of Adobe Photoshop. All lessons will be designed to stimulate inquiry, creativity, and higher order thinking.

ADOBE PHOTOSHOP & DIGITAL PHOTO 2



Course Number: 01121
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: Adobe Photoshop & Digital Photo 1
Duration: 1 Hour • 1 Semester

An extension to Adobe Photoshop 1, this course employs photo composition, and a variety of photo editing techniques. In addition, students will scan, find online digital images, and learn graphic design basics with the use of Adobe Photoshop. All lessons will be designed to stimulate inquiry, creativity, and higher order thinking.

ART JEWELRY & METALS



Course Number: 01550
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester

This course is designed to introduce students to metal/jewelry design as an art form. It is an introduction to the basic techniques necessary for the design and fabrication of jewelry and small three-dimensional forms. Students will utilize basic metal construction processes—sawing, filing, soldering, finishing, and casting, as well as, piercing, soldering, surface texturing, polishing, and forming to complete.

ART SCULPTURE



Course Number: 01500
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester

This course provides a comprehensive study in methods of sculpture. Students explore three- dimensional design while developing both useful and sculptural forms. Creativity and quality craftsmanship are emphasized.

ART THROUGH CULTURE & HISTORY



Course Number: 01600
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
Note: This class is best if taken in conjunction with a history class, but not required.

Students will explore the connections between Art and History and learn how artists respond to specific eras. The social, environmental, and cultural nuances of society often affect the style, subjects and mediums artists use and students will create art in specific styles that correspond to the era being studied.

CARTOON AND ANIMATION BASICS



Course Number: 01200
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester

This course will cover the foundations of animating cartoons. Adobe Animation is the computer program used for this course. Students will discover the history, methods, and underlying concepts of creating cartoons, using motion in art, and developing original characters.

CERAMICS AND POTTERY



Course Number: 01106
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: Extended • 1 Quarter

This class will allow students to develop skills required to create pottery. Students will create several functional pieces (i.e. coffee cups, bowls, etc.) as well as non-functional (sculptural) pieces of artwork. Building methods will include the pottery wheel and hand building techniques.

DRAWING



Course Number: 01102
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester

This class emphasizes drawing techniques and personal style in various mediums such as color pencil, charcoal, graphite, and ink. This is a great foundational course for students interested in computer arts such as graphic design.

GENERAL ART



Course Number: 01050
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester

This semester course offers students a chance to work with various mediums such as drawing materials, paint, and sculpture materials.

INDIVIDUAL STUDY IN STUDIO ART



Course Number: 01108
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: Prior 9-12 Art Credits & Instructor Approval
Duration: 1 Hour• 1 Semester

Individual study in studio art was created for students who hope to pursue a career in the field of visual arts, this course will help students develop a portfolio of work. Guided by the instructor, students will have the opportunity to select the mediums they want to work with and make decisions regarding the content and meaning of their projects.

MARKETING & ADVERTISING WITH VISUAL ART



Course Number: 01300
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester

In Marketing and Advertising with Visual Art, students develop aesthetic criteria to create and apply the principles of design to the field of advertising design. The student will use traditional media and computer hardware, software and supporting technologies to communicate ideas visually. Students' use a variety of media to explore concepts and techniques, from the academic and structured to the experimental and nontraditional. Career opportunities in the arts and arts-related fields will be explored.

MUSIC & ART COMPARISONS



Course Number: 01610
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester
Note: This class is best taken with a music class but can be taken alone for visual art credit.

Students will explore the similarities and differences in specific styles of art and music and create art in the style studied. Art will include a choice of different mediums, such as paint, color pencil, pastels, etc. Analysis of music and art within various cultures and time periods will be covered in this class. This class is great for sociology, history buffs and music majors who want to explore how art and music is affected by social, cultural, political, and environmental factors within an era.

PAINTING



Course Number: 01104
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester

This class allows students the opportunity to try different methods of painting in watercolor, tempera, and acrylic paint. Various painting styles and themes will be explored through looking at historical examples and present-day artist's works while painting your own art.

PHOTOGRAPHY



Course Number: 01110
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester

This class emphasizes the basics of photography and photo editing techniques. This course is a great introduction for students interested in creative arts career paths.

PRINTMAKING
Course Number: 01570
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester
This course introduces students to the production of multiple images from a single design. Emphasis is on design and creative use of the materials and techniques of the relief, monoprint, and silkscreen printing processes.

STAINED GLASS & MOSAICS
Course Number: 01560
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: Extended• 1 Quarter
Stained glass & mosaics is a class that allows students to investigate the medium of stained glass and mosaics. Students will develop skills to work with and manipulate glass, as well as create several works of art using glass in various forms.

VIDEOGRAPHY
Course Number: 01400
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester
This course will introduce students to video camera operation, camera stabilization techniques, lighting, scripts and storyboarding, digital imaging, motion graphics software, and, importing/exporting graphics, movies, animations and sound effects into, or out of video editing software.

WEB DESIGN & INFOGRAPHICS
Course Number: 01310
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester
This course covers the visual aspects of web page design, and students will learn about color symbolism, lettering style and images that affect the subconscious of viewers. Students will learn to explore visual means of marketing that increase sales and interest and use these to develop professional quality pages.

2-D DESIGN
NEW!
Course Number: 01250
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester
2-D Design is a studio based and project orientated class exploring different media areas of 2-Dimensional design. The emphasis of this course is to expose students to 2-D Art mediums and to build their creative skills through the Elements of Art and Principles of Design. This course is beneficial for students interested in Design, Fabrication, Marketing, or Advertising.

BUSINESS EDUCATION COURSES

Unless otherwise noted these courses count as elective credits.

MARKETING STRATEGIES

Course Number: 02300
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: Extended• 1 Quarter

If you want to find out how companies like Apple, Nike, and Coca-Cola generate excitement around their products, this class is for you. It will explore the activities involved in the foundations and functions of developing and promoting products, services, and ideas. The course is project oriented and will include an in-depth look into marketing and the "art of the sale." Marketing is a great exploration into the world of advertising and is an important step before entering post-secondary business or marketing programs. This course will prepare you to compete in DECA.

INTRO TO BUSINESS

Course Number:02100
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: Extended• 1 Quarter

Amazon knows… Lululemon knows… Mark Zuckerberg knows… how to turn passion into profit! Uncover business secrets and learn the skills necessary to succeed in today's energetic business environment. This course will give you a taste of business cornerstones-marketing, entrepreneurship, finance, management, and more! Students will participate in hands-on activities and have the opportunity to put concepts and skills into practice. Get a taste of what it takes to become a professional!

PERSONAL FINANCE

Course Number: 02200
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: Extended• 1 Quarter

How do I pay a bill? What types of bank accounts are there? What is insurance? Learn basic survival skills in managing your personal finances. This class will prepare students for life in understanding the practical skills of economics and personal finance. Students will learn basic money management skills by preparing a budget, maintaining bank accounts, and preparing tax forms. As consumers they will learn how to make responsible decisions regarding spending, savings, investing and using credit, which is crucial for young adults to understand prior to graduation. Other topics covered will be housing/mortgages, auto purchasing, and insurance.

ADVANCED MARKETING

Course Number: 02302
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: Marketing Strategies
Duration: Extended• 1 Quarter

This class is designed to expand on and implement the learning that took place in Marketing Strategies in a hands on, project based way. Students will select an actual local business operation and help them solve a current problem by designing, conducting, and analyzing market research and then preparing a proposal for the business to implement the recommendations. Students get to be creative problem solvers and will have the opportunity to potentially see businesses use their ideas to improve! This course is designed to give you a completed DECA project by the end that you can compete with!.

ENTREPRENEURSHIP

Course Number: 02110A & 02110B
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year

Students will be given the opportunity to learn the basics of running a business and making it successful. Part of the course takes place in the school store where students staff and run the store. Students will be given the opportunity to participate in an environment that encourages the entrepreneurial spirit using hands-on activities. Students will also learn the process behind creating and operating small businesses through developing and implementing their own business plans. Personal relations, selling, advertising, money management, and a host of other business-related areas will be covered. This class is for all students who have an interest in hands-on learning, and a desire to work in a highly motivating environment. Students are required to work in the store a *minimum* of one morning and one lunch shift per week.

This is two courses, but students must take it for the year and are required to register for both!

Students not selecting both will either be dropped and/or be forced into a section.

CAREER & INTERNSHIP COURSES

Rock Ridge School Board's Graduation Requirement policy requires that .5 credit of Career Exploration course is taken by students during their high school career.

REQUIRED CAREER & INTERNSHIP COURSES

GRADE	GENERAL
9	Career Exploration

CAREER EXPLORATION
Course Number: 03120
Grade Level: 9
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester **/**
Course will only be offered Semester One
Note: Required

This is designed to provide students with an understanding of a variety of career clusters, as well as attributes and aptitudes needed in particular types of occupations. During the course, students will determine personal interests, investigate careers, evaluate career choices in relation to life goals and personal attributes, and explore different post-secondary education and training options and how to fund those choices. Students will also learn how to send professional emails, how to fill out applications, and how to write a resume.

CAP INTERNSHIPS

CAP (Community Action Partnership) Internships provide students with real-world and hands-on learning experiences. Transforming the high school experience, this innovative semester-long course requires students to learn and apply knowledge as they engage with partner-driven projects and experience the challenges of real-world applications. Students will be surrounded by a variety of experiences including classroom observations, task-oriented projects, mentorship, modeling, and reflective activities. Students collaborate with academy partners within a professional setting, in and/or out of the school, where they can learn and develop career skills.

TEACHER AIDE
Course Number: 03305
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: Min GPA of 2.5, including no grade less then C for prior year
Duration: 1 Hour• 1 Semester
Note: Enrollment in this course is subject to instructors and administration.

This course will receive a Pass/Fail Grade and will not be included in GPA or Class Ranking.
The Teacher Aide (TA) course will focus on assisting high school teachers in a classroom for one period per day as assigned.
Expectations:
• Students must arrive on time and check in with staff each day. Attendance will be taken and unexcused absences will be marked.
• It is mandatory that all information heard in the classroom/work area is kept confidential.
• Students are expected to follow the rules established at the high school. Once the assigned work is complete, arrangements will be made with the supervising staff for the next assignment.
• Students will do the work assigned by the supervising staff person in a professional, effective manner.
• Students should not work in teacher offices unless specifically instructed to do so. Staff and administration will determine appropriate work areas for students based on the type of work being done and equipment needed.
• Students are expected to remain available throughout the hour they are assigned to provide service to other offices/teachers.
• Students may provide assistance in a number of ways, but they may not be involved in any activities that involve access to teachers' gradebooks or the online grading system.
Enrollment in this course is subject to supervisor discretion and may be based on need, ability, behaviors, attendance, or other administrative determination. Recommendations and applications will be required prior to beginning the assignment.
Your counselor will provide an application to those registering for the course.

STARR I - STUDENT TECHNOLOGY AGENTS OF ROCK RIDGE

Course Number: 03100A & 03100B
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester
Note: Enrollment in this course is subject to instructors and administration.

STUDENT TECHNOLOGY AGENTS OF ROCK RIDGE I is designed to give students experience in the operation and utilization of 21st century technology in education. Students will learn how to troubleshoot issues that arise with utilizing technology in the classroom. Students will also gain experience in the operation and creation of digital products using video, sound, and web design. Students will be expected to collaborate with teachers and other students about utilizing the technology available in our school district. Students will also earn service-learning credit for this course.

Enrollment in this course is subject to administration discretion and may be based on graduation requirements, need, ability, behaviors, attendance, or other administrative determination.

Recommendations and applications will be required prior to beginning the assignment.

STARR II - STUDENT TECHNOLOGY AGENTS OF ROCK RIDGE

Course Number: 03110A & 03110B
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: STARR I
Duration: 1 Hour• 1 Semester
Note: Enrollment in this course is subject to instructors and administration.

STUDENT TECHNOLOGY AGENTS OF ROCK RIDGE II is designed to give students management experience in the operation of a PreK-12 Education Technology Department. Students will take the lead as level 1 student technology support technicians in a school setting. They will manage issues that arise with utilizing technology in the workforce. Students in STARR II will become team leaders to delegate technology tickets to STARR I students. STARR II students will help lead trainings and support for STARR I students. Students will also gain experience in the operation and creation of digital products using video, sound, and web design. Students will be expected to collaborate with teachers and other students about utilizing the technology available in our school district. Students will also earn service-learning credit for this course.

Enrollment in this course is subject to administration discretion and may be based on graduation requirements, need, ability, behaviors, attendance, or other administrative determination.

Recommendations and applications will be required prior to beginning the assignment.

INTRODUCTION TO TEACHING

Course Number: 03202
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: CIS Eligibility
Duration: 1 Hour• 1 Semester
Note: Enrollment in this course is subject to instructors and administration.

Introduction to Teaching provides the support of a cohort as students learn introductory education topics such as classroom management, standards, lesson planning, professionalism, the effect of poverty on learning, and how to earn a teaching degree. The course will prepare students for a hands-on, independent field experience in a local classroom beginning spring semester. Students will read and discuss current critical issues in education while connecting content to the five propositions from the National Board for Professional Teaching Standards. This course will incorporate Ojibwe culture and history and students will learn the importance of cultural competency in the classroom. As a cohort students will visit local schools and volunteer in the community.

Students taking this course for college credit will receive.75 high school credit instead of .5.

Students may earn 3 college credits through Minnesota North College in EDUC 1101.

Wolverine Lighthouse Team

Course Number: 03900A & 03900B
Grade Level: 11-12
Credits: 1 Credit
Prerequisite: Successful Completion of Grade 10
Duration: 1 Hour• 1 Year

Students interested in making a change in their school are encouraged to enroll in the Wolverine Lighthouse Team Course. This yearlong course is the pinnacle of leadership development at Rock Ridge. Students will learn and dive into the 4 Roles of Great Leaders: Modeling, Pathfinding, Aligning, and Empowering. By way of projects, discussion, and service, students will dig deep into the meaning of leadership, helping them find purpose, value, and confidence in their own leadership ability. Students who complete this course will walk away with a full set of applicable leadership skills, a personal portfolio of quality work to share with potential educational institutions or future employers, and a deeper understanding of the true meaning of leadership. Additionally, the Wolverine Lighthouse Team (WLT) is charged with the task of organizing and coordinating our student organizations and their efforts to create the culture of our school. WLT students will see the results of their efforts as the culture of the school improves exponentially around them every day. Successful completion of 10th grade is a requirement for enrollment, and current 10th and 11th grade students are encouraged to enroll.

WORK BASED LEARNING NEW!
Course Number: 03050
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: Career Explorations
Duration: 1 Hour• 1 Semester

The Work-Based Learning (WBL) course will provide students with opportunities to apply skills and knowledge within a professional work environment, in a field related to their career interests. Students interact with industry professionals to develop postsecondary and career readiness knowledge and skills. This course allows students to gain real-world work experience, develop problem solving skills and become familiar with the expectations of the workplace. Goals are set cooperatively by the student, teacher, employer and students. Grades are an important part of the Work-Based Learning program. Work experience gives the benefits of academic credit, employment contacts, on-the-job training, and enhanced resume.

Enrollment in this course is subject to administration discretion and may be based on graduation requirements, need, ability, behaviors, attendance, or other administrative determination.

Recommendations and applications will be required prior to beginning the assignment.

COMPUTER SCIENCE COURSES

Unless noted otherwise these courses count as elective credits.

COMPUTER SCIENCE I

Course Number: 04111
Grade Level: 9-12
Credits: .5
Prerequisite: None
Duration: 1 Hour• 1 Semester

Intro to Computer Programming and Coding I curriculum teaches the foundation of computer science, web design and basic programming with an emphasis on helping students develop logical thinking and problem-solving skills. The course is designed for complete beginners with no previous background in computer science. The course is highly visual, dynamic, and interactive, making it engaging for new coders.

COMPUTER SCIENCE II

Course Number: 04112
Grade Level: 9-12
Credits: .5
Prerequisite: Computer Science I
Duration: 1 Hour• 1 Semester

Intro to Computer Science II curriculum starts where we left off in Intro to Computer Programming and Coding I. This course continues to teach the foundations of computer science, web design and basic programming with an emphasis on helping students develop logical thinking and problem solving skills. The course is designed for students who satisfactorily completed Intro to Computer Science I. The course is highly visual, dynamic, and interactive, making it engaging for new coders.

ENGLISH COURSES

Rock Ridge School Board's Graduation Requirement policy requires that 4 years' equivalent (4 credits) of English Language courses are taken by students during their high school career.

REQUIRED ENGLISH COURSES

GRADE	GENERAL	ACCELERATED
9	Literature & Communication	Honors Literature & Communication
10	English Concepts I for Engineering & Nat. Resources English Concepts I for Health and Human Services English Concepts I for Arts/Business	Honors Global and Intercultural Literature
11	English Concepts II for Engineering & Nat. Resources English Concepts II for Health and Human Services English Concepts II for Arts/Business	Introduction to Communication (CIS) American Literature Beginning to Civil War (CIS) American Literature 1865 to Present (CIS) College Composition I (CIS) College Composition II (CIS)
12	English Concepts II for Engineering & Nat. Resources English Concepts II for Health and Human Services English Concepts II for Arts/Business	Introduction to Communication (CIS) American Literature Beginning to Civil War (CIS) American Literature 1865 to Present (CIS) College Composition I (CIS) College Composition II (CIS)

LITERATURE & COMMUNICATION

Course Number: 05102A & 05102B
Grade Level: 9
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
Note: Required for all 9th graders unless taking Honors Literature & Communication.

The focus of this ELA course is developing skills in the areas of reading, writing, and speaking through various types of literature, including short stories, novels, and nonfiction text. Students will explore several genres and work to strengthen their reading skills and develop their vocabulary. They will make connections among ideas and between texts and consider a wide range of textual evidence. Students will develop writing skills in areas including persuasion, explanatory texts, and narratives, along with reflection to make connections to literature and to reflect on personal experiences. A strong emphasis is placed on practicing public and professional speaking.

HONORS LITERATURE & COMMUNICATION

Course Number: 05103A & 05103B
Grade Level: 9
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
Note: Required for all 9th graders unless taking Literature & Communication.

The Grade 9 Honors English course is designed to provide challenging opportunities for students who demonstrate strength in the area of English. Students in this course will move beyond the general 9th grade English curriculum, examining additional works of fiction and nonfiction, providing deeper interpretations of these works, and producing more frequent writing in response to their reading. The Grade 9 Honors English program of study is a rigorous academic environment specifically designed to meet the intellectual, creative, social, and emotional needs of high academic achieving students in the area of English.

ENGLISH CONCEPTS FOR BUSINESS, COMMUNICATIONS, AND ARTS I

Course Number: 05905A & 05905B
Grade Level: 10
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year

English Concepts is a course designed for learners to explore ideas in the area of Business, Communications and Arts through traditional English standards. Learners will read, discuss, and respond to fictional and nonfictional works. They will work on projects, writing tasks, and presentations. Learners will also continue to build their critical thinking, collaboration, and communication skills.

ENGLISH CONCEPTS FOR ENGINEERING, AND NATURAL RESOURCES I

Course Number: 05910A & 05910B
Grade Level: 10
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year

English Concepts is a course designed for learners to explore ideas in the area of Engineering and Natural Resources through traditional English standards. Learners will read, discuss, and respond to fictional and nonfictional works. They will work on projects, writing tasks, and presentations. Learners will also continue to build their critical thinking, collaboration, and communication skills.

ENGLISH CONCEPTS FOR HEALTH AND HUMAN SERVICES I

Course Number: 05915A & 05915B
Grade Level: 10
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year

English Concepts is a course designed for learners to explore ideas in the area of Health and Human Services through traditional English standards. Learners will read, discuss, and respond to fictional and nonfictional works. They will work on projects, writing tasks, and presentations. Learners will also continue to build their critical thinking, collaboration, and communication skills.

HONORS GLOBAL AND INTERCULTURAL LITERATURE

Course Number: 05205A & 05205B
Grade Level: 10
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
NOTE: This course is designed to prepare students for more rigorous College in the Schools (CIS) classes.

Get ready to expand your worldview and explore ideas and literature from a variety of cultures around the world. Though the standard skills of reading and writing will be the foundation in this course, learners will also be expected to expand their discussion, creative problem solving, and presentation skills through collaborative projects. Learners will practice more formal writing forms and practices geared to prepare them for college writing expectations. They will also independently read more complex and advanced literature in order to extend their learning beyond the classroom setting.

MEDIA STUDIES

This course is not offered in 24-25, it may be offered again in 25-26.

Course Number: 05500
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester

Turn off that YouTube, take out those earbuds, put down your cell phone, and join this class for a unique learning experience. As our world becomes increasingly "plugged in," we are exposed to a greater variety of media in its ever-expanding forms. In this class you will improve your media literacy skills by examining the effects media has on us as individuals and as a society. We will closely analyze various forms of audio, print, photographic, broadcast, cinematic, and digital media in order to evaluate how its institutions both inform and persuade their audiences. Through reading and writing practices, big questions will be raised and discussed about the importance and ethics of media as it works to both connect and divide us. We will work collaboratively and creatively to produce media that effectively communicates ideas and meets the demands of the ever-changing professional world.

ENGLISH CONCEPTS FOR BUSINESS, COMMUNICATIONS, AND ARTS II

Course Number: 05906A & 05906B
Grade Level: 11-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year

In this class learners will cover the topics of business and professional writing, novel study, creative writing, and interpersonal communication skills. This class will build upon the critical and creative thinking, collaboration, and communication skills learned in English Concepts I . Learners will read, discuss, and respond to fiction and nonfiction as well as work on projects, writing tasks, and presentations.

ENGLISH CONCEPTS FOR HEALTH AND HUMAN SERVICES II

Course Number: 05916A & 05916B
Grade Level: 11-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year

In this class learners will cover the topics of medical and professional writing, novel study, creative writing, and interpersonal communication skills. This class will build upon the critical and creative thinking, collaboration, and communication skills learned in English Concepts I . Learners will read, discuss, and respond to fiction and nonfiction as well as work on projects, writing tasks, and presentations.

ENGLISH CONCEPTS FOR ENGINEERING AND NATURAL RESOURCES II

Course Number: 05911A & 05911B
Grade Level: 11-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year

In this class learners will cover the topics of technical and professional writing, novel study, creative writing, and interpersonal communication skills. This class will build upon the critical and creative thinking, collaboration, and communication skills learned in English Concepts I . Learners will read, discuss, and respond to fiction and nonfiction as well as work on projects, writing tasks, and presentations.

AMERICAN LITERATURE: BEGINNNING TO CIVIL WAR

Course Number: 05111
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: CIS Eligibility
Duration: Extended• 1 Quarter

American Literature: Beginnings through Civil War traces literature from the colonial period to the romantic period, with an emphasis on both historical context and the themes that span the eras, such as westward expansion, slavery and freedom, and power dynamics between groups. Through reading, writing, and class discussion, students will be introduced to literary interpretation as they examine diverse works and literary characteristics of American writers from a historical perspective. Emphasis is on discovering the cultural and social relationships that shaped the emerging American literature.

Students taking this course for college credit will receive .75 high school credit instead of .5.

Students may earn 3 college credits through Minnesota North College in ENGL 2221.

AMERICAN LITERATURE: 1865 TO PRESENT

Course Number: 05112
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: CIS Eligibility
Duration: Extended• 1 Quarter

A survey of the writings of American authors from 1865 to the present, American Literature 1865 through the present places special emphasis on literary works whose authors represent the cultural diversity of American society. Special attention is given to writers not historically represented in the literary canon, including female, Native-American, African-American, and immigrant authors. Readings include stories, plays, and poems within the context of United States' history, keeping a close eye on unequal power relations between groups as well as the ethnic, regional, and cultural diversity of American society.

Students taking this course for college credit will receive .75 high school credit instead of .5.

Students may earn 3 college credits through Minnesota North College in ENGL 2222.

COLLEGE COMPOSITION I

Course Number: 05405
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: CIS Eligibility
Duration: Extended• 1 Quarter

This course introduces students to the principles of writing. Students will practice techniques of academic writing and construct formal essays, using the writing process. Students will become comfortable responding to and responsibly incorporating outside information and ideas. Upon completion of this course, students will be cognizant of various approaches and organizational methods related to effective communication.

Students taking this course for college credit will receive 1 high school credit instead of .5.

Students may earn 4 college credits through Minnesota North College in ENGL 1231.

COLLEGE COMPOSITION II

Course Number: 05406
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: CIS Eligibility
Duration: Extended• 1 Quarter

Students in this advanced freshman-level composition course will focus on the basic principles of argument and the ability to apply those principles in written argument. Basic concepts of reasoning, critical thinking, and problem solving are introduced and included in a variety of argument papers. In addition, students will learn to conduct thorough and meaningful research and to present the results of such research in a formal research paper that employs a standard documentation style in the presentation of sources. Essay topics will be derived from current social and ethical issues.

Students taking this course for college credit will receive .75 high school credit instead of .5.

Students may earn 3 college credits through Minnesota North College in ENGL 1232.

INTRODUCTION TO COMMUNICATION

Course Number: 05804
Grade Level: 11, 12
Credits: .5 Credit
Prerequisite: CIS Eligibility
Duration: 1 Hour• 1 Semester

Introduction to Communication helps the student become a more efficient communicator in interpersonal and presentation situations. Students will explore the basic elements of interpersonal communication and public speaking. Interpersonal components include critical thinking, self-concept, perception, listening, verbal and nonverbal expression, relationships, and conflict management. Learners will also explore the role of responding and critical thinking in group projects. Public speaking components include topic selection, research, organization, audience analysis, delivery, and critical listening. Learners will write and present various types of speeches using appropriate materials and communication choices for specific audiences. Lastly, learners can expect to develop self-confidence in their ability to communicate in the classroom, in public, and in the professional world.
Students taking this sequence for college credit will receive .75 high school credit.
Students may earn 3 college credits through Minnesota North College in COMM 1210.

JOURNALISM I

Course Number: 05550A & 0550B
Grade Level: 11-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
NOTE: Enrollment in this course is subject to review by instructors and administration.

This is a yearlong course in which you will take part in project-based learning. In this course, you will learn the basics of journalism including researching, interviewing, photojournalism, marketing, editing, creative problem solving, copywriting, page design, and more. You will be a part of a collaborative publishing team that creates the Yearbook, the *Rock Ridge Rundown*, our school's live news broadcast,, and the Senior Booklet for the senior class.

THE ART OF PERSUATION

Course Number: 05810
Grade Level: 9-12
Credits: .5 Credit (Elective Credit)
Prerequisite: None
Duration: 1 Hour • 1 Quarter
Note: Paired with Marketing Strategies

This is a paired course designed to give learners a more in depth understanding of the similarities between marketing and persuasion. Learners will explore the principles of persuasion and marketing through units such as marketing and audience analysis, sales and public relations, social media promotions and ethical communication, creating campaigns and communication fallacies. Students will work individually and collaboratively to complete projects for each unit using skills related to both business and English. When taken in conjunction with Marketing, this paired course will count towards both a Business and English elective credit.

JOURNALISM II

Course Number: 05552A & 05552B
Grade Level: 12
Credits: 1 Credit
Prerequisite: Journalism I
Duration: 1 Hour • 1 Year
NOTE: Enrollment in this course is subject to review by instructors and administration.

This is a yearlong course in which you will take part in project-based learning. In this course, you take a leadership role in class as an editor for the yearbook, *Rock Ridge Rundown*, and /or Senior Booklet. You will be a part of a collaborative editorial team that plans, edits, revises, and makes final decisions in creating these publications. As a leader of the publication team, you will be expected to demonstrate leadership skills including but not limited to decisive decision making, integrity, team building, problem solving, reliability, as well as the ability to teach and/or mentor.

FAMILY & CONSUMER SCIENCE COURSES

Unless otherwise noted these courses count as elective credits.

TEXTILE DESIGN AND CONSTRUCTION

This course is not offered in 24-25, it may be offered again in 25-26.

Course Number: 06500
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester

This course is for students who would like to develop sewing skills while exploring the textile industry and related career opportunities. Students will study the history of textiles and fashion, along with technology relating to textile science. They will study the color wheel, and principles and elements of design. Students will practice basic and maybe some advanced sewing skills, and construct a project using a pattern. This is a project based class and participation is essential.

FOODS AND NUTRITION

Course Number: 06303
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester

In this course students will practice various cooking techniques while examining the nutritional needs of an individual. Food trends and lifestyle options such as vegetarian diets, convenience foods, food intolerances and how these issues relate to the nutrient needs of an individual will also be discussed. Food lab experiences will align to course content and enhance learning of food preparation techniques. Students will explore careers related to nutrition and food preparation and service.

HOUSING AND INTERIOR DESIGN

Course Number: 06310
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester

This class is designed to help the student learn to make wise housing choices and study consumer rights and responsibilities. They will learn about principles relating to the color wheel, and principles and elements of design and their application to building interior and exterior spaces. They will study housing styles, floor plans, room and furniture arrangement and selection: and will use these skills to plan a number of interior and exterior spaces. Students will also spend time exploring careers in housing (architect, landscaper, interior designer, etc.)

CULINARY ARTS I

Course Number: 06300
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: None
Duration: Extended • 1 Semester

This course is designed to prepare students for a career in the food service industry. Topics of study include an overview of the components of the restaurant and foodservice industry, creating safe and sanitary working conditions, culinary food preparation techniques, cooking and baking skills, kitchen management, and professionalism. Students will take the ServSafe Food Handler exam to earn a Food Handler Certificate valued by restaurants and food service businesses.

CULINARY ARTS II

Course Number: 06301
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: Culinary Arts I
Duration: Extended • 1 Semester

This course is designed to prepare students for a career in the food service industry. Students will not only build on the food preparation techniques and skills learned in Culinary Arts I but will also take a more in-depth look at the business aspects of management in the food service industry by examining marketing techniques, menu management, operational costs as well as other operational concerns. Students will have the opportunity to take the ServSafe Food Manager's test at the end of this course to earn an industry recognized certification.

GUIDING CHILDREN'S DEVELOPMENT AND BEHAVIOR

Course Number: 06400
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: CIS Eligibility
Duration: 1 Hour• 1 Semester

Students will develop a basic knowledge and understanding of child development with an intensive focus on children ages birth to eight. Redirection of children's behavior and additional guidance techniques will be presented. In addition, students will learn how to use indoor and outdoor space effectively in order to meet children's growing developmental needs. Safety and career exploration are topics embedded through the course. Students will be spending time observing and interacting with children by doing visits to elementary classrooms. You do not need to take this course for college credit.
Students taking this course for college credit will receive 1 high school credit. Students may earn 4 college credits through Minnesota North College in TAIA 1202: Guiding Children's Development and Behavior I. To earn college credits, a student must pass this course with a grade of C or higher and complete 15 documented hours of working with young children.

HEALTH & HUMAN SERVICES COURSES

Rock Ridge School Board's Graduation Requirement policy requires that .5 credit of Health courses are taken by students during their high school career.

REQUIRED HEALTH COURSES

GRADE	GENERAL
9	Personal Health Studies

PERSONAL HEALTH STUDIES



Course Number: 07101
Grade Level: 9-10
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
Note: Required

This course covers topics including personal health and fitness, nutrition, mental health and management, infectious and noninfectious diseases, drugs in our society, safety and emergency care, environmental health, and digital citizenship. We will be building skills in the area of decision-making, goal-setting, building self-esteem, communication/refusal skills, and conflict resolution.

ADVANCED HEALTH STUDIES



Course Number: 07102
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: Personal Health Studies
Duration: 1 Hour • 1 Semester

The goal of this course is to help young people make healthy decisions throughout their lifetime that will assist them in achieving a balance of physical, mental, emotional and social health. The course involves in-depth study of the prevention and control of disease, environmental health, consumer health, nutrition, mental health, stress management, and the prevention of the abuse of alcohol and other drugs.

COMMUNITY AND WELLNESS WITH CPR, AED, AND FIRST AID

This course is not offered in 24-25, it may be offered again in 25-26.

Course Number: 07215
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: Personal Health Studies
Duration: 1 Hour • 1 Semester
Note: This course DOES NOT satisfy the graduation requirement for health.

This course is designed for people with no medical background and certifies the individual in Adult, Child, and Infant CPR (Cardiopulmonary Resuscitation) and choking emergencies. This course also certifies the student in the proper application and use of the AED (Automated External Defibrillator) and certifies the individual how to manage illness and injuries across the lifespan (children and adults) in the first few minutes of an emergency until professional help arrives. Topics include first aid basics, personal protection, medical emergencies, injury emergencies (including bandaging and splinting), and environmental emergencies.

MEDICAL CAREERS



Course Number: 07120
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester

We will explore different careers within the medical industry. Career planning, medical ethics, terminology review, interpersonal skills, critical thinking, and communication skills will be topics covered throughout the semester. Other topics include therapeutic careers, information technology, alternative health, and diagnostic careers.

MEDICAL TERMINOLOGY



Course Number: 07125
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester

A great pre-requisite course for anyone interested in medical careers and other health sciences. It is recommended that this course is taken prior to Human Anatomy. The topics covered in this course will help students develop fluency in specialized medical language of the human body and health. Topics include terminology for the human body and pathological conditions. Terms will focus on the body systems of lymphatic, musculoskeletal, nervous, reproductive, respiratory, and urinary systems. Labs will correlate to the terminology unit. Medical terminology is the study of the principles of medical word building to help the student develop the extensive medical vocabulary used in health care occupations. Students receive a thorough grounding in basic medical terminology through a study of root words, prefixes, and suffixes. The study focuses on correct pronunciation, spelling, and use of medical terms. Anatomy, physiology, and pathology of disease are discussed.

CERTIFIED NURSING ASSISTANT / HOME HEALTH AIDE



Course Number: 07205
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: CIS Eligibility
Duration: Extended • 1 Semester

The program prepares students for jobs in a variety of health care settings such as long-term care, semi-independent living facilities, hospitals, residential group homes and home care agencies. Responsibilities include: skills in personal care, activity and exercise, vital signs, documentation, communication, infection control and safety.

Students taking this course for college credit will receive 1 high school credit instead of .5.

Students may earn 4 college credits through Minnesota North College in NAHA 1100.

EMERGENCY MEDICAL RESPONDER (EMR)



Course Number: 07220
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: Must be taken with BLS CPR Course
Duration: Extended • 1 Semester

The EMR course is designed to train volunteers and professionals to assess and provide emergency care to patients with trauma, medical and environmental emergencies in the field of emergency medicine. The primary focus of the EMR is to initiate immediate lifesaving care to critical patients who access the emergency medical system. EMRs are trained to perform basic patient care with minimal equipment.

Students taking this course for college credit will receive .75 high school credit instead of .5.

Students may earn 3 college credits through Minnesota North College in EMSV 1400.

BASIC LIFE SUPPORT / CPR



Course Number: 07222
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: Must be taken with EMR Course
Duration: 1 Hour• 1 Semester

The American Heart Association (AHA) Basic Life Support (BLS) for the Healthcare Provider course is designed to train participants going into or currently working in healthcare related fields on recognizing and responding to various life-threatening emergencies. Skills integral to this course include CPR for adults, children, and infants, using an AED, BVM, and relieving choking in a safe, timely and effective manner. This course fulfills the requirements for health care programs such as Nursing and EMS as well as other medical programs or professions.

Students taking this course for college credit will receive .25 high school credit instead of .5.

Students may earn 3 college credits through Minnesota North College in ALHE 1400.

INDUSTRIAL TECHNOLOGY COURSES

Unless otherwise noted these courses count as elective credits.

DESIGN AND CONSTRUCT I

Course Number: 08720
Grade Level: 9-11
Credits: .5 Credit
Prerequisite: None
Duration: Extended • 1 Quarter

In this class students will continue to explore the field of Industrial Technology while focusing on Engineering and Design. An Introduction to Basic Drafting, 3D Design, 3D Modeling, 3D Printing, Laser Engraving, and Vinyl Cutting will be the emphasis for Design & Construct I. It is recommended but not required to take Design & Construct II during the same school year. (Course previously named Industrial Technology I)

DESIGN AND CONSTRUCT II

Course Number: 08721
Grade Level: 9-11
Credits: .5 Credit
Prerequisite: Design and Construct I
Duration: Extended • 1 Quarter

In Design and Construct II students will continue to explore the field of Industrial Technology by constructing projects previously designed in Design and Construct I. Design and Construct II will cover Shop Safety, Woodworking, Finishing Techniques, using CNC routers and laser engravers. Students will make use of their newly developed design skills to personalize the projects that they construct. This is a hands-on class where the students will enjoy working in a high-tech shop setting. (Course previously named Industrial Technology II)

ROBOTICS I

Course Number: 08160
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester

This course introduces the fundamental concepts of robotics using VEX Robotics. Topics include how robots move, sense, and perceive the world around them. Students will construct and program robots in laboratory sessions. Robots perform tasks that are too repetitive, too dirty, or too dangerous for humans. Robots can entertain us, clean our houses, build our cars, fight our wars, and perform surgery on our bodies. No previous computer programming or electronics experience is necessary. It is recommended to register for Robotics I and II in the same year, but not required.

ROBOTICS II

Course Number: 08161
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: Robotics I
Duration: 1 Hour • 1 Semester

Robotics takes a problem solver and engineer to perform tasks that are too repetitive, too dirty, or too dangerous for humans. This class helps students learn about robotics by building, programming, and designing robots. Students will construct and program robots in a shop environment. It is required to register for Robotics I and II in the same year, but not required.

SMALL ENGINES

Course Number: 08200
Grade Level: 9-12
Credits: .5 Credit
Prerequisite: None
Duration: Extended • 1 Semester

Small Engines is an introductory course on two and four stroke cycle engines. This course familiarizes students with the use of hand tools and small engines. Units of study include engine parts, systems, and operation of the small engine. Lab orientation emphasizes safety, maintenance, trouble-shooting, and organization while allowing the student to disassemble and reassemble small engines. Students learn how to communicate on a technical level, properly use tools, gauges, and precision measuring devices. This course is highly recommended for students interested in engineering, designing, motor sports, and auto technology.

BUILDING CONSTRUCTION I

Course Number: 08120
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: Extended • 1 Quarter
Note: Preference of enrollment will be given to students in grades 11-12 with instructor approval.

Do you want to be a part of Rock Ridge history? If you are in this building construction class, you will be constructing several structures for the new Rock Ridges athletic complex. These projects will include the construction of the concessions and bathroom buildings, athletic storage buildings, baseball and softball dugouts, and press boxes. The larger projects will take place on-site during the warmer months, and modular and panelized building components will be built indoors during the colder months. Students will take part in hands-on construction while exploring careers in carpentry and construction. Related instruction emphasizes math, blueprint reading, estimating, materials of construction, tools and equipment, principles of carpentry, and safety. It is recommended, but not required, to take Building Construction I & Building Construction II during the same school year.

BUILDING CONSTRUCTION II

Course Number: 08120
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: Building Construction I
Duration: Extended • 1 Quarter
Note: Preference of enrollment will be given to students in grades 11-12 with instructor approval.

Building Construction II will be an extension of Building Construction I. We will continue to build and finish building several new structures at the new Rock Ridge athletic complex. Students will continue to acquire knowledge and skills related to the building trades industry. Topics to be covered more in depth could include the installation of: windows, doors, exterior walls and siding, plumbing, electrical, heating, insulation, interior walls, drywall, ceiling materials, flooring, and painting. These Construction Trade Skills will provide the essential framework for individuals desiring to become proficient in the skilled trade of construction.

ENGINEERING I

Course Number: 08131
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: Extended • 1 Quarter

This course will provide students opportunities to explore engineering career opportunities and experiences as they solve engaging and challenging real-world problems. Students apply technological processes to solve real engineering problems; develop the knowledge and skills to design, modify, use, and apply technology; and may also design and build prototypes and working models. Topics covered in the course include the nature of technology, use of technology, and engineering design processes

ENGINEERING II

This course is not offered in 24-25, it may be offered again in 25-26.

Course Number: 08132
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: Extended • 1 Quarter

This course introduces the fundamentals of graphical communication for design and manufacturing. This course is intended to help students develop general drafting skills and learn about different types of drawings that are used in the Engineering and Architectural fields. Students will learn how to create multi-view, isometric, oblique, and perspective drawings. Students will also make use of 3D CAD Design Software called SolidWorks to create basic 3D geometry construction, drawings, and assemblies. In addition to using SolidWorks students will using the 3D printers for rapid prototyping of our designs.

ENGINEERING III

This course is not offered in 24-25, it may be offered again in 25-26.

Course Number: 08133
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: Extended • 1 Quarter

This course will offer students experience in solving problems by applying a design development process. Often using solid modeling computer design software, students develop, analyze, and test product solutions models as well as communicate the features of those models. The course may use CAD-based projects to reinforce the design process, creative problem solving, aesthetics, time management, and basic mathematical principles. In addition to using SolidWorks 3D modeling software, students will also be using 3D printers, and laser engravers for rapid prototyping purposes.

HOME MAINTENANCE

Course Number: 08400
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: Extended • 1 Quarter

The Home Maintenance course is designed to give students a basic understanding of home maintenance and repair. Consisting of, but not limited to: concrete, electrical, plumbing, carpentry, roofing, drywall, painting techniques, tile installation, wall coverings, and landscaping. In addition to home repair, this class will cover many different areas of everyday life. Each student will complete hands-on activities using the skills and tools necessary for home repairs and improvements. This is a life-long skill class.

iCONSTRUCT

Course Number: 08710
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: Extended • 1 Quarter

This course will allow students to study the physical and chemical properties of woods and composites made from woods and to use these materials to construct usable products according to industry standards. This course will enable students to experience the process of translating an idea into a finished product, with instruction in planning, designing, selecting materials, using tools and machines, and employing quality control practices. The focus of these projects will relate to residential construction framing. Projects could include fish houses, deer stands, dog houses, storage sheds, etc. students building a project for themselves will be responsible for supplying their own materials.

Industrial Technology courses continued———

iDESIGN
Course Number: 08700
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
iDesign will allow one's imagination and creativity to turn into reality. Students will use high-tech computer-controlled equipment such as laser engravers, vinyl cutters, and rapid prototyping machines. Students will create projects such as: multicolor decals, custom printed t-shirts, personalized picture frames, LED signs, etched mirrors, selfie bobbleheads, etched sports mugs, personalized flower vases, drink coasters and a cutting board. Pretty much anything custom you see on Pinterest you can create in this class. Students will design and create several different projects in a clean lab environment. Once students are familiar with the software and equipment, they will have the opportunity to design and create projects of their choice.

INTRO TO MILLWRIGHT & MINING
Course Number: 08300
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: Extended • 1 Quarter
Note: Students registering for this course MUST also register for Intro to Machining & Manufacturing
Have you ever wondered what a Millwright is and what they do? This course gives you the opportunity to learn and explore what Millwrights do for their jobs. This includes instruction and experiences in mechanics, hydraulics, principles of operation, maintenance and repair, use of measurement and analysis tools, disassembly and reassembly of machinery, safety and career opportunities, plant tours, and much more. Students will learn about how to apply the keys to success in industry that include safety, continuous learning, positive attitude, reliable attendance, teamwork, and a positive work ethic.

INTRO TO MACHINING & MANUFACTURING NEW!
Course Number: 08350
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: Intro to Millwright & Mining
Duration: Extended • 1 Quarter
Note: Students registering for this course MUST also register for Intro to Millwright & Mining
Machining is the Industrial art of shaping materials to create almost anything you can imagine. In this course you will be introduced into equipment such as mills, lathes, drill presses, cnc routers, and cnc mills. You will also learn about how CAD and design relates to machining. After learning how the equipment works students will build a project to show knowledge of the equipment. This course must be taken with Intro to Millwright and Mining.

WELDING I
Course Number: 08500
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: Extended • 1 Quarter
Intro to welding offers students the opportunity to learn about the welding and cutting processes. Students will be introduced to Oxy-Acetylene Welding, Arc Welding, Wire Feed Welding, CNC Plasma Cutting and Plasma Cutting. Students will also have the opportunity to use these skills to create several different projects of choice.

WELDING II
Course Number: 08502
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: Welding I
Duration: Extended • 1 Quarter
This course offers intermediate level training in Torch Cutting, Horizontal and Vertical Welding. Welding processes include Shielded Metal Arc Welding ("Stick"), Oxy-Acetylene Cutting, Gas Metal Arc Welding ("Wire Feed"), Plasma Arc Cutting, Gas Tungsten Arc Welding (TIG), CNC Plasma Cutting and Welding Safety. Students will complete an assigned metals project.

WELDING III
Course Number: 08504
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: Welding II
Duration: Extended • 1 Quarter
This course offers advanced welding training. Welding processes include Overhead Welding, Shielded Metal Arc Welding ("Stick"), Gas Metal Arc Welding ("Wire Feed"), Gas Tungsten Arc Welding (TIG), FCAW and Aluminum Welding. Plasma Arc Cutting and CNC Plasma operation will also be introduced in this course. Welding III will give students the opportunity to design and create projects of choice, or be part of a class project. Examples of choice projects could include; snowmobile/ATV accessories, signs, art sculptures, sporting, hunting or fishing accessories and more! examples of class projects could include; a utility trailer, drop down fish house frame or a mobile BBQ grill. This class could lead to future career paths which could include; Welder, Millwright, Independent Owner Welding/ Fabricating Shop or Computer-Aided Manufacturing.

WOOD TECHNOLOGY I

Course Number: 08100
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: Extended • 1 Quarter

Wood Technology I is a course focusing on the practice of woodworking and design. Students will learn about the wood industry, joinery, and gain advanced woodworking skills by building a cabinet or a piece of furniture. Students will construct their project from the design stage to the finished product. Students will use various machines with a strong emphasis on safety. A majority of this course will be hands-on work in the construction lab.

WOOD TECHNOLOGY II

Course Number: 08102
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: Wood Technology I
Duration: Extended • 1 Quarter

Wood Technology II is a course focusing on the practice of woodworking and design. Each student will have the opportunity to learn the processes involved in designing, creating, and producing a finished product. Students will use various machines with a strong emphasis on safety. Additionally, students will be learning the skills needed to design a project using computer aided design software and CNC programming. A majority of this course will be hands-on work in the construction lab. Project examples include entertainment centers, coffee tables, gun cabinets, dressers, curio cabinets and display cabinets. Students building a project for themselves will be responsible for supplying their own materials.

AUTO MAINTENANCE

Course Number: 08210
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: Small Engines - starting with Class of 2026
Duration: Extended • 1 Quarter

This course provides students with the knowledge to make economical decisions and take preventative measures to enhance the overall satisfaction of being a vehicle owner. The class discussions and lab activities provide the fundamental knowledge and experience in owning and maintaining an automobile. Students will use basic hand, power, and lifting tools to perform maintenance on vehicles. Changing oil and filters, tire rotation, minor electrical repairs, exterior car maintenance and other related tasks are experienced.

AUTO MECHANICS I

Course Number: 08220
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: Auto Maintenance
Duration: Extended • 1 Quarter

This course is the study of the operation and repair of the automobile. A systematic approach will be used to disassemble, measure, diagnose, and reassemble automobiles and some small engines. Live shop work will be used as much as time permits. The year will be broken down into units, beginning with orientation & safety, progressing through engine principles, general automotive servicing, tool identification/use, followed by more advanced areas.

MATH COURSES

Rock Ridge School Board's Graduation Requirement policy requires that 3.0 credit of Math courses are taken by students during their high school career.

REQUIRED MATH COURSES

GRADE	GENERAL	ACCELERATED
9	Algebra I	Geometry
10	Geometry	Honors Algebra II
11	High School Algebra II Math Applications	College Trigonometry (CIS) College Algebra (CIS)
12	High School Algebra II Math Applications	Calculus (CIS)

HIGH SCHOOL ALGEBRA I

Course Number: 09210A & 09210B
Grade Level: 9
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Note: Required unless taking Honors

High School Algebra I will include an algebraic introduction that builds upon the concepts taught in 8th grade algebra. Students will be working with real numbers, solving equations and problems, polynomials, factoring polynomials, algebraic fractions, applying fractions, introduction to functions, systems of linear equations, inequalities, rational and irrational numbers, and finally, quadratic functions.

INFORMAL HIGH SCHOOL ALGEBRA I

Course Number: XXXA & XXXB
Grade Level: 9
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Note: Students from Informal 8th Grade Algebra I should select Informal High School Algebra unless advised by the teacher and/or counselor to take High School Algebra.
Students intending to pursue NCAA athletics are advised against enrolling in this course as it does not count for NCAA eligibility.

This course is designed to provide a foundation for algebra. The content of this course includes operations with rational numbers; inequalities; polynomials; factoring; functions and graphs; lines and slopes; squares and square roots; statistics and probability. This course will cover the same material as High School Algebra I but at a slower pace with more time in class for homework.

EXPLORING MATH IN THE TRADES

Course Number: 09110
Grade Level: 9-10
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester

This is an introductory course that studies mathematics and its applications in technical fields. We will cover a variety of topics that include basic math skills, algebra, geometry, and statistics. Some of the technical fields that are incorporated include auto/diesel, aviation, business, CAD/drafting, construction, electronics, health/nursing, food service, manufacturing, and industrial trades.

HONORS GEOMETRY

Course Number: 09312A & 09312B
Grade Level: 9-12
Credits: 1 Credit
Prerequisite: Honors 8th Grade Algebra I or High School Algebra I with instructor approval.
Duration: 1 Hour • 1 Year

Emphasis is placed on deduction, but significant roles of induction and intuition are also stressed. Linear, angular, surface, and volumetric, and quantities of l, 2, and/or 3 dimensional geometric forms are compared and/or calculated. The line, plane, and space are coordinated; and elementary methods of analytical geometry are introduced. Solid geometry is integrated with plane geometry throughout the course.

MATH CONCEPTS

This course is not offered in 24-25, it may be offered again in 25-26.
Course Number: 09105A & 09105B
Grade Level: 9-10
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year

9-10 Math Concepts is a course taken in addition to High School Algebra 1 and Geometry. It is designed to provide pre-teaching of concepts, re-teaching of concepts, and extra support for the math curriculum. This course is by invitation only, but those interested should reach out to the building principal for more information. Students CANNOT register for this course and will be placed here by administration through the use of multiple data points.

GEOMETRY
Course Number: 09310A & 09310B
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Note: Required unless taking Honors
This course is the study of plane, solid, and coordinate geometric problems. Topics covered are basic figures, definitions and postulates, inductive and deductive reasoning, angle relationships, perpendicular and parallel lines and planes, congruent and similar polygons, an introduction to trigonometry, circles, arcs, and angles, etc. This course consists of a review of arithmetic operations, the practical application of topics in measurement, geometric figures, geometric formulas, industrial formulas, metric system, geometric construction, ratio and proportion, percentage, trigonometry, and graphs.

HIGH SCHOOL ALGEBRA II
Course Number: 09230A & 09230B
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: Intermediate or Algebra I
Duration: 1 Hour • 1 Year
Note: Required unless taking Honors
This is the second course in high school algebra. Topics covered include solving equations and inequalities including linear, quadratic, polynomial, inverse, absolute value, and exponential. Other topics include solving systems of equations; simplifying rational, irrational, imaginary, and complex expressions; logarithms, and probability and statistics.

HONORS HIGH SCHOOL ALGEBRA II
Course Number: 09232A & 09232B
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: Honors Geometry or instructor approval
Duration: 1 Hour • 1 Year
Note: Required unless taking High School Algebra II.
Students in this class come directly from Honors Geometry.
High School Algebra II is a continuation of High School Algebra I geared toward the college-bound student. The first semester includes discussion of properties of the real number system, graphing and solving linear equations, factoring, solving quadratic equations, and an introduction to roots, radicals, and complex numbers.
The second semester includes properties of special curves (circles, parabola, hyperbola, ellipse), direct and inverse variation, logarithms, arithmetic/geometric sequences and series, statistics and probability, and an introduction to trigonometry.

INFORMAL GEOMETRY
Course Number: XXXA & XXXB
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: Informal High School Algebra I or High School Algebra I
Duration: 1 Hour • 1 Year
Note: Students intending to pursue NCAA athletics are advised against enrolling in this course as it does not count for NCAA eligibility.
This course offers the same basic topics listed under Geometry, but places less emphasis on theory and more emphasis on application. This course is a prerequisite for High School Algebra II.

INFORMAL HONORS HIGH SCHOOL ALGEBRA II
Course Number: XXXA & XXXB
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: Informal High School Algebra I
Duration: 1 Hour • 1 Year
Note: Can be taken in conjunction with Geometry per teacher recommendation.
Students intending to pursue NCAA athletics are advised against enrolling in this course as it does not count for NCAA eligibility.
Informal High School Algebra II is a continuation of Informal High School Algebra I geared toward the college-bound student. The first semester includes discussion of properties of the real number system, graphing and solving linear equations, factoring, solving quadratic equations, and an introduction to roots, radicals, and complex numbers. The second semester includes properties of special curves (circles, parabola, hyperbola, ellipse), direct and inverse variation, logarithms, arithmetic/geometric sequences and series, statistics and probability, and an introduction to trigonometry. This course will cover the same material as High School Algebra II but at a slower pace with more time in class for homework.

COLLEGE ALGEBRA APPLICATIONS
Course Number: 09235A & 09235B
Grade Level: 11-12
Credits: 1 Credit
Prerequisite: High School Algebra II with at least a "C" average.
Duration: 1 Hour • 1 Year
Note:
This is NOT a pre-calculus course. It is a continuation of High School Algebra II for those students who want another math course. It is a course that should be considered for any student who plans to continue their education beyond high school, either at a college or vocational school. This course covers all College Algebra topics over one year instead of a semester. In addition, some College Trigonometry topics will be covered.

COLLEGE TRIGONOMETRY

Course Number: 09450
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: CIS Eligibility
Duration: 1 Hour• 1 Semester
Note: It is recommended for students to register for both College Trigonometry & College Algebra.

Students taking this course for college credit will receive .5 high school credits. Students may earn 2 college credits through Minnesota North College in MATH 1225.

COLLEGE ALGEBRA

Course Number: 09240
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: CIS Eligibility
Duration: 1 Hour• 1 Semester
Note: It is recommended for students to register for both College Trigonometry & College Algebra.

These courses are considered necessary for any student who plans to take calculus in college. All engineering, mathematics, and science-based majors, along with most medical related fields and advanced accounting fields require calculus to some extent. Completion of this course with good grades and strong study habits should be adequate preparation to take calculus in college. The course "High School Trig" is not designed as a prerequisite for calculus.
Students taking this course for college credit will receive .75 high school credits. Students may earn 3 college credits through Minnesota North College in MATH 1220.

MATH APPLICATIONS

This course is not offered in 24-25, it may be offered again in 25-26.

Course Number: 09225A & 09225B
Grade Level: 11-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Note:

This is an alternative second course in high school algebra. Includes topics covered in a traditional Algebra II course with an emphasis on applications in various fields. This is not intended for students planning on taking college level math classes. Enrollment for this course must be approved by the math department.

PROBABILITY & STATISTICS

Course Number: 09512
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester

Probability and Statistics course is designed to introduce the methods used in the field of applied statistics. It relies on real-world situations, critical analysis, and interpretation of graphs and data. Students will be expected to analyze and write detailed descriptions and interpretations about graphs, data, and procedures.

CALCULUS

Course Number: 09650A & 09650B
Grade Level: 12
Credits: 1 Credit
Prerequisite: CIS Eligibility / College Trigonometry & College Algebra
Duration: 1 Hour• 1 Semester
Note: This course may be taken for high school credit if at least a "C" average in College Trigonometry & College Algebra is maintained.

This course examines limits, continuity, fundamentals of differentiation and integration of functions of one variable and applications of differentiation and integration Students taking this sequence for college credit will receive 1.25 high school credits.
You must register for both classes to receive college credit which is earned in the 2nd semester of the course.
Students taking this course for college credit will receive 1.25 high school credits.
Students may earn 5 college credits through Minnesota North College in MATH 1311.

CALCULUS FOR NON-MATH/SCIENCE MAJORS

This course is not offered in 24-25, it may be offered again in 25-26.

Course Number: 09605A & 09605B
Grade Level: 12
Credits: 1 Credit
Prerequisite: College Trigonometry & College Algebra
Duration: 1 Hour• 1 Semester

This course is an informal study of limits, fundamentals of differentiation and integration of functions of one variable and applications of differentiation and integration. Students enrolled in this course will not receive college credit.

SENIOR HIGH MATH TOPICS
Course Number: 09120A & 09120B
Grade Level: 12
Credits: 1 Credit
Prerequisite: Algebra II
Duration: 1 Hour• 1 Semester
This course will help you review and learn important concepts and skills related to high school mathematics. The course will include a wide variety of algebraic, geometric, and trigonometric topics that will help students increase their skills in preparation for future post-secondary entrance exams.

TECHNICAL MATH


Course Number: 09505A & 09505B
Grade Level: 12
Credits: 1 Credit
Prerequisite: CIS Eligibility / High School Algebra II
Duration: 1 Hour• 1 Semester
Mathematics for the Trades provides practical mathematical skills needed in a variety of occupations (carpentry, plumbing, electrical, construction, masonry, machinist, HVAC, allied health, landscaping, and many more). This course assists students by providing a direct practical approach that emphasizes careful complete explanation and actual on-the-job applications. Special attention is given to math skills required for successful field work by using a wide variety of real problems and situations. Many applications used are parallel with those that appear on professional and apprenticeship exams. (This full year course includes a first semester CIS worth 2 college credits AND high school .5 credit; second semester earns .5 high school credit only.)
Students taking this course for college credit will receive 1 high school credit. Students may earn 2 college credits through Minnesota North College in MATH 1120.

MUSIC COURSES

Rock Ridge School Board's Graduation Requirement policy requires that 1.0 credit of Fine Arts courses are taken by students during their high school career.

REQUIRED FINE ART COURSES

GRADE	GENERAL
9-12	Any 1 Credit Fine Art Course

BAND 9

FINE ARTS CREDIT

Course Number: 10500A & 10500B
Grade Level: 9
Credits: 1 Credit
Prerequisite: Band 8 or explicit approval of director.
Duration: 1 Hour• 1 Year

his is a year-long course. Students must sign up for both semesters. Band 9 is an intensive course of music through performance on a band instrument. Musicians will continue the rigorous development of advanced techniques and skills learned through previous experiences in band. They will also have the opportunity to practice and perform a variety of exciting and fun music that will build on the fundamentals learned in class. Learners are required to attend scheduled band events throughout the year as a part of this course, which includes but is not limited to concerts, pep band events, and marching band performances. To improve ability, increase musicianship, and strengthen community, there will be opportunities for individual and sectional lessons throughout the school year. Grading in this course will be based on each musician's progress in fundamental learning through music assessments as well as their active participation and attendance at the band's scheduled events.

10-12 BAND

FINE ARTS CREDIT

Course Number: 10502A & 10502B
Grade Level: 9
Credits: 1 Credit
Prerequisite: Band 9 or explicit approval of director.
Duration: 1 Hour• 1 Year

This is a year-long course. Students must sign up for both semesters. 10-12 Band is the pinnacle experience of band at Rock Ridge. Musicians will utilize the rigorous development of advanced techniques and skills learned through previous experiences in band class to perform advanced repertoire at concerts throughout the year. Learners are required to attend scheduled band events throughout the year as a part of this course, which includes but is not limited to concerts, pep band events, music contest, and marching band performances. To improve ability, increase musicianship, and strengthen community, there will be opportunities for individual and sectional lessons throughout the school year. Grading in this course will be based on each musician's progress in fundamental learning through music assessments as well as their active participation and attendance at the band's scheduled events.

BEL CANTO

FINE ARTS CREDIT

Course Number: 10200A & 10200B
Grade Level: 9-12
Credits: 1 Credit
Prerequisite: Intermediate SSA Choir.
Duration: 1 Hour• 1 Year

This is a yearlong course. Students must sign up for both semesters. Bel Canto is a non-auditioned choir open to all SOPRANO/ALTO SINGERS in 9th-12th grade. The course will focus on the enjoyment of singing, exposure to the many styles of choral music, and the development of the skills necessary for an excellent choral performance. Bel Canto performs in four major concerts each year, the MSHSL Large Group Contest, and travels every four years. The choir may also participate in field trips, community performances, and festivals. To improve ability, increase musicianship, and strengthen community, there will be opportunities for individual and sectional lessons throughout the school year. This choir is a year-long course; students must sign up for both semesters.

KANTOREI

FINE ARTS CREDIT

Course Number: 10220A & 10220B
Grade Level: 9-12
Credits: 1 Credit
Prerequisite: Intermediate TTBB Choir.
Duration: 1 Hour• 1 Year

This is a yearlong course. Students must sign up for both semesters. Kantorei is a non-auditioned choir open to all TENOR/BASS SINGERS in 9th-12th grade. The course will focus on the enjoyment of singing, exposure to the many styles of choral music, and the development of the skills necessary for an excellent choral performance. Kantorei performs in four major concerts each year, the MSHSL Large Group Contest, and travels every four years. The choir may also participate in field trips, community performances, and festivals. To improve ability, increase musicianship, and strengthen community, there will be opportunities for individual and sectional lessons throughout the school year. This choir is a year-long course; students must sign up for both semesters.

A CAPPELLA CHOIR



Course Number: 10230A & 10230B
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: By audition only.
Duration: 1 Hour• 1 Year

This is a yearlong course. Students must sign up for both semesters. The Rock Ridge High School A Cappella Choir is the flagship ensemble of the Rock Ridge Choral Department and is open to singers of all voice types. Enrollment in this choir is obtained by audition only. To schedule your audition, please contact the director. The A Cappella Choir is designed to fulfill the needs of those students who desire a strong and robust experience in choral singing. The choir performs all styles of choral literature from the renaissance through the contemporary periods, and a high level of commitment is expected. The choir performs in four major concerts throughout the year, performs in the MSHSL Large Group Contest, participates in music festivals and community performances, and travels every two years. To improve ability, increase musicianship, and strengthen community, there will be opportunities for individual and sectional lessons throughout the school year. This choir is a year-long course; students must sign up for both semesters.

SENIOR HIGH ORCHESTRA



Course Number: 10800A & 10800B
Grade Level: 9-12
Credits: 1 Credit
Prerequisite: Orchestra 7 & 8 or explicit approval of director.
Duration: 1 Hour• 1 Year

This is a yearlong course. Students must sign up for both semesters. High School Orchestra is a course for advancing string players who have been in orchestra in grades 5-8. In addition to the traditional performance/technique-based curriculum, the students are involved in a more comprehensive curriculum, which includes analysis of musical form, music theory, music history, solos, and small ensembles. The orchestra performs a fall concert, a winter concert, a spring pops concert, the Minnesota State High School League music contest, community functions, and the graduation ceremony. To improve ability, increase musicianship, and strengthen community, there will be opportunities for individual and sectional lessons throughout the school year. Our tour is taken in the spring on a 4-year rotation.

MUSIC THEORY FUNDAMENTALS





This course is not offered in 24-25, it may be offered again in 25-26.

Course Number: 10240
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: CIS eligibility.
Duration: 1 Hour• 1 Year

This course is specifically designed for students interested in music and its inner workings. The basic concepts of rhythm, melody, harmony, and music reading are studied. Students are introduced to fundamental musical structures such as key signatures, intervals, scale and chord construction, elementary harmonic analysis, basic time signatures, form, terminology, elementary keyboard, and transposition. This course must be taken concurrently with a music ensemble (band, choir, or orchestra). This course should not take the place of your participation in an ensemble.
Students taking this course for college credit will receive .75 high school credit. Students may earn 3 college credits through Minnesota North College in MUSC 1515.

PHYSICAL EDUCATION COURSES

Rock Ridge School Board's Graduation Requirement policy requires that .5 credit of Health courses are taken by students during their high school career.

REQUIRED PHYSICAL EDUCATION COURSES

GRADE	GENERAL
9	Any .5 Credit Physical Education Course

GENERAL 9TH PHY ED



Course Number: 12105
Grade Level: 9
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester

This Physical Education course will incorporate all types of games and activities. It will include individual and team activities. Units include but are not limited to racquet sports such as badminton and pickleball, team sports such as basketball, soccer, team handball, football, volleyball, floor hockey, lacrosse, dodgeball, spikeball weight training, team building, individual activities, etc. This course will be fun, engaging, and high energy. If you like playing a variety of games and activities, while having fun and getting exercise, this course is for you. Activities will be adjusted based on the time of year that it is offered.

EVERYDAY RECREATION 9TH





Course Number: 12108
Grade Level: 9
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester

Everyday Recreation is a physical education course that will offer multiple moderate to low impact activity choices each day . This course will be geared toward individual/dual activities along with small team activities. Activities will include but are not limited to Badminton, Pickleball, Volleyball, Spikeball, Ping Pong, Corn Hole (Bags), Frisbee, Basketball, 9-Square, Bocce Ball, Indoor Curling, Walking/Fitness Options. If you like a variety of moderate to low impact activity choices each day, this course is for you. Activities will be adjusted based on the time of year that it is offered.

ADVANCED STRENGTH & CONDITIONING



Course Number: 12142
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: Strength & Conditioning
Duration: 1 Hour• 1 Semester

Advanced Strength and Conditioning is a semester class for 10th-12th grade students. Students will have an opportunity to work on several different categories of weight training: muscular strength, muscular endurance, speed and agility, flexibility and much more. There will be several different programs for students to use as training tools including periodization, triphasic training, and Olympic weightlifting. Students who have taken Strength and Conditioning or can show proficiency in the lifts covered in this class are welcome to register for this class. Workout programs for the 1st quarter of the semester will be meant to progress a student's lifting ability beyond the Strength and Conditioning Course. This course will be more muscular strength and muscular endurance. Workout programs for the 2nd quarter will be based on the student's maximum repetition percentages.

ATHLETIC TRAINING



This course is not offered in 24-25, it may be offered again in 25-26.
Course Number: 12155
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester

The intent of this course is to provide basic information on a variety of topics, all of which relate to the profession of athletic training. Students will be educated on the role of an athletic trainer, job domains and responsibilities of an athletic trainer, and career options for an athletic trainer. Students will also have the opportunity to complete a field study with either an Athletic Trainer or at a local Orthopedic Facility.

COACHING & LEADERSHIP



Course Number: 12150
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: General Physical Education, Strength and Conditioning or Everyday Fitness.
Duration: 1 Hour• 1 Semester

"Have you ever thought about a career in sports and what it is to be a coach or an official? "This course is an introduction in the field of athletics. Students will learn the basics of how to develop a sports program. Students will develop a philosophy of coaching and learn how to evaluate, teach, set up, and schedule games and practices. In the officiating portion of the class, students will learn techniques, rules, and positioning in how to be an official. Students will be active learning in this class. Students will be watching game films utilizing in-class games to provide access to coaching and officiating peers in a live situation.

INDIVIDUAL / DUAL / RACQUET SPORTS



Course Number: 12120
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester

Class emphasis is on gaining a basic knowledge of individual sports and lifetime activities. Sports and activities may include, but are not limited to, badminton, pickleball, mushball, speedminton, spikeball, golf, archery, bowling, tennis, biking, walking/jogging, table tennis, disc golf, bean bags, bocce ball and individual fitness plans. Students will progressively learn the skills and game strategies for each sport. These sports/activities have been chosen to encourage students to participate in physical activity for life and to promote good health and wellness.

MIXED PE



Course Number: 12101
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year

This Physical Education course will incorporate all types of games and activities. It will include individual and team activities. Units include but are not limited to racquet sports such as badminton and pickleball, team sports such as basketball, soccer, team handball, football, volleyball, floor hockey, lacrosse, dodgeball, spikeball weight training, team building, individual activities, etc. This course will be fun, engaging, and high energy. If you like playing a variety of games and activities, while having fun and getting exercise, this course is for you. Activities will be adjusted based on the time of year that it is offered.

SHAPE UP FITNESS



Course Number: 12125
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester

Everyday Fitness is a semester class geared toward female students grades 9-12, although all students are welcome. This class will encourage individual goals in developing muscular strength/toning, cardiovascular endurance, and flexibility through a variety of activities such as yoga, Pilates, biking, walking, Zumba, kickboxing, weightlifting, small group workouts, high intensity training, other cardiovascular activities, and team/individual games.

STRENGTH & CONDITIONING



Course Number: 12141
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester

Strength and Conditioning is a semester class for 9th-10th grade students. Students will have an opportunity to work on several different categories of fitness including muscular power, cardiovascular endurance, flexibility, and much more. There are several different programs that students will use to progress their level of lifting technique and their level of comfort in the weight room. Students of all levels of fitness are welcome to register for this class. Workout programs for the 1st quarter will be gauged toward the teaching of Olympic and powerlifting techniques to progress the student through the course. The Program cycles are a mix of both strength-based and cardio-based. Workout programs for the 2nd quarter will be based on the student's maximum repetition percentages.

TEAM SPORTS



Course Number: 12110
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: General Physical Education, Strength and Conditioning or Everyday Fitness.
Duration: 1 Hour• 1 Semester

Class emphasis is on gaining a basic knowledge of team sports. Students will learn a variety of rules, fundamentals and strategies used in team sports. Team sports include, but are not limited to, team handball/speedball, volleyball, lacrosse, softball, ultimate Frisbee, soccer, basketball, football, and floor hockey. Safety, teamwork, and sportsmanship will be emphasized.

OUTDOOR RECREATION



Course Number: 12160
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: General Physical Education, Strength and Conditioning or Everyday Fitness.
Duration: 1 Hour• 1 Semester

This course is for outdoor novices or experienced individuals with an interest in outdoor recreation and how best to utilize the resources safely without destroying them. This course will focus on hands-on and practical opportunities balanced with academic analysis. This course will examine common Minnesota outdoor activities from a standpoint of safety, proper gear and use of gear, multiple-use principles, and cost for the activity. We will examine activities such as canoeing, ice & summer fishing, geocaching, wilderness hiking, summer and winter camping, archery, small and large game hunting, and trip planning.

SCIENCE COURSES

Rock Ridge School Board's Graduation Requirement policy requires that 3.0 credits of Science courses are taken by students during their high school career.

REQUIRED SCIENCE COURSES

GRADE	GENERAL	ACCELERATED
9	Earth Science	Honors Earth Science
10	Biology	AP Biology
11	Botany Environmental Science Food Chemistry High School Chemistry (Not offered 24-25) Project Science (Not offered 24-25) Zoology	General Biology (CIS) (Not offered 24-25) General Chemistry I (CIS) Introduction to Physics (CIS) Human Anatomy & Physiology I (CIS) Human Anatomy & Physiology II (CIS)
12	Botany Environmental Science Food Chemistry High School Chemistry (Not offered 24-25) Project Science (Not offered 24-25) Zoology	General Biology (CIS) (Not offered 24-25) General Chemistry I (CIS) Introduction to Physics (CIS) Human Anatomy & Physiology I (CIS) Human Anatomy & Physiology II (CIS)

EARTH SCIENCE

Course Number: 13105A & 13105B
Grade Level: 9
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
Note: Required for all 9th graders unless taking Honors Earth Science.

This Earth Science course will investigate and study the interactions between the four major Earth spheres including the geosphere, atmosphere, hydrosphere, and biosphere to explain Earth's formation, processes, history, landscapes, and how and why Earth changes over time. The course will also explore how current actions of humans are interacting with and affecting Earth's spheres leading to local and global changes. Topics to be addressed include, but are not limited to science and engineering practices, nature of science, measurement, mapping Earth's surface, plate tectonics, earthquakes, volcanoes, geologic time, meteorology, and Earth's place in the universe. Students will participate in laboratory exercises, small group activities, web-based investigations and simulations, class discussions, projects, and research.

HONORS EARTH SCIENCE

Course Number: 13106A & 13106B
Grade Level: 9
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
Note: Required for all 9th graders unless taking Earth Science.

The Honors Earth Science course will provide students with a rigorous curriculum that teaches to the same standards as the general Earth Science Courses. At the honor level, however, extended learning activities will require students to increase their use of critical thinking skills to include analysis, synthesis, and problem-solving. This Earth Science course will investigate and study the interactions between the four major Earth spheres including the geosphere, atmosphere, hydrosphere, and biosphere to explain Earth's formation, processes, history, landscapes, and how and why Earth changes over time. The course will also explore how current actions of humans are interacting with and affecting Earth's spheres leading to local and global changes. Topics to be addressed include, but are not limited to science and engineering practices, nature of science, measurement, mapping Earth's surface, plate tectonics, earthquakes, volcanoes, geologic time, meteorology, and Earth's place in the universe. Students will participate in laboratory exercises, small group activities, web-based investigations and simulations, class discussions, projects, and research.

BIOLOGY
Course Number: 13200A & 13200B
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
Note: Required unless taking AP Biology.
Biology is a required course for graduation. Students may choose between Biology and A.P. Biology. Biology covers cell theory, mechanisms of heredity, biological change over time, material cycles and energy flow in living systems, behaviors of organisms, and the significance of major scientific advances.

AP BIOLOGY
Course Number: 13202A & 13202B
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
Note: Required unless taking Biology.
Are you ready to step up your high-school game? How do modern laboratory procedures mimic biological processes? Are Punnett Squares even relevant any longer? Advanced Placement Biology (A.P. Biology) is designed to be the equivalent of a college introductory biology course. AP Biology is a more in-depth study of the topics covered in Biology. The assessment strategies are also reflective of a more advanced science course. This course differs significantly from the usual first-year course with respect to the textbook used, the range and depth of topics covered, the kind of laboratory work performed, and the time and effort required by the student. Three general areas will be covered: molecules and cells, genetics and evolution, organisms and populations. This course is designed for students looking for a challenge and an introduction to college-level material.

BOTANY
Course Number: 13410
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester
Botany is the scientific study of plants and their relationship to the environment. In this course, students investigate the growth, reproduction, anatomy, morphology, physiology, biochemistry, taxonomy, genetics, and ecology of plants. Students should expect daily classwork as well as projects, quizzes, tests, and laboratory write-ups. Laboratory and outdoor experiences complement classroom activities. A high level of understanding in problem solving and the scientific methods is necessary for success in this course.

ENVIRONMENTAL SCIENCE
Course Number: 13710
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester / Semester 1 only
Where does your water go and what is in it? How do my hunting practices affect local populations? Environmental Science is a semester-long project based course designed to draw connections between a variety of science disciplines including biology, chemistry, and physics while relating it to real life practices. It gives students a coherent and realistic picture of the applications of a variety of scientific concepts as they manifest in our environment. Topics studied throughout the course of the year include: Earth's environmental systems, human population, environmental health, urbanization, forestry and resource management, soil and agriculture, mineral resources and mining, water resources, the atmosphere, global climate change, nonrenewable and renewable energy, and waste management. and their impact on the environment. The goal of this course is to increase students' knowledge and awareness of the environmental challenges of today, while continuing to cultivate scientific critical thinking skills.

FOOD CHEMISTRY
Course Number: 13312A & 13312B
Grade Level: 11-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
What is in the food you eat? In this Food Science course, we will learn about chemistry and the chemistry of foods, using scientific methods. Topics include Matter, chemical formulas, equations, chemical naming, the study of the periodic table. Through experiments with yeasts, heat, liquid, etc., students plan and implement lab experiments to study the relationships among science, food, and nutrition. Basic laws of chemistry are applied to the production, processing, preservation, and packaging of food.

GENERAL BIOLOGY

This course is not offered in 24-25, it may be offered again in 25-26.

Course Number: 13250
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: CIS Eligibility / Biology or AP Biology
Duration: 1 Hour• 1 Semester
Note: This course covers basic biology concepts needed for all healthcare, engineering, and science professions, among others.

Is there enough dinosaur DNA in modern birds to recreate dinosaurs? How are human cells, bacteria cells, plant cells and viruses similar? Is it moral and ethical to create human sex cells (eggs and sperm) in a laboratory? The answers are found in General Biology I. An introduction to the field of biology focusing on unifying biological principles, concepts, and theories. Includes the scientific method; life's chemical basis; cell theory; cellular structure, function, metabolism, and reproduction; genetics and inheritance; evolution, and an introduction to community and ecosystem ecology. Lab includes conducting, interpreting, and communicating results of lab exercises and experiments. This course covers basic biology concepts needed for all healthcare, engineering, and science professions, among others.

Students taking this course for college credit will receive .75 high school credit. Students may earn 3 college credits through Lake Superior College in BIOL 1120.

GENERAL CHEMISTRY 1

Course Number: 13502A & 13502B
Grade Level: 11-12
Credits: 1 Credit
Prerequisite: CIS Eligibility / College Algebra
Duration: Extended or 1 Hour• 1 Semester or 1 Year
Note: This is a required course for all healthcare, engineering, and science professions, among others.

How can Advil ease the pain of a smashed finger? Do stars have a fingerprint? This CIS course aims to answer those questions and more. This CIS course examines most of the topics covered in High School Chemistry, but more in-depth and uses more mathematics, meeting all requirements of Minnesota North College. Students must understand algebra to do well in this course. This course covers the basic principles of chemistry and the basic skills used in a chemistry laboratory. Topics generally include organization of matter, language of chemistry, phases of matter, solutions and their behavior, acids and bases, thermal chemistry, and chemical reactions.

Students taking this course for college credit will receive 1 high school credit. Students may earn 4 college credits through Minnesota North College in CHEM 1521.

HIGH SCHOOL CHEMISTRY

This course is not offered in 24-25, it may be offered again in 25-26.

Course Number: 13300A & 13300B
Grade Level: 11-12
Credits: 1 Credit
Prerequisite: None
Duration: Extended or 1 Hour• 1 Semester or 1 Year

What is the science behind fireworks? Is it true the floor is mostly empty space? Do you enjoy hands-on labs? High School Chemistry answers these questions, gives you these opportunities, and much more! This course covers the basic principles of chemistry from a conceptual and practical viewpoint. Topics generally include organization of matter, phases of matter, chemical reactions, and gas interactions. This course is designed as a survey of chemistry for students interested in an exposure to the content of the science of chemistry and an introduction to laboratory science classes.

HUMAN ANATOMY & PHYSIOLOGY I

Course Number: 13604
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: CIS Eligibility / Biology or AP Biology
Duration: 1 Hour • 1 Semester
Note: This course is designed for students interested in health care professions.

This course takes a very intense look at the anatomy and physiology of humans with emphasis on dissection and extensive lab work done with human analogs and representative specimens. Human Anatomy and Physiology I includes exploration of Anatomical terminology, Cells, Histology, structures and functions of the Skeletal system, Muscular system, Nervous system and Senses, and the Integumentary system.

Students taking this course for college credit will receive 1 high school credit. Students may earn 4 college credits through Minnesota North College in BIOL 2371

HUMAN ANATOMY & PHYSIOLOGY II

Course Number: 13605
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: CIS Eligibility / Human Anatomy & Physiology I
Duration: 1 Hour • 1 Semester
Note: This course is designed for students interested in health care professions.

Human Anatomy and Physiology II (CIS) takes a very intense look at the anatomy and physiology of humans with emphasis on the structures and functions of the Endocrine system, Cardiovascular system, Lymphatic/Immune systems, Respiratory system, Urinary system, Digestive system, Reproductive system and Genetics.

Students taking this course for college credit will receive 1 high school credit. Students may earn 4 college credits through Minnesota North College in BIOL 2372

INTRO TO FORENSIC BIOLOGY: CONCEPTS & TECHNIQUES

Course Number: 13255
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: CIS Eligibility / Biology or AP Biology
Duration: 1 Hour• 1 Semester

What can the corpse at a crime scene tell about the crime? How difficult is it to clean up blood from a crime scene? Are shows like CSI and Dexter accurate? This lab-based course is designed to teach introductory cell, molecular biology, and chemistry using case studies and lab exercises centered around forensic analysis. Lectures, labs, case study assignments, readings, and instructions will be chosen from the following topics: scientific method, critical thinking, lab safety, microscope use (hair and fiber analysis), DNA extraction, DNA fingerprinting and replication, chemistry of life (atomic structure, bonding, pH, organic macromolecules), protein separation and analysis (electrophoresis), bacterial culture, transformation, chromatography, genetically modified organisms (GMO), cell replication, and forensic entomology. Hands-on instruction in forensic lab techniques used in environmental, medical, and molecular biology. A great class for law enforcement, mortician, and medical examiner professions.

Students taking this course for college credit will receive .75 high school credit. Students may earn 3 college credits through Lake Superior College in BIOL 1009.

INTRO TO PHYSICS

Course Number: 13550A & 13550B
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: CIS Eligibility / Biology or AP Biology
Duration: Extended • 1 Semester

What's the deal with those Newton's Cradles on Strasser's desk? Why are saunas the perfect model for heat transfer? If plastic is easily bendable and breakable, why are modern vehicles made from it? Intro to Physics can help you answer these questions - and any other question about the universe. This course covers the basic principles of physics from a conceptual and practical viewpoint, with an emphasis on algebraic problem solving. Topics generally include motion, forces, energy, waves and sound, fluids, heat, electricity and magnetism, and light. Modern physics (quantum mechanics, black holes, particle accelerators, astrophysics) will also be addressed throughout the year. Students may attend ValleyFair's Science and Physics Days in Shakopee, MN in the spring as part of their year-end-project. The course is a survey of physics for students interested in an exposure to the subject of physics and an introduction to laboratory science classes. This course is designed for students interested in engineering, medicine, architecture, and computer professions, among others.

Students taking this course for college credit will receive 1 high school credit. Students may earn 4 college credits through Minnesota North College in PHYS 1100.

MICROBIOLOGY

This course is not offered in 24-25, it may be offered again in 25-26.

Course Number: 13252
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: CIS Eligibility / Biology or AP Biology
Duration: Extended • 1 Semester
Note: This course is designed for students interested in health care professions.

30% of the mass of your poo is microbes. Microbes can make you both healthy and sick. You can transfer DNA from a jellyfish to a bacteria and make the bacteria glow. Want to learn more? Microbiology is a study of the classification, structure, and function of microbes, with an emphasis on disease-causing bacteria, viruses, protozoa, and fungi; control of microbial growth; study of the basic laboratory techniques used in microbiology: use of the microscope for viewing microbes, staining techniques, bacterial morphology and staining patterns, preparation of culture media, culture techniques, and microbial identification techniques. This course is designed for students interested in health-care professions.

Students taking this course for college credit will receive .75 high school credit. Students may earn 3 college credits through Lake Superior College in BIOL 1170.

PROJECT SCIENCE

This course is not offered in 24-25, it may be offered again in 25-26.

Course Number: 13150
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester / Semester 2 only

Are you a curious person? Do you often find yourself asking questions about how the world works? Are you self-motivated? Do you have a passion for science? This class is an open-ended, project-based science class exploring a multitude of scientific concepts and ideas. The class content will be decided upon by the students, and topics will change based on the ideas and desires of the students. If you are interested in science -- any science -- and want to help set the curriculum for a class, this course is for you! No science topic is outside the realm of possibilities. Students will be expected to analyze and write detailed descriptions and interpretations about graphs, validity of data, and procedures.

ZOOLOGY

Course Number: 13402
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester

Zoology is the study of animal life. We will study the general principles of zoology including animal anatomy, reproduction, genetics, habitats, and distributions, as well as animal behavior. Outreach with local farmers will be utilized in this course. Students should expect daily classwork as well as projects, quizzes, tests, and laboratory write-ups. Laboratory and outdoor experiences complement classroom activities. A high level of understanding in problem solving and the scientific methods is necessary for success in this course.

SOCIAL STUDIES COURSES

Rock Ridge School Board's Graduation Requirement policy requires that 3.5 credit of Social Studies courses are taken by students during their high school career.

REQUIRED SOCIAL STUDIES COURSES

GRADE	GENERAL	ACCELERATED
9	Foundations of Social Studies	Honors Foundations of Social Studies
10	World History	Honors World History
11	U.S. History 11	American History - 1877 (CIS) American History 1877 to Present (CIS)
12	Government	AP Government

SOCIAL STUDIES FOUNDATIONS 9

Course Number: 14100
Grade Level: 9
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester / Semester 2 only
Note: Required for all 9th graders unless taking Honors Social Studies Foundations 9.

Social Studies Foundations 9 will explore the social studies topics of geography and civics. This course focuses on the foundations of the US Government and current global issues. Being informed about current topics helps one become a better citizen and understand the world in a more complete way.

HONORS SOCIAL STUDIES FOUNDATIONS 9

Course Number: 14101
Grade Level: 9
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester / Semester 2 only
Note: Required for all 9th graders unless taking Social Studies Foundations 9.

The honors social studies 9 class provides an integrated study of geography and civics. The goal of the class is to develop citizens who will be able to participate in a culturally diverse, democratic, global society. The class also emphasizes active learning strategies, research, and inquiry skills, as well as critical thinking, reading, and writing.

WORLD HISTORY 10

Course Number: 14200A & 14200B
Grade Level: 10
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Note: Required unless taking Honors World History 10.

In World History we will utilize historical skills to explore and analyze everything from the beginnings of civilizations to modern issues. We will learn about the key players, cultures, locations, causes/ effects, and the lasting impacts of historical events that have shaped the world. Learners will find that world history encompasses everything in life as it's the story of us all. Learn and become an informed citizen of our very interdependent world!

HONORS WORLD HISTORY 10

Course Number: 14201A & 14201B
Grade Level: 10
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Note: Required unless taking World History 10.

Honors World History will provide enriched, exploratory, and challenging opportunities to dive into everything from the ancient civilizations to modern issues. This course is designed for learners who demonstrate strength in social studies skills and content. Honors World History utilizes rigorous curriculum to cover the same standards as World History 10 but at new depths and an accelerated pace. Learners will experience more projects throughout the year where they will apply knowledge, problem-solving skills, critical thinking, and creativity. Learners will gain new perspectives and engage in the history of our increasingly interdependent world.

IRON RANGE HISTORY
Course Number: 14220
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
Iron Range History is a social studies elective that explores our rich, local history. This class takes a look at our area during the fur trade and the Indigenous populations that inhabited Northern Minnesota hundreds of years ago, all the way to the present day. Students will learn about how different industries, like forestry and mining, as well as immigration shaped our culture and how these played a major role in America's history during the frontier times, the Industrial Revolution, both World Wars, and so on.

LAW AND CRIMINAL JUSTICE
Course Number: 14400
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
Students will explore subjects of law like the introduction of the law, the meaning of crime, civil laws and procedures, criminal laws and procedures, and agency and employment laws. Afterward, they will learn about different aspects of criminal justice like crime patterns, understanding crime and victimization, the history of policing, adult and juvenile corrections, probation, and life in prison.

MINNESOTA HERITAGE
Course Number: 14222
Grade Level: 10-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
This course is a social studies elective that explores our rich, local history and covers all things Minnesota. Topics will include early native cultures, current culture, and everything in-between. Students will learn about how different industries, like forestry and mining, as well as immigration shaped our culture and how these played a major role in America's history . Learn about Minnesota in a variety of ways and discover the rich history of our great state. This class will prepare you for careers in everything from tourism and business to mining and natural resources. You will experience Minnesota to the fullest. Newbies to diehards are welcome.

US HISTORY 11
Course Number: 14250A & 14250B
Grade Level: 11
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour • 1 Year
Note: Required Unless taking CIS American History to 1877 AND American History 1877 to Present
United States History is a survey course covering social, economic, and political development of the United States from Exploration and the Colonial Era to the present. Special emphasis will be given to the Civil War and Reconstruction, Industrialization, Reform Movements, Foreign Policy, World War I & II, The Great Depression, Civil Rights, and the current issues of the day.

AMERICAN HISTORY TO 1877
Course Number: 14252
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: CIS eligibility
Duration: 1 Hour • 1 Semester

AMERICAN HISTORY 1877 TO PRESENT
Course Number: 14253
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: CIS eligibility
Duration: 1 Hour • 1 Semester
American History to 1877 & American History 1877 to Present may be taken in place of the traditional 11th grade United States History course.
American History to 1877 & American History 1877 to Present may be taken by seniors as an elective credit.
American History to 1877 focuses on the development of American political, social, and economic institutions and practices. This course surveys the period of American development from pre-European arrival through Reconstruction. Topics include Native American cultures, European colonization, the American Revolution, the early national period, the War of 1812, the Civil War, Reconstruction, and American presidents and their respective policies.
American History from 1877 to the present examines the development of American political, social, and economic institutions and practices. Survey topics include industrialization, Gilded Age politics, urbanization, America as a world power, the Progressive Era, World War I, the "Roaring Twenties," the Great Depression, World War II, the Baby Boom, Vietnam War, and social, economic, and political developments during the late 20th and early 21st centuries.
Students taking this sequence for college credit will receive 1.5 high school credit.
Students may earn 6 college credits through Minnesota North College in HIST 1211 & 1212.

AP PSYCHOLOGY
Course Number: 14422A & 14422B
Grade Level: 11-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
This course offers students an engaging introduction to the essential topics in psychology. Throughout this study of human behavior and the mind, you will explore current theories and issues in areas of cognition, sensation and perception, consciousness (including sleep and dreams), motivation, memory, personality types, relationships, and mental health disorders. Rather you're headed to college and want to get a jumpstart on your credits, or you are just curious about what makes you, you; this class will be the equivalent of a college level class and should only be taken by serious students with an interest in the world of psychology.

HISTORY O F MODERN MUSIC
This course is not offered in 24-25, it may be offered again in 25-26.
Course Number: 14705
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
Students will learn about the history of modern music and how it has influenced American society. The course will cover multiple genres including blues, jazz, rock, country, rap, and pop. Emphasis will be placed on how music is often a reflection of society.

SPORTS HISTORY
Course Number: 14715
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
Students would learn the history behind some of America's most popular sports including basketball, baseball, football, hockey, track and field, tennis, etc. Students would then learn how to play these sports with instruction from the physical ed. department. Instruction would be project-based learning and hands on learning.

THE WORLD WARS
Course Number: 14710
Grade Level: 11-12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour • 1 Semester
The course will cover WWI and WWII in depth over the course of one semester. Emphasis will be placed on how the wars were interconnected and how they still affect global society today. The course will be largely project based learning and discussions.

AP ECONOMICS
Course Number: 14302
Grade Level: 12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester
NOTE: This class will be the equivalent of a college level class and should only be taken by serious students with an interest in the world of business and economics.
AP Economics will be an advanced economics class for seniors wishing to take an in depth look at the world of economics. This will be a class that will focus on macro and micro economic concepts and give the students a chance to see how the study of economics relates to the United States and the World. Students will explore different economic systems and models and be able to use this class to enhance their understanding of all business-related topics and principles.

AP UNITED STATES GOVERNMENT & POLITICS
Course Number: 14307
Grade Level: 12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester
Note: Required Unless taking Government.
This course gives students a perspective on government and politics in the United States. It includes both the study of general concepts used to interpret US Government and Politics and the analysis of specific examples. Students will gain familiarity with the various institutions, groups, beliefs, and ideas that constitute US Government and politics.

ECONOMICS
This course is not offered in 24-25, it may be offered again in 25-26.
Course Number: 14300
Grade Level: 12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester
This is a basic economics class where students will be exposed to economic principles and theory. They will gain an understanding of the current economic systems, practices, principles, and theory which apply to the U.S. and foreign economies. Students will be exposed to the different types of economic and business systems that contribute to our economy. Students will also gain an understanding of microeconomics and consumer economics. All students will gain valuable information that will benefit them financially and economically in the next stage of their life.

GOVERNMENT
Course Number: 14305
Grade Level: 12
Credits: .5 Credit
Prerequisite: None
Duration: 1 Hour• 1 Semester
Note: Required Unless taking AP Government.
Government will provide students with a solid background in American Government. During the semester, the focus will be on developing student skills and knowledge in the area of American citizenship. Constitutional principles, individual rights and responsibilities, and formal and informal political structures will be investigated. A second component to Government will be current events that complement the study of American government. Throughout the year, a continual study of videotaped and printed current events is maintained with a strong emphasis on U.S. and Minnesota affairs to illustrate the federal and state governments at work.

WORLD LANGUAGE COURSES

Unless otherwise noted these courses count as elective credits.

While not all colleges require language for admission, more and more are doing so. Two years of a single world language is considered the minimum requirement at these colleges. If planning to attend a 4-year college or university, it is recommended that students complete three years of a world language. If you are planning or hoping to attend a 4-year college or university, it is recommended that you refer to their admissions requirements regarding foreign language requirements.

GERMAN I
Course Number: 18200A & 18200B
Grade Level: 9-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
Note: Students will also have the opportunity to participate in a three-week exchange to Germany every other year.

German I is an introduction to the German language and culture. Students will acquire the German language using comprehensible language in class discussions, stories, and cultural explorations. Students will start by developing listening and reading skills that will lead into speaking and writing skills, all the while learning about the fascinating Germanic culture.

GERMAN II
Course Number: 18225A & 18225B
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: German I
Duration: 1 Hour• 1 Year
Note: Students will also have the opportunity to participate in a three-week exchange to Germany every other year.

In German II, students will continue to develop the skills needed to communicate in German through more extensive vocabulary and grammatical concepts. Stories, real world materials and class activities are designed to allow students to acquire the language through comprehensible input.

GERMAN III
Course Number: 18250A & 18250B
Grade Level: 11-12
Credits: 1 Credit
Prerequisite: German II
Duration: 1 Hour• 1 Year
Note: Students will also have the opportunity to participate in a three-week exchange to Germany every other year.

German III is a continuation of German II with further development of listening, speaking, reading, and writing skills.

OJIBWE I
Course Number: 18300A & 18300B
Grade Level: 9-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year

Beginning Ojibwe I utilizes real time classroom instruction via telepresence or online connectivity. Curriculum emphasis is on speaking, understanding, reading, and writing of the language building on grammar patterns and TPR (acting/total physical response). It is based on ACTFL.org/MN standards of world language teaching. The Double Vowel system of writing/orthography is used. The student will utilize classroom lessons and interactive online educational tools/apps to practice, create and voice language lessons (Quizlet, Skype, Voki, YouTube, Google Tools, etc). Regional study of Native history and contemporary events and cultural practices in the Lake Superior's Circle of Seasons are included. Artistic design and community outreach as it relates to functional daily living and language is also explored in the second year.
This class will be received via an electronic Telepresence course and use an online platform of learning in addition to direct instruction received via television capabilities.
Sending District: International Falls / Instructor: Tim Vollum

OJIBWE II
Course Number: 18325A & 18325B
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: Ojibwe I
Duration: 1 Hour• 1 Year

Ojibwe II utilizes classroom instruction via telepresence or online connectivity. Curriculum emphasis is on building novice to intermediate speaking, understanding, reading and writing of the language, building on grammar patterns and TPR (acting/total physical response). It is based on ACTFL.org/MN standards of world language acquisition. The student will utilize lessons and interactive tools/apps to practice, create and voice language lessons (Quizlet, Skype, Voki, Audacity, YouTube, Google Tools, etc). Topics such as grammar patterns for four (4) verb types and inanimate and animate beings expand on year one. Woodland design, games, community outreach, storytelling and cultural topics as they relate to contemporary daily living and language are included.
This class will be received via an electronic Telepresence course and use an online platform of learning in addition to direct instruction received via television capabilities.
Sending District: International Falls / Instructor: Tim Vollum

SPANISH I
Course Number: 18100A & 18100B
Grade Level: 9-12
Credits: 1 Credit
Prerequisite: None
Duration: 1 Hour• 1 Year
Spanish I is an introduction to the Spanish language and culture. Students will acquire the Spanish language using comprehensible language in class discussions, stories, and cultural explorations. Students will start by developing listening and reading skills that will lead into speaking and writing skills, all the while learning about the rich culture of the Spanish-speaking world.

SPANISH II
Course Number: 18125A & 18125B
Grade Level: 10-12
Credits: 1 Credit
Prerequisite: Spanish I
Duration: 1 Hour• 1 Year
In Spanish II, students will continue to develop the skills needed to communicate in Spanish through more extensive vocabulary and grammatical concepts. Stories, real world materials and class activities are designed to allow students to acquire the language through comprehensible input.

SPANISH III
Course Number: 18150A & 18150B
Grade Level: 11-12
Credits: 1 Credit
Prerequisite: Spanish II
Duration: 1 Hour• 1 Year
Spanish III is a continuation of Spanish II with further development of listening, speaking, reading, and writing skills.

NON-CREDIT BEARING COURSES

These courses do not earn credit.

INDIGENOUS EDUCATION

Course Number: 17500A & 17500B
Grade Level: 9-12
Credits: No Credit

The purpose of Indigenous Education is like that of a study hall. It is extra time during the day to work on homework or study for tests as well as receive additional cultural awareness. Students have access to iPads and computers as well as the resource center when necessary.
9th-12th grade students can elect to take two study hall periods (one each semester). Indigenous Ed takes the place of a study hall.

STUDY HALL

Course Number: 17000A & 17000B
Grade Level: 9-12
Credits: No Credit
NOTE: Students must remain on campus during study hall.

9th-12th grade students can elect to take two study hall periods (one each semester).
The purpose of study hall is to find extra time during the day to work on homework or study for tests.
Students have access to iPads and computers as well as the resource center when necessary.
The study hall supervisor will work independently with students as necessary.

SPECIAL EDUCATION COURSES

All Special Education students can take any of the electives offered within this course catalog. This section includes other resource room based courses offered only to students that qualify.

Special services are provided to children (birth - 22) with the following handicapping conditions: Early Childhood Special Education, Autism Spectrum Disorders, Deaf-Blind, Emotional or Behavioral Disorders, Deaf and Hard of Hearing, Developmental Cognitive Disability, Other Health Disabilities, Physically Impaired, Severely Multiply Impaired, Specific Learning Disability, Speech or Language Impairments, Traumatic Brain Injury, Visual Impairment, Development Adaptive Physical Education.

The education program and services that each child requires is based on an assessment or evaluation. If the student meets the criteria for special education and is in need of special education services, a comprehensive Individual Educational Plan (IEP) or Individual Interagency Intervention Plan (IIIP) is then written which includes the results of the evaluation, student needs, goals and objectives set by the team, services to be provided, and times and frequency of progress reports.

7TH - 12TH GRADE

MATH	• Everyday Math (7-12) • Resource Functional Math (7-12) • Resource Math I (7-12) • Resource Math II (7-12) • Resource Math III (7-12) • Resource Math IV (7-12)
LANGUAGE ARTS	• Functional English (7-12) • Intermediate English (7-12) • Resource English I (7-12) • Resource English II (7-12) • Resource English III (7-12)
SOCIAL STUDIES	• Everyday Economics (9-12) • Everyday Social Studies (7-12)
SCIENCE	• Science Lab (7-12)
ELECTIVES	• Art Explorations (7-12) • Career Seminar II (11-12) • Life Fitness (9-12) • Resource Life Skills (7-12) • Math/English Lab (7-12) • Post-Secondary Education & Career Readiness (11-12) • Resource Recreation and Leisure (7-12) • Recreation Fitness (9-12) • Advanced Recreational Fitness • Resource Organization and Study Skill Jr (7-8) • Resource Organization and Study Skill Sr (9-12) • Work Experience (11-12)

SPECIAL EDUCATION RESOURCE ENGLISH COURSES

FUNTIONAL ENGLISH
Course Number: 19202A & 19202B
Grade Level: IEP Determined
Credits: IEP Determined
Functional English I is a course developed for high school students who are currently on an IEP. This class teaches skills in the following sub domains: alphabetic principle, concept of word, visual discrimination, phonics, structural analysis, vocabulary, sentence level comprehension, phonemic awareness, paragraph level comprehension and early numeracy. It includes concepts such as: taking information directly from the text, making inferences, summarizing key details, character development, plot, basic writing skills and interpretation of words in context. Case manager approval is required for students with a current IEP to register.

INTERMEDIATE ENGLISH
Course Number: 19204A & 19204B
Grade Level: IEP Determined
Credits: IEP Determined
Intermediate English I is a course developed to bridge and support transitioning into the junior high and high school English classroom settings. Students selecting this course will be on an IEP and will need case manager approval. This class teaches the process and skills a student needs to become an independent learner when in the classroom setting. It includes concepts such as: Key Details, Themes, Characters, Point of View, Compare and Contrast, Drawing conclusions, Perceiving Relationships, Making Judgements, Predictions, Sequencing Logical Connections, Drawing Conclusions, reading in the content Areas, Vocabulary and Decoding, Research and Study Skills. Case manager approval is required for students with a current IEP to register.

RESOURCE ENGLISH I
Course Number: 19210A & 19210B
Grade Level: IEP Determined
Credits: IEP Determined
Resource English I is our level 1 English course developed for students who are currently on an Individualized Educational Plan (IEP). This course focuses on developing skills in the areas of reading, writing, and speaking through various types of literature including short stories, novels, and nonfiction articles. Students will work to strengthen their reading skills, develop vocabulary and spelling skills, enhance their writing, and improve comprehension. Students will develop spelling and writing skills through instruction focused on Case manager approval is required for students with a current IEP to register.

RESOURCE ENGLISH II
Course Number: 19211A & 19211B
Grade Level: IEP Determined
Credits: IEP Determined
Resource English II is our level 2 English course developed for students who are currently on an Individualized Educational Plan (IEP). This course concentrates on reading, writing, vocabulary, mechanics, usage, and grammar. Special emphasis is placed on improving literacy through a strong core of reading and writing practice. Students will take the state reading test in the spring. Case manager approval is required for students with a current IEP to register. Some students will take this in place of English 7/8 and some students will take this as a replacement for English 9/10.

RESOURCE ENGLISH III
Course Number: 19212A & 19212B
Grade Level: IEP Determined
Credits: IEP Determined
Determined Resource English Sr High III is an English course developed for students who are currently on an Individualized Educational Plan (IEP). Case manager approval is required for students with a current IEP to register.

CO-TAUGHT LITERATURE & COMMUNICATION
Course Number: 19220A & 19220B
Grade Level: IEP Determined
Credits: IEP Determined
Co-Taught Exploring Literature & Professional Speaking is a course that is taught by both a licensed English teacher and a licensed special education teacher. The focus of this ELA course is developing skills in the areas of reading, writing, and speaking through various types of literature, including short stories, novels, and nonfiction text. Students will explore several genres and work to strengthen their reading skills and develop their vocabulary. They will make connections among ideas and between texts and consider a wide range of textual evidence. Students will develop writing skills in areas including persuasion, explanatory texts, and narratives, along with reflection to make connections to literature and to reflect on personal experiences. A strong emphasis is placed on practicing public and professional speaking.

SPECIAL EDUCATION LIFE SKILL COURSES

RESOURCE LIFE SKILLS
Course Number: 19810A & 19810B
Grade Level: IEP Determined
Credits: IEP Determined
Resource Life Skills is a course focused on the daily living skills students need to gain to prepare for increased independence. Skills such as hygiene, basic cooking, and other life skills.

RESOURCE RECREATION & LEISURE
Course Number: 19812A & 19812B
Grade Level: IEP Determined
Credits: IEP Determined
This course focuses on teaching students how to choose appropriate recreation and leisure activities independently. The purpose is to help students identify activities that they enjoy doing, be able to locate them in the community, and participate in them independently. In addition to these activities, individual student personal cares may be attended to during these hours.

SPECIAL EDUCATION RESOURCE MATH COURSES

EVERYDAY MATH
Course Number: 19302A & 19302
Grade Level: IEP Determined
Credits: IEP Determined
Everyday Math is a course developed for students who are currently on an IEP. This class teaches math skills and provides a foundation for the skills to be applied to solve real-world problems. This class includes concepts from the standards-based areas of Number sense, computation, algebra and functions, geometry, measurement, and problem-solving. Examples of skills taught are understanding that clocks and calendars are tools that measure time, making direct comparisons of length, capacity, weight, the temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler or holds more, representing, comparing, and interpreting data using pictures and picture graphs and understanding the value of money and its use. Case manager approval is required for students with a current IEP to register.

RESOURCE FUNTIONAL MATH
Course Number: 19304A & 19304B
Grade Level: IEP Determined
Credits: IEP Determined
Resource Functional Math is a course developed for students who are currently on an IEP. This class teaches math skills and provides a foundation for the skills to be applied to solve real-world problems. This class includes concepts from the standards-based areas of Number sense, computation, algebra and functions, geometry, measurement, and problem-solving. Examples of skills taught are one-to-one correspondence, number recognition, grouping objects by attributes, comparing/contrasting by size, patterns, and relating time to events with pictures and symbols. Case manager approval is required for students with a current IEP to register.

RESOURCE MATH I
Course Number: 19310A & 19310B
Grade Level: IEP Determined
Credits: IEP Determined
Resource Math I is a course developed for students who are currently on an IEP. This class teaches math skills and provides a foundation for the skills to be applied to real world problems. This class includes concepts such as: representation of whole numbers, using addition, subtraction, multiplication, and division to solve real world problems, comparing & ordering fractions with common denominators, identify parallel and perpendicular lines, calculating perimeter, collect and organize data, classifying angles, read and write decimals, interpret bar graphs, pictographs, and tally charts. Case manager approval is required for students with a current IEP to register.

RESOURCE MATH II
Course Number: 19311A & 19311B
Grade Level: IEP Determined
Credits: IEP Determined
Resource Math II is a course developed for students who are currently on an IEP. This class teaches math skills and provides a foundation for the skills to be applied to real world problems. This class includes concepts such as: Divides multi-digit numbers, add, and subtract fractions and decimals, translate patterns and rules, apply commutative and associative properties, understand inequalities, classify for three-dimensional figures, create ratios and basic conversions among units within a measurement system. Case manager approval is required for students with a current IEP to register.

RESOURCE MATH III
Course Number: 19312A & 19312B
Grade Level: IEP Determined
Credits: IEP Determined
Resource Math III is a course developed for students who are currently on an IEP. This class teaches math skills and provides a foundation for the skills to be applied to real world problems. This class includes concepts such as: Recognize rational numbers in various forms and convert between forms, compare positive and negative rational numbers, solve linear equations, calculate slope, find the equation of a line, use properties of algebra, use formulas to calculate area and circumference of circles, calculate probability, recognize a linear function, solve equations and inequalities using algebraic properties, factor polynomials and apply the Pythagorean Theorem to solve problems. Case manager approval is required for students with a current IEP to register.

CO-TAUGHT ALGEBRA II
Course Number: 19320A & 19320B
Grade Level: IEP Determined
Credits: IEP Determined
Co-Taught Algebra II is a course that is taught by both a licensed Math teacher and a licensed special education teacher. This is the second course in high school algebra. Topics covered include solving equations and inequalities including linear, quadratic, polynomial, inverse, absolute value, and exponential. Other topics include solving systems of equations; simplifying rational, irrational, imaginary, and complex expressions; logarithms, and probability and statistics.

CO-TAUGHT GEOMETRY
Course Number: 19322A & 19322B
Grade Level: IEP Determined
Credits: IEP Determined
Co-Taught Geometry is a course that is taught by both a licensed Math teacher and a licensed special education teacher. In Co-Taught Geometry emphasis is placed on deduction, but significant roles of induction and intuition are also stressed. Linear, angular, surface, and volumetric, and quantities of l, 2, and/or 3 dimensional geometric forms are compared and/or calculated. The line, plane, and space are coordinated; and elementary methods of analytical geometry are introduced. Solid geometry is integrated with plane geometry throughout the course.

CO-TAUGHT HIGH SCHOOL ALGEBRA I

Course Number: 19324A & 19324B
Grade Level: IEP Determined
Credits: IEP Determined

Co-Taught High School Alg I is a course that is taught by both a licensed Math teacher and a licensed special education teacher.

Co-Taught High School Alg I will include an algebraic introduction that builds upon the concepts taught in 8th Grade Algebra. High School Algebra I will include an algebraic introduction that builds upon the concepts taught in Introductory Algebra. Students will be working with real numbers, solving equations and problems, polynomials, factoring polynomials, algebraic fractions, applying fractions, introduction to functions, systems of linear equations, inequalities, rational and irrational numbers, and finally, quadratic functions.

CO-TAUGHT SENIOR HIGH MATH TOPICS

Course Number: 19326A & 19326B
Grade Level: IEP Determined
Credits: IEP Determined

Co-taught Senior High Math Topics will help you review and learn important concepts and skills related to high school mathematics. the course will include a wide variety of algebraic, geometric, and trigonometric topics that will help students increase their skills in preparation for future post-secondary entrance exams.

SPECIAL EDUCATION STUDY SKILLS AND TRANSITION COURSES

CAREER SEMINAR II

Course Number: 19732A & 19732B
Grade Level: IEP Determined
Credits: IEP Determined

Careers Seminar 2 (11-12) is a semester course developed for upper-level high school students who are currently on an IEP who desire to pursue a post-secondary education or career training experience. Students will complete career and college-ready activities, set career and college-ready goals with timelines, explore personal disability areas, identify supports that enable students with diagnosed disabilities to prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship. Case manager approval is required for students with a current IEP to register.

MATH/ENGLISH LAB

Course Number: 19822A & 19822B
Grade Level: IEP Determined
Credits: IEP Determined

Math Lab/English Lab is a course developed for high school students who are currently on an IEP and enrolled in co-taught math and/or English classes. This class focuses on developing the skills to be successful in the co-taught setting. This course provides students time to complete classroom assignments and creates a foundation for success in future classes. Case manager approval is required for students with a current IEP to register.

RESOURCE ORGANIZATION & STUDY SKILLS

Course Number: 19781A & 19781B
Grade Level: IEP Determined
Credits: IEP Determined

Resource Organization and Study Skills is a course developed for high school students who are currently on an IEP. This class focuses on work related skills such as being responsible, being prepared, using time wisely, planning for tests, and using technology. This course provides students time to complete classroom assignments and creates a foundation for success in future classes. Case manager approval is required for students with a current IEP to register.

WORK EXPERIENCE

Course Number: 169710A & 19710B
Grade Level: IEP Determined
Credits: IEP Determined

Work Experience 9-12 is a course developed for high school students who are currently on an IEP and require some additional adult support. Students will work through a career exploration curriculum, complete project-based activities, identify supports available for students with diagnosed disabilities for postsecondary employment, and participate in experiential learning tasks in designated sites within the school building. All tasks, activities, and discussions are designed to increase students understanding of personal career interests and further develop employment skills. Case manager approval is required for students with a current IEP to register.

SPECIAL EDUCATION PHYSICAL EDUCATION COURSES

RECREATIONAL FITNESS



Course Number: 19610
Grade Level: IEP Determined
Credits: IEP Determined
Note: This course covers the PE graduation requirement.
Recreational Fitness is a course developed for students who are currently on an IEP and take the MTAS. This class teaches skills that may include development of physical fitness, motor fitness, fundamental motor skills and patterns, dance, individual and group games, and sports. Games and activities will be adapted or modified to address the individualized needs of students in this course.

ADVANCED RECREATIONAL FITNESS



Course Number: 19612
Grade Level: IEP Determined
Credits: IEP Determined
Note: This course covers the PE graduation requirement.
Lifetime Fitness is a course developed for students who are currently on an IEP and take the MTAS. This class teaches skills that may include development of physical fitness, motor fitness, fundamental motor skills and patterns, dance, individual and group games, and sports. Games and activities will be adapted or modified to address the individualized needs of students in this course. This is a more traditional gym class than Recreational Fitness.

SPECIAL EDUCATION SCIENCE COURSES

CO-TAUGHT INTRODUCTION TO PHYSICS

Course Number: 19420A & 19420B
Grade Level: IEP Determined
Credits: IEP Determined

Co-Taught Introduction to Physics is a course that is taught by both a licensed Science teacher and a licensed special education teacher. Co-Taught Introduction to Physics is a full-year course that investigates the fundamentals of Physics, Chemistry, Astronomy, and Earth Science. Math skills will be called upon as force, motion, and energy are investigated. Students will discuss how these are formed and the features that characterize them. The class also incorporates topics concerning the physical processes on earth, and the motions, characteristics, and forces in space. Included in the course will be various types of labs, demonstrations, and dissections.

SCIENCE LAB

Course Number: 19030A & 19030B
Grade Level: IEP Determined
Credits: IEP Determined

Science Lab is a Science Course developed for students who are currently on an Individualized Educational Plan (IEP). Case Manager approval is required for students with a current IEP to register. Some students will take this in addition to science and seem students will take this as a replacement for science.

SPECIAL EDUCATION SOCIAL STUDIES COURSES

EVERYDAY ECONOMICS
Course Number: 19508
Grade Level: IEP Determined
Credits: IEP Determined
Everyday Economics is a course developed for students who are currently on an IEP. This class teaches skills based on the Minnesota economics standards. This class will focus on personal finance, budgeting, and practical economics. This class is designed to pair with Careers Seminar 2 to prepare students for independent living after graduating high school. This course will also work to develop skills in communication, problem-solving, inquiring, and critical thinking. Case manager approval is required for students with a current IEP to register.

EVERYDAY SOCIAL STUDIES
Course Number: 19505A & 19505B
Grade Level: IEP Determined
Credits: IEP Determined
Everyday Social Studies is a course developed for students who are currently on an IEP. This class teaches skills based on the Minnesota social studies standards. Minnesota social studies standards include concept areas of citizenship & government, economics, geography, and history. This course will also work to develop skills in communication, problem-solving, inquiring, and critical thinking. Case manager approval is required for students with a current IEP to register.

CO-TAUGHT U.S. HISTORY
Course Number: 19524A & 19524B
Grade Level: IEP Determined
Credits: IEP Determined
Co-Taught US History is a course that is taught by both a licensed Social Studies teacher and a licensed special education teacher. United States History is a survey course covering social, economic, and political development of the United States from Exploration and the Colonial Era to the present. Special emphasis will be given to the Civil War and Reconstruction, Industrialization, Reform Movements, Foreign Policy, World War I & II, The Great Depression, Civil Rights, and the current issues of the day.

CO-TAUGHT WORLD HISTORY
Course Number: 19522A & 19522B
Grade Level: IEP Determined
Credits: IEP Determined
Co-Taught World History is a course that is taught by both a licensed Social Studies teacher and a licensed special education teacher. Co-Taught World History is a year-long required course that explores the key events and global historical developments that have shaped the world we live in today. The scope of World History 10 covers a wide range of topics across all aspects of the human experience: economics, science, religion, philosophy, politics & law, military conflict, literature & the arts. This course will illuminate connections between our lives and those of our ancestors around the world. Students will use their iPads and skills of historical and geographical analysis to broaden their horizons and expand their worldly knowledge.

SPECIAL CIRCUMSTANCES

WORK PERMITS

Work permits may be available for students in grades 11-12 that are making satisfactory progress towards graduation and have an available study hall. Permission will be granted solely by the building principal.

CREDIT RECOVERY

Credit recovery opportunities are utilized for students that have taken a course but did not earn credit for any reason including a failing grade or loss of credit due to extensive absenteeism. These opportunities are not available for students that are trying to replace a course or earn credits more quickly.

Students may be eligible for additional credit recovery opportunities after school or during the traditional school day through supplemental online programs. Students should see their counselor for support in making credits up. Generally, the following practices will be in place for most students.

SUMMER SCHOOL

Students may be eligible for up to 1 credit (2 semester courses).

NIGHT SCHOOL

Students may be eligible for up to 1 credit (2 semester courses).
This is held at RRHS.

ONLINE CLASSES

In rare and special circumstances, online options may be available by speaking with your high school counselor.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

Year Ended June 30, 2023

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

TABLE OF CONTENTS
June 30, 2023

	Page
ORGANIZATION	1
FINANCIAL SECTION	
Independent Auditor's Report	2
Management's Discussion and Analysis	6
Basic Financial Statements	
Government-wide Financial Statements	
Statement of Net Position	13
Statement of Activities	14
Fund Financial Statements	
Governmental Funds	
Balance Sheet	15
Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Position	16
Statement of Revenues, Expenditures, and Changes in Fund Balances	17
Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities	18
General Fund - Statement of Revenues, Expenditures, and Changes in Fund Balance - Budget and Actual	19
Fiduciary Funds	
Statements of Fiduciary Net Position	20
Statements of Changes in Fiduciary Net Position	21
Notes to Financial Statements	22
Required Supplementary Information	
Schedule of Changes in the District's Net OPEB Liability and Related Ratios	61
Schedule of OPEB Plan Investment Returns	62
Schedules of District's Proportionate Share of Net Pension Liability and District's Contributions for Defined Benefit Pension Plans	63
Notes to Required Supplementary Information	67
Supplementary Information	
Combining and Individual Fund Financial Statements and Schedules	
Nonmajor Governmental Funds	
Combining Balance Sheet	73
Combining Statement of Revenues, Expenditures, and Changes in Fund Balances	74
General Fund	
Balance Sheet	75

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

TABLE OF CONTENTS
June 30, 2023

	Page
Student Activities Accounts	
Schedule of Revenue and Expenditures	76
Food Service Special Revenue Fund	
Schedule of Revenues, Expenditures, and	
Changes in Fund Balance - Budget and Actual	77
Community Service Special Revenue Fund	
Schedule of Revenues, Expenditures, and	
Changes in Fund Balance - Budget and Actual	78
Debt Service Fund	
Schedule of Revenues, Expenditures, and	
Changes in Fund Balance - Budget and Actual	79
Fiscal Compliance Report	80
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS	82
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS	83
INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*	84
INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE	87
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS	90
SCHEDULE OF FINDINGS AND QUESTIONED COSTS	91
REPRESENTATION OF INDEPENDENT SCHOOL DISTRICT NO. 2909, ROCK RIDGE SCHOOLS, MINNESOTA - CORRECTIVE ACTION PLAN	93
MANAGEMENT LETTER	94

FINANCIAL SECTION

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

ORGANIZATION
June 30, 2023

SCHOOL BOARD MEMBERS

Chairperson	Bill Addy
Vice Chairperson	John Uhan
Clerk	Brandi Lautigar
Treasurer	Nicole Culbert-Dahl
Alternate Clerk	Lisa Westby
Director	Tim Riordan
Director	Pollyann Sorcan

SUPERINTENDENT OF SCHOOLS

Dr. Noel Schmidt

Walker, Giroux & Hahne LLC

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

P.O. Box 960 • 225 1st Street North, Suite 2400, Virginia, Minnesota 55792
218-749-4880 • FAX 218-749-8528

INDEPENDENT AUDITOR'S REPORT

To the School Board
Independent School District No. 2909,
Rock Ridge Schools, Minnesota

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 2909, Rock Ridge Schools, Minnesota, 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 as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 2909, Rock Ridge Schools, Minnesota, as of June 30, 2023, and the respective changes in financial position thereof and the budgetary comparison for the General Fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards)*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Independent School District No. 2909, Rock Ridge Schools, Minnesota and to meet our other ethical responsibilities, in accordance with the 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 audit opinions.

Emphasis of Matter – Change in Accounting Principle

As discussed in Note 1 to the financial statements, effective July 1, 2022, the District adopted new accounting guidance for leases. The guidance requires lessees to recognize a right-to-use lease asset and corresponding lease liability and lessors to recognize a

lease receivable and corresponding deferred inflow of resources for all leases with lease terms greater than twelve months. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Independent School District No. 2909, Rock Ridge Schools, Minnesota's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. 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 GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material misstatement of the financial statements, 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 amounts and disclosures in the financial statements.
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Independent School District No. 2909, Rock Ridge Schools, Minnesota's internal control. Accordingly, no such opinion is expressed.
- evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- conclude whether, in our judgment, there are conditions or events considered in the aggregate, that raise substantial doubt about Independent School District No. 2909, Rock Ridge Schools, Minnesota's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, schedule of changes in the District's net OPEB liability and related ratios, schedule of OPEB plan investment returns, and the schedules of the District's proportionate share of net pension liability and the District's contributions for defined benefit pension plans be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Independent School District No. 2909, Rock Ridge Schools, Minnesota's basic financial statements. The combining nonmajor and individual fund financial statements and schedules, the fiscal compliance report and schedule of expenditures of federal awards, as required by Title 2 *U.S. Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are 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 basic 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 GAAS. In our opinion, the combining nonmajor and individual fund financial statements and schedules, the fiscal compliance report, and schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards,* we have also issued our report dated January 15, 2024, on our consideration of Independent School District No. 2909, Rock Ridge Schools, Minnesota's internal control over financial reporting and on our tests of its compliance with certain provision of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Independent School District No. 2909, Rock Ridge Schools, Minnesota's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Independent School District No. 2909, Rock Ridge Schools, Minnesota's internal control over financial reporting and compliance.

Walker, Giroux & Helne, LLC

Virginia, Minnesota
January 15, 2024

MANAGEMENT'S DISCUSSION AND ANALYSIS

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

MANAGEMENT'S DISCUSSION AND ANALYSIS
June 30, 2023

The Independent School District No. 2909, Rock Ridge Schools, Minnesota's management's discussion and analysis provides an overview of the District's financial activities for the fiscal year ended June 30, 2023. Since this information is designed to focus on the current year's activities, resulting changes, and currently known facts, it should be read in conjunction with the Independent School District No. 2909, Rock Ridge Schools, Minnesota's financial statements. Independent School District No. 2909, Rock Ridge Schools, Minnesota was formed as of July 1, 2020, due to the combination of Independent School District No. 706 Virginia, Minnesota and Independent School District No. 2154 Eveleth-Gilbert, Minnesota.

FINANCIAL HIGHLIGHTS

- The District's total net position is $34,917,935, of which $61,547,051 is net investment in capital assets, and $6,140,004 is restricted to specific purposes.

- Net position increased by $7,010,653 for the year ended June 30, 2023 when compared to the prior year's net position. The increase was partially due to increases in capital assets related to the building projects and paydown of principal and interest related to long-term debt.

- The net cost of governmental activities was $36,476,611 for the current fiscal year. The net cost was funded by general revenues totaling $43,487,264.

- Governmental funds' fund balances decreased by $40,220,281. The fund balance decreased significantly due to capital expenditures reported in the Capital Projects Fund to continue construction on the District's new school buildings. A decrease in fund balance of $343,783 was reported in the General Fund and was primarily due to a transfer made to the Community Services Special Revenue Fund. The Debt Service Fund balance remained relatively unchanged as revenues less expenditures generated an increase in fund balance of $332,865. The other governmental funds reported a deficiency of revenues over expenditures of $200,260 which was funded by a transfer of $241,483 from the General Fund to the Community Service Special Revenue Fund.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the basic financial statements. Independent School District No. 2909, Rock Ridge Schools, Minnesota's basic financial statements consists of three parts: government-wide financial statements, fund financial statements, and notes to the financial statements. This report also contains required supplementary information and other information in addition to the basic financial statements themselves.

There are two government-wide financial statements. The statement of net position and the statement of activities provide information about the activities of the District as a whole and present a longer-term view of the District's finances. The governmental fund financial statements explain how the District's programs were financed in the short term as well as what remains for future spending. Fund financial statements also report the District's operations in more detail than the government-wide statements by providing information about the District's most significant funds. The fiduciary funds' statements provide information about the financial relationship in which the District acts solely as a trustee or agent for the benefit of others to whom the resources belong.

Government-wide Financial Statements

The statement of net position and the statement of activities report information about the District, as a whole, and about its activities in a way that helps the reader determine whether the District's financial condition has improved or declined as a result of the year's activities. These statements include all assets, deferred outflows of resources, liabilities, and deferred inflows of resources using the accrual basis of accounting, which is similar to the accounting used by most private-sector companies. All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid.

These government-wide statements report the District's net position and how they have changed. You can think of the District's net position—the amount by which assets and deferred outflows of resources exceed liabilities and deferred inflows of resources—as one way to measure the District's financial health or financial position. Increases or decreases in the District's net position are one indicator of whether its financial health is improving or deteriorating. However, other nonfinancial factors, such as changes in the District's property tax base, student enrollment, and the condition of District buildings also need to be considered in assessing the overall health of the District.

In the statement of net position and the statement of activities, all activities are shown in the governmental activities:

- Governmental activities—All of the District's basic programs are reported here. Property taxes, state grants and aids, and federal grants finance most of these activities.

Fund Financial Statements

The fund financial statements provide detailed information about the District's funds—not the District as a whole. Some funds are required to be established by State law and by bond covenants. However, the School Board establishes some funds to help it control and manage money for a particular purpose or to show that it is meeting legal responsibilities for using certain taxes, grants, and other money. The District has two types of funds—governmental and fiduciary.

- Governmental funds—All of the District's basic programs are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are accounted for using the modified accrual basis of accounting. This method measures cash and all other financial assets that can be readily converted to cash. The governmental fund statements provide a detailed short-term view of the District's general government operations and the basic programs it provides. Governmental fund information helps you determine whether there are more or less financial resources that can be spent in the near future to finance the District's programs. We describe the relationship (or differences) between governmental activities (reported in the statement of net position and the statement of activities) and governmental funds in a reconciliation following each governmental fund financial statement.

- Fiduciary funds—The District is the custodian, or *fiduciary*, for assets that belong to others, such as the scholarship fund. The District is responsible for ensuring that the assets in these funds are used only for their intended purposes and by those to whom

the assets belong. The District has also established an irrevocable trust fund for other postemployment benefits (OPEB). This fund was funded with the proceeds from General Obligation OPEB Bonds issued in 2009, which were refunded in 2017. We exclude the fiduciary funds from the government-wide financial statements because the District cannot use these assets to finance operations.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Required Supplementary and Other Information

In addition to the basic financial statements and accompanying notes, this report also presents the schedule of changes in the District's net OPEB liability and related ratios, the schedule of OPEB plan investment returns, and the schedules of District's proportionate share of net pension liability and District's contributions for defined benefit pension plans, as required supplementary information. Combining and individual fund financial statements and schedules, the fiscal compliance report, and the schedule of expenditures of federal awards are presented immediately following the required supplementary information.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of the District's financial health. The following tables show that in the case of the District, assets and deferred outflows of resources exceeded liabilities and deferred inflows of resources by $34,917,935, an increase from the prior year.

Table 1
Net Position

	Governmental Activities	
	June 30	
	2023	2022
Current and other assets	$ 35,211,762	$ 77,002,154
Capital assets	202,932,897	167,042,261
Total assets	238,144,659	244,044,415
Deferred outflows of resources	10,449,070	10,364,755
Long-term liabilities outstanding	190,953,191	185,459,523
Other liabilities	9,593,826	12,184,837
Total liabilities	200,547,017	197,644,360
Deferred inflows of resources	13,128,777	28,857,528
Net position		
Net investment in capital assets	61,547,051	60,315,518
Restricted	6,140,004	5,023,558
Unrestricted	(32,769,120)	(37,431,794)
Total net position	$ 34,917,935	$ 27,907,282

Revenue remained similar to the prior year, however, due primarily to spending for demolition costs and preparations for new school construction, total net position increased by 25.1% ($34,917,935 compared to $27,907,282), down from the 62.3% increase from the previous year. Unrestricted net position—the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements—increased from an $37,431,794 deficit at June 30, 2022 to a $32,769,120 deficit at the end of this fiscal year.

Table 2
Changes in Net Position

	Governmental Activities	
	Year ended	
	6/30/2023	6/30/2022
Revenues		
Program revenues		
Charges for services	$ 1,249,941	$ 927,225
Operating grants and contributions	7,291,992	7,716,133
Capital grants and contributions	1,078,697	1,233,292
General revenues		
Property taxes	13,145,059	13,226,852
Unrestricted interest earnings	1,065,489	92,483
Local grants and contributions	791,414	657,639
State grants and contributions	27,118,076	26,221,587
Federal grants and contributions	1,367,226	3,116,388
Total revenues	53,107,894	53,191,599
Program expenses		
Administration	1,886,552	1,891,258
District support services	1,320,545	1,126,656
Regular instruction	15,046,184	17,140,521
Vocational instruction	524,353	151,731
Special education instruction	5,540,887	5,515,294
Community education and services	827,248	832,122
Instructional support services	2,405,835	2,545,897
Pupil support services	5,507,773	4,890,718
Sites, buildings and equipment	7,424,440	5,639,955
Fiscal and other fixed costs programs	340,965	363,331
Interest on long-term debt	5,272,459	5,553,396
Total program expenses	46,097,241	45,650,879
Excess of Revenues over Expenses	7,010,653	7,540,720
Loss on disposal of capital assets	-	(111,483)
Change in Net Position	7,010,653	7,429,237
Net position, July 1	27,907,282	17,197,349
Restatement	-	3,280,696
Net position, June 30	$ 34,917,935	$ 27,907,282

The District's revenues for all governmental activities were $53,107,894 for the year ended June 30, 2023 (a decrease of 0.2% from the prior year). Property taxes and local, state and federal grants and contributions accounted for 80% of the revenues for the year, operating and capital grants and contributions were 16% of total revenues, and charges for services accounted for 2% of revenue.

The District's expenses for all governmental activities were $46,097,241 for the year ended June 30, 2023 (an increase of 1.0% from the prior year). Regular instruction costs are the most significant expenses (33%); followed by site, buildings, and equipment (16%); special education instruction (12%); pupil support services (12%); interest on long-term debt (11%); instructional support services (5%); and all other activities (11%).

As shown in the Statement of Activities, some of the cost was paid by those who directly benefited from the programs in the amount of $1,249,941 or by other governments and organizations that subsidized certain programs with grants and contributions in the amount of $8,370,689 resulting in a net cost of programs of $36,476,611. The "public benefit" portion of governmental activities was paid with $43,487,264 in general revenues, primarily state grants and aids, and other revenues, including property taxes, interest, other local revenues, and federal grants and contributions. Property tax revenue in the fiscal year ended June 30, 2023 was $13,145,059.

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

The focus of the District's governmental funds is to provide information of near-term inflows, outflows, and balances of spendable resources. In particular, the unassigned fund balance may serve as a useful measure of the District's net resources available for spending at the end of the fiscal year.

The District's governmental funds reported a combined fund balance of $18,755,510 which decreased from last year's fund balance of $58,975,791. Of the total governmental fund balances, less than 1%, or $41,632 is nonspendable, which are amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact. Restricted funds, which are considered unavailable for appropriation for general operations, made up 79%, or $14,823,708, of the fund balance; $2,500,000 (13%) of the fund balance was committed; and $1,390,170 (7%) was unassigned.

The General Fund reported a decrease in fund balance of $343,783. Revenue in the General Fund decreased from $38,326,025 to $37,813,576 while expenditures increased from $36,841,419 to $37,915,876. Increased spending in district support services, pupil support services, and site, buildings, and equipment compared to the prior year were the primary causes of the increase in expenditures. Decreased revenue from federal sources was the major contributor to the decrease in revenues.

The Debt Service Fund balance increased by $332,865. Revenues and expenditures were similar to the prior year which is expected as the debt service levy and other sources of revenue were received to fund anticipated debt service expenditures for school building bonds.

The Capital Projects Fund was created from the issuance of the 2019A School Building Bonds in fiscal year 2020. In the current year, the fund reported $997,529 in other local and county revenue and $41,006,632 was expended on construction of two new schools which is the cause

of the decrease in the Capital Projects Fund's balance. This trend is likely to continue as the District continues spending the 2019A School Building Bond proceeds on their construction projects.

In the other governmental funds, the Food Service Special Revenue Fund had a decrease in fund balance of $205,618 primarily due to the decrease of funding for meals by the federal government compared to the prior year. The Community Service Special Revenue Fund reported a deficiency of $236,125 of revenues over expenditures. This deficit was funded by a $241,483 transfer from the General Fund.

GENERAL FUND BUDGETARY HIGHLIGHTS

The District's final budget for the General Fund anticipated that expenditures would exceed revenues by $191,254; the actual results for the year show expenditures exceeding revenues by $102,300.

The General Fund actual revenue amounts were more than budgeted revenues by $1,467,354, and actual expenditures were more than the budgeted expenditures by $1,378,400. The District received more revenue than budgeted from local property tax levies, other local and county revenues, and revenue from state sources. Budgeted expenditures exceeded actual expenditures in nearly all areas except for regular instruction and site, buildings and equipment. Negative variances were most predominant from pupil support services, special education instruction, district support services, and instructional support services.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2023, the District had $202,932,897 invested in capital assets, including land, construction in progress, land improvements, buildings, and equipment. (See Table 3 below.) This amount represents a net increase (including additions and deductions) of $35,890,636 from last year. Total net depreciation expense for the year was $1,733,533.

Table 3
Capital Assets at Year-end
(Net of Depreciation)

	Governmental Activities	
	June 30	
	2023	2022
Land	$ 2,769,299	$ 2,769,299
Construction in Progress	170,941,888	131,567,056
Land Improvements	820,523	880,518
Buildings	26,685,999	29,914,339
Equipment	1,715,188	1,911,049
Totals	$ 202,932,897	$ 167,042,261

This year's major additions included:

- Rock Ridge High School
- Elementary schools' construction

More detailed information about the District's capital assets is presented in Note 5 to the financial statements.

Long-term Debt

At year-end, the District had $155,205,000 in bonds outstanding versus $161,121,000 in bonds last year—a decrease of 3.7 percent—as shown in Table 4. More detailed information about the District's long-term liabilities is presented in Note 7 to the financial statements.

Table 4
Outstanding Debt, at Year-end

	Governmental Activities	
	June 30	
	2023	2022
General obligation bonds	$ 155,205,000	$ 161,121,000

The State limits the amount of net debt that the District can issue to 15 percent of the market value of all taxable property in the District. The portion of the District's outstanding net debt that is subject to this limitation is significantly below the $198,404,040 state-imposed limit.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS

The District's elected officials considered many factors when adopting the fiscal year 2024 budget and property tax levy.

- The Department of Education is expected to increase the basic aid formula by 4%, Special Education Cross Subsidy will have an estimated increase of $530,969, and the District will continue to use ESSER funds for staffing gap.
- Student enrollment (adjusted average daily membership) is expected to decrease by 50 students for fiscal year 2024.
- A 14.3% - 15.8% increase in health insurance premiums depending on the plan is expected for fiscal year 2024.
- Expected net budget reductions of $597,500.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide a general overview of the District's finances and to show the District's accountability for the money it receives. Questions concerning any of the information provided in this report or requests for additional information should be addressed to the District's Business Manager, Andrea Lintula, Independent School District No. 2909, 411 5th Avenue South, Virginia, MN 55792.

BASIC FINANCIAL STATEMENTS

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

STATEMENT OF NET POSITION
June 30, 2023
(with partial comparative information as of June 30, 2022)

	Governmental Activities	
	2023	2022
ASSETS		
Cash and investments	$ 7,353,124	$ 7,340,283
Receivables		
Current property taxes	2,169,720	2,241,297
Delinquent property taxes	96,189	85,865
Accounts receivable	11,315	7,716
Due from other Minnesota school districts	711,465	508,072
Due from State of Minnesota	3,459,102	3,028,870
Due from federal government through State of Minnesota	1,153,429	2,539,956
Due from federal government	52,179	45,456
Due from other governmental units	1,149,313	1,745,864
Inventory	41,632	58,912
Leases receivable	523,534	-
Net other postemployment benefit asset	4,623,922	4,462,345
Restricted assets		
Cash and investments	13,866,838	54,937,518
Capital assets not being depreciated		
Land	2,769,299	2,769,299
Construction in progress	170,941,888	131,567,056
Capital assets net of accumulated depreciation		
Land improvements	820,523	880,518
Buildings	26,685,999	29,914,339
Equipment	1,715,188	1,911,049
TOTAL ASSETS	238,144,659	244,044,415
DEFERRED OUTFLOWS OF RESOURCES		
Related to other postemployment benefits	72,613	65,442
Related to pensions	10,376,457	10,299,313
TOTAL DEFERRED OUTFLOWS OF RESOURCES	10,449,070	10,364,755
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION		
LIABILITIES		
Salaries payable	1,962,595	2,448,058
Accounts payable	3,604,903	5,989,600
Accrued interest payable	2,424,871	2,542,648
Due to other Minnesota school districts	851,075	388,492
Payroll deductions and employer contributions	362,144	290,336
Unearned revenue	388,238	525,703
Noncurrent liabilities		
Net pension liability	23,911,026	11,785,217
Bonds payable		
Due within one year	6,647,000	5,916,000
Due in more than one year	160,395,165	167,758,306
TOTAL LIABILITIES	200,547,017	197,644,360
DEFERRED INFLOWS OF RESOURCES		
Property taxes levied for subsequent years	4,043,652	3,835,964
Related to related to leases	523,534	-
Related to other postemployment benefits	64,702	-
Related to pensions	8,496,889	25,021,564
TOTAL DEFERRED INFLOWS OF RESOURCES	13,128,777	28,857,528
NET POSITION		
Net investment in capital assets	61,547,051	60,315,518
Restricted for:		
Capital outlay	5,075,058	3,813,030
Community services	191,471	186,113
Food service	353,540	559,158
Other purposes	519,935	465,257
Unrestricted	(32,769,120)	(37,431,794)
TOTAL NET POSITION	$ 34,917,935	$ 27,907,282

The accompanying notes are an integral part of these financial statements.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

STATEMENT OF ACTIVITIES
Year Ended June 30, 2023
(with partial comparative information for year ended June 30, 2022)

Functions/Programs	2023 Expenses	Program Revenue: Charges for Services	Program Revenue: Operating Grants and Contributions	Program Revenue: Capital Grants and Contributions	2023 Net (Expense) Revenue and Changes in Net Position: Governmental Activities	2022 Net (Expense) Revenue and Changes in Net Position: Governmental Activities
PRIMARY GOVERNMENT						
Governmental Activities						
Administration	$ 1,886,552	$ -	$ -	$ -	$ (1,886,552)	$ (1,891,258)
District support services	1,320,545	44,700	1,228,263	-	(47,582)	(568,827)
Regular instruction	15,046,184	318,217	634,311	-	(14,093,656)	(15,920,924)
Vocational instruction	524,353	-	384,440	-	(139,913)	5,752
Special education instruction	5,540,887	99,421	3,389,066	-	(2,052,400)	(2,586,815)
Community education and services	827,248	94,132	306,805	-	(426,311)	(480,098)
Instructional support services	2,405,835	19,660	442,709	-	(1,943,466)	(2,093,439)
Pupil support services	5,507,773	412,961	906,398	-	(4,188,414)	(2,168,927)
Sites, buildings, and equipment	7,424,440	260,850	-	1,078,697	(6,084,893)	(4,152,966)
Fiscal and other fixed cost programs	340,965	-	-	-	(340,965)	(363,331)
Interest on long-term debt	5,272,459	-	-	-	(5,272,459)	(5,553,396)
Total Governmental Activities	$ 46,097,241	$ 1,249,941	$ 7,291,992	$ 1,078,697	(36,476,611)	(35,774,229)
General Revenues and Loss on Disposal of Capital Assets						
Property taxes					13,145,059	13,226,852
Unrestricted interest earnings					1,065,489	92,483
Local grants and contributions not restricted to specific programs					791,414	657,639
State grants and contributions not restricted to specific programs					27,118,076	26,221,587
Federal grants and contributions not restricted to specific programs					1,367,226	3,116,388
Net loss on disposal of capital assets					-	(111,483)
Total General Revenues and Loss on Disposal of Capital Assets					43,487,264	43,203,466
CHANGE IN NET POSITION					7,010,653	7,429,237
NET POSITION, JULY 1					27,907,282	17,197,349
Restatement					-	3,280,696
NET POSITION, JUNE 30					$ 34,917,935	$ 27,907,282

The accompanying notes are an integral part of these financial statements.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2023
(with partial comparative information as of June 30, 2022)

	General Fund	Debt Service Fund	Capital Projects Fund	Other Governmental Funds	Total Governmental Funds 2023	Total Governmental Funds 2022
ASSETS						
Cash and investments	$ 8,880,089	$ 1,601,279	$ 10,152,053	$ 586,541	$ 21,219,962	$ 62,277,801
Current property taxes receivable	1,000,396	1,169,324	-	-	2,169,720	2,241,297
Delinquent property taxes receivable	42,346	53,843	-	-	96,189	85,865
Accounts receivable	11,315	-	-	-	11,315	7,716
Due from other Minnesota school districts	711,465	-	-	-	711,465	508,072
Due from State of Minnesota	2,858,545	556,313	-	44,244	3,459,102	3,028,870
Due from federal government through State of Minnesota	1,153,429	-	-	-	1,153,429	2,539,956
Due from federal government	52,179	-	-	-	52,179	45,456
Due from other governmental units	1,149,313	-	-	-	1,149,313	1,745,864
Inventory	8,739	-	-	32,893	41,632	58,912
Leases receivable	523,534	-	-	-	523,534	-
TOTAL ASSETS	$ 16,391,350	$ 3,380,759	$ 10,152,053	$ 663,678	$ 30,587,840	$ 72,539,809
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES						
LIABILITIES						
Salaries payable	$ 1,946,012	$ -	$ -	$ 16,583	$ 1,962,595	$ 2,448,058
Accounts payable	1,091,969	2,951	2,407,899	102,084	3,604,903	5,989,600
Due to other Minnesota school districts	851,075	-	-	-	851,075	388,492
Payroll deductions and employer contributions	362,144	-	-	-	362,144	290,336
Unearned revenue	213,119	175,119	-	-	388,238	525,703
TOTAL LIABILITIES	4,464,319	178,070	2,407,899	118,667	7,168,955	9,642,189
DEFERRED INFLOWS OF RESOURCES						
Unavailable revenue - delinquent taxes	42,346	53,843	-	-	96,189	85,865
Unavailable revenue - leases receivable	523,534	-	-	-	523,534	-
Property taxes levied for subsequent years	1,867,249	2,176,403	-	-	4,043,652	3,835,964
TOTAL DEFERRED INFLOWS OF RESOURCES	2,433,129	2,230,246	-	-	4,663,375	3,921,829
FUND BALANCES						
Nonspendable	8,739	-	-	32,893	41,632	58,912
Restricted	5,594,993	972,443	7,744,154	512,118	14,823,708	53,377,947
Committed	2,500,000	-	-	-	2,500,000	2,500,000
Unassigned	1,390,170	-	-	-	1,390,170	3,038,932
TOTAL FUND BALANCES	9,493,902	972,443	7,744,154	545,011	18,755,510	58,975,791
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES	$ 16,391,350	$ 3,380,759	$ 10,152,053	$ 663,678	$ 30,587,840	$ 72,539,809

The accompanying notes are an integral part of these financial statements.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF NET POSITION
June 30, 2023
(with partial comparative information as of June 30, 2022)

Amounts reported for governmental activities in the statement of net position are different because:	2023	2022
TOTAL FUND BALANCES, GOVERNMENTAL FUNDS	$ 18,755,510	$ 58,975,791
Capital assets used in governmental activities are not current financial resources and therefore are not reported in the governmental funds.	202,932,897	167,042,261
Net other postemployment benefit asset used in governmental activities is not a current financial resource and therefore is not reported in the governmental funds.	4,623,922	4,462,345
Unavailable revenue in governmental funds is susceptible to full accrual on the government-wide statements.	96,189	85,865
Interest payable on long-term debt is susceptible to full accrual on the government-wide statements.	(2,424,871)	(2,542,648)
Long-term liabilities, including bonds and pensions are not due and payable in the current period and therefore not reported in the governmental funds.	(190,953,191)	(185,459,523)
Deferred outflows and inflows of resources related to other postemployment benefits and pensions are applicable to future periods and therefore not reported in the governmental funds.		
Deferred outflows of resources	10,449,070	10,364,755
Deferred inflows of resources	(8,561,591)	(25,021,564)
NET POSITION OF GOVERNMENTAL ACTIVITIES	$ 34,917,935	$ 27,907,282

The accompanying notes are an integral part of these financial statements.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
Year Ended June 30, 2023
(with partial comparative information for year ended June 30, 2022)

	General Fund	Debt Service Fund	Capital Projects Fund	Other Governmental Funds	Total Governmental Funds 2023	Total Governmental Funds 2022
REVENUES						
Local property tax levies	$ 6,114,666	$ 6,795,415	$ -	$ 224,655	$ 13,134,736	$ 13,296,947
Other local and county revenues	2,376,696	4,026	997,529	97,025	3,475,276	2,048,988
Revenue from state sources	26,576,466	5,563,126	-	364,121	32,503,713	31,872,583
Revenue from federal sources	2,740,635	-	-	825,137	3,565,772	5,856,987
Sales and other conversion of assets	5,113	-	-	412,960	418,073	186,187
TOTAL REVENUES	37,813,576	12,362,567	997,529	1,923,898	53,097,570	53,261,692
EXPENDITURES						
Administration	1,964,670	-	-	-	1,964,670	2,113,636
District support services	1,399,208	-	-	-	1,399,208	901,189
Regular instruction	15,628,707	-	-	-	15,628,707	17,140,459
Vocational instruction	546,201	-	-	-	546,201	152,510
Special education instruction	5,771,614	-	-	-	5,771,614	5,529,913
Community education and services	-	-	-	861,717	861,717	834,234
Instructional support services	2,529,595	-	-	-	2,529,595	2,550,998
Pupil support services	4,073,399	-	-	1,503,924	5,577,323	4,810,306
Site, buildings, and equipment	5,668,841	-	41,006,632	-	46,675,473	76,932,065
Fiscal and other fixed cost programs	333,641	12,029,702	-	-	12,363,343	12,573,902
TOTAL EXPENDITURES	37,915,876	12,029,702	41,006,632	2,365,641	93,317,851	123,539,212
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(102,300)	332,865	(40,009,103)	(441,743)	(40,220,281)	(70,277,520)
OTHER FINANCING SOURCES (USES)						
Transfers in	-	-	-	241,483	241,483	3,185,543
Transfers out	(241,483)	-	-	-	(241,483)	(3,185,543)
TOTAL OTHER FINANCING SOURCES (USES)	(241,483)	-	-	241,483	-	-
NET CHANGE IN FUND BALANCES	(343,783)	332,865	(40,009,103)	(200,260)	(40,220,281)	(70,277,520)
FUND BALANCES, JULY 1	9,837,685	639,578	47,753,257	745,271	58,975,791	129,253,311
FUND BALANCES, JUNE 30	$ 9,493,902	$ 972,443	$ 7,744,154	$ 545,011	$ 18,755,510	$ 58,975,791

The accompanying notes are an integral part of these financial statements.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
Year Ended June 30, 2023
(with partial comparative information for year ended June 30, 2022)

Amounts reported for governmental activities in the statement of activities are different because:	2023	2022
NET CHANGES IN FUND BALANCES - TOTAL GOVERNMENTAL FUNDS	$ (40,220,281)	$ (70,277,520)
Governmental funds report outlays for capital assets as expenditures; however, in the statement of activities, the cost of those assets is depreciated over their estimated useful lives.		
Expenditures for capital assets	39,789,895	71,455,155
Less current year depreciation	(1,733,533)	(1,877,045)
Net book value of assets disposed	(2,165,726)	(116,882)
The issuance of long-term debt provides current financial resources in the governmental funds, but the issuance of debt is recorded as a liability in the statement of activities. Repayment of bond principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position.		
Amortization on bond premium	716,141	716,141
Principal payments	5,916,000	5,825,000
Some revenues reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as revenues in governmental funds.		
Change in unavailable revenue - delinquent taxes	10,324	(70,095)
Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds.		
Change in accrued interest payable on long-term debt	117,777	116,036
Change in OPEB asset and related deferred outflows and inflows	104,046	351,268
Change in net pension liability and related deferred outflows and inflows	4,476,010	1,307,179
CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES	$ 7,010,653	$ 7,429,237

The accompanying notes are an integral part of these financial statements.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

GENERAL FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
Year Ended June 30, 2023
(with comparative actual amounts for year ended June 30, 2022)

	2023				2022
	Budgeted Amounts			Variance with Final Budget -	
	Original	Final	Actual Amounts	Positive (Negative)	Actual Amounts
REVENUES					
Local property tax levies	$ 5,352,269	$ 5,352,269	$ 6,114,666	$ 762,397	$ 6,173,706
Other local and county revenues	1,376,750	1,376,750	2,376,696	999,946	1,932,697
Revenue from state sources	26,312,444	26,312,444	26,576,466	264,022	25,862,175
Revenue from federal sources	3,294,409	3,294,409	2,740,635	(553,774)	4,344,426
Sales and other conversion of assets	10,350	10,350	5,113	(5,237)	13,021
TOTAL REVENUES	36,346,222	36,346,222	37,813,576	1,467,354	38,326,025
EXPENDITURES					
Administration	1,678,991	1,678,991	1,964,670	(285,679)	2,113,636
District support services	987,329	987,329	1,399,208	(411,879)	901,189
Regular instruction	16,347,413	16,347,413	15,628,707	718,706	17,140,459
Vocational instruction	347,835	347,835	546,201	(198,366)	152,510
Special education instruction	5,194,907	5,194,907	5,771,614	(576,707)	5,529,913
Instructional support services	2,170,615	2,170,615	2,529,595	(358,980)	2,550,998
Pupil support services	3,323,633	3,323,633	4,073,399	(749,766)	3,290,154
Site, buildings and equipment	6,166,753	6,166,753	5,668,841	497,912	4,801,080
Fiscal and other fixed cost programs	320,000	320,000	333,641	(13,641)	361,480
TOTAL EXPENDITURES	36,537,476	36,537,476	37,915,876	(1,378,400)	36,841,419
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(191,254)	(191,254)	(102,300)	88,954	1,484,606
OTHER FINANCING USES					
Transfers out	-	-	(241,483)	(241,483)	(3,185,543)
NET CHANGE IN FUND BALANCE	(191,254)	(191,254)	(343,783)	(152,529)	(1,700,937)
FUND BALANCE, JULY 1	9,837,685	9,837,685	9,837,685	-	11,538,622
FUND BALANCE, JUNE 30	$ 9,646,431	$ 9,646,431	$ 9,493,902	$ (152,529)	$ 9,837,685

The accompanying notes are an integral part of these financial statements.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

STATEMENTS OF FIDUCIARY NET POSITION
FIDUCIARY FUNDS
June 30, 2023

	Custodial Fund Designated for Scholarships	OPEB Irrevocable Employee Benefit Trust Fund
ASSETS		
Cash and investments	$ 186,352	$ 12,657,335
LIABILITIES	1,500	-
NET POSITON		
Restricted for:		
Scholarships	184,852	-
Employee Benefit Trust	-	12,657,335
TOTAL NET POSITION	$ 184,852	$ 12,657,335

The accompanying notes are an integral part of these financial statements.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

STATEMENTS OF CHANGES IN FIDUCIARY NET POSITION
FIDUCIARY FUNDS
Year Ended June 30, 2023

	Custodial Fund Designated for Scholarships	OPEB Irrevocable Employee Benefit Trust Fund
ADDITIONS		
Investment earnings		
Interest	$ 2,398	$ 393,397
Other additions		
Gifts and contributions	3,797	-
TOTAL ADDITIONS	6,195	393,397
DEDUCTIONS		
Benefits	-	580,403
Administrative	-	500
Scholarships	11,350	-
TOTAL DEDUCTIONS	11,350	580,903
CHANGE IN NET POSITION	(5,155)	(187,506)
NET POSITION, JULY 1	190,007	12,844,841
NET POSITION, JUNE 30	$ 184,852	$ 12,657,335

The accompanying notes are an integral part of these financial statements.

NOTES TO FINANCIAL STATEMENTS

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The District complies with Generally Accepted Accounting Principles (GAAP). The District applies all relevant Governmental Accounting Standards Board (GASB) pronouncements. The accounting and reporting framework and the more significant accounting policies and practices are discussed in subsequent sections of this Note. The remainder of the Notes are organized to provide explanations, including required disclosures, of the District's financial activities for the year ended June 30, 2023.

A. Financial Reporting Entity

Independent School District No. 2909, Rock Ridge Schools, Minnesota, (the District) was established July 1, 2020 pursuant to applicable Minnesota laws and statutes. The District was established from the combination of Independent School District No. 706 Virginia, Minnesota and Independent School District No. 2154 Eveleth-Gilbert, Minnesota. The ending fund balances for the year ended June 30, 2020 for each of the two districts were merged to record the beginning balances as of July 1, 2020 for Independent School District No. 2909 Rock Ridge Schools, Minnesota. The power and duties of the School Board are provided in Minnesota Statute Ch. 123. The governing body consists of a seven-member board, elected by eligible voters of the District. Officers of the school district are selected each January at the District's reorganizational meeting.

B. Basic Financial Statement Presentation

Government-wide Financial Statements
The government-wide financial statements (i.e. the Statement of Net Position and the Statement of Activities) report information about the primary government as a whole. These statements include all the financial activities of the District, except for the fiduciary funds. The fiduciary funds are only reported in the Statement of Fiduciary Net Position and the Statement of Changes in Fiduciary Net Position at the fund financial statement level.

The Statement of Activities demonstrates the degree to which the direct expenses of a program are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific program. Program revenues include: 1) charges to participants or applicants who purchase, use, or directly benefit from services, materials or privileges provided by a given program, and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Taxes and other items not properly included among program revenues are reported instead as general revenues.

Fund Financial Statements

The District segregates transactions related to certain functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. These statements present each major fund as a separate column on the fund financial statements; all non-major funds are aggregated and presented in a single column.

Separate fund financial statements are provided for governmental and the fiduciary funds even though the latter is excluded from the government-wide financial statements. The description of the funds included in this report are as follows:

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Major Governmental Funds

The General Fund is the primary operating fund of the District and is used to account for all financial resources relating to the administration, instruction, maintenance, pupil transportation services and capital expenditures of the District, except those required to be accounted for in another fund.

The Debt Service Fund is used to account for the accumulation of resources for, and the payment of, long-term debt principal, interest and related costs. Levy proceeds and repayment of OPEB (Other Postemployment Benefits) bonds are accounted for in this fund.

The Capital Projects Fund is used to account for the construction of major capital projects and for the acquisition of major capital assets.

Nonmajor Governmental Funds

Special Revenue Funds are used to account for specific revenues that are legally restricted for particular purposes.

Fiduciary Funds

The Custodial Fund Designated for Scholarships is used to account for assets the District holds, in a purely custodial manner. The fund is excluded from the government-wide financial statements because the District cannot use these assets to finance district operations. The fund is used for the activity of a scholarship program.

The OPEB Irrevocable Employee Benefit Trust Fund is used for reporting resources set aside and held in an irrevocable trust arrangement for postemployment benefits. The District cannot use these funds to finance district operations.

C. Measurement Focus and Basis of Accounting

Measurement focus refers to what is being measured; basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

The government-wide statements are reported using the economic resources measurement focus and the accrual basis of accounting, as are the fiduciary fund financial statements. The economic resources measurement focus means all assets, deferred outflows of resources, liabilities, and deferred inflows of resources (whether current or non-current) are included on the statement of net position and the operating statements present increases (revenues) and decreases (expenses) in net total position. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recognized at the time the liability is incurred. Property taxes are generally recognized as revenues in the fiscal year for which they are levied, except for amounts recognized in accordance with a statutory "tax shift" described later in this note. Grants and similar items are recognized when all requirements imposed by the provider have been met.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed. Depreciation expense can be specifically identified by program and is included in the direct expenses of each program. Interest on long-term debt is considered an indirect expense and is reported separately on the Statement of Activities. Generally, the effect of material interfund activity has been removed from the government-wide financial statements.

Governmental fund financial statements are reported using a current financial resources measurement focus and are accounted for using the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (i.e., when they are both "measurable and available"). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. The District considers property taxes as available if they are collected within 60 days after year end. State revenues are recognized in the year to which they apply according to Minnesota Statutes which establish state aid funding formulas for specific fiscal years. Grant revenue is recorded in the year in which the related expenditure is made. Other revenue is considered available if collected within one year. Expenditures are generally recorded when a liability is incurred. However, expenditures are recorded as prepaid for approved disbursements incurred in advance of the year in which the item or service is to be used and debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

D. Budgeting

The District's administration prepares a proposed budget for the District's funds on the same basis as the fund financial statements. The School Board adopts an annual budget for the fiscal year for all of the District's governmental funds.

Legal budgetary control is at the fund account level; management control is exercised at line-item levels. Budget appropriations lapse at year end, if unexpended.

Final budgeted amounts presented include amendments approved by the School Board throughout the fiscal year. The Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual – General Fund presents a comparison of budgetary data to actual results.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. Change in Accounting Principle

In June 2017, the Governmental Accounting Standards Board (GASB) issued GASB Statement No. 87, Leases. This standard requires the recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and as inflows of resources or outflows of resources recognized based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this standard, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. The District adopted the requirements of the guidance effective July 1, 2022, and has elected to apply the provisions of this standard to the beginning of the period of adoption. The District's recognition of beginning balances related to the lease receivable and deferred inflow of resources were equal balances and had no effect on the beginning net position or fund balance, as applicable.

F. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position or Fund Balances

1) Except for cash and investments in certain restricted and special funds, the District's funds are maintained on a combined basis and invested, to the extent possible, in allowable short-term investments. All investments are reported at fair value.

2) Current property taxes receivable represents current real and personal property tax levies which were certified the previous December and are payable in the current calendar year, less payments remitted by the county to the District for property taxes payable in 2023.

   Delinquent property taxes receivable represents taxes collectible in the years 2018 through 2022 that remain uncollected. No allowance for uncollectible taxes has been recorded as such amounts are not expected to be material.

3) The District's inventories are recorded using the consumption method of accounting. Inventories of materials and supplies are recorded in an inventory account at cost (first-in, first-out) and are subsequently charged to expenditures when consumed. Inventories include maintenance and operating supplies as well as instructional supplies. Food service inventory consists of food supplies, recorded at cost (first-in, first-out), and surplus commodities received from the federal government. Surplus commodities are stated at standardized commodities cost determined by the U. S. Department of Agriculture. Expenditures are recognized when inventories are consumed.

4) Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both government-wide and fund financial statements.

5) Capital assets are reported in the government-wide financial statements. In the fund financial statements, capital assets used in governmental fund operations are accounted for as capital expenditures of the governmental fund upon acquisition.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Capital assets are capitalized at historical cost, or estimated historical cost for assets where actual historical cost is not available. Donated assets are recorded as capital assets at their acquisition value at the date of donation. The District maintains a threshold level of $5,000 or more for capitalizing capital assets. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Capital assets are depreciated using the straight-line method over their estimated useful lives. Since surplus assets are sold for an immaterial amount when declared as no longer needed for public school purpose by the District, no salvage value is taken into consideration for depreciation purposes. Useful lives vary from 20 to 50 years for land improvements and buildings, and 5 to 20 years for equipment. Capital assets not being depreciated include land and construction in progress.

The District does not possess any material amounts of infrastructure capital assets. Items such as sidewalks and other land improvements are considered to be part of the cost of buildings or other immovable property.

6) Deferred outflows of resources represent a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense) until then. The District has two items in this category, related to other postemployment benefits and related to pensions. See Notes 8 and 16 for detail.

7) Government-wide financial statements report unearned revenue in connection with resources that have been received, but not yet earned. Governmental funds report unearned revenue in connection with receivables for revenues that are not considered to be available to liquidate liabilities of the current period and resources that have been received, but not yet earned.

8) In the government-wide financial statements, long-term debt obligations are reported as liabilities in the governmental activities statement of net position. Bond premiums and discounts are reported as deferred charges and amortized over the life of the related debt using the effective interest method. Bond issuance costs are recognized as an outflow of resources in the period incurred. Bonds payable are reported net of the applicable bond premium or discount. On the government-wide statement of activities, unamortized debt premiums and discounts are deferred and amortized over the life of the debt. The governmental fund financial statements report debt premiums and discounts as other financing sources and uses, separately from the face amount of the debt issued. Debt issuance costs are reported as debt service expenditures. The long-term liabilities consist primarily of bonds payable.

9) Defined Benefit Pension Plans

Teachers Retirement Association
For purposes of measuring the net pension liability, deferred outflows/inflows of resources, and pension expense, information about the fiduciary net position of the Teachers Retirement Association (TRA) and additions to/deductions from TRA's fiduciary net position have been determined on the same basis as they are reported by TRA.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

TRA has a special funding situation created by direct aid contributions made by the State of Minnesota, City of Minneapolis and Minneapolis School District. This direct aid is a result of the merger of the Minneapolis Teachers Retirement Fund Association merger into TRA in 2006. A second direct aid source is from the State of Minnesota for the merger of the Duluth Teacher's Retirement Fund Association in 2015.

Public Employees Retirement Association
For purposes of measuring the net pension liability, deferred outflows/inflows of resources, and pension expense, information about the fiduciary net position of the Public Employees Retirement Association (PERA) and additions to/deductions from PERA's fiduciary net position have been determined on the same basis as they are reported by PERA. For this purpose, plan contributions are recognized as of employer payroll paid dates and benefit payments, and refunds are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value

10) Deferred inflows of resources represent an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The District has four items that qualify for reporting in this category. The first is property taxes levied for subsequent years. As an imposed non-exchange revenue transaction, property taxes received or reported as a receivable before the period for which the property taxes are levied are reported as a deferred inflow of resources in the government-wide financial statements and in the governmental fund financial statements. The second type of deferred inflow of resources is related to other postemployment benefits. See Note 8 for detail. The third type of deferred inflow of resources is related to pensions. See Note 16 for detail. The fourth type of deferred inflow of resources is delinquent property taxes. Governmental fund revenues are not recognized until available (collected not later than 60 days after the end of the District's year-end) under the modified accrual basis of accounting. Delinquent taxes not collected within 60 days after the District's year-end are considered unavailable and reported as a deferred inflow of resources in the governmental fund financial statements. The fifth type of deferred inflow of resources is related to leases. See Note 6 for detail.

11) Net position represents the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources in the government-wide financial statements. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balance of any long-term debt used to build or acquire the capital assets. Net position is reported as restricted in the government-wide financial statement when there are limitations imposed on their use through external restrictions imposed by creditors, grantors, laws or regulations of other governments.

In the fiduciary fund statements, restricted net position represents the net position to be used to provide other postemployment benefits to retirees and scholarships to students.

In the fund financial statements, fund balances of the governmental funds are classified as follows:

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Nonspendable—amounts that cannot be spent either because they are in nonspendable form, such as inventory and prepaid items, or because they are legally or contractually required to be maintained intact.

Restricted—amounts that can be spent only for specific purposes because of enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Committed—amounts that can be used only for specific purposes determined by a formal action of the School Board. The School Board is the highest level of decision-making authority for the District. Commitments may be established, modified, or rescinded only through ordinances or resolutions approved by the School Board.

Assigned—amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. The School Board or an individual or committee authorized by the School Board may assign amounts for specific purposes.

Unassigned—all other spendable amounts.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the School Board has provided otherwise in its commitment or assignment actions.

12) The District determines if an arrangement is a lease at inception. Leases are included in lease receivables and deferred inflows of resources in the statement of net position and fund financial statements.

Lease receivables represent the District's claim to receive lease payments over the lease term, as specified in the contract, in an exchange or exchange-like transaction. Lease receivables are recognized at commencement date based on the present value of expected lease payments over the lease term, reduced by any provision for estimated uncollectible amounts. Interest revenue is recognized ratably over the contract term.

Deferred inflows of resources related to leases are recognized at the commencement date based on the initial measurement of the lease receivable, plus any payments received from the lessee at or before the commencement of the lease term that relate to future periods, less any lease incentives paid to, or on behalf of, the lessee at or before the commencement of the lease term. The deferred inflows of resources related to leases are recognized as lease revenue in a systematic and rational manner over the lease term.

The District has elected to recognize payments for short-term leases with a lease term of 12 months or less as revenues as incurred, and these leases are not included as lease receivables and deferred inflows of resources on the statement of net position and fund financial statements.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

13) The District determines if an arrangement is a lease at inception. Leases are included in right-to-use assets and lease liabilities in the statement of net position.

Right-to-use assets represent the District's control of the right to use an underlying capital asset for the lease term, as specified in the contract, in an exchange or exchange like transaction. Right-to-use assets are recognized at the commencement date based on the initial measurement of the lease liability, plus any payments made to the lessor at or before the commencement date of the lease term and certain direct costs. Right-to-use assets are amortized in a systematic and rational manner over the shorter of the lease term or the useful life of the underlying asset.

Lease liabilities represent the District's obligation to make lease payments arising from the lease. Lease liabilities are recognized at the commencement date based on the present value of expected lease payments over the lease term, less any lease incentives. Interest expense is recognized ratably over the contract term.

The lease term may include options to extend or terminate the lease when it is reasonably certain that the District will exercise that option.

The District has recognized payments for short-term leases with a lease term of twelve months or less of expenses incurred, as these leases are not included as lease liabilities or right-to-use assets on the statements of net position.

The District accounts for contracts containing both lease and non-lease components as separate contracts when possible. In cases where the contract does not provide separate price information for lease and non-lease components, and it is impractical to eliminate the price of such components, the District treats the components as a single lease unit.

G. Revenues and Expenditures

1) The majority of District revenue is determined annually by statutory funding formulas. The total revenue allowed by these formulas is then allocated between property taxes and state aids by the Legislature based on education funding priorities. Changes in this allocation are periodically accompanied by a change in property tax revenue recognition referred to as the "tax shift."

Generally, property tax revenue is recognized in the fiscal year ending June 30, following the calendar year in which the tax levy is collectible, while the current calendar year tax levy is recorded as a deferred inflow of resources (property taxes levied for subsequent year). Property taxes levied for subsequent year is equal to the amount levied by the School Board in December 2022 less various levies mandated by the State. These mandated portions of the levy are recognized as revenue in fiscal year 2023. The remaining portion of the levy will be recognized when measurable and available.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

The property tax calendar in Minnesota follows the calendar year. Property tax levies are certified to the County Auditor in December of each year for collection from taxpayers in May and October of the following calendar year. In Minnesota, counties act as collection agents for all property taxes. The county spreads all levies over taxable property. Property taxes become a lien on the property the following January 1. The county generally remits taxes to the District at periodic intervals as they are collected. A portion of property taxes levied is paid by the State of Minnesota through various tax credits, which are included in revenue from state sources in the financial statements.

The District also receives revenue from taconite production taxes, which is recognized when earned in accordance with Minnesota Statute 123B.75.

Federal and other state revenues are reported under the legal and contractual requirements of the individual programs and are classified into essentially two types of revenues. In one, monies must be expended for the specific purpose before any amounts will be paid to the District; therefore, revenues are recognized based on expenditures recorded. In the other, monies are virtually unrestricted as to purpose of expenditure, and the resources are recorded as revenue at the time of receipt or earlier if they are available.

2) Employees earn vacation and sick leave based on various bargaining units and length of service. Vacation time must be used annually. Any liability for unused vacation is recognized in the financial statements. Sick leave is available to employees in the event of illness related absences and is recorded as an expenditure when taken. Unpaid sick leave does not vest and therefore is not accrued. Unused sick leave enters into the calculation of payments for some employees upon termination. For the year ended June 30, 2023, all unused vacation time was paid out at the end of the year.

3) As provided in union and employment contracts, qualified employees meeting minimum age and length of service requirements may be eligible for certain other postemployment benefits from the District.

H. Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, deferred outflows of resources, liabilities, and deferred inflows of resources and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

I. Prior Period Comparative Financial Information

The notes to the financial statements include certain prior-year comparative information. Accordingly, such information should be read in conjunction with the separate District's financial statements for the year ended June 30, 2022, from which the summarized information was derived.

NOTE 2 - EXCESS OF EXPENDITURES OVER BUDGET

For the year ended June 30, 2023, expenditures exceeded appropriations in the following funds:

	Excess
General Fund	$ 1,378,400
Nonmajor	
Food Service Special Revenue Fund	$ 156,811

The over spending of budgeted expenditures was funded by excess revenue over budget and existing fund balance in the General Fund and was funded by the existing fund balance in the Food Service Special Revenue Fund.

NOTE 3 - CASH AND INVESTMENTS

Except for cash and investments in certain restricted and special funds, the District's funds are combined (pooled) and invested to the extent available in various investments authorized by Minnesota statutes. This pool functions essentially as a demand account for all participating funds. Each fund type's portion of this pool is displayed on the balance sheet as "cash and investments". Several funds hold cash and investments separate from the cash and investment pool.

Cash and investments recorded in the accompanying statement of net position consist of the following:

Deposits		
Deposits with financial institutions	$	6,894,095
Cash on hand		2,700
Total deposits		6,896,795
Investments		
Repurchase agreements		164,853
Money market funds		324,110
Money market account		10,144,593
Government bonds		11,419,853
Guaranteed investment contracts		5,113,445
Total investments		27,166,854
Total deposits and investments	$	34,063,649

NOTE 3 - CASH AND INVESTMENTS (CONTINUED)

Reconciliation to the financial statements:

Statement of Net Position		
Cash and investments	$	7,353,124
Restricted cash and investments		13,866,838
Statement of Fiduciary Net Position		
Cash and investments		12,843,687
Total	$	34,063,649

Deposits

Custodial Credit Risk – Deposits

Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, the District will not be able to recover its deposits. The District's deposit policy for custodial credit risk requires deposits to be insured, bonded or collateralized.

The District maintains deposits at financial institutions authorized by the School Board. Minnesota statutes require that all District deposits be protected by insurance, surety bond or collateral. The market value of collateral pledged must equal 110 percent of the deposits not covered by insurance or bonds. State statutes authorize the types of securities which may be pledged as collateral and require that those securities be held in safekeeping by the District or in a financial institution other than that furnishing the collateral. At year-end, the carrying amount of the District's deposits, which includes certificates of deposit, was $6,894,095 (as listed below); the bank balance was $10,317,712. At year-end, $700,000 of the bank balance was insured by Federal Depository Insurance, $1,300,000 was insured by a letter of credit and the remaining $8,317,712 was collateralized with securities held by the pledging financial institutions agent in the District's name.

Unrestricted cash	$ 6,219,546
Restricted cash	2,446,985
Fiduciary fund cash (not included in the government-wide statements)	(1,772,436)
Total	$ 6,894,095

Investments

Custodial Credit Risk – Investments

For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty, the District will not be able to recover the value of its investments or securities that are in the possession of an outside party. The District's investment policy for custodial credit risk requires any amount of investments or securities held by the District's custodial agent in excess of deposit insurance be collateralized as required by Minnesota statutes. At June 30, 2023, the District's repurchase agreements were fully collateralized with securities held by the pledging financial institution in the District's name.

NOTE 3 - CASH AND INVESTMENTS (CONTINUED)

Credit Risk and Concentration of Credit Risk
Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligation. The District's investment policy for credit risk and concentration of credit risk states safety of principal is the first priority and that the District will diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities. State statutes authorize the District to invest in qualified repurchase agreements, obligations of the U.S. government, obligations of the State of Minnesota or its municipalities, shares of certain investment companies, banker's acceptance notes, commercial paper and guaranteed investment contracts.

Interest Rate Risk
Interest rate risk is the risk that changes in interest rates of investments will adversely affect the fair value of an investment. The District's investment policy requires investments be managed in a manner to attain a market rate of return while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

During the year, the District utilized the Minnesota School District Liquid Asset Fund and the MN Trust which are external investment pools not registered with the Securities Exchange Commission (SEC) that follows the same regulatory rules of the SEC under rule 2a7. The fair value of the positions in the pools are the same as the value of the pool shares

As of June 30, 2023, the District had the following investments:

NOTE 3 - CASH AND INVESTMENTS (CONTINUED)

Investment Type	Fair Value	Rating	Investment Maturities: Less Than 1 Year	Investment Maturities: 1 - 5 Years
Unrestricted investments				
Frandsen Bank & Trust				
Repurchase agreements	$ 164,853	not rated	$ 164,853	$ -
Minnesota School District				
Liquid Asset Fund				
Money market funds	232,032	AAAm (Standard and Poor's)	232,032	-
MN Trust				
Money market account	733,993	AAAm (Standards and Poor's)	733,993	-
Total unrestricted investments	1,130,878		1,130,878	-
Restricted investments				
Ehlers				
Government bonds	5,495,485	A2 thru Aaa (Moody's)	5,329,287	166,198
Government bonds	841,611	A- (Standards and Poor's)	841,611	-
Government bonds	5,082,757	AA (Standards and Poor's	4,780,831	301,926
Total restricted investments	11,419,853		10,951,729	468,124
Fiduciary fund investments (not included in the government-wide statements)				
Minnesota School District				
Liquid Asset Fund				
Money market funds	92,078	AAAm (Standard and Poor's)	92,078	-
MN Trust				
Money Market Account	9,410,600	AAAm (Standards and Poor's)	9,410,600	-
Mid America				
Guaranteed investment contracts				
American United Life	5,113,445	AA- (Standard and Poor's)	5,113,445	-
Total fiduciary fund investments	14,616,123		14,616,123	-
Total	$27,166,854		$26,698,730	$ 468,124

Credit risk is measured by assignment of a rating by a national recognized rating organization. U.S. government securities or obligations by the U.S. government are not considered to have credit risk exposure.

NOTE 3 - CASH AND INVESTMENTS (CONTINUED)

Fair Value of Investments
The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The three levels of the fair value hierarchy are as follows:

- Level 1: Quoted prices (unadjusted) in active markets for identical assets or liabilities.
- Level 2: Inputs (other than quoted prices included within Level 1) that are observable for the asset or liability – either directly or indirectly.
- Level 3: Unobservable inputs – market data are not available and are developed using the best information available about the assumptions that market participants would use when pricing an asset or liability.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The following is a summary of the fair value hierarchy of the fair value of investments of the District as of June 30, 2023:

	Level 2
Investments by Fair Value Level:	
Government bonds	$ 11,419,853

The remaining District investments of $15,747,001 at June 30, 2023 are not subject to measurement.

NOTE 4 - RESTRICTED ASSETS

Restricted assets are restricted by bond agreements and legal contractual requirements as of their use. Restricted assets as of June 30, 2023 consisted of $2,446,985 in cash and $11,419,853 in investments.

NOTE 5 - CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2023, was as follows:

	Beginning Balance	Additions	Deletions	Ending Balance
Capital assets, not being depreciated:				
Land	$ 2,769,299	$ -	$ -	$ 2,769,299
Construction in progress	131,567,056	39,374,832	-	170,941,888
Total capital assets, not being depreciated	134,336,355	39,374,832	-	173,711,187
Capital assets, being depreciated:				
Land improvements	2,180,321	-	-	2,180,321
Buildings	64,842,529	-	(4,070,522)	60,772,007
Equipment	7,637,676	415,063	(2,564,399)	5,488,340
Total capital assets, being depreciated	74,660,526	415,063	(6,634,921)	68,440,668
Less accumulated depreciation for:				
Land improvements	(1,299,803)	(59,995)	-	(1,359,798)
Buildings	(34,928,190)	(1,309,370)	2,151,552	(34,086,008)
Equipment	(5,726,627)	(364,168)	2,317,643	(3,773,152)
Total accumulated depreciation	(41,954,620)	(1,733,533)	4,469,195	(39,218,958)
Capital assets being depreciated, net	32,705,906	(1,318,470)	(2,165,726)	29,221,710
Governmental activities capital assets, net	$ 167,042,261	$ 38,056,362	$ (2,165,726)	$ 202,932,897

Depreciation expense was charged to the District's programs as follows:

District and school administration	$ 33,034
District support services	27,682
Regular instruction	301,681
Vocational instruction	9,053
Special education instruction	95,806
Community education and services	14,283
Instructional support services	52,952
Pupil support services	306,880
Sites, buildings, and equipment	892,162
Total depreciation expense	$ 1,733,533

NOTE 6 - LEASE RECEIVABLE

The District, acting as lessor, leases a building under a long-term, cancellable lease agreement. The lease carries a discount rate of 5.00% expiring June 30, 2025. During 2023, the District did not recognize any lease revenue and interest revenue, respectively, pursuant this contract.

Total future minimum lease payments to be received under the lease agreements:

	Long-Term Leases Receivable	
Year-Ending June 30,	Principal	Interest
2024	$ 254,238	$ 14,792
2025	269,296	8,483
Total	$ 523,534	$ 23,275

NOTE 7 - LONG-TERM LIABILITIES

The District issued general obligation bonds to finance other postemployment benefits and for the construction of new school buildings. In 2017, bonded indebtedness was issued to advance refund the District's general obligation bonds. The general obligation bonds are being repaid from the applicable resources.

Components of long-term liabilities:

Issue	Issue Date	Interest Rates	Original Issue	Final Maturity	Principal Outstanding
General Obligation Bonds					
2017 Taxable OPEB Refunding Bonds	11/02/2017	3.0-4.0%	$ 7,400,000	02/01/2036	$ 5,625,000
2017 OPEB Taxable Bonds	09/07/2017	2.7%	$ 1,280,000	03/01/2025	450,000
2019 School Building Bonds	07/18/2019	3.0-5.0%	$ 136,355,000	02/01/2040	123,400,000
2019A Schools Building Bonds	07/18/2019	3.0-5.0%	$ 28,550,000	02/01/2040	25,730,000
Total Long-Term Liabilities					$ 155,205,000

NOTE 7 - LONG-TERM LIABILITIES (CONTINUED)

On November 2, 2017, advance refunding OPEB bonds were issued to refund 2009 Taxable OPEB Bonds. Assets of the Debt Service Fund, together with scheduled future ad valorem tax levies, are dedicated for the retirement of the 2017 Taxable OPEB Refunding Bonds. The annual future debt service levies authorized are equal to 105% of the principal and interest due each year. These levies are subject to reduction if fund balance amounts exceed limitations imposed by Minnesota law.

The Taxable General Obligation OPEB Bonds, Series 2009A were issued for funding actuarial liabilities to pay other postemployment benefits. On September 7, 2017, the District issued GO 2017 OPEB Taxable bonds to advance refund the 2025 maturity of the District's $1,995,000 Taxable General Obligation OPEB Bonds, Series 2009A. Assets of the Debt Service Fund, together with scheduled future ad valorem tax levies, are dedicated for the retirement of the 2017 Taxable OPEB Bonds. The annual future debt service levies authorized are equal to 105% of the principal and interest due each year. These levies are subject to reduction if fund balance amounts exceed limitations imposed by Minnesota Law.

On July 18, 2019, the District issued $136,355,000 GO School Building Bonds, Series 2019 related to the construction of new school buildings. The bonds are general obligations of the District to which its full faith, credit and taxing powers are pledged.

On July 18, 2019, the District issued $28,550,000 GO School Building Bonds, Series 2019A related to the construction of new school buildings. The bonds are general obligations of the District to which its full faith, credit and taxing powers are pledged.

Long-term liability activity for the year ended June 30, 2023 was as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Amounts Due Within One Year
General Obligation Bonds Payable					
2017 Taxable OPEB Refunding Bonds	$ 5,975,000	$ -	$ (350,000)	$ 5,625,000	$ 360,000
Unamortized Bond Premium	131,921	-	(9,712)	122,209	-
2017 Taxable OPEB Bonds	666,000	-	(216,000)	450,000	222,000
2019 School Building Bonds	127,780,000	-	(4,380,000)	123,400,000	4,970,000
Unamortized Bond Premium	10,283,501	-	(584,844)	9,698,657	-
2019A School Building Bonds	26,700,000	-	(970,000)	25,730,000	1,095,000
Unamortized Bond Premium	2,137,884	-	(121,585)	2,016,299	-
Total Long-Term Liabilities	$ 173,674,306	$ -	$ (6,632,141)	$ 167,042,165	$ 6,647,000

Minimum annual principal and interest payments required to retire long-term liabilities, excluding the net pension liability are as follows:

NOTE 7 - LONG-TERM LIABILITIES (CONTINUED)

Year ending June 30,	General Obligation Bonds Principal	Interest
2024	6,647,000	5,822,120
2025	6,968,000	5,502,076
2026	7,015,000	5,166,320
2027	7,355,000	4,823,170
2028	7,720,000	4,463,220
2029 - 2033	44,450,000	16,550,298
2034 - 2038	52,185,000	8,227,898
2039 - 2043	22,865,000	1,033,950
Total	$155,205,000	$51,589,052

No interest was capitalized for the year ended June 30, 2023; interest incurred and charged to expense totaled $5,272,459.

NOTE 8 - OTHER POSTEMPLOYMENT BENEFITS

Plan Description
The District operates a single-employer retiree benefit plan that provides postemployment health and life insurance benefits to eligible employees and their spouses. The plan is funded through a qualifying trust. Prior to the actuarial valuation report for the fiscal year ending June 30, 2022, the plans were in separate trust funds between the school districts of ISD No. 2154 and ISD No. 706. The District merged the two OPEB plans based on ISD No. 2909 Rock Ridge Schools' contract ratification. Financial statements for the trust fund are included in the District's financial statements as a fiduciary OPEB trust fund. The libablity is reported on the District's government-wide financial statements and is reported under GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, which requires the liablity of the District's defined benefit OPEB (net OPEB liability) to be measured as the portion of the present value of projected benefit payments to be provided to current active and inactive employees that is attributed to those employees' past periods of service (total OPEB liability), less the amount of the OPEB plan's fiduciary net position.

Benefits Provided
Benefits and eligibility are established and amended through contracts with bargaining units or other employment contracts. The District subsidizes the premium rates of the retirees by allowing them to participate in the plan at reduced or blended (implicitly subsidized) premium rates for both active and retired employees. These rates provided an implicit subsidy for retirees because, on an actuarial basis, their current and future claims are expected to result in higher costs to the plan on average than those of active employees. Additionally, certain retirees receive insurance at a lower (explicitly subsidized) premium rate than active employees.

NOTE 8 - OTHER POSTEMPLOYMENT BENEFITS (CONTINUED)

Plan Membership

At June 30, 2022, plan membership for ISD No. 2909 consisted of the following:

Active employees electing medical coverage	151
Active employees waiving medical coverage	79
Retirees electing medical coverage	134
Retirees with only non-medical OPEB coverage	0
Total	364

Contributions

The District and retirees make contributions toward health insurance premiums based on their employment contracts. During the year ended June 30, 2023, the District pays postemployment benefits (those that the District is authorized to levy for) out of its General Fund on a pay-as-you-go method. Contributions into individual health accounts for current employees are paid out of the General Fund on a pay-as-you go method so no severance liability is accrued. The District will continue to contribute towards the medical premium for grandfathered retirees and employees hired before dates specified in employee contracts. The contribution amount is either part of or the full amount of the medical premium and continues for the life of the retiree. The District will not pay any premiums for future retirees that were hired after dates specified in employee contracts.

Total OPEB Liability

At June 30, 2023, the District reported a total OPEB liability of $8,033,413. The total OPEB liability was calculated using the total OPEB liability measured as of June 30, 2023 which was determined by an actuarial valuation as of that date.

Actuarial Methods and Assumptions

The total OPEB liability was determined by an actuarial valuation date of June 30, 2022 and a measurement date of June 30, 2023 using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

NOTE 8 - OTHER POSTEMPLOYMENT BENEFITS (CONTINUED)

Plan type	Single Employer
Discount rate	2.00%
Long-term investment return assumption	2.00%
Inflation rate	2.50%
Mortality	
Teachers	From the July 1, 2021 Teachers Retirement Association of Minnesota (TRA) actuarial valuation, mortality rates were based on the RP-2014 mortality tables with projected mortality improvements based on scale MP-2015, and other adjustments
Non-Teachers	From the July 1, 2021 PERA of Minnesota General Employees Retirement Plan actuarial valuation, mortality rates were based on the Pub-2010 General mortality tables with projected mortality improvements based on scale MP-2020, and other adjustments
Healthcare cost trend rate	6.8% for FY2022, gradually decreasing over several decades to an ultimate rate of 3.9% in FY2076 and later years.

Liabilities are based on the Entry Age Normal level percent of pay cost method. In this method, the actuarial Present Value of Benefits (PVB) for each individual is allocated as a level percent of pay from entry age (hire age, for most employees) to the last age with any future benefits. The portion of the PVB allocated to the valuation year is called the Normal Cost (NC). The portion of the PVB allocated to past years is call the Actuarial Accrued Liability (AAL) or the Total OPEB Liability (TOL).

The results in the actuarial report are based on an actuarial valuation model with three components as outlined in Actuarial Standard of Practice No. 56 – Modeling (ASOP 56):

1. Information inputs including the data, assumptions, methods and plan provisions outlined in the report,
2. Processing by ProVal actuarial modeling software, and
3. The actuary's report template which translates the ProVal output into valuation results.

The model is intended to convert the information input above the usable actuarial valuation results. The actuary reviewed the ProVal software's output for reasonableness and independently checked sample one-person output where appropriate, but they have otherwise relied on the ProVal computations.

Other models used in this actuarial valuation include:

- Internal per capita claims cost model used to estimate average expected claims costs at different participant ages.

NOTE 8 - OTHER POSTEMPLOYMENT BENEFITS (CONTINUED)

- Healthcare trend rate model based on the 2023 "Getzen" model published by the Society of Actuaries.
- Expected investment return model based on the Horizen Actuarial Services 2022 Survey of Capital Market Assumptions and the fund's asset allocation.

Discount Rate

The discount rate used to measure the total OPEB liability was 2.00%. GASB 75 has very specific rules regarding the projection of benefit payments, contributions, and Fiduciary Net Position used to determine the discount rate. Regardless of an employer's actual funding policy, the actuary must assume that (1) benefits are paid out of the OPEB trust until assets are depleted, and (2) projected employer contributions are first applied to employee service costs in each period (including future employees) before paying for current accrued benefit costs.

The actuary performed a projection of plan funded status to determine the blended GASB 75 discount rate for the plan. Based on those projections, they believe future plan assets are projected to be sufficient to pay all future benefits. Therefore, the discount rate is equal to the long-term expected investment return assumption.

Changes in the Net OPEB Liability

	Increase (Decrease) for the Measurement Year		
	Total OPEB Liability (a)	Plan Fiduciary Net Position (b)	Net OPEB Liability (c)=(a)-(b)
Balance for fiscal year ending 6/30/2022	$ 8,382,496	$ 12,844,841	$(4,462,345)
Changes for the year:			
Service cost	14,577	-	14,577
Interest	161,830	-	161,830
Difference between expected and actual experience	85,673	-	85,673
Employer contributions	-	30,760	(30,760)
Net Investment Income	-	393,397	(393,397)
Benefit payments	(611,163)	(611,163)	-
Administrative Expense	-	(500)	500
Net Changes	(349,083)	(187,506)	(161,577)
Balance for fiscal year ending 6/30/2023	$ 8,033,413	$ 12,657,335	$(4,623,922)

Sensitivity of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability of the District as well as what the District's net OPEB liability would be if it were calculated using a discount rate that is 1 percentage point lower (1.00%) or 1 percentage point higher (3.00%) than the current discount rate, as of the year ended June 30, 2023.

NOTE 8 - OTHER POSTEMPLOYMENT BENEFITS (CONTINUED)

	1% Decrease (1.00%)	Current Discount Rate (2.00%)	1% Increase (3.00%)
Net OPEB liability	$ (3,758,728)	$ (4,623,922)	$(5,358,998)

Sensitivity of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates
The following represents the net OPEB liability of the District as well as what the District's net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1 percentage point lower or 1 percentage point higher than the current healthcare cost trend rates, as of the year ended June 30, 2023.

	1% Decrease	Current Trend Rate	1% Increase
Net OPEB liability	$ (5,411,790)	$ (4,623,922)	$(3,714,346)

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2023, the District recognized OPEB expense of $(73,286). At June 30, 2023, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual liability	$ 72,613	$ -
Change in actuarial assumptions	-	-
Net difference between projected and actual investment earnings	-	64,702
Contributions between measurement date and reporting date	-	-
Total	$ 72,613	$ 64,702

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ended June 30,	OPEB Expense Amount
2024	$ 974
2025	974
2026	976
2027	(15,386)
2028	13,060
Thereafter	7,313

NOTE 9 - INTERFUND ACTIVITY

Transfer to/from other funds at June 30, 2023, consist of the following:

$ 241,483	From General Fund to Community Service Special Revenue Fund to fund deficits.

NOTE 10 - FUND EQUITY

Restricted Net Position

The amount reported as net position restricted for other purposes on the Statement of Net Position is comprised of the following:

Restricted for -	Basic skills extended time	$ 106,087
	Gifted and talented	5,965
	Public access	33,364
	Safe schools crime levy	31,126
	Staff development	275,740
	Student activities	67,653
		$ 519,935

Fund Balance

As of June 30, 2023, fund balances are comprised of the following:

NOTE 10 - FUND EQUITY (CONTINUED)

	General Fund	Debt Service Fund	Capital Projects Fund	Nonmajor Governmental Funds	Total
Nonspendable:					
Inventory	$ 8,739	$ -	$ -	$ 32,893	$ 41,632
Restricted:					
Staff development	275,740	-	-	-	275,740
Student activities	67,653	-	-	-	67,653
Taconite building maintenance	1,178,238	-	-	-	1,178,238
Safe schools crime levy	31,126	-	-	-	31,126
Operating capital	583,346	-	-	-	583,346
Basic skills extended time	106,087	-	-	-	106,087
Gifted and talented	5,965	-	-	-	5,965
Public access	33,364	-	-	-	33,364
Long-term facilities maintenance	3,313,474	-	-	-	3,313,474
Building construction	-	-	7,744,154	-	7,744,154
Debt service	-	972,443	-	-	972,443
Food service	-	-	-	320,647	320,647
Community education	-	-	-	184,272	184,272
Early childhood family education	-	-	-	(5,017)	(5,017)
School readiness	-	-	-	(3)	(3)
Community services	-	-	-	12,219	12,219
Total Restricted	5,594,993	972,443	7,744,154	512,118	14,823,708
Committed:					
Rock Ridge High School construction	2,500,000	-	-	-	2,500,000
Unassigned	1,390,170	-	-	-	1,390,170
Total Fund Balances	$ 9,493,902	$ 972,443	$ 7,744,154	$ 545,011	$ 18,755,510

NOTE 11 - RISK MANAGEMENT

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The District has purchased commercial insurance to cover its risks of loss. There were no significant increases or decreases in insurance coverage from the previous year. Settled claims resulting from these risks did not exceed insurance coverage in any of the past three fiscal years.

NOTE 12 - CONTINGENCIES AND COMMITMENTS

Grants

The District participates in numerous state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectability of any related receivable at June 30, 2023, may be impaired. In the opinion of the District, there are no significant liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

Construction Commitments

The District had five outstanding or planned construction projects as of June 30, 2023. These projects are evidenced by pending contractual commitments with contractors or further district work. The following table shows the amount spent as of June 30, 2023 compared to the total budget for each project.

Project	Spent-to-date	Total Project Budget
Rock Ridge High School	$ 119,364,067	$ 122,717,000
Virginia Elementary School	18,542,957	39,696,225
Eveleth Elementary School	32,922,440	34,000,000
Admin Building Renovations	112,424	2,261,829
Demolitions Projects	1,713,083	7,500,000
Total	$ 172,654,971	$ 206,175,054

NOTE 13 - JOINT VENTURES

Northland Learning Center

The Northland Learning Center, Independent School District No. 6076, was established as a joint powers educational center pursuant to applicable Minnesota laws and statutes and was created to organize, manage, undertake, implement and accomplish all the purposes, functions, services and programs designed and intended to 1) ensure that all children with disabilities residing within the service area of the parties hereto have available to them a free appropriate public education that emphasizes special education and related services to meet their unique needs and to prepare them for employment and independent living; and 2) meet the needs of those students within its member districts whose experience in traditional learning environments has not been particularly beneficial or successful so as to better assure them a quality and efficacious educational and learning experience. The following school districts are members:

NOTE 13 - JOINT VENTURES (CONTINUED)

Independent School District No. 695, Chisholm
Independent School District No. 696, Ely
Independent School District No. 2711, Mesabi East
Independent School District No. 712, Mountain Iron-Buhl
Independent School District No. 707, Nett Lake
Independent School District No. 2909, Rock Ridge
Independent School District No. 2142, St. Louis County
Independent School District No. 166, Cook County
Independent School District No. 361, International Falls

Each member school district is represented on the Northland Learning Center Board of Directors by its superintendent. In the event the members agree to terminate the joint powers agreement, any surplus monies and property shall be returned to the member school districts in proportion to each party's total contribution over the three years prior to termination.

It is the responsibility of the members to adequately fund the Center although funding may also come from other sources, including, but not limited to, grants and gifts. The contribution of each member shall be determined based on the total number of school district students served. During fiscal year 2023, the District disbursed $1,286,985 to Northland Learning Center for educational programs. Complete financial information may be obtained from the Northland Learning Center, Independent School District No. 6076, 1201 13th Avenue South, P.O. Box 1286, Virginia, MN 55792.

Northern St. Louis County Family Services Collaborative
The Northern St. Louis County Family Services Collaborative was established pursuant to Minn. Stat. §124D.23. The Collaborative includes St. Louis County; several St. Louis County agencies; Arrowhead Economic Opportunity Agency; Arrowhead Regional Corrections; Range Mental Health; Bois Forte Reservation; Northland Special Education Cooperative; and Independent School District Nos. 695, 696, 698, 701, 707, 712, 2142, 2909, 2711, and 6076. The purpose of the Collaborative is to support partnerships, both regionally and locally, that promote and support healthy families. The Collaborative serves children and families by encouraging collaboration of integrated family centered services, which provide education, advocacy, and support.

Control of the Northern St. Louis County Family Services Collaborative is vested in a Board of Directors appointed by its members. Independent School District No. 2142 appoints two members on the Board; all other members appoint only one. Financing is provided by state and federal grants, appropriations from the Collaborative members, and miscellaneous revenues. Independent School District No. 2142 and St. Louis County are the fiscal agents for the Collaborative. The District receives funds from the Collaborative as reimbursement for eligible expenditures. Separate financial information can be obtained from Northern St. Louis County Family Services Collaborative, 1701 North 9th Avenue, Virginia, Minnesota 55792.

NOTE 13 - JOINT VENTURES (CONTINUED)

Joint Cable Television Access Board

The Joint Cable Television Access Board is a joint powers agreement between the City of Eveleth, Minnesota, the Town of Fayal, Minnesota, and the District and is made pursuant to Minn. Stat. §471.59. The general purpose of this agreement is to create a board to organize, manage, conduct, operate and facilitate community-oriented television programming on access channels set aside by cable operators for public, educational, and governmental use.

The joint board consists of 7 members; three from the City and two members appointed by the other parties to the agreement. It is the primary responsibility of the City of Eveleth, Minnesota, and the Town of Fayal, Minnesota to adequately and properly fund the Board. The contribution of the District shall be in the form of in-kind services such as fiscal and bookkeeping services or oversight, organizational and supervisory services. The District shall be the fiscal agent for the Board with the value of its services being considered as part of its in-kind contribution.

If this joint powers agreement is terminated, all personal property equipment shall be utilized to pay off any existing or contingent liabilities with the remaining, if any, surplus monies or property to be returned to the remaining parties in a proportion commensurate with the member's representation on the board or as otherwise agreed upon by the members. Should a member decide to withdraw from this agreement, that member shall waive and forego any right or interest it shall have in and to the funds or personal property of the joint board.

The District, as the fiscal agent for the Board, accounts for the activities in a custodial fund. As of June 30, 2023, the Joint Cable Television Access Board has no assets and liabilities.

NOTE 14 - RELATED ORGANIZATION

The District is a member of Arrowhead Regional Computing Consortium (ARCC), a consortium of Minnesota school districts that provides data processing services and support to its member districts. ARCC is a separate legal entity that is financially independent of the District. Furthermore, the District does not appoint a voting majority of ARCC's Board of Directors. Therefore, ARCC is not included as part of the District's reporting entity. During the fiscal year ended June 30, 2023, the District paid ARCC $93,330 for services provided.

NOTE 15 - OTHER EMPLOYEE BENEFITS

The District offers a Health Care Savings Plan (HCSP) to all eligible employees. The HCSP is an employer-sponsored program that allows employees to save money, tax-free, to use upon termination of employment to pay for eligible health care expenses. Amounts to be contributed to the accounts must be negotiated or agreed to by both the bargaining unit and employer and written into the collective bargaining agreement or Memorandum of Understanding or included in a written personnel policy for those employees not covered by a bargaining unit. Employer contributions into eligible employee accounts were $299,846 for the year ended June 30, 2023.

NOTE 16 - RETIREMENT PLANS

Substantially all employees of the District are required by State law to belong to pension plans administered by the Teachers Retirement Association (TRA) or Public Employees Retirement Association (PERA), both of which are administered on a statewide basis. In addition, some District employees participate in tax-deferred annuity and other plans.

Disclosures relating to these plans follow:

A. Teachers Retirement Association

1. Plan Description

The Teachers Retirement Association (TRA) is an administrator of a multiple employer, cost-sharing, defined benefit retirement fund. TRA administers a Basic Plan (without Social Security coverage) and a Coordinated Plan (with Social Security coverage) in accordance with Minnesota Statutes, Chapters 354 and 356. TRA is a separate statutory entity and administered by a Board of Trustees. The Board consists of four active members, one retired member and three statutory officials.

Educators employed in Minnesota's public elementary and secondary schools, charter schools, and certain other TRA-covered educational institutions maintained by the state are required to be TRA members (except those employed by St. Paul schools or Minnesota State Colleges and Universities). Educators first hired by Minnesota State may elect either TRA coverage or coverage through the Defined Contribution Plan (DCR) administered by Minnesota State.

2. Benefits Provided

TRA provides retirement benefits as well as disability benefits to members, and benefits to survivors upon death of eligible members. Benefits are established by Minnesota Statute and vest after three years of service credit. The defined retirement benefits are based on a member's highest average salary for any five consecutive years of allowable service, age, and a formula multiplier based on years of credit at termination of service.

Two methods are used to compute benefits for TRA's Coordinated and Basic Plan members. Members first employed before July 1, 1989, receive the greater of the Tier I or Tier II benefits as described:

Tier I Benefits

Tier I	Step Rate Formula	Percentage
Basic	First ten years of service	2.2 percent per year
	All years after	2.7 percent per year
Coordinated	First ten years if service years are up to July 1, 2006	1.2 percent per year
	First ten years if service years are July 1, 2006 or after	1.4 percent per year
	All other years of service if service years are up to July 1, 2006	1.7 percent per year
	All other years of service if service years are July 1, 2006 or after	1.9 percent per year

NOTE 16 - RETIREMENT PLANS (CONTINUED)

With these provisions:

(a) Normal retirement age is 65 with less than 30 years of allowable service and age 62 with 30 or more years of allowable service.

(b) 3 percent per year early retirement reduction factor for all years under normal retirement age.

(c) Unreduced benefits for early retirement under a Rule-of-90 (age plus allowable service equals 90 or more).

Or

Tier II Benefits

For years of service prior to July 1, 2006, a level formula of 1.7 percent per year for coordinated members and 2.7 percent per year for basic members is applied. For years of service July 1, 2006 and after, a level formula of 1.9 percent per year for coordinated members and 2.7 percent per year for basic members applies. Beginning July 1, 2015, the early retirement reduction factors are based on rates established under Minnesota Statute. Smaller reductions, more favorable to the member, will be applied to individuals who reach age 62 and have 30 years or more of service credit.

Members first employed after June 30, 1989, receive only the Tier II benefit calculation with a normal retirement age that is their retirement age for full Social Security retirement benefits, but not to exceed age 66.

Six different types of annuities are available to members upon retirement. The No Refund Life Plan is a lifetime annuity that ceases upon the death of the retiree – no survivor annuity is payable. A retiring member may also choose to provide survivor benefits to a designated beneficiary(ies) by selecting one of the five plans that have survivorship features. Vested members may also leave their contributions in the TRA Fund upon termination of service in order to qualify for a deferred annuity at retirement age. Any member terminating service is eligible for a refund of their employee contributions plus interest.

The benefit provisions stated apply to active plan participants. Vested, terminated employees who are entitled to benefits but not yet receiving them are bound by the plan provisions in effect at the time they last terminated their public service.

3. Contribution Rate

Per Minnesota Statutes, Chapter 354 sets the contribution rates for employees and employers. Rates for each fiscal year ended June 30, 2021, June 30, 2022 , and June 30, 2023, were:

NOTE 16 - RETIREMENT PLANS (CONTINUED)

	June 30, 2021		June 30, 2022		June 30, 2023	
	Employee	Employer	Employee	Employer	Employee	Employer
Basic	11.00%	12.13%	11.00%	12.34%	11.00%	12.55%
Coordinated	7.50%	8.13%	7.50%	8.34%	7.50%	8.55%

The following is a reconciliation of employer contributions in TRA's fiscal year 2022 ACFR "Statement of Changes in Fiduciary Net Position" to the employer contributions used in Schedule of Employer and Non-Employer Pension Allocations.

	in thousands
Employer contributions reported in TRA's ACFR Statement of Changes in Fiduciary Net Position	$ 482,679
Employer contributions not related to future contribution efforts	(2,178)
TRA's contributions not included in allocation	(572)
Total employer contributions	479,929
Total non-employer contributions	35,590
Total contributions reported in *Schedule of Employer and Non-Employer Allocations*	$ 515,519

Amounts reported in the allocation schedules may not precisely agree with financial statement amounts or actuarial valuations due to the number of decimal places used in the allocations. TRA has rounded percentage amounts to the nearest ten thousandths.

4. Actuarial Assumptions

The total pension liability in the June 30, 2022, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement.

Key Methods and Assumptions Used in Valuation of Total Pension Liability

Actuarial Information

Valuation date	July 1, 2022
Measurement date	June 30, 2022
Experience studies	June 28, 2019 (demographic and economic assumptions)*
Actuarial cost method	Entry Age Normal

NOTE 16 - RETIREMENT PLANS (CONTINUED)

Actuarial assumptions:

Investment rate of return	7.00%
Price inflation	2.50%
Wage growth rate	2.85% before July 1, 2028 and 3.25% after June 30, 2028
Projected salary increase	2.85% to 8.85% before July 1, 2028 and 3.25% to 9.25% after June 30, 2028
Cost of living adjustment	1.00% for January 2019 through January 2023, then increasing by 0.10% each year up to 1.50% annually

Mortality assumptions

Pre-retirement:	RP-2014 white collar employee table, male rates set back five years and female rates set back seven years. Generational projection uses the MP-2015 scale.
Post-retirement:	RP-2014 white collar annuitant table, male rates set back three years and female rates set back three years, with further adjustments of the rates. Generational projection uses the MP-2015 scale.
Post-disability:	RP-2014 disabled retiree mortality table, without adjustment.

**The assumptions prescribed are based on the experience study dated June 28, 2019. For GASB 67 purposes, the long-term rate of return assumptions is selected by TRA management in consultation with actuary.*

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

NOTE 16 - RETIREMENT PLANS (CONTINUED)

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return (Geometric Mean)
Domestic Equity	33.5%	5.10%
International Equity	16.5%	5.30%
Private Markets	25.0%	5.90%
Fixed Income	25.0%	0.75%
Total	100%	

The TRA actuary has determined the average of the expected remaining service lives of all members for fiscal year 2023 is six years. The *Difference between Expected and Actual Experience, Changes of Assumptions*, and *Changes in Proportion* use the amortization period of six years in the schedule presented. The amortization period for *Net Difference between Projected and Actual Investment Earnings on Pension Plan Investments* is five years as required by GASB 68.

Changes in actuarial assumptions since the 2021 valuation:

- None

5. Discount Rate

The discount rate used to measure the total pension liability was 7.00 percent. There was no change in the discount rate since the prior measurement date. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the fiscal year 2022 contribution rate, contributions from school districts will be made at contractually required rates (actuarially determined), and contributions from the state will be made at current statutorily required rates. Based on those assumptions, the pension plan's fiduciary net position was not projected to be depleted and, as a result, the Municipal Bond Index Rate was not used in the determination of the Single Equivalent Interest Rate (SEIR).

6. Net Pension Liability

On June 30, 2023, Independent School District No. 2909, Rock Ridge Schools, Minnesota reported a liability of $17,448,279 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2022, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. Independent School District No. 2909, Rock Ridge Schools, Minnesota's proportion of the net pension liability was based on Independent School District No. 2909, Rock Ridge Schools, Minnesota's contributions to TRA in relation to total system contributions including direct aid from the State of Minnesota, City of Minneapolis and Minneapolis School District. District proportionate share was 0.2179% at the end of the measurement period and 0.1925% for the beginning of the year.

The pension liability amount reflected a reduction due to direct aid provided to TRA. The amount recognized by the District as its proportionate share of the net pension liability, the direct aid, and total portion of the net pension liability that was associated with the District were as follows:

NOTE 16 - RETIREMENT PLANS (CONTINUED)

District's proportionate share of the net pension liability	$ 17,448,279
State's proportionate share of the net pension liability associated with the District	$ 1,294,170

For the year ended June 30, 2023, the District recognized pension expense of $2,786,385. It also recognized ($177,952) as an increase to pension expense for the support provided by direct aid.

On June 30, 2023, the District had deferred resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 293,620	$ 145,236
Changes in actuarial assumptions	2,471,633	3,815,864
Net difference between projected and actual investment earnings on pension plan investments	1,380,773	-
Changes in proportion	2,074,853	3,531,880
District's contributions to TRA subsequent to the measurement date	1,158,066	-
Total	$ 7,378,945	$ 7,492,980

The $1,158,066 reported as deferred outflows of resources related to pensions resulting from District contributions to TRA subsequent to the measurement date, will be recognized in pension expense for the year ended June 30, 2024. The remaining deferred outflows of resources and (deferred inflows of resources) will be recognized in pension expense as follows:

Year Ended June 30:	Pension Expense Amount
2024	$ (3,465,401)
2025	$ 429,765
2026	$ 22,071
2027	$ 1,543,170
2028	$ 198,294
Thereafter	$ -

7. Pension Liability Sensitivity

The following presents the net pension liability of TRA calculated using the discount rate of 7.00 percent as well as what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.00 percent) or one percentage point higher (8.00 percent) than the current rate.

NOTE 16 - RETIREMENT PLANS (CONTINUED)

Sensitivity of Net Pension Liability (NPL) to Changes in the Discount Rate		
1 Percent Decrease	Current	1 Percent Increase
(6.00%)	(7.00%)	(8.00%)
$27,506,262	$17,448,279	$9,203,869

The District's proportion of the net pension liability was based on the employer contributions to TRA in relation to TRA's total employer contributions including direct aid contributions from the State of Minnesota, City of Minneapolis and Minneapolis School District.

8. Pension Plan Fiduciary Net Position

Detailed information about the plan's fiduciary net position is available in a separately-issued TRA financial report. That report can be obtained at https://minnesotatra.org, by writing to TRA at 60 Empire Drive, Suite 400, St. Paul, MN 55103-4000; or by calling 651-296-2409 or 800-657-3669.

B. Public Employees Retirement Association

1. Plan Description

The District participates in the following cost-sharing multiple-employer defined benefit pension plan administered by the Public Employees Retirement Association of Minnesota (PERA). PERA's defined benefit pension plans are established and administered in accordance with *Minnesota Statutes,* Chapters 353 and 356. PERA's defined benefit pension plans are tax qualified plans under Section 401(a) of the Internal Revenue Code.

General Employees Retirement Plan
The General Employees Retirement Plan covers certain full-time and part-time employees of the District. General Employees Plan members belong to the Coordinated Plan. Coordinated Plan members are covered by Social Security.

2. Benefits Provided

PERA provides retirement, disability, and death benefits. Benefit provisions are established by state statute and can only be modified by the state Legislature. Vested, terminated employees who are entitled to benefits, but are not receiving them yet, are bound by the provisions in effect at the time they last terminated their public service.

General Employees Plan Benefits
General Employees Plan benefits are based on a member's highest average salary for any five successive years of allowable service, age, and years of credit at termination of service. Two methods are used to compute benefits for PERA's Coordinated Plan members. Members hired prior to July 1, 1989, receive the higher of Method 1 or Method 2 formulas. Only Method 2 is used for members hired after June 30, 1989. Under Method 1, the accrual rate for Coordinated members is 1.2 percent for each of the first 10 years of service and 1.7 percent for each additional year. Under Method 2, the accrual rate for Coordinated members is 1.7 percent for all years of service. For members hired prior to July 1, 1989, a full annuity is available when age plus years

NOTE 16 - RETIREMENT PLANS (CONTINUED)

of service equal 90 and normal retirement age is 65. For members hired on or after July 1, 1989, normal retirement age is the age for unreduced Social Security benefits capped at 66.

Benefit increases are provided to benefit recipients each January. The postretirement increase is equal to 50 percent of the cost-of-living adjustment (COLA) announced by the SSA, with a minimum increase of at least 1 percent and a maximum of 1.5 percent. Recipients that have been receiving the annuity or benefit for at least a full year as of the June 30 before the effective date of the increase will receive the full increase. Recipients receiving the annuity or benefit for at least one month but less than a full year as of the June 30 before the effective date of the increase will receive a reduced prorated increase. For members retiring on January 1, 2024, or later, the increase will be delayed until normal retirement age (age 65 if hired prior to July 1, 1989, or age 66 for individuals hired on or after July 1, 1989). Members retiring under Rule of 90 are exempt from the delay to normal retirement.

3. Contributions

Minnesota Statutes Chapter 353 sets the rates for employer and employee contributions. Contribution rates can only be modified by the state Legislature.

General Employees Fund Contributions
Coordinated Plan members were required to contribute 6.50 percent of their annual covered salary in fiscal year 2023 and the District was required to contribute 7.50 percent for Coordinated Plan members. The District's contributions to the General Employees Fund for the year ended June 30, 2023, were $467,648. The District's contributions were equal to the required contributions as set by state statute.

4. Pension Costs

General Employees Fund Pension Costs
At June 30, 2023, the District reported a liability of $6,462,747 for its proportionate share of the General Employees Fund's net pension liability. The District's net pension liability reflected a reduction due to the State of Minnesota's contribution of $16 million. The State of Minnesota is considered a non-employer contributing entity and the state's contribution meets the definition of a special funding situation. The State of Minnesota's proportionate share of the net pension liability associated with the District totaled $189,486.

The net pension liability was measured as of June 30, 2022, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The District's proportionate share of the net pension liability was based on the District's contributions received by PERA during the measurement period for employer payroll paid dates from July 1, 2021 through June 30, 2022, relative to the total employer contributions received from all of PERA's participating employers. The District's proportionate share was 0.0816 percent at the end of the measurement period and 0.0786 percent for the beginning of the period.

NOTE 16 - RETIREMENT PLANS (CONTINUED)

District's proportionate share of the net pension liability	$ 6,462,747
State of Minnesota's proportionate share of the net pension liability associated with the District	189,486
Total	$ 6,652,233

There were no provision changes during the measurement period.

For the year ended June 30, 2023, the District recognized pension expense of $1,000,888 for its proportionate share of the General Employees Plan's pension expense. In addition, the District recognized $28,314 as grant revenue for its proportionate share of the State of Minnesota's pension expense for the annual $16 million contribution.

At June 30, 2023, the District reported its proportionate share of the General Employees Plan's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	$ 53,982	$ 66,933
Changes in actuarial assumptions	1,412,226	26,833
Net collective difference between projected and actual investment earnings	205,000	-
Changes in proportion	858,656	910,143
Contributions paid to PERA subsequent to the measurement date	467,648	-
Total	$ 2,997,512	$ 1,003,909

The $467,648 reported as deferred outflows of resources relating to pensions resulting from District's contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2024. Other amounts reported as deferred outflows and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	Pension Expense Amount
2024	$ 525,421
2025	$ 560,745
2026	$ (144,670)
2027	$ 584,459

NOTE 16 - RETIREMENT PLANS (CONTINUED)

Total Pension Expense
The total pension expense for all plans recognized by the District for the year ended June 30, 2023, was ($2,999,934).

5. Long-Term Expected Return on Investment

The State Board of Investment, which manages the investments of PERA, prepares an analysis of the reasonableness on a regular basis of the long-term expected rate of return using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce an expected long-term rate of return by weighting the expected future rates of return by the target asset allocation percentages. The target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Domestic Equity	33.5%	5.10%
International Equity	16.5%	5.30%
Fixed Income	25.0%	0.75%
Private Markets	25.0%	5.90%
Total	100%	

6. Actuarial Assumptions

The total pension liability in the June 30, 2022 actuarial valuation was determined using an individual entry-age normal actuarial cost method. The long-term rate of return on pension plan investments used in the determination of the total liability is 6.5 percent in the June 30, 2022 actuarial valuation and 7.0 percent in the June 30, 2023 actuarial valuation. This assumption is based on a review of inflation and investments return assumptions from a number of national investment consulting firms. The review provided a range of return investment return rates deemed to be reasonable by the actuary. An investment return of 6.5 percent was deemed to be within that range of reasonableness for financial reporting purposes.

Inflation is assumed to be 2.25 percent for the General Employees Plan. Benefit increases after retirement are assumed to be 1.25 percent for the General Employees Plan.

Salary growth assumptions in the General Employees Plan range in annual increments from 10.25 percent after one year of service to 3.0 percent after 29 years of service and 6.0 percent per year thereafter.

Mortality rates for the General Employees Plan are based on the Pub-2010 General Employee Mortality Table. The tables are adjusted slightly to fit PERA's experience.

Actuarial assumptions for the General Employees Plan are reviewed every four years. The most recent four-year experience study for the General Employees Plan was completed in 2019. The assumption changes were adopted by the Board and became effective with the July 1, 2020 actuarial valuation.

NOTE 16 - RETIREMENT PLANS (CONTINUED)

The following changes in actuarial assumptions and plan provisions occurred in 2022:

General Employees Fund

Changes in Actuarial Assumptions:

- The mortality improvement scale was changed from Scale MP-2020 to Scale MP-2021.

Changes in Plan Provisions:

- There were no changes in plan provisions since the previous valuation.

7. Discount Rate

The discount rate for the General Employees Plan used to measure the total pension liability in 2022 was 6.50 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at rates set in Minnesota Statutes. Based on these assumptions, the fiduciary net position of the General Employees Fund was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The discount rate is 7.0 percent for the General Employees Plan in the June 30, 2023 actuarial valuation.

8. Pension Liability Sensitivity

The following presents the District's proportionate share of the net pension liability for all plans it participates in, calculated using the discount rate disclosed in the preceding paragraph, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate one percentage point lower or one percentage point higher than the current discount rate:

Sensitivity Analysis		
Net Pension Liability (Asset) at Different Discount Rates		
	General Employees Fund	
1% Lower	5.50%	$ 10,208,247
Current Discount Rate	6.50%	$ 6,462,747
1% Higher	7.50%	$ 3,390,859

9. Pension Plan Fiduciary Net Position

Detailed information about the General Employees Plan's fiduciary net position is available in a separately-issued PERA financial report that includes financial statements and required supplementary information. That report may be obtained on the Internet at www.mnpera.org.

NOTE 16 - RETIREMENT PLANS (CONTINUED)

C. Public Employees Defined Contribution Plan (Defined Contribution Plan)

Five school district board members are covered by the Defined Contribution Plan, a multiple-employer deferred compensation plan administered by PERA. The Defined Contribution Plan is a tax qualified plan under Section 401(a) of the Internal Revenue Code and all contributions by or on behalf of employees are tax deferred until time of withdrawal.

Plan benefits depend solely on amounts contributed to the plan plus investment earnings, less administrative expenses. *Minnesota Statutes*, Chapter 353D.03, specifies plan provisions, including the employee and employer contribution rates for those qualified personnel who elect to participate. An eligible elected official who decides to participate contributes five percent of salary which is matched by the elected official's employer. Employees who are paid for their services may elect to make member contributions in an amount not to exceed the employer share. Employer and employee contributions are combined and used to purchase shares in one or more of the seven accounts of the Minnesota Supplemental Investment Fund. For administering the plan, PERA receives two percent of employer contributions and twenty-five hundredths of one percent (0.25 percent) of the assets in each member's account annually.

Total contributions made by the District during fiscal year 2023 were:

Contribution Amount		Percentage of Covered Payroll		Required
Employee	Employer	Employee	Employer	Rate
$657	$657	5%	5%	5%

D. Tax-Deferred Annuity Plans

As established in contracts with bargaining units and other employee contracts, eligible District employees may participate in tax-deferred annuity plans under Section 403(b) of the Internal Revenue Code. Employee contracts determine which employees are eligible to participate and the District's matching contributions, if any. During the year, the District expended $112,463 as matching contributions to these plans.

REQUIRED SUPPLEMENTARY INFORMATION

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

SCHEDULE OF CHANGES IN THE DISTRICT'S NET OPEB LIABILITY AND RELATED RATIOS
Year Ended June 30, 2023

	June 30, 2023	June 30, 2022
Total OPEB Liability		
Service cost	$ 14,577	$ 14,152
Interest	161,830	171,176
Difference between expected and actual experience	85,673	-
Benefit payments		
Direct subsidy	(553,998)	(641,407)
Implicit rate subsidy	(57,165)	(53,525)
Net change in OPEB liability	(349,083)	(509,604)
Total OPEB Liability - beginning	8,382,496	8,892,100
Total OPEB Liability - ending	$ 8,033,413	$ 8,382,496
Plan Fiduciary Net Position (FNP, assets)		
Employer contributions	$ 30,760	$ 296,023
Net investment income	393,397	175,631
Benefit payments		
Direct subsidy	(553,998)	(641,407)
Implicit rate subsidy	(57,165)	(53,525)
Administrative expense	(500)	(500)
Net change in plan fiduciary net position	(187,506)	(223,778)
Plan Fiduciary Net Position - beginning	12,844,841	13,068,619
Plan Fiduciary Net Position - ending	$ 12,657,335	$ 12,844,841
Net OPEB Liability (Asset) - ending	$ (4,623,922)	$ (4,462,345)
Fiduciary net position as a percentage of the total OPEB liability	157.6%	153.2%
Covered-employee payroll for measurement period	$ 20,596,999	$ 20,369,421
Net OPEB Liability as a % of employee payroll	-22.4%	-21.9%

Note: Schedule is intended to show ten year trend. Additional years will be reported as they become available. Information was not presented for the fiscal years ending June 30, 2021 and prior because ISD No. 2909 had not yet been formed and combining information from the most recent actuarial reports from ISD No. 706 and ISD No. 2154 was considered unsuitable comparative information.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

SCHEDULE OF OPEB PLAN INVESTMENT RETURNS
Year Ended June 30, 2023

	June 30, 2023	June 30, 2022
Annual money-weighted rate of return, net of investment expense	3.13%	1.36%

Note: Schedule is intended to show ten year trend. Additional years will be reported as they become available. Information was not presented for the fiscal years ending June 30, 2021 and prior because ISD No. 2909 had not yet been formed and combining information from the most recent actuarial reports from ISD No. 706 and ISD No. 2154 was considered unsuitable comparative information.

See notes to required supplementary information.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

SCHEDULES OF DISTRICT'S PROPORTIONATE SHARE OF NET PENSION LIABILITY AND DISTRICT'S CONTRIBUTIONS FOR DEFINED BENEFIT PENSION PLANS
Year Ended June 30, 2023

TEACHERS RETIREMENT ASSOCIATION
SCHEDULE OF DISTRICT'S PROPORTIONATE SHARE OF NET PENSION LIABILITY

Fiscal Year Ending	Employer's Proportion (Percentage) of the Net Pension Liability (Asset)	Employer's Proportionate Share (Amount) of the Net Pension Liability (Asset) (a)	State's Proportionate Share (Amount) of the Net Pension Liability (Asset) Associated with Employer (b)	Total (a+b)	Employer's Covered Payroll (c)	Employer's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll (a/c)	Plan Fiduciary Net Position as a Percentage of the Total Pension Liability
June 30, 2022	0.2179%	$ 17,448,279	$ 1,294,170	$ 18,742,449	$ 13,953,022	125.05%	76.17%
June 30, 2021	0.1925%	$ 8,424,375	$ 710,041	$ 9,134,416	$ 11,512,325	73.18%	86.63%
June 30, 2020	0.2611%	$ 19,290,417	$ 1,616,131	$ 20,906,548	$ 13,728,405	140.51%	75.48%
June 30, 2019	0.2300%	$ 14,660,248	$ 1,297,624	$ 15,957,872	$ 13,604,800	107.76%	78.07%
June 30, 2018	0.2252%	$ 14,143,779	$ 1,329,159	$ 15,472,938	$ 12,404,574	114.02%	78.07%
June 30, 2017	0.2282%	$ 45,552,859	$ 4,402,404	$ 49,955,263	$ 12,306,653	370.15%	51.57%
June 30, 2016	0.2179%	$ 51,974,349	$ 5,217,490	$ 57,191,839	$ 11,988,026	433.55%	44.88%
June 30, 2015	0.2312%	$ 14,302,006	$ 1,753,879	$ 16,055,885	$ 11,784,168	121.37%	76.80%
June 30, 2014	0.2509%	$ 11,561,291	$ 813,471	$ 12,374,762	$ 11,456,284	100.92%	81.50%

Note: This schedule is provided prospectively beginning with the fiscal year ended June 30, 2015. Information presented for the fiscal years ending June 30, 2020 and prior were completed by combining ISD No. 706 Virginia Schools and ISD No. 2154 Eveleth-Gilbert Schools because ISD No. 2909 had not yet been formed.

Note: For purposes of this schedule, covered payroll is defined as "pensionable wages".

See notes to required supplementary information.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

SCHEDULES OF DISTRICT'S PROPORTIONATE SHARE OF NET PENSION LIABILITY AND DISTRICT'S CONTRIBUTIONS FOR DEFINED BENEFIT PENSION PLANS
Year Ended June 30, 2023

TEACHER'S RETIREMENT ASSOCIATION
SCHEDULE OF DISTRICT'S CONTRIBUTIONS

Fiscal Year Ending	Statutorily Required Contribution (a)	Contributions in Relation to the Statutorily Required Contribution (b)	Contribution Deficiency (Excess) (a-b)	Covered Payroll (d)	Contributions as a Percentage of Covered Payroll (b/d)
June 30, 2023	$ 1,158,066	$ 1,158,066	$ -	$ 13,544,632	8.55%
June 30, 2022	$ 1,163,682	$ 1,163,682	$ -	$ 13,953,022	8.34%
June 30, 2021	$ 1,094,160	$ 1,094,160	$ -	$ 13,458,303	8.13%
June 30, 2020	$ 1,058,460	$ 1,058,460	$ -	$ 13,364,394	7.92%
June 30, 2019	$ 1,020,360	$ 1,020,360	$ -	$ 13,234,241	7.71%
June 30, 2018	$ 930,343	$ 930,343	$ -	$ 12,404,573	7.50%
June 30, 3017	$ 922,999	$ 922,999	$ -	$ 12,306,653	7.50%
June 30, 2016	$ 899,102	$ 899,102	$ -	$ 7,608,533	11.82%
June 30, 2015	$ 883,814	$ 883,814	$ -	$ 7,389,667	11.96%

Note: This schedule is provided prospectively beginning with the fiscal year ended June 30, 2015. Information presented for the fiscal years ending June 30, 2020 and prior were completed by combining ISD No. 706 Virginia Schools and ISD No. 2154 Eveleth-Gilbert Schools because ISD No. 2909 had not yet been formed.

Note: For purposes of this schedule, covered payroll is defined as "pensionable wages".

See notes to required supplementary information.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

SCHEDULES OF DISTRICT'S PROPORTIONATE SHARE OF NET PENSION LIABILITY AND DISTRICT'S CONTRIBUTIONS FOR DEFINED BENEFIT PENSION PLANS
Year Ended June 30, 2023

PUBLIC EMPLOYEES RETIREMENT ASSOCIATION
SCHEDULE OF DISTRICT'S PROPORTIONATE SHARE OF NET PENSION LIABILITY
PUBLIC EMPLOYEES GENERAL EMPLOYEES RETIREMENT PLAN

Fiscal Year Ending	Employer's Proportionate Share (Percentage) of the Net Pension Liability (Asset)	Employer's Proportionate Share (Amount) of the Net Pension Liability (Asset) (a)	State's Proportionate Share (Amount) of the Net Pension Liability Associated with District (b)	Employer's Proportionate Share of the Net Pension Liability and the State's Proportionate Share of the Net Pension Liability Associated with District (a+b)	Employer's Covered Payroll (c)	Employer's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll ((a+b)/c)	Plan Fiduciary Net Position as a Percentage of the Total Pension Liability
June 30, 2022	0.0816%	$ 6,462,747	$ 189,486	$ 6,652,233	$ 6,089,587	109.24%	76.70%
June 30, 2021	0.0786%	$ 3,360,842	$ 102,502	$ 3,463,344	$ 5,532,493	62.60%	87.00%
June 30, 2020	0.0833%	$ 4,994,216	$ 153,881	$ 5,148,097	$ 5,998,720	85.82%	79.10%
June 30, 2019	0.0840%	$ 4,644,172	$ 144,327	$ 4,788,499	$ 5,962,200	80.31%	80.20%
June 30, 2018	0.0845%	$ 4,687,713	$ 153,639	$ 4,841,352	$ 5,680,586	85.23%	79.50%
June 30, 2017	0.0893%	$ 5,700,853	$ 71,718	$ 5,772,571	$ 5,643,227	102.29%	75.90%
June 30, 2016	0.0887%	$ 7,202,000	$ 94,000	$ 7,296,000	$ 5,511,720	132.37%	68.91%
June 30, 2015	0.0888%	$ 4,602,077	$ -	$ 4,602,077	$ 5,236,094	87.89%	78.19%
June 30, 2014	0.0953%	$ 4,476,717	$ -	$ 4,476,717	$ 4,871,486	91.90%	78.75%

Note: This schedule is provided prospectively beginning with the fiscal year ended June 30, 2015. Information presented for the fiscal years ending June 30, 2020 and prior were completed by combining ISD No. 706 Virginia Schools and ISD No. 2154 Eveleth-Gilbert Schools because ISD No. 2909 had not yet been formed.

Note: For purposes of this schedule, covered payroll is defined as "pensionable wages".

See notes to required supplementary information.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

SCHEDULES OF DISTRICT'S PROPORTIONATE SHARE OF NET PENSION LIABILITY AND DISTRICT'S CONTRIBUTIONS FOR DEFINED BENEFIT PENSION PLANS
Year Ended June 30, 2023

PUBLIC EMPLOYEES RETIREMENT ASSOCIATION
SCHEDULE OF DISTRICT'S CONTRIBUTIONS
PUBLIC EMPLOYEES GENERAL EMPLOYEES RETIREMENT PLAN

Fiscal Year Ending	Statutorily Required Contribution (a)	Contributions in Relation to the Statutorily Required Contribution (b)	Contribution Deficiency (Excess) (a-b)	Covered Payroll (d)	Contributions as a Percentage of Covered Payroll (b/d)
June 30, 2023	$ 467,648	$ 467,648	$ -	$ 6,235,307	7.50%
June 30, 2022	$ 456,719	$ 456,719	$ -	$ 6,089,587	7.50%
June 30, 2021	$ 414,937	$ 414,937	$ -	$ 5,532,493	7.50%
June 30, 2020	$ 449,904	$ 449,904	$ -	$ 5,998,720	7.50%
June 30, 2019	$ 447,165	$ 447,165	$ -	$ 5,962,200	7.50%
June 30, 2018	$ 426,044	$ 426,044	$ -	$ 5,680,587	7.50%
June 30, 2017	$ 423,242	$ 423,242	$ -	$ 5,643,227	7.50%
June 30, 2016	$ 413,379	$ 413,379	$ -	$ 3,439,720	12.02%
June 30, 2015	$ 385,605	$ 385,605	$ -	$ 3,236,867	11.91%

Note: This schedule is provided prospectively beginning with the fiscal year ended June 30, 2015. Information presented for the fiscal years ending June 30, 2020 and prior were completed by combining ISD No. 706 Virginia Schools and ISD No. 2154 Eveleth-Gilbert Schools because ISD No. 2909 had not yet been formed.

Note: For purposes of this schedule, covered payroll is defined as "pensionable wages".

See notes to required supplementary information.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
Year ended June 30, 2023

NOTE 1 - POSTEMPLOYMENT BENEFIT PLAN ACTUARIAL ASSUMPTIONS AND METHODS

June 30, 2023 Measurement Date Changes
Changes in Actuarial Assumption:

- The index rate for 20-year, tax-exempt municipal bonds (Fidelity 20-Year Municipal GO AA Index) used in discount rate determination was changed from 3.69% to 3.86%.

June 30, 2022 Measurement Date Changes
This is the District's first valuation as a combined District and under GASB Statement No 75. Information was not presented for the fiscal years ending June 30, 2021 and prior because ISD No. 2909 had not yet been formed and combining information from the most recent actuarial reports from ISD No. 706 and ISD No. 2154 was considered unsuitable comparative information as the calculations were not up to date with GASB Statement No. 75 standards.

NOTE 2 - TEACHERS RETIREMENT ASSOCIATION RETIREMENT FUND CHANGES IN ACTUARIAL ASSUMPTIONS AND PLAN PROVISIONS

June 30, 2022 Measurement Date Changes
Changes in Actuarial Assumption:

- There have been no changes since the prior valuation.

June 30, 2021 Measurement Date Changes
Change in Actuarial Assumption:

- The investment return assumption was changed from 7.50 percent to 7.00 percent.

June 30, 2020 Measurement Date Changes
Changes in actuarial assumptions and methods since the 2018 valuation:

- Assumed termination rates were changed to more closely reflect actual experience.
- The pre-retirement mortality assumption was changed to the RP-2014 white collar employee table, males rates set back 5 years and female rates set back 7 years. Generational projection uses the MP-2015 scale.
- Assumed form of annuity election proportions were changed to more closely reflect actual experience for female retirees.

June 30, 2019 Measurement Date Changes
Change in Actuarial Assumptions:

- None.

NOTE 2 - TEACHERS RETIREMENT ASSOCIATION RETIREMENT FUND CHANGES IN ACTUARIAL ASSUMPTIONS AND PLAN PROVISIONS (CONTINUED)

June 30, 2018 Measurement Date Changes
Changes in Actuarial Assumptions:

- The COLA was reduced from 2.0 percent each January 1 to 1.0 percent, effective January 1, 2019. Beginning January 1, 2024, the COLA will increase 0.1 percent each year until reaching the ultimate rate of 1.5 percent in January 2028.
- Beginning July 1, 2024, eligibility for the first COLA changes to normal retirement age (age 65 to 66, depending on date of birth). However, members who retire under Rule of 90 and members who are at least age 62 with 30 years of credit service are exempt.
- The COLA trigger provision, which would have increased COLA to 2.5% if the funded ratio was at least 90 percent for two consecutive years, was eliminated.
- Augmentation in the early retirement reduction factors is phased out over a five-year period beginning July 1, 2019 and ending June 30, 2024 (this reduces early retirement benefits). Members who retire and are at least ae 62 with 30 years of service are exempt.
- Augmentation of deferred benefits will be reduced to zero percent beginning July 1, 2019. Interest payable on refunds to members was reduced from 4.0 percent to 3.0 percent, effective July 1, 2018. Interest due on payments and purchases from members, employers is reduced from 8.5 percent to 7.5 percent, effective July 1, 2018.
- The employer contribution rate is increased each July 1 over the next 6 years, (7.71 percent in 2018, 7.92 percent in 2019, 8.13 percent in 2020, 8.34 percent in 2021, 8.55 percent in 2022, and 8.75 percent in 2023). In addition, the employee contribution rate will increase from 7.50 percent to 7.75 percent on July 1, 2023. The state provides funding for the higher employer contribution rate through an adjustment in the school aid formula.

June 30, 2017 Measurement Date Changes
Changes in Actuarial Assumptions:

- The cost of living adjustment (COLA) was assumed to increase from 2.0 percent annually to 2.5 percent annually on July 1, 2045.
- The COLA was not assumed to increase to 2.5 percent, but remain at 2.0 percent for all future years.
- Adjustments were made to the combined service annuity loads. The active load was reduced from 1.4 percent to 0.0 percent, the vested inactive load increased from 4.0 percent to 7.0 percent and the non-vested inactive load increased from 4.0 percent to 9.0 percent.
- The investment return assumption was changed from 8.00 percent to 7.50 percent.
- The price inflation assumption was lowered from 2.75 percent to 2.50 percent.
- The payroll growth assumption was lowered from 3.50 percent to 3.00 percent.
- The general wage growth assumption was lowered from 3.50 percent to 2.85 percent for ten years followed by 3.25 percent thereafter.
- The salary increase assumption was adjusted to reflect the changes in the general wage growth assumption.

NOTE 2 - TEACHERS RETIREMENT ASSOCIATION RETIREMENT FUND CHANGES IN ACTUARIAL ASSUMPTIONS AND PLAN PROVISIONS (CONTINUED)

June 30, 2016 Measurement Date Changes
Changes in Actuarial Assumptions:

- The discount rate used to measure the total pension liability was 4.66 percent. This is a decrease from the discount rate at the prior measurement date of 8.00 percent.

June 30, 2015 Measurement Date Changes
Changes in Actuarial Assumptions:

- The annual COLA for the June 30, 2015, valuation assumed 2 percent. The prior year valuation used 2 percent with an increase to 2.5 percent commencing in 2034. The discount rate used to measure the total pension liability was 8.0 percent. This is a decrease from the discount rate at the prior measurement date of 8.25 percent. Details, if necessary, can be obtained from the TRA CAFR.

Changes in Plan Provisions:

- The Duluth Teachers Retirement Fund Association was merged into TRA on June 30, 2015.

NOTE 3 - PUBLIC EMPLOYEES RETIREMENT ASSOCIATION RETIREMENT FUND CHANGES IN ACTUARIAL ASSUMPTIONS AND PLAN PROVISIONS

June 30, 2022 Measurement Date Changes:
Changes in Actuarial Assumptions:

- The morality improvement scale was changed from Scale MP-2020 to Scale MP-2021.

Changes in Plan Provisions:

- There were no changes in plan provisions since the previous valuation.

June 30, 2021 Measurement Date Changes:
Changes in Actuarial Assumptions:

- The investment return and single discount rates were changed from 7.50 percent to 6.50 percent, for financial reporting purposes.
- The mortality improvement scale was changed from Scale MP-2019 to Scale MP-2020.

Changes in Plan Provisions:

- There were no changes in plan provisions since the previous valuation.

NOTE 3 - PUBLIC EMPLOYEES RETIREMENT ASSOCIATION RETIREMENT FUND CHANGES IN ACTUARIAL ASSUMPTIONS AND PLAN PROVISIONS (CONTINUED)

June 30, 2020 Measurement Date Changes:
Changes in Actuarial Assumptions:

- The price inflation assumption was decreased from 2.50 percent to 2.25 percent.
- The payroll growth assumption was decreased from 3.25 percent to 3.00 percent.
- Assumed salary increase rates were changed as recommended in the June 30, 2019 experience study. The net effect is assumed rates that average 0.25 percent less than previous rates.
- Assumed rates of retirement were changed as recommended in the June 30, 2019 experience study. The changes result in more unreduced (normal) retirements and slightly fewer Rule of 90 and early retirements.
- Assumed rates of termination were changed as recommended in the June 30, 2019 experience study. The new rates are based on service and are generally lower than the previous rates for years 2-5 and slightly higher thereafter.
- Assumed rates of disability were changed as recommended in the June 30, 2019 experience study. The change results in fewer predicted disability retirements for males and females.
- The base mortality table for healthy annuitants and employees was changed from the RP-2014 table to the Pub-2010 General Mortality table, with adjustments. The base mortality table for disabled annuitants was changed from the RP-2014 disabled annuitant mortality table to the PUB-2010 General/Teacher disabled annuitant mortality table, with adjustments.
- The mortality improvement scale was changed from Scale MP-2018 to Scale MP-2019.
- The assumed spouse age difference was changed from two years older for females to one year older.
- The assumed number of married male new retirees electing the 100 percent Joint & Survivor option changed from 35 percent to 45 percent. The assumed number of married female new retirees electing the 100 percent Joint & Survivor option changed from 15 percent to 30 percent. The corresponding number of married new retirees electing the Life annuity option was adjusted accordingly.

Changes in Plan Provisions:

- Augmentation for current privatized members was reduced to 2.0 percent for the period July 1, 2020 through December 31, 2023 and 0.0% after. Augmentation was eliminated for privatizations occurring after June 30, 2020.

June 30, 2019 Measurement Date Changes:
Changes in Actuarial Assumptions:

- The mortality projection scale was changed from MP-2017 to MP-2018.

Changes in Plan Provisions:

- The employer supplemental contribution was changed prospectively, decreasing from $31.0 million to $21.0 million per year. The State's special funding contribution was changed prospectively, requiring $16.0 million due per year through 2031.

NOTE 3 - PUBLIC EMPLOYEES RETIREMENT ASSOCIATION RETIREMENT FUND CHANGES IN ACTUARIAL ASSUMPTIONS AND PLAN PROVISIONS (CONTINUED)

June 30, 2018 Measurement Date Changes:
Changes in Actuarial Assumptions:

- The mortality projection scale was changed from MP-2015 to MP-2017.
- The assumed benefit increase was changed from 1.00 percent per year through 2044 and 2.50 percent per year thereafter to 1.25 percent per year.

Changes in Plan Provisions:

- The augmentation adjustment in early retirement factors is eliminated over a five-year period starting July 1, 2019, resulting in actuarial equivalence after June 30, 2024.
- Interest credited on member contributions decreased from 4.0 percent to 3.0 percent, beginning July 1, 2018.
- Deferred augmentation was changed to 0.00 percent, effective January 1, 2019. Augmentation that has already accrued for deferred members will still apply.
- Contribution stabilizer provisions were repealed.
- Post-retirement benefit increases were changed from 1.0 percent per year with a provision to increase to 2.5 percent upon attainment of 90 percent funding ratio to 50 percent of the Social Security Cost of Living Adjustment, not less than 1.0 percent and not more than 1.5 percent, beginning January 1, 2019.
- For retirements on or after January 1, 2024, the first benefit increase is delayed until the retiree reaches Normal Retirement Age. Does not apply to Rule of 90 retirees, disability benefit recipients, or survivors.
- Actuarial equivalent factors were updated to reflect revised mortality and interest assumptions.

June 30, 2017 Measurement Date Changes
Changes in Actuarial Assumptions:

- The Combined Service Annuity (CSA) loads were changed from 0.8 percent for active members and 60 percent for vested and non-vested deferred members. The revised CSA loads are now 0.0 percent for active member liability, 15.0 percent for vested deferred member liability, and 3.0 percent for non-vested deferred member liability.
- The assumed post-retirement benefit increase rate was changed from 1.0 percent per year for all years to 1.0 percent per year through 2044 and 2.5 percent per year thereafter.

Changes in Plan Provisions:

- The State's special funding contribution increased from $6 million to $16 million.

June 30, 2016 Measurement Date Changes
Changes in Actuarial Assumptions:

- The assumed post-retirement benefit increase rate was changed from 1.0 percent per year through 2035 and 2.5 percent per year thereafter to 1.0 percent per year for all future years.
- The assumed investment return changed from 7.9 percent to 7.5 percent. The single discount rate was changed from 7.9 percent to 7.5 percent.

NOTE 3 - PUBLIC EMPLOYEES RETIREMENT ASSOCIATION RETIREMENT FUND CHANGES IN ACTUARIAL ASSUMPTIONS AND PLAN PROVISIONS (CONTINUED)

- Other assumptions were changed pursuant to the experience study dated June 30, 2015. The assumed future salary increases, payroll growth, and inflation decreased by 0.25 percent to 3.25 percent for payroll growth and 2.50 percent for inflation.

June 30, 2015 Measurement Date Changes
Changes in Actuarial Assumptions:

- The assumed post-retirement benefit increase rate was changed from 1.0 percent per year through 2030 and 2.5 percent per year thereafter to 1.0 percent per year through 2035 and 2.5 percent per year thereafter.

Changes in Plan Provisions:

- On January 1, 2015 the Minneapolis Employees Retirement Fund was merged into the General Employees Fund, which increased the total pension liability by $1.1 billion and increased the fiduciary plan net position by $892 million. Upon consolidation, state and employer contributions were revised; the State's contribution of $6 million, which meets the special funding situation definition, is due September 2015.

SUPPLEMENTARY INFORMATION

NONMAJOR GOVERNMENTAL FUNDS

Special Revenue Funds

Special revenue funds are used to account for specific revenues that are legally restricted for particular purposes.

Food Service Special Revenue Fund – This fund is used to record financial activities of the District's food service program. Food service includes activities for the purpose of preparation and service of milk, meals, and snacks in connection with school and community service activities.

Community Service Special Revenue Fund – This fund is used to record all financial activities of the community service programs. The community service programs include activities relating to community service, community education, early childhood family education, school readiness, and adult basic education.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
June 30, 2023
(with partial comparative information as of June 30, 2022)

	Food Service Special Revenue Fund	Community Service Special Revenue Fund	Total Nonmajor Governmental Funds 2023	Total Nonmajor Governmental Funds 2022
ASSETS				
Cash and investments	$ 417,866	$ 168,675	$ 586,541	$ 805,009
Due from State of Minnesota	-	44,244	44,244	57,295
Due from federal government through State of Minnesota	-	-	-	15,902
Inventory	32,893	-	32,893	38,446
TOTAL ASSETS	$ 450,759	$ 212,919	$ 663,678	$ 916,652
LIABILITIES AND FUND BALANCES				
LIABILITIES				
Salaries payable	$ -	$ 16,583	$ 16,583	$ 5,400
Accounts payable	97,219	4,865	102,084	146,607
Unearned revenue	-	-	-	19,374
TOTAL LIABILITIES	97,219	21,448	118,667	171,381
FUND BALANCES				
Nonspendable	32,893	-	32,893	38,446
Restricted for:				
Food service	320,647	-	320,647	520,712
Community education	-	184,272	184,272	145,897
Early childhood family education	-	(5,017)	(5,017)	40,107
School readiness	-	(3)	(3)	-
Community services	-	12,219	12,219	109
TOTAL FUND BALANCES	353,540	191,471	545,011	745,271
TOTAL LIABILITIES AND FUND BALANCES	$ 450,759	$ 212,919	$ 663,678	$ 916,652

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
Year Ended June 30, 2023
(with partial comparative information for year ended June 30, 2022)

	Food Service Special Revenue Fund	Community Service Special Revenue Fund	Total Nonmajor Governmental Funds 2023	Total Nonmajor Governmental Funds 2022
REVENUES				
Local property tax levies	$ -	$ 224,655	$ 224,655	$ 224,104
Other local and county revenues	2,393	94,632	97,025	39,161
Revenue from state sources	57,816	306,305	364,121	324,535
Revenue from federal sources	825,137	-	825,137	1,512,561
Sales and other conversion of assets	412,960	-	412,960	173,166
TOTAL REVENUES	1,298,306	625,592	1,923,898	2,273,527
EXPENDITURES				
Community education and services	-	861,717	861,717	834,234
Pupil support services	1,503,924	-	1,503,924	1,520,152
TOTAL EXPENDITURES	1,503,924	861,717	2,365,641	2,354,386
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(205,618)	(236,125)	(441,743)	(80,859)
OTHER FINANCING SOURCES				
Transfers in	-	241,483	241,483	185,543
NET CHANGE IN FUND BALANCES	(205,618)	5,358	(200,260)	104,684
FUND BALANCES, JULY 1	559,158	186,113	745,271	640,587
FUND BALANCES, JUNE 30	$ 353,540	$ 191,471	$ 545,011	$ 745,271

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

GENERAL FUND
COMPARATIVE BALANCE SHEETS
June 30, 2023 and 2022

	2023	2022
ASSETS		
Cash and investments	$ 8,880,089	$ 7,108,706
Current property taxes receivable	1,000,396	1,081,042
Delinquent property taxes receivable	42,346	43,554
Accounts receivable	11,315	7,716
Due from other Minnesota school districts	711,465	508,072
Due from State of Minnesota	2,858,545	2,402,988
Due from federal government through State of Minnesota	1,153,429	2,524,054
Due from federal government	52,179	45,456
Due from other governmental units	1,149,313	1,745,864
Leases receivables	523,534	-
Inventory	8,739	20,466
TOTAL ASSETS	$ 16,391,350	$ 15,487,918
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES		
LIABILITIES		
Salaries payable	$ 1,946,012	$ 2,442,658
Accounts payable	1,091,969	624,650
Due to other Minnesota school districts	851,075	388,492
Payroll deductions and employer contributions	362,144	290,336
Unearned revenue	213,119	239,087
TOTAL LIABILITIES	4,464,319	3,985,223
DEFERRED INFLOWS OF RESOURCES		
Unavailable revenue - delinquent taxes	42,346	43,554
Unavailable revenue - leases receivable	523,534	-
Property taxes levied for subsequent years	1,867,249	1,621,456
TOTAL DEFERRED INFLOWS OF RESOURCES	2,433,129	1,665,010
FUND BALANCES		
Nonspendable	8,739	20,466
Restricted for:		
Staff development	275,740	257,300
Student activities	67,653	86,201
Taconite building maintenance	1,178,238	751,636
Safe schools crime levy	31,126	-
Operating capital	583,346	523,583
Basic skills extended time	106,087	121,756
Gifted and talented	5,965	-
Public access	33,364	-
Long-term facilities maintenance	3,313,474	2,537,811
Committed for:		
Rock Ridge High School construction	2,500,000	2,500,000
Unassigned	1,390,170	3,038,932
TOTAL FUND BALANCES	9,493,902	9,837,685
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES	$ 16,391,350	$ 15,487,918

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

GENERAL FUND - STUDENT ACTIVITY ACCOUNTS
SCHEDULE OF REVENUES AND EXPENDITURES
As of and for the Year Ended June 30, 2023

	Balance 7/1/2022	Revenues	Transfers In	Expenditures	Transfers Out	Balance 6/30/2023
Virginia School						
Class of 2022	$ 26	$ -	$ -	$ -	$ -	$ 26
Class of 2023	178	3,966	-	4,208	-	(64)
Close Up	172	-	-	-	-	172
Clubs United (Green Team)	402	-	-	250	-	152
Construction Club	3,277	-	-	-	-	3,277
Engineering Club	3,860	375	-	1,608		2,627
Fiddle Club	516	-	-	-	-	516
Interest Holding Account	3	-	-	-	-	3
Leo's Club	6,541	5,460	-	9,537	-	2,464
Math Counts	129	-	-	-	-	129
National Honor Society	2,220	-	-	696	-	1,524
Prom Committee	-	9,345	-	8,712	-	633
Robotics	68	850	-	898	-	20
Rohian	10,964	6,193	-	7,081	-	10,076
Science Bowl	82	-	-	-	-	82
Student Council	1,767	2,627	-	3,565	-	829
WEB	58	3,352	-	2,658	-	752
E-Sports	-	250	-	-	-	250
Total Virginia School	30,263	32,418	-	39,213	-	23,468
Nelle Shean Elementary						
Fundraising	186	-	-	-	-	186
Student Council	571	-	-	35	-	536
6th Grade	2,934	-	-	-	-	2,934
5th Grade	22,216	-	-	-	-	22,216
Total Nelle Shean Elementary	25,907	-	-	35	-	25,872
Eveleth/Gilbert Junior High						
Student Council	1,099	-	-	-	-	1,099
Yearbook	1,874	-	-	-	-	1,874
Interest Holding Account	16	-	-	-	-	16
Total Eveleth/Gilbert Junior High	2,989	-	-	-	-	2,989
Eveleth/Gilbert Senior High						
DECA	-	-	-	221	-	(221)
Close Up	656	-	-	-	-	656
Miscellaneous	394	30				424
Jr. Class/Prom	1,280	2,951	-	4,062	-	169
MHS	2,488	6,195	-	5,811	-	2,872
Senior Class	2,474	11,048	-	12,255	-	1,267
Student Council	1,568	-	-	1,698	-	(130)
Yearbook/Carbide	3,981	1,053	-	2,098	-	2,936
POMS	879	-	-	879	-	-
Total Eveleth/Gilbert Senior High	13,720	21,277	-	27,024	-	7,973
Franklin Elementary						
Kindergarten	3,819	-	-	2,419	-	1,400
Grade 1	1,814	-	-	550	-	1,264
Grade 2	1,882	357	-	853	-	1,386
Grade 3	949	-	-	827	-	122
Grade 4	3,833	-	-	2,854	-	979
Student Account	692	1,640	-	788	-	1,544
Patrol	333	165	-	-	-	498
Total Franklin Elementary	13,322	2,162	-	8,291	-	7,193
TOTAL DISTRICT	$ 86,201	$ 55,857	$ -	$ 74,563	$ -	$ 67,495

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

FOOD SERVICE SPECIAL REVENUE FUND
SCHEDULE OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
Year Ended June 30, 2023
(with comparative actual amounts for year ended June 30, 2022)

	2023				2022
	Budgeted Amounts			Variance with Final Budget -	
	Original	Final	Actual Amounts	Positive (Negative)	Actual Amounts
REVENUES					
Other local and county revenues	$ 1,020	$ 1,020	$ 2,393	$ 1,373	$ 682
Revenue from state sources	74,480	74,480	57,816	(16,664)	10,990
Revenue from federal sources	714,513	714,513	825,137	110,624	1,512,561
Sales and other conversion of assets	557,100	557,100	412,960	(144,140)	173,166
TOTAL REVENUES	1,347,113	1,347,113	1,298,306	(48,807)	1,697,399
EXPENDITURES					
Pupil support services	1,347,113	1,347,113	1,503,924	(156,811)	1,520,152
NET CHANGE IN FUND BALANCE	-	-	(205,618)	(205,618)	177,247
FUND BALANCE, JULY 1	559,158	559,158	559,158	-	381,911
FUND BALANCE, JUNE 30	$ 559,158	$ 559,158	$ 353,540	$ (205,618)	$ 559,158

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

COMMUNITY SERVICE SPECIAL REVENUE FUND
SCHEDULE OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
Year Ended June 30, 2023
(with comparative actual amounts for year ended June 30, 2022)

	2023				2022
	Budgeted Amounts			Variance with Final Budget -	
	Original	Final	Actual Amounts	Positive (Negative)	Actual Amounts
REVENUES					
Local property tax levies	$ 234,302	$ 234,302	$ 224,655	$ (9,647)	$ 224,104
Other local and county revenues	93,500	93,500	94,632	1,132	38,479
Revenue from state sources	329,044	329,044	306,305	(22,739)	313,545
TOTAL REVENUES	656,846	656,846	625,592	(31,254)	576,128
EXPENDITURES					
Community education and services	960,474	960,474	861,717	98,757	834,234
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(303,628)	(303,628)	(236,125)	67,503	(258,106)
OTHER FINANCING SOURCES					
Transfers in	240,000	240,000	241,483	1,483	185,543
NET CHANGE IN FUND BALANCE	(63,628)	(63,628)	5,358	68,986	(72,563)
FUND BALANCE, JULY 1	186,113	186,113	186,113	-	258,676
FUND BALANCE, JUNE 30	$ 122,485	$ 122,485	$ 191,471	$ 68,986	$ 186,113

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

DEBT SERVICE FUND
SCHEDULE OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
Year Ended June 30, 2023
(with comparative actual amounts for year ended June 30, 2022)

	2023				2022
	Budgeted Amounts			Variance with Final Budget -	
	Original	Final	Actual Amounts	Positive (Negative)	Actual Amounts
REVENUES					
Local property tax levies	$ 6,819,113	$ 6,819,113	$ 6,795,415	$ (23,698)	$ 6,899,137
Other local and county revenues	180,095	180,095	4,026	(176,069)	1,133
Revenue from state sources	5,423,504	5,423,504	5,563,126	139,622	5,685,873
TOTAL REVENUES	12,422,712	12,422,712	12,362,567	(60,145)	12,586,143
EXPENDITURES					
Fiscal and other fixed cost programs	12,060,885	12,060,885	12,029,702	31,183	12,212,422
NET CHANGE IN FUND BALANCE	361,827	361,827	332,865	(28,962)	373,721
FUND BALANCE, JULY 1	639,578	639,578	639,578	-	265,857
FUND BALANCE, JUNE 30	$ 1,001,405	$ 1,001,405	$ 972,443	$ (28,962)	$ 639,578

Fiscal Compliance Report - 6/30/2023

Help Logoff

District: ROCK RIDGE (2909-1)

Back Print

01 GENERAL FUND

	Audit	UFARS	Audit - UFARS
Total Revenue	$37,813,576	$37,813,576	$0
Total Expenditures	$37,915,876	$37,915,876	$0
Non Spendable:			
4.60 Non Spendable Fund Balance	$8,739	$8,739	$0
Restricted / Reserved:			
4.01 Student Activities	$67,653	$67,653	$0
4.02 Scholarships	$0	$0	$0
4.03 Staff Development	$275,740	$275,740	$0
4.07 Capital Projects Levy	$0	$0	$0
4.08 Cooperative Revenue	$0	$0	$0
4.13 Funded by COP/FP	$0	$0	$0
4.14 Operating Debt	$0	$0	$0
4.16 Levy Reduction	$0	$0	$0
4.17 Taconite Building Maint	$1,178,238	$1,178,238	$0
4.24 Operating Capital	$583,346	$583,346	$0
4.26 $25 Taconite	$0	$0	$0
4.27 Disabled Accessibility	$0	$0	$0
4.28 Learning & Development	$0	$0	$0
4.34 Area Learning Center	$0	$0	$0
4.35 Contracted Alt. Programs	$0	$0	$0
4.36 State Approved Alt. Program	$0	$0	$0
4.38 Gifted & Talented	$5,965	$5,965	$0
4.40 Teacher Development and Evaluation	$0	$0	$0
4.41 Basic Skills Programs	$0	$0	$0
4.48 Achievement and Integration	$0	$0	$0
4.49 Safe Schools Levy	$31,126	$31,126	$0
4.51 QZAB Payments	$0	$0	$0
4.52 OPEB Liab Not In Trust	$0	$0	$0
4.53 Unfunded Sev & Retiremt Levy	$0	$0	$0
4.59 Basic Skills Extended Time	$106,087	$106,087	$0
4.67 LTFM	$3,313,474	$3,313,474	$0
4.72 Medical Assistance	$0	$0	$0
Restricted:			
4.64 Restricted Fund Balance	$33,364	$33,364	$0
4.75 Title VII Impact Aid	$0	$0	$0
4.76 Payments in Lieu of Taxes	$0	$0	$0
Committed:			
4.18 Committed for Separation	$0	$0	$0
4.61 Committed Fund Balance	$2,500,000	$2,500,000	$0
Assigned:			
4.62 Assigned Fund Balance	$0	$0	$0
Unassigned:			
4.22 Unassigned Fund Balance	$1,390,170	$1,390,171	($1)

02 FOOD SERVICES

	Audit	UFARS	Audit - UFARS
Total Revenue	$1,298,306	$1,298,306	$0
Total Expenditures	$1,503,924	$1,503,924	$0
Non Spendable:			
4.60 Non Spendable Fund Balance	$32,893	$32,893	$0
Restricted / Reserved:			
4.52 OPEB Liab Not In Trust	$0	$0	$0
Restricted:			
4.64 Restricted Fund Balance	$320,647	$320,646	$1
Unassigned:			
4.63 Unassigned Fund Balancee	$0	$0	$0

06 BUILDING CONSTRUCTION

	Audit	UFARS	Audit - UFARS
Total Revenue	$997,529	$997,529	$0
Total Expenditures	$41,006,632	$41,006,632	$0
Non Spendable:			
4.60 Non Spendable Fund Balance	$0	$0	$0
Restricted / Reserved:			
4.07 Capital Projects Levy	$0	$0	$0
4.13 Funded by COP/FP	$0	$0	$0
4.67 LTFM	$0	$0	$0
Restricted:			
4.64 Restricted Fund Balance	$7,744,154	$7,744,154	$0
Unassigned:			
4.63 Unassigned Fund Balance	$0	$0	$0

07 DEBT SERVICE

	Audit	UFARS	Audit - UFARS
Total Revenue	$11,625,447	$11,625,447	$0
Total Expenditures	$11,250,150	$11,250,150	$0
Non Spendable:			
4.60 Non Spendable Fund Balance	$0	$0	$0
Restricted / Reserved:			
4.25 Bond Refundings	$0	$0	$0
4.33 Maximum Effort Loan Aid	$0	$0	$0
4.51 QZAB Payments	$0	$0	$0
4.67 LTFM	$0	$0	$0
Restricted:			
4.64 Restricted Fund Balance	$869,250	$869,251	($1)
Unassigned:			
4.63 Unassigned Fund Balance	$0	$0	$0

08 TRUST

	Audit	UFARS	Audit - UFARS
Total Revenue	$0	$0	$0
Total Expenditures	$0	$0	$0
Restricted / Reserved:			
4.01 Student Activities	$0	$0	$0
4.02 Scholarships	$0	$0	$0
4.22 Unassigned Fund Balance (Net Assets)	$0	$0	$0

18 CUSTODIAL

	Audit	UFARS	Audit - UFARS
Total Revenue	$6,195	$6,195	$0
Total Expenditures	$11,350	$11,350	$0
Restricted / Reserved:			
4.01 Student Activities	$0	$0	$0
4.02 Scholarships	$184,852	$184,852	$0
4.48 Achievement and Integration	$0	$0	$0
4.64 Restricted Fund Balance	$0	$0	$0

20 INTERNAL SERVICE

	Audit	UFARS	Audit - UFARS
Total Revenue	$0	$0	$0
Total Expenditures	$0	$0	$0
4.22 Unassigned Fund Balance (Net Assets)	$0	$0	$0

25 OPEB REVOCABLE TRUST

	Audit	UFARS	Audit - UFARS
Total Revenue	$0	$0	$0
Total Expenditures	$0	$0	$0
4.22 Unassigned Fund Balance (Net Assets)	$0	$0	$0

04 COMMUNITY SERVICE

Total Revenue	$625,592	$625,592	$0
Total Expenditures	$861,717	$861,717	$0
Non Spendable:			
4.60 Non Spendable Fund Balance	$0	$0	$0
Restricted / Reserved:			
4.26 $25 Taconite	$0	$0	$0
4.31 Community Education	$184,272	$184,272	$0
4.32 E.C.F.E	($5,017)	($5,017)	$0
4.40 Teacher Development and Evaluation	$0	$0	$0
4.44 School Readiness	($3)	($3)	$0
4.47 Adult Basic Education	$0	$0	$0
4.52 OPEB Liab Not In Trust	$0	$0	$0
Restricted:			
4.64 Restricted Fund Balance	$12,219	$12,219	$0
Unassigned:			
4.63 Unassigned Fund Balance	$0	$0	$0

45 OPEB IRREVOCABLE TRUST

Total Revenue	$393,397	$393,398	($1)
Total Expenditures	$580,903	$580,903	$0
4.22 Unassigned Fund Balance (Net Assets)	$12,657,335	$12,657,335	$0

47 OPEB DEBT SERVICE

Total Revenue	$737,120	$737,120	$0
Total Expenditures	$779,552	$779,552	$0
Non Spendable:			
4.60 Non Spendable Fund Balance	$0	$0	$0
Restricted:			
4.25 Bond Refundings	$0	$0	$0
4.64 Restricted Fund Balance	$103,193	$103,193	$0
Unassigned:			
4.63 Unassigned Fund Balance	$0	$0	$0

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year Ended June 30, 2023

Federal Grantor/ Pass Through Grantor/ Program or Cluster Title	Federal Assistance Listing Number	Passed Through to Subrecipients	Total Federal Expenditures
U.S. DEPARTMENT OF AGRICULTURE			
Passed through State of Minnesota:			
Child Nutrition Cluster			
School Breakfast Program	10.553		$ 125,713
National School Lunch Program	10.555		688,734
Summer Food Service Program	10.559		10,062
Total Child Nutrition Cluster			824,509
COVID - 19 - Pandemic EBT Administrative Costs	10.649		628
TOTAL U.S. DEPARTMENT OF AGRICULTURE			825,137
U.S. DEPARTMENT OF EDUCATION			
Passed through Northland Learning Center, Independent School District No. 6076, Minnesota:			
Special Education Grants to States	84.027		360,011
Passed through State of Minnesota:			
COVID-19 - Education Stabilization Fund Section 1 - School Emergency Relief (ARP ESSER)	84.425U		1,360,590
Title I Grants to Local Educational Agencies	84.010		494,899
Career and Technical Education - Basic Grants to States	84.048	$ 32,214	345,335
Student Support and Academic Enrichment Program	84.424		44,152
Improving Teacher Quality State Grants	84.367		83,469
Direct Award:			
Indian Education Grants to Local Educational Agencies	84.060		52,179
TOTAL U.S. DEPARTMENT OF EDUCATION		32,214	2,740,635
TOTAL EXPENDITURES OF FEDERAL AWARDS		$ 32,214	$ 3,565,772

The accompanying notes are an integral part of this schedule.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year Ended June 30, 2023

NOTE A - BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Independent School District No. 2909, Rock Ridge Schools, Minnesota, under programs of the federal government for the year ended June 30, 2023. The information in this schedule is presented in accordance with the 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). Because the Schedule presents only a selected portion of the operations of Independent School District No. 2909, Rock Ridge Schools, Minnesota, it is not intended to and does not present the financial position or changes in net position of Independent School District No. 2909, Rock Ridge Schools, Minnesota. Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Independent School District No. 2909, Rock Ridge Schools, Minnesota, has elected not to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

NOTE C - COMMODITY DISTRIBUTION

Nonmonetary assistance is reported in the Schedule at the fair market value of the commodities received. At June 30, 2023, the District had food commodities totaling $5,869 in inventory.

NOTE D - SUBRECIPIENTS

Of the federal expenditures presented in this schedule, Independent School District No. 2909, Rock Ridge Schools, Minnesota, provided federal awards to a subrecipient as follows:

Program Title	Federal Assistance Listing Number	Amount Passed Through to Subrecipients
Career and Technical Education – Basic Grants to States	84.048	$ 32,214

NOTE E - PASS-THROUGH GRANT NUMBERS

Pass-through grant numbers were not assigned by the pass-through agencies.

Walker, Giroux & Hahne PLC

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

P.O. Box 960 • 225 1st Street North, Suite 2400, Virginia, Minnesota 55792
218-749-4880 • FAX 218-749-8528

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the School Board
Independent School District No. 2909,
Rock Ridge Schools, Minnesota

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards)*, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 2909, Rock Ridge Schools, Minnesota as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise Independent School District No. 2909, Rock Ridge Schools, Minnesota's basic financial statements and have issued our report thereon dated January 15, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Independent School District No. 2909, Rock Ridge Schools, Minnesota's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Independent School District No. 2909, Rock Ridge Schools, Minnesota's internal control. Accordingly, we do not express an opinion on the effectiveness of Independent School District No. 2909, Rock Ridge Schools, Minnesota's internal control.

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We identified a certain deficiency in

internal control, described in the accompanying schedule of findings and questioned costs as item 2023-001 that we consider to be a material weakness.

Report on Compliance

As part of obtaining reasonable assurance about whether Independent School District No. 2909, Rock Ridge Schools, Minnesota's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Minnesota Legal Compliance

In connection with our audit, nothing came to our attention that caused us to believe that Independent School District No. 2909, Rock Ridge Schools, Minnesota failed to comply with the provisions of the contracting-bid laws, depositories of public funds and public investments, conflicts of interest, public indebtedness, claims and disbursements, miscellaneous provisions, and uniform financial accounting and reporting standards sections of the *Minnesota Legal Compliance Audit Guide for School Districts*, promulgated by the State Auditor pursuant to Minn. Stat. §6.65, insofar as they relate to accounting matters. However, our audit was not directed primarily toward obtaining knowledge of such noncompliance. Accordingly, had we performed additional procedures, other matters may have come to our attention regarding the District's noncompliance with the above referenced provisions, insofar as they relate to accounting matters.

Manual for Activity Fund Accounting

The provisions of the *Manual for Activity Fund Accounting (MAFA)*, issued by the Minnesota Department of Education. Minn. Stat. §123B.49, subd. 4(c) requires an annual audit of extracurricular activities. In connection with our audit, nothing came to our attention that caused us to believe Independent School District No. 2909, Rock Ridge Schools, Minnesota failed to comply with the provisions of the *MAFA*. However, our audit was not directed primarily toward obtaining knowledge of such noncompliance. Accordingly, had we performed additional procedures, other matters may have come to our attention regarding the District's noncompliance with the above referenced provisions.

Other Matters

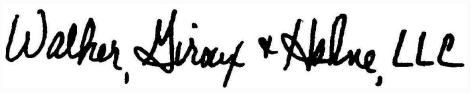
We noted certain matters that we reported to management of Independent School District No. 2909, Rock Ridge Schools, Minnesota, in a separate letter dated January 15, 2024, included under this cover.

Independent School District No. 2909, Rock Ridge Schools, Minnesota's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on Independent School District No. 2909, Rock Ridge Schools, Minnesota's response to the findings identified in our audit and described in the accompanying schedule of findings and questioned costs. Independent School District No. 2909, Rock Ridge Schools, Minnesota's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Virginia, Minnesota
January 15, 2024

Walker, Giroux & Hahne PLC

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

P.O. Box 960 • 225 1st Street North, Suite 2400, Virginia, Minnesota 55792
218-749-4880 • FAX 218-749-8528

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

To the School Board
Independent School District No. 2909,
Rock Ridge Schools, Minnesota

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Independent School District No. 2909, Rock Ridge Schools, Minnesota's compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Independent School District No. 2909, Rock Ridge Schools, Minnesota's major federal programs for the year ended June 30, 2023. Independent School District No. 2909, Rock Ridge Schools, Minnesota's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Independent School District No. 2909, Rock Ridge Schools, Minnesota 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 federal 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 (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States *(Government Auditing Standards);* 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 Independent School District No. 2909, Rock Ridge Schools, Minnesota 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 Independent School District No. 2909, Rock Ridge Schools, Minnesota's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above 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 Independent School District No. 2909, Rock Ridge Schools, Minnesota'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 above occurred, whether due to fraud or error, and express an opinion on Independent School District No. 2909, Rock Ridge Schools, Minnesota'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 GAAS, *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 above 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 Independent School District No. 2909, Rock Ridge Schools, Minnesota's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *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 Independent School District No. 2909, Rock Ridge Schools, Minnesota's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of Independent School District No. 2909, Rock Ridge Schools, Minnesota'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 Independent School District No. 2909, Rock Ridge Schools, Minnesota'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.

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 above 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, 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.



Virginia, Minnesota
January 15, 2024

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
Year Ended June 30, 2023

Prior Audit Financial Statement Findings

FINDING 2022-001. LACK OF CONTROL OVER FINANCIAL REPORTING PROCESS

Summary of Condition
Management requested that the auditor prepare a draft of the District's financial statements, including related notes to financial statements. Management reviewed, approved, and accepted responsibility for those financial statements prior to their issuance; however, management did not possess the technical expertise to comply with governmental accounting reporting standards.

Summary of Corrective Action Previously Reported
Management determined that the cost and training involved to review or prepare the District's financial statements exceeded the benefit that would result.

Current Status
Ongoing.

INDEPENDENT SCHOOL DISTRICT NO. 2909
ROCK RIDGE SCHOOLS, MINNESOTA

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2023

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:	unmodified			
Internal control over financial reporting:				
• Material weakness(es) identified?	X	yes		no
• Significant deficiency(ies) identified?		yes	X	none reported
Noncompliance material to financial statements noted?		yes	X	no

Federal Awards

Internal control over major federal 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 federal programs:	unmodified			
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?		yes	X	no

Identification of major programs:

Federal Assistance Listing Number(s)	Name of Federal Program or Cluster
10.553, 10.555, and 10.559	Child Nutrition Cluster
84.425	COVID-19 – Elementary and Secondary School Education Relief Fund (ESSER)

Dollar threshold used to distinguish between Type A and Type B programs:	$ 750,000			
Auditee qualified as low-risk auditee?		yes	X	no

Section II - Financial Statement Findings

2023-001. LACK OF CONTROL OVER FINANCIAL REPORTING PROCESS

Condition and Criteria
As part of the audit, management requested that the auditor prepare a draft of the District's financial statements, including the related notes to financial statements. Management reviewed, approved, and accepted responsibility for those financial statements prior to their issuance; however, management does not possess the technical expertise to comply with governmental accounting reporting standards.

Effect
The potential exists that a material misstatement of the financial statements could occur and not be prevented or detected by the District's internal control.

Cause
This occurred because of staffing limitations caused by fiscal constraints.

Recommendations
In order to provide controls over the financial statement preparation services at an appropriate level, we suggest management establish effective review policies and procedures.

Views of Responsible Officials and Planned Corrective Action
Management agrees with the audit finding. Management has determined that the cost and training involved to review or prepare the Organization's financial statements exceeds the benefit that would result.

Section III - Federal Awards Findings and Questioned Costs

None noted.

1405 PROGRESS PARKWAY, VIRGINIA, MN 55792 | 218.749.5437 | FAX: 218.741.8522 |
WWW.RRPS.ORG

**REPRESENTATION OF INDEPENDENT SCHOOL DISTRICT NO. 2909,
ROCK RIDGE SCHOOLS, MINNESOTA**

**CORRECTIVE ACTION PLAN
Year Ended June 30, 2023**

Finding Number: 2023-001
Finding Title: LACK OF CONTROL OVER FINANCIAL REPORTING PROCESS

Name of Contact Person Responsible for Corrective Action
Andrea Lintula, Business Manager

Corrective Action Planned
Management has determined that the cost and training involved to review or prepare the District's financial statements exceeds the benefit that would result.

Anticipated Completion Date
Ongoing.

Andrea Lintula

Andrea Lintula, Business Manager

Walker, Giroux & Hahne LLP

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

P.O. Box 960 • 225 1st Street North, Suite 2400, Virginia, Minnesota 55792
218-749-4880 • FAX 218-749-8528

MANAGEMENT LETTER

To the School Board
Independent School District No. 2909,
Rock Ridge Schools, Minnesota

In planning and performing our audit of the financial statements of Independent School District No. 2909, Rock Ridge Schools, Minnesota as of and for the year ended June 30, 2023, in accordance with auditing standards generally accepted in the United States of America, we considered the District's internal control over financial reporting (internal control) as a basis for designing auditing procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

However, during our audit we became aware of deficiencies in internal control other than significant deficiencies and material weaknesses and matters that are opportunities for strengthening internal controls and operating efficiency. A separate report dated January 15, 2024, included under this cover, contains our communication of significant deficiencies or material weaknesses in the District's internal control. This letter does not affect our report dated January 15, 2024, on the financial statements of Independent School District No. 2909, Rock Ridge Schools, Minnesota.

We will review the status of these comments during our next audit engagement. We have already discussed these comments and suggestions with District personnel, and we will be pleased to discuss it in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing the recommendations. Our comments are summarized as follows:

1. Cash and investment reconciliations were not reconciled timely to the general ledger throughout the year. Additionally, cash and investment balances are pooled and spread amongst the funds, however, no reconciliations exist to reconcile the pooled bank account balances to the account codes in the general ledger. We suggest the District reconcile all cash and investment accounts to the general ledger and include a reconciliation of how the bank accounts are pooled amongst the general ledger accounts.

2. Imprest account activity was not recorded on the books. Although a reconciliation is kept, activity for the imprest fund should be recorded in the general ledger periodically throughout the year to maintain proper controls over the account.

3. Bank and investment accounts continue to have old district information listed on the accounts. We suggest the District review all accounts to ensure all information is up to date on the cash and investment accounts. Such information includes but is not limited to: authorized signers, school name, school address, etc.

4. Some donations received were unable to be traced to the council approval in the minutes. Due to the increased receipts of donations, we suggest the District review their procedures for tracking and spending donations in order to streamline documentation.

5. The Other Postemployment Benefits (OPEB) actuarial was received on January 11, 2024. We suggest the District provide their actuary with information timely so up to date information can be reflected in the financial statements and the audit report can be issued by the State's December 31 deadline.

6. The student activity accounts were not reconciled timely to the bank statements. We recommend that all student activity accounts be reconciled timely to their corresponding bank statements.

7. Starting in 2022 and continuing in 2023 and 2024, various schools closed or were merged as part of the organization changes in the ISD 2909 schools. We recommend that the student activity accounts reflect those organizational changes.

8. The following schools had student activity funds with negative balances:

   -Virginia School – The Class of 2023 had a negative balance of ($64),
   -Eveleth/Gilbert Senior High – DECA had a negative balance of ($221),
   -Eveleth/Gilbert Senior High – Student Council had a negative balance of ($130)

   Funds should be transferred from other activity funds to clear up these negative balances.

This communication is intended solely for the information and use of management, the School Board, State of Minnesota, federal awarding agencies, and pass-through entities, and is not intended to be, and should not be, used by anyone other than these specified parties.

Walker, Gilroy & Helline, LLC

Virginia, Minnesota
January 15, 2024

SALE
SALE
SALE

ROCK RIDGE PUBLIC SCHOOLS

EGHS EXCESS SCHOOL GOODS SALE

WHERE: EVELETH-GILBERT HIGH SCHOOL
801 JONES ST, EVELETH
USE DOOR 5 (ORIGINAL EHS GYM)
WHEN: FRIDAY, JAN. 26, 4PM - 7PM
SATURDAY, JAN. 27, 9AM - 1PM

TABLES, CHAIRS, CABINETS, DESKS, FILE CABINETS
BOOK CASES, ATHLETIC APPAREL, AND MUCH MORE!

January 22, 2024

offered the following resolution and moved for its adoption.

Resolved, By the Board of Education of Independent School District #2909 that the following bills be allowed and the Chairperson and Clerk be and are hereby authorized to draw orders on the Treasurer for payment of same:

CHECK	VENDOR	UFARS							DESCRIPTION	AMOUNT
13279	AMAZON CAPITAL SERVICES INC	E	01	005	105	005	000	401	Amazon Basics Full-strip Metal Office Desktop S	$212.60
13279	AMAZON CAPITAL SERVICES INC	E	01	101	203	000	000	401	BRAVESHINE Double Sided Adhesive Tape - 32	$49.95
13279	AMAZON CAPITAL SERVICES INC	E	01	300	260	000	000	430	Model # A234EFF ASIN BOBQDLMRF4 Geology	$33.66
13279	AMAZON CAPITAL SERVICES INC	E	01	300	260	000	000	430	SHIPPING	$6.99
13279	AMAZON CAPITAL SERVICES INC	E	01	101	203	000	000	401	White Kraft Paper Roll for Arts and Crafts 36" x	$46.98
13279 Total										**$350.18**
13280	ANDERSON DAKOTAH	E	01	300	294	710	000	305	OFFICIAL	$85.00
13280	ANDERSON DAKOTAH	E	01	300	296	710	000	305	OFFICIAL	$125.00
13280 Total										**$210.00**
13281	CASEY JERRY S	E	01	300	294	706	000	305	OFFICIAL	$131.00
13281 Total										**$131.00**
13282	CHRISTENSEN PARTS	E	03	005	760	000	720	420	Lamp	$17.90
13282	CHRISTENSEN PARTS	E	03	005	760	000	720	420	Misc Parts	$51.78
13282 Total										**$69.68**
13283	CHRISTIAN EGGERT VIOLINS LTD	E	01	300	258	003	000	350	repairs to school cello, bass and two bows Invo	$637.50
13283 Total										**$637.50**
13284	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	401	Water	$56.75
13284	DAHLHEIMER BEVERAGE	E	01	116	203	000	000	401	Water	$161.00
13284 Total										**$217.75**
13285	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	332	UTILITIES	$1,043.00
13285	EVELETH PUBLIC UTILITIES	E	01	300	810	000	000	332	UTILITIES	$3,507.00
13285	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	332	UTILITIES	$188.00
13285	EVELETH PUBLIC UTILITIES	E	01	300	810	000	000	332	UTILITIES	$1,794.05
13285	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	332	UTILITIES	$705.00
13285	EVELETH PUBLIC UTILITIES	E	01	101	810	000	000	330	UTILITIES	$480.60
13285	EVELETH PUBLIC UTILITIES	E	01	116	810	000	000	332	UTILITIES	$428.10
13285	EVELETH PUBLIC UTILITIES	E	03	005	760	000	720	330	UTILITIES	$140.45
13285	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	332	UTILITIES	$94.00
13285	EVELETH PUBLIC UTILITIES	E	01	300	810	000	000	332	UTILITIES	$79.80
13285 Total										**$8,460.00**
13286	FOSSLAND VICTORIA	E	01	300	294	710	000	305	OFFICIAL	$85.00
13286 Total										**$85.00**
13287	FRIEDLIEB JACE	E	01	300	296	710	000	305	OFFICIAL	$195.00
13287	FRIEDLIEB JACE	E	01	300	294	710	000	305	OFFICIAL	$195.00
13287 Total										**$390.00**
13288	GILBERT WATER & LIGHT DEPT	E	06	005	870	000	000	311	UTILITIES	$6,793.82
13288	GILBERT WATER & LIGHT DEPT	E	06	005	870	000	000	311	UTILITIES	$938.26
13288	GILBERT WATER & LIGHT DEPT	E	06	005	870	000	000	311	UTILITIES	$167.59
13288 Total										**$7,899.67**
13289	GRANDE ACE HARDWARE	E	01	300	810	000	000	410	Distill Water	$11.97
13289	GRANDE ACE HARDWARE	E	01	300	810	000	000	410	Hang Strip	$11.86
13289	GRANDE ACE HARDWARE	E	01	116	810	000	000	350	Mount	$3.59
13289	GRANDE ACE HARDWARE	E	01	005	810	000	000	350	Wrench Set	$103.62

13289	GRANDE ACE HARDWARE	E	01	112	810	000	000	420	Batteries	$53.96
13289 Total										**$185.00**
13290	HAFDAHL JIM	E	01	300	294	706	000	305	OFFICIAL	$100.00
13290 Total										**$100.00**
13291	HILLYARD / HUTCHINSON	E	01	300	810	000	000	410	Custodial Supplies	$1,853.58
13291	HILLYARD / HUTCHINSON	E	06	300	870	000	000	530	Utility Cart	$879.27
13291	HILLYARD / HUTCHINSON	E	01	300	810	000	000	410	Buckets	$350.23
13291 Total										**$3,083.08**
13292	J M AUTO SERVICE	E	03	005	760	000	720	350	Parts/Maint	$562.75
13292 Total										**$562.75**
13293	L & M SUPPLY INC	E	01	300	810	000	000	350	Air Mover	$99.99
13293	L & M SUPPLY INC	E	01	300	810	000	000	401	Gloves	$53.98
13293	L & M SUPPLY INC	E	01	300	810	000	000	350	Battery	$3.99
13293	L & M SUPPLY INC	E	01	300	810	000	000	401	Shovel	$25.98
13293	L & M SUPPLY INC	E	01	300	810	000	000	401	Boots	$134.99
13293	L & M SUPPLY INC	E	01	300	810	000	000	350	Rope	$9.99
13293	L & M SUPPLY INC	E	01	300	810	000	000	350	Repair Supplies	$25.41
13293	L & M SUPPLY INC	E	01	005	810	000	000	350	Traction Grit	$59.90
13293 Total										**$414.23**
13294	MADISON NATIONAL LIFE	B	01	215	003				LIFE	$1,798.18
13294	MADISON NATIONAL LIFE	B	01	215	004				LTD	$2,895.62
13294 Total										**$4,693.80**
13295	MEDICAREBLUE RX	E	01	005	810	000	796	291	RETIREE	$428.40
13295	MEDICAREBLUE RX	E	01	100	203	000	796	291	RETIREE	$641.10
13295	MEDICAREBLUE RX	E	01	301	211	000	796	291	RETIREE	$641.10
13295 Total										**$1,710.60**
13296	METRO SALES INC	E	01	101	203	000	000	386	Copier Maint 114241	$82.76
13296	METRO SALES INC	E	01	101	203	000	000	386	Copier Maint 118611	$60.00
13296	METRO SALES INC	E	01	101	203	000	000	386	Copier Maint 110328	$121.85
13296 Total										**$264.61**
13297	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Wheel	$127.94
13297 Total										**$127.94**
13298	MIDWEST BUS PARTS INC	E	03	005	760	000	720	420	Parts	$304.82
13298	MIDWEST BUS PARTS INC	E	03	005	760	000	720	420	Parts	$137.60
13298 Total										**$442.42**
13299	MINER'S INC	E	01	300	260	000	000	430	Eggs	$17.82
13299	MINER'S INC	E	01	300	260	000	000	430	Broom	$11.49
13299	MINER'S INC	E	01	300	260	000	000	430	Tape	$6.99
13299	MINER'S INC	E	01	300	250	000	000	430	Blanket PO for Class Supplies	$23.84
13299	MINER'S INC	E	01	300	250	000	000	430	Blanket PO for Class Supplies	$27.46
13299	MINER'S INC	E	01	300	250	000	000	430	Blanket PO for Class Supplies	$98.64
13299	MINER'S INC	E	01	300	250	000	000	430	Blanket PO for Class Supplies	$74.97
13299	MINER'S INC	E	01	300	250	000	000	430	Blanket PO for Class Supplies	$101.05
13299	MINER'S INC	E	01	300	250	000	000	430	Blanket PO for Class Supplies	$202.73
13299	MINER'S INC	E	01	300	250	000	000	430	Blanket PO for Class Supplies	$18.89
13299	MINER'S INC	E	01	300	250	000	000	430	Blanket PO for Class Supplies	$58.27
13299	MINER'S INC	E	01	300	250	000	000	430	Blanket PO for Class Supplies	$78.42
13299 Total										**$720.57**
13300	MINNESOTA POWER	E	01	300	810	000	000	331	UTILITES	$426.29
13300	MINNESOTA POWER	E	01	116	810	000	000	331	UTILITIES	$776.99
13300	MINNESOTA POWER	E	01	300	810	000	000	331	UTILITIES	$473.76
13300	MINNESOTA POWER	E	01	116	810	000	000	331	UTILITIES	$30.75
13300	MINNESOTA POWER	E	03	005	760	000	720	330	UTILITIES	$42.41

13300	MINNESOTA POWER	E	01	300	810	000	000	331	UTILITIES		$5.52
13300	MINNESOTA POWER	E	03	005	760	000	720	330	UTILITIES		$17.23
13300 Total											**$1,772.95**
13301	MN ENERGY RESOURCES CORP	E	01	300	810	000	000	440	UTILITIES		$445.91
13301 Total											**$445.91**
13302	MOTHERWAY MARK	E	01	300	294	711	000	305	OFFICIAL		$270.00
13302	MOTHERWAY MARK	E	01	300	294	711	000	305	OFFICIAL		$250.00
13302 Total											**$520.00**
13303	NASCO	E	01	300	250	000	000	430	9733156 EZ Felt pkg of 25 Bright/pastels		$25.56
13303	NASCO	E	01	300	250	000	000	430	973008 (J). Yellow Felt pieces		$12.96
13303	NASCO	E	01	300	250	000	000	430	973008 (H). White Felt pieces		$25.92
13303	NASCO	E	01	300	250	000	000	430	973008 (G) Purple felt		$8.64
13303	NASCO	E	01	300	250	000	000	430	973008 (F) red felt		$12.96
13303	NASCO	E	01	300	250	000	000	430	973008 (E) pink felt		$21.60
13303	NASCO	E	01	300	250	000	000	430	973008 (C) Kelly Green felt		$25.92
13303 Total											**$133.56**
13304	NICHOLS TROY	E	01	300	294	710	000	305	OFFICIAL		$120.00
13304 Total											**$120.00**
13305	NORTHERN MN DENTAL INC	B	01	215	002				24JAN DENTAL		$3,543.60
13305 Total											**$3,543.60**
13306	NORTHLAND FIRE & SAFETY INC	E	01	116	810	000	000	350	Semi Annual Maint		$231.00
13306 Total											**$231.00**
13307	PERPICH BRIAN	E	01	300	294	710	000	305	OFFICIAL		$195.00
13307 Total											**$195.00**
13308	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	420	Bulbs & Rad Cap		$38.64
13308	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	401	Def Fluid		$67.80
13308 Total											**$106.44**
13309	RANGE PAPER CORPORATION	E	01	005	810	000	000	401	Ice Melt		$553.21
13309	RANGE PAPER CORPORATION	E	01	300	810	000	000	410	Super Polish		$40.64
13309 Total											**$593.85**
13310	RANGE PRINT SHOP	E	01	101	203	000	000	401	500 report card envelopes		$59.06
13310 Total											**$59.06**
13311	RANTALA MARY	E	01	300	240	000	000	430	CNA TESTS		$69.90
13311 Total											**$69.90**
13312	ROFF DANIEL	E	01	300	294	711	000	305	OFFICIAL		$450.00
13312 Total											**$450.00**
13313	ROFF MICHAEL	E	01	300	294	711	000	305	OFFICIAL		$450.00
13313 Total											**$450.00**
13314	SCHNEIDER RONALD	E	01	300	294	711	000	305	OFFICIAL		$450.00
13314 Total											**$450.00**
13315	STANGLER JAMES	E	01	300	294	711	000	305	OFFICIAL		$450.00
13315 Total											**$450.00**
13316	STONHAUG BRADY	E	01	300	294	711	000	305	OFFICIAL		$450.00
13316 Total											**$450.00**
13317	STRUKEL JASON	E	01	300	294	710	000	305	OFFICIAL		$170.00
13317	STRUKEL JASON	E	01	300	296	710	000	305	OFFICIAL		$195.00
13317 Total											**$365.00**
13318	TEACHERS ON CALL	E	01	101	640	000	000	303	Laurentian Subs		$721.58
13318	TEACHERS ON CALL	E	01	101	203	000	000	305	Laurentian Subs		$1,269.20
13318	TEACHERS ON CALL	E	01	116	640	000	000	303	North Star Subs		$689.36
13318	TEACHERS ON CALL	E	01	116	203	000	000	305	North Star Subs		$1,507.57
13318	TEACHERS ON CALL	E	01	112	203	000	000	305	Parkview Subs		$167.51
13318	TEACHERS ON CALL	E	01	300	420	000	740	307	RRHS Subs		$373.67

13318	TEACHERS ON CALL	E	01	300	640	000	000	303	RRHS Subs	$180.39
13318	TEACHERS ON CALL	E	01	300	211	000	000	305	RRHS Subs	$1,584.89
13318	TEACHERS ON CALL	E	01	101	420	000	740	307	Laurentian Subs	$173.95
13318	TEACHERS ON CALL	E	01	101	640	000	000	303	Laurentian Subs	$167.51
13318	TEACHERS ON CALL	E	01	101	203	000	000	305	Laurentian Subs	$2,184.03
13318	TEACHERS ON CALL	E	01	116	420	000	740	307	North Star Subs	$193.28
13318	TEACHERS ON CALL	E	01	116	203	000	000	305	North Star Subs	$386.56
13318	TEACHERS ON CALL	E	01	112	420	000	740	307	Parkview Subs	$180.39
13318	TEACHERS ON CALL	E	01	112	203	000	000	305	Parkview Subs	$624.94
13318	TEACHERS ON CALL	E	01	300	420	000	740	307	RRHS Subs	$193.28
13318	TEACHERS ON CALL	E	01	300	211	000	000	305	RRHS Subs	$2,048.76
13318 Total										**$12,646.87**
13319	TWIN PORTS PAPER & SUPPLY INC	E	01	101	810	000	000	410	Blue Towels	$108.37
13319 Total										**$108.37**
13320	VC3 INC	E	01	005	605	000	000	434	CW Cloud AntiVirus for 13 computers in Decem	$26.00
13320 Total										**$26.00**
13321	VOSS ROBERT	E	03	005	760	000	720	820	FMCSA REPORT	$189.00
13321 Total										**$189.00**
13322	WALTERS DREW	E	01	300	294	710	000	305	OFFICIAL	$162.00
13322 Total										**$162.00**
13323	WHERLEY MOVING SYSTEMS	E	06	005	870	000	000	311	Moving	$4,475.00
13323 Total										**$4,475.00**
13324	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	$332.28
13324 Total										**$332.28**
13325	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	333		$70.90
13325	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	332		$102.90
13325	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	334		$110.87
13325 Total										**$284.67**
13326	NEXTERA COMMUNICATIONS	E	01	302	810	000	000	320		$36.27
13326	NEXTERA COMMUNICATIONS	E	04	500	505	000	321	320		$36.27
13326	NEXTERA COMMUNICATIONS	E	01	005	810	000	000	320		$408.08
13326	NEXTERA COMMUNICATIONS	E	02	005	770	000	701	320		$36.27
13326	NEXTERA COMMUNICATIONS	E	03	005	760	000	720	320		$72.54
13326	NEXTERA COMMUNICATIONS	E	01	300	211	000	000	320		$72.55
13326	NEXTERA COMMUNICATIONS	E	01	117	810	000	000	320		$36.27
13326	NEXTERA COMMUNICATIONS	E	01	112	203	000	000	320		$36.27
13326	NEXTERA COMMUNICATIONS	E	01	005	606	000	000	320		$136.02
13326	NEXTERA COMMUNICATIONS	E	01	005	020	000	000	320		$36.27
13326 Total										**$906.81**
13327	ODC INC	E	03	005	760	000	720	401	General Supplies	$18.25
13327 Total										**$18.25**
13328	SOURCEWELL	E	01	005	030	000	000	401	General Supplies	$17,450.00
13328 Total										**$17,450.00**
13329	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	$603.29
13329 Total										**$603.29**
13330	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	$4,844.94
13330 Total										**$4,844.94**
13331	U.S. BANK STADIUM	E	01	300	211	226	000	401	General Supplies	$710.00
13331 Total										**$710.00**
13332	MALL OF AMERICA	E	01	300	211	226	000	401	General Supplies	$610.00
13332 Total										**$610.00**
13333	A-1 SERVICES INC	E	01	300	292	000	000	401	General Supplies	$461.00
13333 Total										**$461.00**

13334	ACOUSTICS ASSOCIATES INC	E	06	300	870	000	000	520	Bldg Improvements	$57,053.86
13334 Total										**$57,053.86**
13335	AGI REPAIR INC	E	01	005	606	000	000	311	Prof Tech Services	$2,236.00
13335	AGI REPAIR INC	E	01	005	606	000	000	311	Prof Tech Services	$843.00
13335 Total										**$3,079.00**
13336	AMAZON CAPITAL SERVICES INC	E	01	005	020	000	000	401	General Supplies	$263.60
13336	AMAZON CAPITAL SERVICES INC	E	01	005	105	005	000	401	General Supplies	$164.11
13336	AMAZON CAPITAL SERVICES INC	E	01	005	105	005	000	401	General Supplies	$67.64
13336	AMAZON CAPITAL SERVICES INC	E	01	005	105	005	000	401	General Supplies	$493.31
13336	AMAZON CAPITAL SERVICES INC	E	01	005	105	000	000	401	General Supplies	$83.41
13336	AMAZON CAPITAL SERVICES INC	E	01	005	105	000	000	401	General Supplies	$165.97
13336	AMAZON CAPITAL SERVICES INC	E	01	005	105	005	000	401	General Supplies	$388.47
13336	AMAZON CAPITAL SERVICES INC	E	01	005	105	000	000	401	General Supplies	$114.63
13336	AMAZON CAPITAL SERVICES INC	E	01	005	105	000	000	401	General Supplies	$116.95
13336	AMAZON CAPITAL SERVICES INC	E	01	005	030	000	000	401	General Supplies	$845.50
13336	AMAZON CAPITAL SERVICES INC	E	01	005	010	000	000	401	General Supplies	$307.82
13336	AMAZON CAPITAL SERVICES INC	E	01	005	020	000	000	401	General Supplies	$250.95
13336	AMAZON CAPITAL SERVICES INC	E	01	300	361	000	428	530	Equipment	$826.73
13336	AMAZON CAPITAL SERVICES INC	E	01	300	255	045	000	430	Instructional Supply	$638.85
13336	AMAZON CAPITAL SERVICES INC	E	01	300	255	045	000	430	Instructional Supply	$105.78
13336	AMAZON CAPITAL SERVICES INC	E	01	300	255	045	000	430	Instructional Supply	$293.57
13336	AMAZON CAPITAL SERVICES INC	E	01	300	255	045	000	430	Instructional Supply	$35.96
13336	AMAZON CAPITAL SERVICES INC	E	01	300	255	045	000	430	Instructional Supply	$68.05
13336	AMAZON CAPITAL SERVICES INC	E	01	300	255	045	000	430	Instructional Supply	$197.93
13336	AMAZON CAPITAL SERVICES INC	E	01	300	255	045	000	430	Instructional Supply	$1,735.73
13336	AMAZON CAPITAL SERVICES INC	E	01	300	255	045	000	430	Instructional Supply	$199.47
13336	AMAZON CAPITAL SERVICES INC	E	01	300	255	045	000	430	Instructional Supply	$713.34
13336	AMAZON CAPITAL SERVICES INC	E	01	300	255	045	000	430	Instructional Supply	$946.92
13336	AMAZON CAPITAL SERVICES INC	E	01	005	105	046	000	430	Instructional Supply	$120.04
13336	AMAZON CAPITAL SERVICES INC	E	01	005	105	046	000	430	Instructional Supply	$260.82
13336	AMAZON CAPITAL SERVICES INC	E	01	005	105	046	000	430	Instructional Supply	$159.90
13336	AMAZON CAPITAL SERVICES INC	E	01	005	105	046	000	430	Instructional Supply	$315.21
13336	AMAZON CAPITAL SERVICES INC	E	01	005	606	000	000	401	General Supplies	$335.72
13336	AMAZON CAPITAL SERVICES INC	E	01	005	606	000	000	401	General Supplies	$227.83
13336	AMAZON CAPITAL SERVICES INC	E	01	116	620	000	000	401	General Supplies	$30.97
13336	AMAZON CAPITAL SERVICES INC	E	01	300	256	000	000	430	Instruct Supplies	$79.00
13336	AMAZON CAPITAL SERVICES INC	E	01	116	203	000	000	401	General Supplies	$136.04
13336 Total										**$10,690.22**
13337	AMUNDSON ANNA	E	04	500	560	000	321	430	Instruct Supplies	$85.00
13337 Total										**$85.00**
13338	ANDERSON INDUSTRIAL SCALES INC	E	01	300	294	711	000	430	Instruct Supplies	$130.00
13338 Total										**$130.00**
13339	APG MEDIA OF MN	E	01	005	010	000	000	380	Print-Publish	$2,834.11
13339 Total										**$2,834.11**
13340	ARROW LIFT ACCESSIBILITY	E	06	300	870	000	000	510	Site Prep	$2,324.00
13340 Total										**$2,324.00**
13341	ARROWHEAD RADIO AND SECURITY	E	06	300	870	000	000	555	Technology Equip	$3,085.00
13341 Total										**$3,085.00**
13342	AVS	E	01	005	105	009	000	401	AS PER ATTACHED QUOTE NUMBER 3648	$995.00
13342 Total										**$995.00**
13343	B&H PHOTO VIDEO	E	01	300	214	038	000	401	General Supplies	$673.42
13343	B&H PHOTO VIDEO	E	01	300	214	038	000	401	General Supplies	$1,884.22
13343 Total										**$2,557.64**

13344	BEDROCK FLINT INC	E	06	300	870	000	000	520	Bldg Improvements	$71,482.10
13344 Total										**$71,482.10**
13345	BENZ DENNIS	E	01	300	294	711	733	365	Interdept Transport	$183.71
13345 Total										**$183.71**
13346	BENZ SHERYL	E	01	300	294	711	000	430	Instruct Supplies	$71.96
13346 Total										**$71.96**
13347	BIALKE ALYSON MARIE	E	04	701	590	000	350	311	Prof Tech Services	$650.00
13347 Total										**$650.00**
13348	BLOMBERG JANA	E	01	005	107	050	000	401	General Supplies	$20.39
13348 Total										**$20.39**
13349	CAROUSEL DIGITAL SIGNAGE	E	06	116	870	000	000	555	Technology Equip	$3,175.00
13349 Total										**$3,175.00**
13350	CITY OF VIRGINIA - IRON TRAIL MOTORS EVENT	E	05	005	850	040	302	335	Short Term Lease	$6,810.00
13350	CITY OF VIRGINIA - IRON TRAIL MOTORS EVENT	E	05	005	850	040	302	335	Short Term Lease	$9,670.00
13350	CITY OF VIRGINIA - IRON TRAIL MOTORS EVENT	E	05	005	850	040	302	335	Short Term Lease	$5,880.00
13350	CITY OF VIRGINIA - IRON TRAIL MOTORS EVENT	E	05	005	850	040	302	335	Short Term Lease	$7,150.00
13350 Total										**$29,510.00**
13351	COLOSIMO, PATCHIN, & KEARNEY LTD	E	01	005	150	000	000	311	Prof Tech Services	$156.00
13351 Total										**$156.00**
13352	COSTIN GROUP INC	E	01	005	010	000	000	311	Prof Tech Services	$3,500.00
13352 Total										**$3,500.00**
13353	DALCO	E	01	112	810	000	000	410	Custodial Supplies	$6.00
13353	DALCO	E	01	112	810	000	000	410	Custodial Supplies	$265.84
13353 Total										**$271.84**
13354	DECA INC	E	01	005	640	000	316	820	Dues-Memberships-Lic-Fees	$13.00
13354 Total										**$13.00**
13355	DEMCO INC	E	01	112	620	000	000	401	W14200290, KAPCO EASY COVER II BOOK COVE	$79.36
13355	DEMCO INC	E	01	112	620	000	000	401	W14200330, KAPCO EASY COVER II BOOK COVE	$62.32
13355	DEMCO INC	E	01	112	620	000	000	401	W14200320, KAPCO EASY COVER II BOOK COVE	$98.39
13355 Total										**$240.07**
13356	DINCAU VENDING INC	E	01	300	214	038	000	401	General Supplies	$900.00
13356	DINCAU VENDING INC	E	01	300	214	038	000	401	General Supplies	$48.00
13356	DINCAU VENDING INC	E	01	300	214	038	000	401	General Supplies	$720.00
13356 Total										**$1,668.00**
13357	DISTRICT 5 DECA	E	01	005	640	000	316	820	Dues-Memberships-Lic-Fees	$575.00
13357 Total										**$575.00**
13358	DULUTH COATING SYSTEMS INC	E	06	300	870	000	000	510	Site Prep	$30,809.15
13358 Total										**$30,809.15**
13359	EDDY JULIE	E	04	500	560	000	321	430	Instruct Supplies	$71.81
13359 Total										**$71.81**
13360	EDUCATORS BENEFIT CONSULTANTS	E	01	005	110	000	000	311	Prof Tech Services	$254.70
13360 Total										**$254.70**
13361	EDWARDS OIL COMPANY	E	03	005	760	000	720	442	Vehicle Gas & Oil	$11,410.29
13361 Total										**$11,410.29**
13362	FLOSPORTS INC	E	01	300	294	711	000	430	Instruct Supplies	$117.26
13362 Total										**$117.26**
13363	FRANCIS ELIZABETH	E	01	005	690	000	510	303	Purchased Services	$250.00
13363 Total										**$250.00**
13364	FROSTY FRUIT	E	01	300	214	038	000	401	General Supplies	$108.71
13364	FROSTY FRUIT	E	01	300	214	038	000	401	General Supplies	$50.70
13364 Total										**$159.41**

13365	GRANDE ACE HARDWARE	E	01	005	810	000	000	420	Repair Supplies	$10.79
13365	GRANDE ACE HARDWARE	E	01	005	810	000	000	401	General Supplies	$17.94
13365 Total										**$28.73**
13366	H&B SPECIALIZED PRODUCTS INC	E	01	300	810	000	000	350	Repairs Maint Serv	$1,050.00
13366 Total										**$1,050.00**
13367	HAINEY CASSANDRA	E	01	005	107	050	000	401	General Supplies	$113.00
13367	HAINEY CASSANDRA	E	01	005	107	050	000	401	General Supplies	$891.12
13367 Total										**$1,004.12**
13368	HENRY SCHEIN INC	E	01	300	292	000	000	401	General Supplies	$211.00
13368	HENRY SCHEIN INC	E	01	300	292	000	000	401	General Supplies	$2,307.74
13368 Total										**$2,518.74**
13369	HOGLUND BUS CO INC	E	03	005	760	000	720	420	Repair Supplies	$792.38
13369	HOGLUND BUS CO INC	E	03	005	760	000	720	420	Repair Supplies	$531.42
13369 Total										**$1,323.80**
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$60.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$60.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$60.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$60.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$80.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$80.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$60.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$60.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$100.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$75.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$300.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$60.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$45.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$60.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$60.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$75.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$60.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$60.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$60.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$75.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$100.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$60.00
13370	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	$60.00
13370 Total										**$1,770.00**
13371	INAC INC	E	02	005	770	000	701	311		$6,735.00
13371	INAC INC	E	02	005	770	000	701	401		$5,134.95
13371	INAC INC	E	02	005	770	000	701	319		$20,947.20
13371	INAC INC	E	02	005	770	000	701	495		$9,687.50
13371	INAC INC	E	02	005	770	000	701	490		$49,393.87
13371 Total										**$91,898.52**
13372	INTER CITY OIL INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	$1,257.45
13372 Total										**$1,257.45**
13373	INTEREUM	E	06	300	870	000	000	530	Equipment	$239,913.12
13373	INTEREUM	E	06	300	870	000	000	530	Equipment	$1,641.59
13373	INTEREUM	E	06	300	870	000	000	530	Equipment	$33,731.54
13373 Total										**$275,286.25**
13374	IRON OAKES FENCE LLC	E	06	300	870	000	000	530	Equipment	$14,333.50
13374 Total										**$14,333.50**

13375	ISD #118	E	01	300	361	965	428	303	Purchased Services	$1,220.51
13375 Total										**$1,220.51**
13376	ISD #2	E	01	300	361	958	428	303	Purchased Services	$204.19
13376	ISD #2	E	01	300	361	958	428	303	Purchased Services	$319.75
13376 Total										**$523.94**
13377	ISD #271	E	01	300	296	702	000	364	Entry Fees/Student Travel	$120.00
13377 Total										**$120.00**
13378	ISD #2711	E	01	300	361	961	428	303	Purchased Services	$1,009.00
13378	ISD #2711	E	01	300	361	961	428	303	Purchased Services	$496.44
13378	ISD #2711	E	01	300	361	961	475	303	Purchased Services	$2,870.00
13378	ISD #2711	E	01	300	361	961	475	303	Purchased Services	$1,318.04
13378	ISD #2711	E	01	300	361	961	428	303	Purchased Services	$1,698.41
13378 Total										**$7,391.89**
13379	ISD #316	E	01	300	361	956	475	303		$245.44
13379	ISD #316	E	01	300	361	956	428	303		$6,943.41
13379 Total										**$7,188.85**
13380	I-STATE TRUCK CENTERS	E	03	005	760	000	720	350	Repairs Maint Serv	$722.37
13380	I-STATE TRUCK CENTERS	E	03	005	760	000	720	350	Repairs Maint Serv	$278.39
13380	I-STATE TRUCK CENTERS	E	03	005	760	000	720	350	Repairs Maint Serv	$271.00
13380 Total										**$1,271.76**
13381	IXL LEARNING	E	01	005	606	000	000	430	AS PER ATTACHED QUOTE # 3075756-2023-01C	$20,575.00
13381 Total										**$20,575.00**
13382	J W PEPPER & SON INC	E	01	300	258	003	000	430	Instruct Supplies	$1,256.70
13382	J W PEPPER & SON INC	E	01	300	258	003	000	430	Instruct Supplies	$154.99
13382	J W PEPPER & SON INC	E	01	300	258	003	000	430	Instruct Supplies	$116.00
13382	J W PEPPER & SON INC	E	01	300	258	003	000	430	Instruct Supplies	$133.99
13382	J W PEPPER & SON INC	E	01	300	258	003	000	430	Instruct Supplies	$124.00
13382	J W PEPPER & SON INC	E	01	300	258	003	000	430	Instruct Supplies	$369.24
13382	J W PEPPER & SON INC	E	01	300	258	003	000	430	Instruct Supplies	$11.00
13382	J W PEPPER & SON INC	E	01	300	258	003	000	430	Instruct Supplies	$71.30
13382 Total										**$2,237.22**
13383	JAMAR COMPANY	E	05	005	865	000	379	350	Repair & Maint Service	$45,114.80
13383 Total										**$45,114.80**
13384	KELLER FENCE COMPANY-NORTH INC	E	06	005	870	000	000	311	Prof Tech Services	$26,533.50
13384 Total										**$26,533.50**
13385	KRAUS-ANDERSON	E	06	116	870	000	000	311	Prof Tech Services	$149,547.87
13385	KRAUS-ANDERSON	E	05	005	865	000	380	311	Prof Tech Services	$11,673.58
13385	KRAUS-ANDERSON	E	05	005	865	000	380	311	Prof Tech Services	$10,755.99
13385	KRAUS-ANDERSON	E	06	005	870	000	000	311	Prof Tech Services	$57,438.45
13385	KRAUS-ANDERSON	E	06	005	870	000	000	311	Prof Tech Services	$43,225.84
13385 Total										**$272,641.73**
13386	KRUSE KEITH	E	03	005	760	000	720	305	Cons Fee/Fee For Srv	$1,365.00
13386 Total										**$1,365.00**
13387	KUSH-JEFFERY SHANON	E	01	005	105	048	000	430	Instructional Supply	$86.50
13387 Total										**$86.50**
13388	L & M SUPPLY INC	E	01	300	255	000	000	430	Instruct Supplies	$3.99
13388	L & M SUPPLY INC	E	03	005	760	000	720	420	Repair Supplies	$73.95
13388	L & M SUPPLY INC	E	03	005	760	000	720	420	Repair Supplies	$43.44
13388	L & M SUPPLY INC	E	03	005	760	000	720	420	Repair Supplies	$15.96
13388 Total										**$137.34**
13389	LAMPPA STACIE	E	01	005	110	000	000	401	General Supplies	$185.32
13389	LAMPPA STACIE	E	01	005	640	000	316	366	Travel	$39.95
13389 Total										**$225.27**

13390	LCS COACHES INC	E	01	300	296	704	733	365	Private Trans Cont		$1,014.65
13390	LCS COACHES INC	E	01	300	294	701	733	361	Private Trans Cont		$1,014.65
13390	LCS COACHES INC	E	01	300	294	701	733	361	Private Trans Cont		$2,253.17
13390	LCS COACHES INC	E	01	300	294	701	733	361	Private Trans Cont		$981.20
13390	LCS COACHES INC	E	01	300	294	701	733	361	Private Trans Cont		$1,014.65
13390 Total											**$6,278.32**
13391	LENCI ENTERPRISES INC	E	05	005	865	000	379	350	Repair & Maint Service		$500.00
13391 Total											**$500.00**
13392	LINDE GAS & EQUIPMENT INC	E	01	300	255	000	000	430	Instruct Supplies		$274.74
13392 Total											**$274.74**
13393	MANNI SCOTT	E	01	116	203	000	000	401	General Supplies		$386.07
13393 Total											**$386.07**
13394	MENARDS	E	01	300	255	000	000	430	Instruct Supplies		$39.87
13394	MENARDS	E	01	300	255	000	000	430	Instruct Supplies		$158.83
13394	MENARDS	E	01	005	606	000	000	430	Instruct Supplies		$183.64
13394	MENARDS	E	01	300	255	000	000	430	Instruct Supplies		$14.06
13394	MENARDS	E	01	300	255	000	000	430	Instruct Supplies		$17.89
13394 Total											**$414.29**
13395	MESABI BITUMINOUS INC	E	06	300	870	000	000	510	Site Prep		$60,027.15
13395 Total											**$60,027.15**
13396	MESABI SIGN CO INC	E	01	300	810	000	000	350	Repairs Maint Serv		$500.00
13396 Total											**$500.00**
13397	METRO SALES INC	E	05	005	850	000	302	386	Computer and Tech Hdwr Rental		$2,773.27
13397	METRO SALES INC	E	05	005	850	000	302	386	Computer and Tech Hdwr Rental		$4,761.15
13397 Total											**$7,534.42**
13398	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv		$10,689.26
13398	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv		$47.25
13398	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv		$996.80
13398	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv		$440.14
13398	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv		$228.30
13398	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv		$331.53
13398	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv		$567.18
13398	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv		$1,401.47
13398 Total											**$14,701.93**
13399	MINER'S INC	E	01	300	214	038	000	401	General Supplies		$44.37
13399	MINER'S INC	E	01	005	690	000	510	366	Travel		$154.03
13399	MINER'S INC	E	01	005	690	000	510	366	Travel		$96.44
13399	MINER'S INC	E	01	005	690	000	510	366	Travel		$26.73
13399 Total											**$321.57**
13400	MINNESOTA NORTH COLLEGE	E	01	300	690	000	000	390	Pmt Educ Pur MN Dist		$39,000.00
13400 Total											**$39,000.00**
13401	MINNESOTA POWER	E	01	300	810	000	000	331	Electricity		$315.69
13401 Total											**$315.69**
13402	MUSIC THEATRE INTERNATIONAL	E	01	300	298	717	000	430	Instruct Supplies		$2,375.00
13402 Total											**$2,375.00**
13403	NORTHEAST SERVICE COOPERATIVE	E	01	005	030	000	000	460	Textbooks/Workbooks		$2,042.58
13403 Total											**$2,042.58**
13404	NORTHERN DOOR & HARDWARE INC	E	06	300	870	000	000	530	Equipment		$1,276.00
13404 Total											**$1,276.00**
13405	ODC INC	E	03	005	760	000	720	401	General Supplies		$1,139.25
13405 Total											**$1,139.25**

13406	OXYGEN SERVICE COMPANY	E	06	300	870	000	000	530	AS PER ATTACHED QUOTE 0050037614-00	$48,334.47
13406	OXYGEN SERVICE COMPANY	E	06	300	870	000	000	530	Freight	$35.00
13406 Total										**$48,369.47**
13407	PARALLEL TECHNOLOGIES INC	E	06	300	870	000	000	555	Technology Equip	$4,978.37
13407	PARALLEL TECHNOLOGIES INC	E	06	300	870	000	000	555	Technology Equip	$2,937.64
13407 Total										**$7,916.01**
13408	PETERSON LINDA E	E	04	701	590	000	350	311	Prof Tech Services	$600.00
13408 Total										**$600.00**
13409	RADKO IRON & SUPPLY INC	E	01	300	211	027	000	430	Instruct Supplies	$990.66
13409 Total										**$990.66**
13410	RANGE COOPERATIVE INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	$830.12
13410 Total										**$830.12**
13411	RANGE PAPER CORPORATION	E	01	005	810	000	000	410	Custodial Supplies	$67.20
13411 Total										**$67.20**
13412	RATWIK ROSZAK & MALONEY	E	01	005	150	000	000	311	Prof Tech Services	$98.00
13412 Total										**$98.00**
13413	RIDDELL / ALL AMERICAN SPORTS CORP	E	01	300	294	701	000	430	Instruct Supplies	$83.37
13413 Total										**$83.37**
13414	ROCK RIDGE BASKETBALL BOOSTERS	E	01	005	107	050	000	401	General Supplies	$38.00
13414 Total										**$38.00**
13415	SHI	E	06	116	870	000	000	520	AS PER ATTACHED QUOTATION # 24314046	$1,995.00
13415 Total										**$1,995.00**
13416	SHRED-N-GO INC	E	01	101	203	000	000	401		$71.89
13416	SHRED-N-GO INC	E	01	112	203	000	000	401		$67.67
13416	SHRED-N-GO INC	E	01	300	211	000	000	401		$67.67
13416	SHRED-N-GO INC	E	01	005	110	000	000	401		$67.66
13416	SHRED-N-GO INC	E	01	116	203	000	000	401		$67.67
13416 Total										**$342.56**
13417	SHUBAT TRANSPORTATION	E	01	005	107	050	000	401	General Supplies	$1,975.00
13417	SHUBAT TRANSPORTATION	E	01	300	294	711	733	361		$1,441.17
13417	SHUBAT TRANSPORTATION	E	01	300	294	710	733	361		$565.00
13417	SHUBAT TRANSPORTATION	E	01	300	296	709	733	361		$1,194.33
13417	SHUBAT TRANSPORTATION	E	01	300	294	710	733	361	Private Trans Cont	$2,250.00
13417 Total										**$7,425.50**
13418	SKOLD SPECIALTY CONTRACTING LLC	E	06	300	870	000	000	510	Site Prep	$4,370.75
13418 Total										**$4,370.75**
13419	SODREN BRIAN	E	03	005	760	000	720	366		$14.74
13419	SODREN BRIAN	E	03	005	760	000	720	350		$26.49
13419 Total										**$41.23**
13420	SQUIRES, WALDSPURGER & MACE PA	E	01	005	150	000	000	311	Prof Tech Services	$5,439.70
13420 Total										**$5,439.70**
13421	ST LOUIS COUNTY AUDITOR	E	01	005	110	000	000	311	Prof Tech Services	$2,335.80
13421 Total										**$2,335.80**
13422	STEINBRECHER PAINTING COMPANY	E	06	300	870	000	000	510	Site Prep	$38,628.55
13422 Total										**$38,628.55**
13423	SWANSON & YOUNGDALE INC	E	05	005	865	000	380	350	Repair & Maint Service	$573.25
13423 Total										**$573.25**
13424	TACONITE TIRE SERVICE	E	01	005	810	000	000	350	Repairs Maint Serv	$62.12
13424 Total										**$62.12**
13425	TARTAN HIGH SCHOOL	E	01	300	296	720	000	364	Entry Fees/Student Travel	$110.00
13425 Total										**$110.00**
13426	TEACHERS ON CALL	E	04	500	581	000	344	305		$1,796.90
13426	TEACHERS ON CALL	E	01	101	420	000	740	307		$880.60

13426	TEACHERS ON CALL	E	01	300	420	000	740	307			$785.40
13426	TEACHERS ON CALL	E	01	116	420	000	740	307			$618.80
13426	TEACHERS ON CALL	E	01	112	420	000	740	307			$1,231.65
13426 Total											**$5,313.35**
13427	TURNITIN LLC	E	01	005	030	000	000	460	AS PER ATTACHED QUOTE-Q-431309-3		$3,040.00
13427 Total											**$3,040.00**
13428	VEX ROBOTICS INC	E	01	300	361	000	428	430	AS PER ATTACHED QUOTE # 111042253		$999.00
13428 Total											**$999.00**
13429	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334			$82.20
13429	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	333			$1,750.35
13429	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	332			$691.75
13429	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	331			$2,193.48
13429	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440			$6,271.07
13429	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	333			$131.85
13429	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	332			$69.25
13429	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	331			$152.88
13429	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	440			$728.61
13429	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	334			$374.70
13429	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	333			$911.85
13429	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	332			$369.25
13429	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	331			$3,156.72
13429	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	440			$4,764.04
13429 Total											**$21,648.00**
13430	W A FISHER COMPANY	E	01	005	020	000	000	401	General Supplies		$320.00
13430 Total											**$320.00**
13431	WARNER ABIGAIL	E	01	300	230	000	000	430	Instruct Supplies		$73.80
13431 Total											**$73.80**

290966-290967	PAYROLL 12/29/23	$871,230.59
	OASDI	$51,611.28
	MEDICARE	$12,208.58
	PERA	$23,344.04
	TRA	$48,214.43
	TSA MATCH	$4,459.97
290976-290978	PAYROLL 01/12/24	$784,152.13
	OASDI	$46,714.85
	MEDICARE	$10,929.22
	PERA	$17,461.28
	TRA	$47,468.25
	TSA MATCH	$4,902.00

TOTAL DISBURSEMENTS & PAYROLLS **$3,311,013.54**

Seconded by

that the above resolution be adopted.

Resolution adopted January 22, 2024.

Clerk

Chairperson

Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020
Revised: January 9, 2023

203.5 SCHOOL BOARD MEETING AGENDA

I. PURPOSE

The purpose of this policy is to provide procedures for the preparation of the school board meeting agenda to ensure that the school board can accomplish its business as efficiently and expeditiously as possible.

II. GENERAL STATEMENT OF POLICY

The policy of the school board is that school board meetings shall be conducted in a manner to allow the school board to accomplish its business while allowing reasoned debate and discussion of each matter to be acted upon.

III. PROCEDURES

A. While all school board members may provide input, it shall be the responsibility of the school board chair and superintendent to develop, prepare, and arrange the order of items for the tentative school board meeting agenda for each school board meeting.

B. Persons wishing to place an item on the agenda must make a request to the school board chair or superintendent in a timely manner. The person making the request is encouraged to state the person's name, address, purpose of the item, action desired, and pertinent background information. The chair and superintendent shall determine whether to place the matter on the tentative agenda.

C. The tentative agenda and supporting documents shall be sent to the school board members three (3) days prior to the scheduled school board meeting.

D. Items may only be added to the agenda by a motion adopted at the meeting ~~and will be reflected in the minutes~~. If an added item is acted upon, the minutes of the school board meeting shall include a description of the matter. ~~Items added to the agenda shall be for board discussion only. Voting action on an added item, if needed, shall take place at a subsequent meeting.~~

E. At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and: (i) distributed at the meeting to all members of the governing body; (ii) distributed before the meeting to all

members; or (iii) available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

Legal References: Minn. Stat. § 13D.01, Subd. 6 (Open Meeting Law)
Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)
Dept. of Admin. Advisory Op. No. 10-013 (April 29, 2010)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 13-015 (December 23, 2013)

Cross References: Policy 203 (Operation of the School Board – Governing Rules)
Policy 203.2 (Order of the Regular School Board Meeting)
Policy 203.6 (Consent Agendas)
Policy 204 (School Board Meeting Minutes)
Policy 207 (Public Hearings)

Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020
Revised: _____

213 SCHOOL BOARD COMMITTEES

I. PURPOSE

The purpose of this policy is to provide for the structure and the operation of committees or subcommittees of the school board.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school board to designate school board committees or subcommittees when it is determined that a committee process facilitates the mission of the school board.

B. The school board has determined that certain permanent standing committees, as described in this policy, do facilitate the operation of the school board and the school district.

C. A school board committee or subcommittee will be formed by school board resolution which shall outline the duties and purpose of the committee or subcommittee.

D. A committee or subcommittee is advisory in nature and has only such authority as specified by the school board.

E. The school board will receive reports or recommendations from a committee or subcommittee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.

F. The school board also may establish such ad hoc committees for specific purposes as it deems appropriate.

G. The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.

H. A committee of the school board shall not appoint a subcommittee of that committee without approval of the school board.

III. APPOINTMENT OF COMMITTEES

A. The school board hereby appoints the following standing committees:

1. ~~Audit~~ Budget / Finance – Committee of the Whole.

2. Policy.

3. Building, ~~and~~ Grounds, Transportation & Safety.

4. Negotiations Committee(s) for various employee groups.

5. Athletic & Activities.

6. Personnel.

7. District Curriculum Advisory & Staff Development.

8. ~~Labor Management /~~ Meet and Confer.

9. Community Education.

10. Liaison(s) for various outside entities.

B. The school board will establish, by resolution, for each standing or ad hoc committee the number of members, the term and the charge or mission of each such committee.

C. The school board chair shall appoint the members of each standing or ad hoc committee and designate the chair thereof.

IV. PROCEDURES FOR SCHOOL BOARD COMMITTEES

A. All meetings of committees or subcommittees shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.

B. A committee or subcommittee shall act only within the guidelines and mission established for that committee or subcommittee by the school board.

C. ~~Actions~~ Recommendations of a committee or subcommittee shall be by majority vote and be consistent with the governing rules of the school board.

D. The committee or subcommittee shall designate a secretary who will record the minutes of recommendations of the school board committee.

E. The power of a committee or subcommittee of the school board is advisory only and is limited to making recommendations to the school board.

F. A committee or subcommittee of the school board shall, when appropriate, clarify in any dealings with the public that its powers are only advisory to the school board.

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)

Cross References: Policy 201 (Legal Status of the School Board)
Policy 203 (Operation of the School Board – Governing Rules)
MSBA Service Manual, Chapter 13, School Law Bulletin "C" (Minnesota's Open Meeting Law)

Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020 *Revised: _____*
Reviewed: January 10, 2022
Revised: November 14, 2022

410 FAMILY AND MEDICAL LEAVE POLICY

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

III. DEFINITIONS

A. "Covered active duty" means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and

2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 United States Code section 101(a)(13)(B).

B. "Covered servicemember" means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time

during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

C. "Eligible employee" means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless: (1) the break is occasioned by the employee's fulfillment of his or her USERRA-covered service obligation; (2) or a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

D. "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.

E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.

F. "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:

1. a military medical treatment facility as an outpatient; or

2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.

G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:

1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;

2. to attend military events and related activities of a covered military member;

3. to address issues related to childcare and school activities of a covered military member's child;

4. to address financial and legal arrangements for a covered military member;

5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;

6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;

7. to attend post-deployment activities related to a covered military member;

8. to address care needs of a covered military member's parent who is incapable of self-care; and

9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.

H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

1. inpatient care in a hospital, hospice, or residential medical care facility; or

2. continuing treatment by a health care provider.

I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that

recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.

J. "Veteran" has the meaning given in 38 United States Code section 101.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:

   a. birth of the employee's child and to care for such child;

   b. placement of an adopted or foster child with the employee;

   c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;

   d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or

   e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.

2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.

3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.

4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.

5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:

a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:

(1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or

(2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or

(3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or

(4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the

school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.

7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.

9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.

10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.

11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating

active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.

12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

    The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twelve-week Leave under State Law

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed to by the school district. ~~The employee may qualify if he or she has worked for the school district for at least 12 months and has worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the~~

~~leave.~~ This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the school district so that the total leave does not exceed 12 weeks, unless agreed to by the school district, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the school district reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.

2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.

3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.

4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.

5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.

6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.

7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.

B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:

1. take leave for the entire period or periods of the planned medical treatment; or

2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.

C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.

1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.

2. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.

3. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, the school district may require the employee to continue taking leave until the end of the semester.

4. If the school district requires an instructional employee to extend leave through the end of a semester as set forth in this paragraph, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the school district to the end of the school term is not counted as FMLA leave but as an unpaid or paid leave, to the extent the instructional employee has accrued paid leave available and the school district shall maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the conclusion of the leave.

VI. OTHER

A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

A. A poster prepared by the U.S. Department of Labor summarizing the major provisions of the Family and Medical Leave Act and informing employees how to file a complaint shall be conspicuously posted in each school district building in areas accessible to employees and applicants for employment.

Legal References: Minn. Stat. §§ 181.940-181.944 (Parenting Leave and Accommodations)
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
38 U.S.C. § 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross References: ~~MSBA School Law Bulletin "M" (Licensed and Non-Licensed School District Employee Leave)~~ None

Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020
Revised: January 10, 2022
Revised: _____

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.

B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.

D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

III. DEFINITIONS

A. "Assault" is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;

2. the intentional infliction of or attempt to inflict bodily harm upon another; or

3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;

2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

3. otherwise adversely affects an individual's employment or academic opportunities.

[Note: In 2023, the Minnesota legislature amended the definition of "sexual orientation" in the Minnesota Human Rights Act as reflected in subpart 6 below. A school board may choose whether to retain the phrase "including gender identity or expression" in light of the legislative amendment.]

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. "Disability" means, with respect to an individual who

a. a physical sensory or mental impairment that materially limits one or more major life activities of such individual;

b. has a record of such an impairment; or

c. is regarded as having such an impairment.

2. "Familial status" means the condition of one or more minors being domiciled with:

a. their parent or parents or the minor's legal guardian; or

b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

6. "Sexual orientation" means ~~having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.~~ to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities.

[Note: In 2023, the Minnesota legislature revised the definition of 'sexual orientation' in the Minnesota Human Rights Act to read as provided here.]

7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment; Definition

1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

   a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or

   b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

   c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

   a. unwelcome verbal harassment or abuse;

   b. unwelcome pressure for sexual activity;

   c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;

   d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

   e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

   f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota

Statutes section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.

2. Sexual violence may include, but is not limited to:

   a. touching, patting, grabbing, or pinching another person's intimate parts;

   b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;

   c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or

   d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, an individual's Protected Class.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

G. In the District. The school board hereby designates the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.

H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

N. False accusations or reports of violence or harassment against another person are prohibited.

O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have

knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.

E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.

B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and

confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights or another state or federal agency, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statute, Chapter 260E may be applicable.

B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.

B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

C. This policy shall appear in the student handbook.

D. The school district will develop a method of discussing this policy with students and employees.

E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.

F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References:
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References:
Policy 102 (Equal Educational Opportunity)
Policy 401 (Equal Employment Opportunity)
Policy 402 (Disability Nondiscrimination Policy)
Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Policy 406 (Public and Private Personnel Data)
Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
Policy 506 (Student Discipline)

Policy 514 (Bullying Prohibition Policy)
Policy 515 (Protection and Privacy of Pupil Records)
Policy 521 (Student Disability Nondiscrimination)
Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)
Policy 524 (Internet Acceptable Use and Safety Policy)
Policy 525 (Violence Prevention)
Policy 526 (Hazing Prohibition)
Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020 *Revised: _____*
Revised: November 9, 2020
Revised: November 14, 2022

416 DRUG, ~~AND~~ ALCOHOL, AND CANNABIS TESTING

[Note: Drug, ~~and~~ alcohol, and cannabis testing of school bus drivers and applicants is mandatory under federal law. The mandatory testing is described under Part III. of the policy. Drug and alcohol testing of other employees or drug and alcohol testing of school bus drivers beyond that mandated by federal law is optional and can be done under state law only if a policy containing provisions, such as the provisions of Part IV. of this policy, is adopted. Cannabis testing of school employees and school bus drivers shall conform to federal and Minnesota law. To preserve the right to request or require school district employees who are not bus drivers and applicants to undergo cannabis testing or drug and/or alcohol testing or to require bus drivers to submit to testing that is not federally mandated, a school district should adopt Part IV. as part of its drug and alcohol testing policy.]

I. PURPOSE

A. The school board recognizes the significant problems created by drug, ~~and~~ alcohol, and cannabis use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.

B. The school board believes that a work environment free of drug, ~~and~~ alcohol, and cannabis use will be not only safer, healthier, and more productive but also more conducive to effective learning. To provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug, ~~and~~ alcohol, and cannabis testing in accordance with the provisions of this policy and as provided in federal law and Minnesota Statues, sections 181.950-181.957.

II. GENERAL STATEMENT OF POLICY

A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing and cannabis testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statues, sections 181.950-181.957.

B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a

commercial driver's license, submit to drug and alcohol testing and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statues, sections 181.950-181.957.

C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs that are not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs that are not medically prescribed are prohibited from entering or remaining on school district property.

D. The use, possession, sale, purchase, transfer, or dispensing of alcohol or cannabis is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol or cannabis is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol or cannabis are prohibited from entering or remaining on school district property.

E. Any employee who violates this section shall be subject to discipline that includes, but is not limited to, immediate suspension without pay and immediate discharge.

F. The school district may discipline, discharge, or take other adverse personnel action against an employee for cannabis flower, cannabis product, lower-potency hemp edible, or hemp-derived consumer product use, possession, impairment, sale, or transfer while an employee is working, on school district premises, or operating a school district vehicle, machinery, or equipment as follows:

1. if, as the result of consuming cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product, the employee does not possess that clearness of intellect and control of self that the employee otherwise would have;

2. if cannabis testing verifies the presence of cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product following a confirmatory test;

3. as provided in the school district's written work rules for cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products and cannabis testing, provided that the rules are in writing and in a written policy that contains the minimum information required by section 181.952; or

4. as otherwise authorized or required under state or federal law or regulations, or if a failure to do so would cause the school district to lose a monetary or licensing-related benefit under federal law or regulations.

III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

A. General Statement of Policy

All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.

2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.

3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.

4. "Commercial Motor Vehicle" (CMV) includes a vehicle that is designed to transport 16 or more passengers, including the driver.

5. "Designated Employer Representative" (DER) means an employee authorized by the school district to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process. The DER receives test results and other communications for the school district.

6. "Department of Transportation" (DOT) means United States Department of Transportation.

7. "Direct Observation" means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.

8. "Driver" is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.

9. "Evidential Breath Testing Device" (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.

10. "Licensed Medical Practitioner" means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.

11. "Medical Review Officer" (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district's drug testing program and for evaluating medical explanations for certain drug tests.

12. "Refusal to Submit" (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed by the school district or the collector; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the

collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

13. "Safety-Sensitive Functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work and all responsibility for performing work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.

14. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.

15. "Stand Down" means the practice of temporarily removing an employee from performing safety-sensitive functions based only upon a laboratory report to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test result but before the MRO completes the verification process.

16. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.

2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver's or a coworker's); and available methods of intervening when an alcohol or drug problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.

3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.

4. The school district shall require each driver to sign a statement certifying that the driver received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

D. Alcohol and Controlled Substances Testing Program Manager

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.

2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.

2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.

3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.

4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.

5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.

6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A

verified adulterated or substituted drug test shall be considered a refusal to test.

7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.

8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.

9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district that prohibit the possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and the policies of the school district.

G. Prescription Drugs/Cannabinoid Products

A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for ~~marijuana~~ cannabis. MROs will verify a drug test confirmed

as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

1. Pre-Employment Testing

a. A driver applicant shall undergo testing for controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.

b. Tests shall be conducted only after the applicant has received a conditional offer of employment.

c. To be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.

e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full

query (see Attachment C to this policy). The school district shall retain the consent for three (3) years from the date of the query.

2. Post-Accident Testing

a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.

b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.

c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.

d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.

e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.

f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.

b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions,

and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.

c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made. Each driver selected for testing shall be tested during the selection period.

d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.

e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty, within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.

b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.

c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease

attempts to administer the test and state in the record the reasons for not administering the test.

d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances. The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other legal requirements.

6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

7. Refusal to Submit and Attendant Consequences

a. A driver or driver applicant may refuse to submit to drug and alcohol testing.

b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code section 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.

c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.

d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including

dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment C to this policy.

I. Testing Procedures

1. Drug Testing

a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.

b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.

c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.

d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.

e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.

f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:

(1) The donor expressly declines the opportunity to discuss the test results;

(2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or

(3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. <u>Alcohol Testing</u>

a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.

b. Any test result less than 0.02 alcohol concentration is considered a "negative" test.

c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor's inability to provide a breath sample is genuine or constitutes a refusal to test.

d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.

e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:

a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and

b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.

c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be Essentia Health – Virginia, Minnesota, which is a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minnesota Statutes, chapter 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

2. The required records shall be retained for the following minimum periods:

Basic records	5 years

"Basic records" includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
Alcohol and controlled substance collection procedures	2 years
Negative and cancelled controlled substance tests	1 year
Alcohol tests with less than 0.02 concentration	1 year
Education and training records	indefinite

"Education and training records" must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse) as required under federal law, including:

a. The name of the person tested;

b. Any verified positive, adulterated, or substituted drug test result;

c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;

d. Any refusal to submit to any test required hereunder;

e. Any report by a supervisor of actual knowledge of use as follows

i. Any on-duty alcohol use;
ii. Any pre-duty alcohol use;
iii. Any alcohol use following an accident; and
iv. Any controlled substance use.

f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;

g. Any negative return-to-duty test; and

h. Any employer's report of completion of follow-up testing.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.

d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to cannabis testing or drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo cannabis testing or drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-

181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

R. Annual Clearinghouse Query

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations 382.701.

2. The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.

3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.

4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

IV. CANNABIS TESTING OR DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing or cannabis testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing or cannabis testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

A. Definitions

1. "Cannabis testing" means the analysis of a body component sample according to the standards established under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of cannabis flower, as defined in Minnesota Statutes, section 342.01, subdivision 16, cannabis products, as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, hemp-derived consumer products as defined in section 342.01, subdivision 37, or cannabis metabolites in the sample tested. The definitions in this section apply to cannabis testing unless stated otherwise.

2. "Confirmatory test" and "confirmatory retest" mean a drug or alcohol test that uses a method of analysis allowed under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

3. "Drug" means a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, but does not include marijuana, tetrahydrocannabinols, cannabis flower as defined in section 342.01, subdivision 16, cannabis products as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, and hemp-derived consumer products as defined in section 342.01, subdivision 37.

4. "Drug and Alcohol Testing," "Drug or Alcohol Testing," and "Drug or Alcohol Test" mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953,

subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" do not include cannabis or cannabis testing, unless stated otherwise.

5. "Employee" means a person, independent contractor, or person working for an independent contractor who performs services for compensation, in whatever form, for an employer.

6. "Initial screening test" means a drug or alcohol test or cannabis test which uses a method of analysis under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

7. "Job Applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the charter school in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the charter school's drug and alcohol testing policy relating to school bus drivers (Section III.).

8. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the charter school for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the charter school's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."

9. "Positive Test Result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

10. "Random Selection Basis" means a mechanism for selection of employees that:

    a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and

    b. does not give the charter school discretion to waive the selection of any employee selected under the mechanism.

11. "Reasonable Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.

12. "Safety-Sensitive Position" means a job, including any supervisory or management position, in which an impairment caused by drug, alcohol, or cannabis usage would threaten the health or safety of any person.

~~A~~B. Circumstances Under Which Cannabis Testing or Drug or Alcohol Testing May Be Requested or Required; Exceptions:

1. General Limitations

a. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or cannabis testing, unless the testing is done pursuant to this ~~drug and alcohol testing~~ policy; and is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, Subd. 1.

b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing or cannabis testing on an arbitrary and capricious basis.

2. Cannabis Testing Exceptions

For the following positions, cannabis and its metabolites are considered a drug and subject to the drug and alcohol testing provisions in Minnesota Statutes, sections 181.950 to 181.957:

a. a safety-sensitive position, as defined in Minnesota Statutes, section 181.950, subdivision 13;

b. a position requiring face-to-face care, training, education, supervision, counseling, consultation, or medical assistance to children;

c. a position requiring a commercial driver's license or requiring an employee to operate a motor vehicle for which state or federal law requires drug or alcohol testing of a job applicant or an employee;

d. a position of employment funded by a federal grant; or

e. any other position for which state or federal law requires testing of a job applicant or an employee for cannabis.

~~2~~3. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer that is contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an

initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

a. The school district must not request or require a job applicant to undergo cannabis testing solely for the purpose of determining the presence or absence of cannabis as a condition of employment unless otherwise required by state or federal law.

b. Unless otherwise required by state or federal law, the school district must not refuse to hire a job applicant solely because the job applicant submits to a cannabis test or a drug and alcohol test authorized by Minnesota law and the results of the test indicate the presence of cannabis.

c. The school district must not request or require an employee or job applicant to undergo cannabis testing on an arbitrary or capricious basis.

d. Cannabis testing authorized under paragraph (d) must comply with the safeguards for testing employees provided in Minnesota Statutes, sections 181.953 and 181.954.

4. Random Testing

The school district may request or require "other employees" to undergo cannabis testing or drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

5. Reasonable Suspicion Testing

The school district may request or require any employee to undergo cannabis testing or drug and alcohol testing if the school district has a reasonable suspicion that the employee:

a. is under the influence of cannabis, drugs, or alcohol;

b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol, cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;

c. has sustained a personal injury, as that term is defined in Minnesota Statutes, section 176.011, ~~Subd.~~ subdivision 16, or has caused another employee to sustain a personal injury; or

d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

6. Treatment Program Testing

The school district may request or require any employee to undergo cannabis testing and drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo cannabis testing and drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

7. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

B. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

C. Definitions

1. "Drug" means a controlled substance as defined in Minnesota Statutes, including medical cannabis, regardless of enrollment in the state registry program.

2. "Drug and Alcohol Testing," "Drug or Alcohol Testing," and "Drug or Alcohol Test" mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested.

3. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form,

except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."

4. "Job Applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.).

5. "Positive Test Result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

6. "Random Selection Basis" means a mechanism for selection of employees that:

   a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and

   b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.

7. "Reasonable Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.

8. "Safety-Sensitive Position" means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of this Section IV. D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or requesting cannabis testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing policy or cannabis testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing or cannabis testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee

or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test or cannabis test.

4. Notice of and Right to Explain Positive Test Result

   a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information (see Attachment G to this policy).

   b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.

   c. The employee may present verification of enrollment in the medical cannabis patient registry or of enrollment in a Tribal medical cannabis program as part of the employee's explanation.

   d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for ~~marijuana~~ cannabis. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

   e. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

   a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.

   b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working

days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, subdivision 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, ~~or~~ alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform the individual of other rights provided under Sections F. or G., below, whichever is applicable.

Attachments ~~E~~ F and ~~F~~ G to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test or cannabis test requested by the school district, unless the following conditions have been met:

a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug, ~~or~~ alcohol, or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation

with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.

4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.

6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.

7. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified

by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;

2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;

3. A sample must be accompanied by a written chain-of-custody record; and

4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minnesota Statutes Chapter 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under

Minnesota Statutes, chapter 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug, ~~and~~ alcohol, and cannabis testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment ~~G~~ H to this policy.

V. POSTING

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 43A (State Personnel Management)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 152.32 (Protections for Registry Program Participation)
Minn. Stat. § 176.011, subd. 16 (Definitions; Personal Injury)
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031 (Motor Carrier Rules)
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)

49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)
49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)

Cross-References: Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Policy 406 (Public and Private Personnel Data)
Policy 417 (Chemical Use and Abuse)
Policy 418 (Drug-Free Workplace/Drug-Free School)

ATTACHMENTS TO
DRUG.ALCOHOL, AND CANNABIS TESTING POLICY

Attachments A through C are to be used in conjunction with the drug and alcohol testing of school bus drivers and driver applicants.

- Attachment A is a "**Driver Acknowledgment–Drug and Alcohol Testing Policy Materials**" form that should be used to document receipt of the policy and other materials by drivers and driver applicants. It is referred to in Article III., Section C., Paragraph 4. of the policy.

- Attachment B is a "**Bus Driver or Driver Applicant–Authorization to Release Information**" form. It is referred to in Article III., Section H., Paragraph 1. of the policy

- Attachment C is a **"Consent to Clearinghouse Full Query"** form. It is referred to in Article III, Section H, Paragraph e of the policy.

- Attachment D is a "**Bus Driver or Driver Applicant–Refusal to Submit to Testing**" form. It is referred to in Article III., Section H., Paragraph 8. of the policy.

Attachments E through H are to be used in conjunction with drug, cannabis, and alcohol testing of non-bus drivers and applicants.

- Attachment E is a "**Pretest Notice**" that must be provided to non-school bus driver employees or job applicants before requesting that the employee or job applicant undergo drug or alcohol testing. It is referred to in Article IV., Section E., Paragraph 1. of the policy.

- Attachment F is a "**Notice of Test Results and Various Rights**" which should be used by the District when notifying non-school bus driver employees or job applicants of test results and other rights. It is referred to in Article IV., Section E., Paragraph 6. of the policy.

- Attachment G is an "**Explanation of Positive Test Result**" form which should be used by the school district to request that the employee or job applicant submit information to the school district relevant to the reliability of, or explanation for, a positive test result. It is referred to in Article IV., Section E., Paragraph 4. of the policy.

- Finally, the District may wish to use Attachment H, entitled "**Acknowledgment–Drug Alcohol, and Cannabis Testing Policy**," to document that written notice of the policy was given to all affected employees. It is referred to in Article IV., Section J. of the policy.

ATTACHMENT A

(D R A F T)

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

— DRIVER ACKNOWLEDGMENT —

DRUG AND ALCOHOL TESTING POLICY AND MATERIALS

I have received a copy of the Drug, Alcohol, and Cannabis Testing Policy of Independent School District No. _____, _____, Minnesota and have read it in its entirety. I understand that I am subject to the provisions of Article III of the policy, entitled Federally Mandated Drug and Alcohol Testing for School Bus Drivers, because the position involves operating a commercial motor vehicle and requires a commercial driver's license.

The District's policy was provided to me:

- ☐ Upon adoption of the policy (employee).
- ☐ Upon my hire (job applicant/new employee).
- ☐ After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug and alcohol testing (job applicant).

I also received materials concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem; and available methods of intervening when an alcohol or drug problem is suspected.

I have been advised that the Alcohol and Controlled Substances Testing Program Manager is _____ and that any questions I may have concerning the Policy should be directed to the Program Manager.

Dated: _____ _____

Signature of Employee/Applicant

_____

Typed or Printed Name

ATTACHMENT B

(D R A F T)

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

— BUS DRIVER OR DRIVER APPLICANT —

AUTHORIZATION TO RELEASE INFORMATION

Section I. To be completed by the school district, signed by the bus driver, or driver applicant, and transmitted to the previous employer:

Employee Printed or Typed Name: _____

Employee SS or ID Number: _____

I hereby authorize release of information from my Department of Transportation regulated drug and alcohol testing records by my previous employer, listed in Section I-B, to the employer listed in Section I-A. This release is in accordance with DOT Regulation 49 CFR Part 40, Section 40.25. I understand that information to be released in Section II-A by my previous employer, is limited to the following DOT-regulated testing items:

1. Alcohol tests with a result of 0.04 or higher;
2. Verified positive drug tests;
3. Refusals to be tested;
4. Other violations of DOT agency drug and alcohol testing regulations;
5. Information obtained from previous employers of a drug and alcohol rule violation;
6. Documentation, if any, of completion of the return-to-duty process following a rule violation.

Employee Signature: _____ Date: _____

Section I-A.
School District Name: _____

Address: _____

_____

Phone #: _____ Fax #: _____

Designated Employer Representative: _____

Section I-B.

Previous Employer Name: _____

Address: _____

_____

Phone #: _____

Designated Employer Representative (if known): _____

Section II. To be completed by the previous employer and transmitted by mail or fax to the new employer:

Section II-A. In the two years prior to the date of the employee's signature (in Section I), for DOT-regulated testing:

1. Did the employee have alcohol tests with a result of 0.04 or higher? YES _____ NO _____
2. Did the employee have verified positive drug tests? YES _____ NO _____
3. Did the employee refuse to be tested? YES _____ NO _____
4. Did the employee have other violations of DOT agency drug and alcohol testing regulations? YES _____ NO _____
5. Did a previous employer report a drug and alcohol rule violation to you? YES _____ NO _____
6. If you answered "yes" to any of the above items, did the employee complete the return-to-duty process? N/A_____ YES _____ NO _____

NOTE: If you answered "yes" to item 5, you must provide the previous employer's report. If you answered "yes" to item 6, you must also transmit the appropriate return-to-duty documentation (e.g., SAP report(s), follow-up testing record).

Section II-B.

Name of person providing information in Section II-A: _____

Title: _____

Phone #: _____

Date: _____

ATTACHMENT C

(D R A F T)

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

— BUS DRIVER OR DRIVER APPLICANT —
CONSENT TO SCHOOL DISTRICT CONDUCT
OF CLEARINGHOUSE FULL QUERY

Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver

(1) has a verified positive, adulterated, or substituted controlled substances test result;
(2) has an alcohol confirmation test with a concentration of 0.04 or higher;
(3) has refused to submit to a test in violation of federal law; or
(4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law.

The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query. The school district shall retain the consent for three (3) years from the date of the query.

I consent to the school district's conduct of a Clearinghouse full query.

Dated: _____ _____

Signature of Applicant

_____

Typed or Printed Name

ATTACHMENT D

(D R A F T)

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

— BUS DRIVER OR DRIVER APPLICANT —
REFUSAL TO SUBMIT TO TESTING

I hereby refuse to submit to drug/alcohol testing by doing the following:

- Failing to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so;
- Failing to remain at the testing site until the testing process is complete;
- Failing to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test;
- Failing to permit the observation or monitoring of any provision of a specimen in the case of a directly observed or monitored collection in a drug test;
- Failing to provide a sufficient breath specimen or sufficient amount of urine when directed and it has been determined that there was no adequate medical explanation for the failure;
- Failing or declining to take a second test as directed;
- Failing to undergo a medical examination or evaluation, as directed by the Medical Review Officer (MRO) or the Designated Employer Representative (DER);
- Failing to cooperate with any part of the testing process (e.g., refusing to empty pockets when so directed by the collector, behaving in a confrontational way that disrupts the collection process, failing to wash hands after being directed to do so by the collector, failing to sign the certification on the form;
- Failing to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process;
- Possessing or wearing a prosthetic or other device that could be used to interfere with the collection process;
- Admitting to the collector or MRO that the driver adulterated or substituted the specimen; or
- Having a verified adulterated or substituted test as reported by the MRO.

[An applicant who fails to appear for a preemployment test, who leaves the testing site before the preemployment testing process commences, or who does not provide a urine specimen because he or she left before it commences, is not deemed to have refused to submit to testing.]

I recognize that my refusal subjects me to the consequences specified in federal law and regulations. It also constitutes a presumption of a positive result. I further recognize that if I am an applicant, I will be disqualified from consideration for the conditionally-offered position. If I am an employee, I will not be permitted to perform safety-sensitive functions, and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If the school district offers me an opportunity to return to a DOT safety-sensitive function, I understand I will be evaluated by a substance abuse professional, and will be required to submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

Date: _____

Time: _____

_____

Signature of Employee/Applicant

Supervisor: _____

_____

Supervisor's Signature

Comments: _____

_____

_____

☐ Employee refusal to sign

Supervisor's Initials: _____

ATTACHMENT E

(D R A F T)

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

— PRETEST NOTICE —

I, the undersigned employee/job applicant of Independent School District No. ____, _____, Minnesota ("School District") do hereby acknowledge that I have been provided a copy of the School District's Drug, Alcohol, and Cannabis Testing Policy.

Date: _____ _____

Signature of Employee/Job Applicant

_____

Typed or Printed Name

ATTACHMENT F

(D R A F T)

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

[Employee Name]
[Employee Address]

RE: Drug, Alcohol, and/or Cannabis Test
[Date of Testing]

NOTICE OF TEST RESULTS AND VARIOUS RIGHTS

Test Results:

Independent School District No. ___, _____, Minnesota has received the test result report from the testing laboratory:

G Your initial screening test result was negative.
G Your confirmatory test result was negative.
G Your confirmatory test result was positive.

Test Result Report:

You have the right to request and receive from the school district a copy of the test result on any drug or alcohol test or cannabis test.

Right to Explain Positive Test Result:

In the case of a positive test result on a confirmatory test, you have the right to explain the results. You may, within three (3) working days after notice of a positive test result on a confirmatory test, submit information to the school district, in addition to any information already submitted, to explain that result. Attached to this Notice is a document entitled "Explanation of Positive Test Result" for this purpose.

Right to Request Confirmatory Retests:

In the case of a positive test result on a confirmatory test, you have the right to request a confirmatory retest of the original sample at your own expense.

Within five (5) working days after notice of the confirmatory test result, you must notify the school district in writing of your intention to obtain a confirmatory retest.

Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that you have requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug,alcohol, or cannabis threshold detection levels as

used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against you.

Other Rights:

In the case of a positive test result on a confirmatory test, you may have other rights provided under the sections detailed below.

A. Employee Discharge and Discipline

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee whose position does not require a commercial driver's license on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

   In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

2. The school district may not discharge an employee whose position does not require a commercial driver's license for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:

   a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical use counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

   b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.

3. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

4. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire.

5. An employee must be given access to information in the employee's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

B. Withdrawal of Applicant's Job Offer

If a job applicant for a position that does not require a commercial driver's license has received a job offer made contingent on the applicant passing drug, alcohol, and/or cannabis testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

ATTACHMENT G

(D R A F T)

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

EXPLANATION OF POSITIVE TEST RESULT

I, the undersigned employee/job applicant of Independent School District No. _____, _____, Minnesota acknowledge receipt of a Notice of Test Results and Various Rights. This includes my right to explain the positive test result on a confirmatory test.

I am currently taking or have recently taken:

- ☐ no over-the-counter or prescription medications; or
- ☐ the following over-the-counter or prescription medications:

_____

_____

I also offer the following information relevant to the reliability of, or explanation for, a positive test result:

_____

_____

_____

Date: _____

_____

Signature of Employee/Job Applicant

_____

Typed or Printed Name

ATTACHMENT H

(D R A F T)

[TO BE PLACED ON SCHOOL DISTRICT LETTERHEAD]

— ACKNOWLEDGMENT —

DRUG, ALCOHOL, AND CANNABIS TESTING POLICY

I have received a copy of the Drug, Alcohol, and Cannabis Testing Policy of Independent School District No. ____, _____, Minnesota and have read it in its entirety.

The District's policy was provided to me:

- ☐ Upon adoption of the policy (employee)
- ☐ Upon my hire (job applicant/new employee)
- ☐ After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug, alcohol, and cannabis testing as applicable. (job applicant)

Dated: _____

_____

Signature of Employee/Applicant

_____

Typed or Printed Name

Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020
Revised: January 25, 2021
Reviewed: January 10, 2022
Revised: October 10, 2022
Revised: September 25, 2023
Revised: _____

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as

appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The

school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.

D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher’s lawful authority,

a teacher may use reasonable force when it is necessary under the circumstances restrain a student to prevent imminent bodily harm or death to the student or another.

E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.

F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a

restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;

B. To attend school daily, except when excused, and to be on time to all classes and other school functions;

C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

D. To make necessary arrangements for making up work when absent from school;

E. To assist the school staff in maintaining a safe school for all students;

F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;

G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;

H. To be aware of and comply with federal, state, and local laws;

I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;

J. To respect and maintain the school's property and the property of others;

K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;

L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;

M. To conduct themselves in an appropriate physical or verbal manner; and

N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;

4. Violation of the school district's Hazing Prohibition Policy;

5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;

6. Violation of the school district's Student Attendance Policy;

7. Opposition to authority using physical force or violence;

8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school

district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;

10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);

11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;

13. Violation of the school district's Weapons Policy;

14. Violation of the school district's Violence Prevention Policy;

15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;

16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;

17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;

18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;

19. Violation of any local, state, or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority,

cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of the school district's Internet Acceptable Use and Safety Policy;

22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;

23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

28. Possession or distribution of slanderous, libelous, or pornographic materials;

29. Violation of the school district' Bullying Prohibition Policy;

30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;

32. Falsification of any records, documents, notes, or signatures;

33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;

36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

44. Violation of the school district's one-to-one device rules and regulations;

45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school,

or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or

3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The school district must not withhold recess from a student based on incomplete schoolwork.

E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;

B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

T. Exclusion under the Pupil Fair Dismissal Act; and/or

U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

B. If a student is removed from class an excessive number of times in a school year, the school district shall notify the parent or guardian of the student's removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

C. **Procedures for removal of a student from a class:**

There are many reasons that a student may be removed from class. They include but are not limited to rules violations or the potential of a dangerous situation.

When a student is removed the **first time**, it will be documented by the teacher and the parent will be notified by the teacher. The student may also receive additional disciplinary action.

If a **second** removal occurs, the parent will be notified and a meeting will be held within 48 hours with the student, teacher, parent, and administration. During this meeting the teacher will explain his/her expectations for behavior. The student and parent will have the opportunity to ask any questions they may have with the goal being a solution to the behavioral problem.

If a **third** removal takes place, the student may be removed from the class, assigned study hall, and lose credit. Other solutions may be a class change or alternative programming for the student. A parent meeting may also be held at the request of the teacher when removals have not occurred.

If a student receiving special education services is removed from a class, the above procedures will apply. In addition, the IEP team may need to meet to consider the adequacy of the IEP.

Students serving administratively determined consequences in the school suspension / intervention room / or other disciplinary locations will be ineligible from participating in after school activities, practices, and athletic contests.

D. All students suspected of using/abusing chemicals will be referred to the building chemical abuse assessment team or appropriate team.

E. The building team will create procedures for early interventions tied to violations of the code of student conduct. These interventions will include parent involvement, where appropriate.

IX. DISMISSAL

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425 is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for ~~one school day or~~ less than one day, except as provided under federal law for a

student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6^{th}) consecutive day of suspension or the tenth (10^{th}) cumulative day of suspension has elapsed.

6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.

7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except

where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:

   a. strongly encourage a parent or guardian of the student to attend school with the student for one day;

   b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and

   c. petition the juvenile court that the student is in need of services under Minnesota Statues chapter 260C.

9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.

7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.

16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.

17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any

evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.

19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13.

XVI. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is <u>not</u> a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline <u>is</u> a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

2. provide an opportunity for involved parties to submit additional information related to the complaint;

3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.60 (Definitions)
Minn. Stat. §121A.61 (Discipline and Removal of Student from Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch.125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq*. (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: Policy 413 (Harassment and Violence)
Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
Policy 501 (School Weapons)
Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
Policy 503 (Student Attendance)
Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
Policy 514 (Bullying Prohibition Policy)
Policy 524 (Internet Acceptable Use and Safety Policy)
Policy 525 (Violence Prevention)
Policy 526 (Hazing Prohibition)
Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
Policy 610 (Field Trips)
Policy 709 (Student Transportation Safety Policy)
Policy 711 (Video Recording on School Buses)
Policy 712 (Video Surveillance Other Than on Buses)

Microsoft Office User Microsoft Office User a/Downloads/~$6 Sample Discipli

PUBLIC NOTICE

Independent School District No. 2909 gives notice to parents of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding pupil records.

1. Parents and eligible students are hereby informed that they have the following rights:

    a. That a parent or eligible student has a right to inspect and review the student's education records within 45 days after the day the request for access is received by the school district. A parent or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent or eligible student will be notified of the time and place where the records may be inspected;

    b. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy rights. A parent or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. The request shall be in writing, identify the item the parent or eligible student believes to be inaccurate, misleading, or in violation of the privacy rights of the student, shall state the reason for this belief, and shall specify the correction the parent or eligible student wishes the school district to make. The request shall be signed by the parent or eligible student. If the school district decides not to amend the record as requested by the parent or eligible student, the school district will notify the parent or eligible student of the decision and advise him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing;

    c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosures without consent;

    d. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other

employee; a person serving on the school board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer, or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, and student health and welfare and the ability to respond to a request for educational data;

e. That the school district forwards education records on request to a school or post-secondary educational institution in which a student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, suspension and expulsion information pursuant to 20 U.S.C. § 7917, part of the federal Every Student Succeeds Act and data regarding a student's history of violent behavior, and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;

f. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C. § 1232g and the rules promulgated thereunder. The name and address of the office that administers the Family Education Rights and Privacy Act is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202-8520

3. Copies of the school board policy and accompanying procedures and regulations are available to parents and students upon written request to the Superintendent.

4. Pursuant to applicable law, Independent School District No. 2909 gives notice to parents of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."

"Directory information" includes the following information relating to a student: the student's name; photograph; major field of study; dates of attendance; grade

level; enrollment status; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; the most recent educational agency or institution attended by the student~~; and other similar information~~. "Directory information" does not include a student's social security number or a student's identification number (ID) if the ID may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number, password, or other factor known or possessed only by the authorized user. It also does not include identifying information on a student's religion, race, color, social position, or nationality. It does not include the name, address, and telephone number of the student's parent(s).

5. Pursuant to applicable law, Independent School District No. 2909 hereby gives notice to parents of students and eligible students in grades 11 and 12 of their rights regarding release of information to military recruiting officers and post-secondary educational institutions. The school district must release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

SHOULD THE PARENT OF A STUDENT OR THE ELIGIBLE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS WITHOUT PRIOR CONSENT.

IN ORDER TO REFUSE THE RELEASE OF THIS INFORMATION WITHOUT PRIOR CONSENT, THE PARENT OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE RESPONSIBLE AUTHORITY, *[DESIGNATE TITLE OF INDIVIDUAL, I.E., BUILDING PRINCIPAL],* BY *[INSERT DATE]* EACH YEAR. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:

(1) NAME OF STUDENT AND PARENT, AS APPROPRIATE;

(2) HOME ADDRESS;

(3) STUDENT'S GRADE LEVEL;

(4) SCHOOL PRESENTLY ATTENDED BY STUDENT;

(5) PARENT'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;

(6) SPECIFIC CATEGORY OR CATEGORIES OF INFORMATION WHICH ARE NOT TO BE RELEASED TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS WITHOUT PRIOR CONSENT;

(7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS.

Notice: Refusal to release the above information to military recruiting officers and post-secondary educational institutions alone does not affect the school district's release of directory information to the public, including military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in the Directory Information section of this notice also must be followed. If you do not want your child's or eligible student's directory information released to military recruiting officers or post-secondary educational institutions, you also must notify the school district that you do not want this directory information released to any member of the public, including military recruiting officers and post-secondary educational institutions.

INDEPENDENT SCHOOL DISTRICT NO. 2909
Virginia, MINNESOTA

Dated:_____ _____
Chair

Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020
Revised: January 25, 2021
Revised: March 27, 2023
Revised: September 25, 2023
Revised: _____

620 CREDIT FOR LEARNING

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment options and other advanced enrichment programs. This policy also is to recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).

B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.095, subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.

C. "Course" means a course or program.

D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

An eligible institution must not require a faith statement from a secondary student seeking to enroll in a postsecondary course under this section during the application process or base any part of the admission decision on a student's race, creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.

E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.

F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least some credits from the school district.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.

b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least ***one (1)*** credit from the school district.

c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements

but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation and subject area requirements of the district.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.

2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.

3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.

6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including

information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.

B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.

C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. PROCESS FOR AWARDING CREDIT

A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.

B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.

D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References: Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)
Policy 618 (Assessment of Student Achievement)
Policy 624 (Online Learning Options)

TOWN OF FAYAL

4375 SHADY LANE, EVELETH, MN 55734

Heidi M. Coldagelli, Clerk/Treasurer *Anthony Tammaro, Chairman*

Supervisors: Lee Branville, Mark Chad, Richard Sather, Patrick Ziegler

PHONE (218)744-2878 *FAX (218) 744-5986*

January 18, 2024

Rock Ridge School Board
Attn: John Uhan
1405 Progress Parkway
Virginia, MN 55792

Re: Rock Ridge Scoreboard

Dear Rock Ridge School Board,

It has come to our knowledge that the Rock Ridge School District is no longer in need of the baseball scoreboard located at the old Eveleth-Gilbert campus. The Town of Fayal at their regular Town Board Meeting of Supervisors held on January 16th, 2024, passed a motion to request consideration of acquiring the scoreboard at no cost to the Town. The Town would be able to utilize the scoreboard at the Fayal Ballfield. We truly would appreciate consideration of acquiring the scoreboard.

If you have any questions regarding this matter, please contact the Fayal Town Hall at 218-744-2878.

Sincerely,

Heidi M. Coldagelli

Heidi M. Coldagelli
Clerk/Treasurer of Fayal

Independent School District #361

1515 - 11th Street International Falls, MN 56649-2501 www.isd361.k12.mn.us

BOARD OF EDUCATION Roxanne Skogstad-Ditsch, Chairperson • JoAnn Smith, Vice-Chairperson
Bruce Raboin, Treasurer • Toni Korpi, Clerk • Jessica Crosby, Director • Dale Johnson, Director • Tina Sather, Director

To: Noel Schmidt

From: Kevin Grover

Re: Ojibwe Instructor

Date: 1-8-2023

This letter is a formal agreement between Rock Ridge Public Schools and International Falls Public Schools in which the services of Tom Vollom (Ojibwe instructor) are being rendered for spring semester. Mr. Vollom will be contracted for 1st hour to Rock Ridge Public Schools for semester II of 2023 – 2024 school year for a salary of $6032, $461.45 FICA, $527.80 TRA, $22.62 work comp, $6 life insurance, $188 HCSP, and $69 dental contribution for a grand total of $7306.87. ISD 361 will increase Mr. Vollom to accommodate the request for fall semester and bill Rock Ridge in June, 2024 for the services.

_____	_____	_____	_____
Rock Ridge Board Chair	Date	Intl Falls Board Chair	Date
_____	_____	_____	_____
Rock Ridge Superintendent	Date	Intl Falls Superintendent	Date

_____ _____

Tom Vollom Date

Kevin Grover, Superintendent	1515 - 11th Street	V (218) 283-2571 x1112	F (218) 283-8104	kgrover@isd361.org
Timothy Everson, FHS Principal	1515 - 11th Street	V (218) 283-2571 x1104	F (218) 283-2384	teverson@isd361.org
Don Rolando, FHS Dean of Students	1515 - 11th Street	V (218) 283-2571 x1126	F (218) 283-2384	drolando@isd361.org
Melissa Tate, FES Principal	1414 - 15th Avenue	V (218) 283-2571 x1232	F (218) 283-3133	mtate@isd361.org
Timm Ringhofer, Activities Director	1515 - 11th Street	V (218) 283-2571 x1138	F (218) 283-2384	tringhofer@isd361.org

Member _____ introduced the following Resolution and moved its adoption:

RESOLUTION TO CLOSE THE FRANKLIN ELEMENTARY SCHOOL

WHEREAS, pursuant to Minnesota Statutes, section 123B.51, subdivision 5, and after publication of due notice, the School Board held a public hearing, at 5:00 p.m. on January 22, 2024, on the proposed closing of Franklin Elementary School, located at 602 Fayal Ave., Eveleth, Minnesota 55734;

WHEREAS, during the public hearing the Administration of the School District presented the necessity and practicability of the proposed closing of Franklin Elementary School;

WHEREAS, before, during and after the public hearing, the public was invited to provide testimony for and against the proposed closing of Franklin Elementary School; and

WHEREAS, no testimony or other evidence was presented against closure of Franklin Elementary School;

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 2909 as follows:

1. The following findings are adopted from the public hearing:

    a. There is no current or foreseeable educational need for the existing Franklin Elementary School building due to construction of the Laurentian Elementary School and the new North Star Elementary School buildings;

    b. The new elementary school buildings are safer buildings, with more usable space and with more modern equipment than available at Franklin Elementary School;

    c. The newly constructed and other elementary school buildings operated by school district will provide enhanced instructional services to former students of the Franklin Elementary School;

    d. There are large and costly facility and safety projects required to maintain the Franklin Elementary School building and there is a significant cost savings to the school district from closing the Franklin Elementary School building.

2. The closing of Franklin Elementary School is necessary and proper.

3. Franklin Elementary School shall be closed, effective June 1, 2024, or as soon thereafter as practicable.

4. The Franklin Elementary School building will be closed and is to be vacated, effective June 1, 2024.

5. The Superintendent is directed to make all necessary arrangements to close and secure Franklin Elementary School and to transfer records, salvageable equipment and materials to other locations as deemed appropriate.

Member _____ seconded the foregoing Resolution and upon vote being taken thereon, the following voted in favor thereof: _____.

And the following voted against the same: _____.

And the following were absent: _____.

Whereupon said Resolution was declared duly passed and adopted.

INDEPENDENT SCHOOL DISTRICT NO. 2909
Rock Ridge Public Schools

In the Matter of the Proposed Closing Of Franklin Elementary School

FINDINGS AND CONCLUSIONS

A public hearing on the proposed closing of Franklin Elementary School ("Franklin Elementary") by Independent School District No. 2909, Rock Ridge Public Schools ("School District") were held on January 22, 2024.

The hearing was conducted pursuant to Minnesota Statutes Section 123B.51, subdivision 5. Information regarding the proposed school closing was presented by School District Administration. All individuals wishing to speak and offer evidence in favor of, or in opposition to, the proposed closing were given the opportunity to testify during the hearings.

FINDINGS

1. Franklin Elementary School, located at 602 Fayal Avenue in Eveleth, Minnesota, sits on an approximate 5-acre site. Franklin Elementary is a 95,000 square foot building built in 1921, 1997.

2. Franklin Elementary is currently configured as a 3-6 program.

3. Franklin Elementary has an enrollment capacity of 500 based on an average classroom size of 25 for grades K-5.

4. Franklin Elementary is one of 3 elementary schools currently operated by the School District.

5. The School District has a history of studying and planning for its facility needs, including maintenance and energy improvement projects.

6. The funding available for maintenance projects is highly inadequate to keep the buildings in good working order. State funding requires periodic public referendums in order to obtain funding for much needed maintenance as well as adapting facilities to the changing needs of educational programming.

7. Public School funding is closely tied to enrollment. As the enrollment drops each year, operating funds for the School District decline.

8. The School District has needed to enact regular budget cuts over the last ten years.

9. Closing Franklin Elementary School and consolidating the School District's elementary schools is expected to save the School District $200,000 in building operations costs.

10. The educational benefits of closing Franklin Elementary School include moving students into a new, state-of-the art facility.

11. The School District published notice of the school closing hearing in the official newspaper for two weeks before the hearing.

12. At the hearing, the School District administration presented documentary evidence regarding the proposed closures of Franklin Elementary School. Specifically, the following documents were referenced and provided:

    See attached documents provided by the Superintendent.

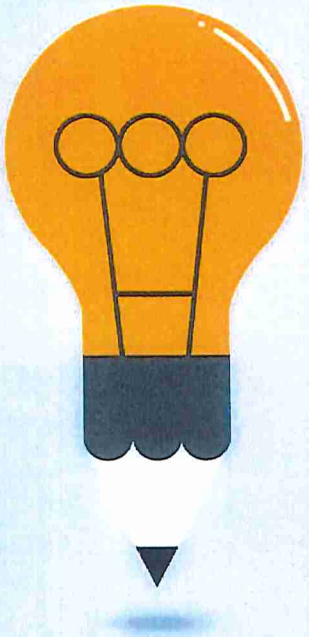
    The School Board has fully considered this evidence prior to reaching any conclusion or adopting any resolution regarding the closure of Franklin Elementary School.

13. At the hearing, members of the public were allowed to present testimony for and against the proposed school closures. The School Board has considered all comments by members of the public prior to reaching any conclusion or adopting any resolution regarding the closures of Franklin Elementary School.

CONCLUSIONS

1. The closure of Franklin Elementary School is necessary and practicable.

2. The School District has complied with the procedural requirements of Minnesota Statutes, section 123B.51, subdivision 5, for the purpose of closing Franklin Elementary School.



Eveleth-Gilbert Schools and Virginia Schools

Information, Dialogue and Listening Sessions

1

Completed Information, Dialogue, and Listening Sessions

Eveleth-Gilbert High School Student Council, High School, March 7, 1:00 p.m. 15 attendees
Eveleth-Gilbert High School Teachers, High School, March 7, 2:00 p.m. 25 attendees

Eveleth-Gilbert Junior High School Student Council, Junior High School, March 8, 1:30 p.m. 12 attendees
Eveleth-Gilbert Junior High School Teachers, Junior High School, March , 3:00 p.m. 12 attendees

Virginia High School Teachers, (Two groups) High School, March 14, 2:15 p.m. 45 attendees
Eveleth-Gilbert Recreation Board, Hippodrome, Eveleth, March 14, 5:00 p.m. 9 attendees

Morning Rotary, Perkins, March 27, 7:00 a.m. 10 attendees
Virginia School Parents, School Board Room, March 27, 12:00 noon 7 attendees
Virginia AFSCME, School Board Room, March 27, 3:15 pm. 5 attendees
Virginia School Parents, School Board Room, March 27, 4:30 p.m. 1 attendees
Virginia School Parents, Parkview Cafeteria, March 27, 7:00 p.m. 3 attendees

Virginia School Parents, Roosevelt Media Center, March 28, 10:00 a.m. 5 attendees
High School Student Council, Location T215, March 28 11:50 a.m. 17 attendees
Roosevelt Elementary Teachers. Roosevelt Media Center. March 28, 2:00 p.m. 30 attendees
Virginia School Parents, Roosevelt Media Center, March 28, 5:00 p.m. 5 attendees

Virginia Public Employees, City Hall, March 29, 8:00 a.m. 4 attendees
Virginia Public Employees, City Hall, March 29 10:00 a.m. 14 attendees
Virginia Public Employees, City Hall, March 29, 12:30 p.m. 5 attendees
Washington and Laurentian Manor Residents, Washington Manor, March 29th, 2:30 p.m. 9 attendees

Parkview Elementary Teachers, Cafeteria, April 4, 2:55 p.m. 32 attendees

Open Virginia Community meeting, Virginia Board Room, April 10, 12:00 (noon) 9 attendees
Open Gilbert Community meeting, Franklin Elementary, April 10, 2:00 p.m. 0 attendees
Open Eveleth Community meeting, Eveleth Board Room, April 10, 4:30 p.m. 5 attendees
Lutheran Church, Eveleth-Gilbert, April 10, 6:30 p.m. 24 attendees

Open Eveleth Community meeting, Eveleth Board Room, April 11, 8:30 a.m. 0 attendees
Virginia Community Rec, Virginia Board Room, April 11, 10:30 a.m. 6 attendees
Noon Rotary, Natural Foods Virginia, April 11, 12:00 (noon) 17 attendees
Columbia, Rochleau, and Pine Mill residents, Columbia, Rochleau Community Room, Virginia, April 11, 2:30 p.m. 3 attendees
Open Virginia Community meeting, Virginia Board Room, April 11, 6:30 p.m. 1 attendee

Open Eveleth Community meeting, Franklin Elementary, April 12, 8:30 a.m. 2 attendees
Open Virginia Community meeting, Virginia Board Room, April 12, 10:30 a.m. 1 attendee
Open Virginia Community meeting, Virginia Board Room, April 12, 12:00 (noon) 0 attendees
Virginia Community Foundation, Senior Center, April 12, 4:00 p.m. 17 attendees
Open Eveleth Community meeting, Eveleth Board Room, April 12, 7:00 p.m. 8 attendees

Laurentian Chamber of Commerce, Mesabi Trail Station, April 18, 7:30 a.m. 17 attendees
Mesabi Range College Teachers, 11:00 a.m. 10 attendees who stayed the entire time
Eveleth-Gilbert Franklin Parents, Gilbert Elementary, April 18, 5:30 p.m. 11 attendees

Mesabi Range College Teachers, Eveleth, 11:00 a.m. 11 attendees who stayed the entire time
Eveleth-Gilbert, Franklin Teachers, 2:00 p.m. 21 attendees
Eveleth-Gilbert and Virginia Lions, Perkins, April 25 6:30 p.m. 11 attendees [439 attendees in 40 sessions after the completion of this session.]

Eveleth/Virginia Schools

Words of Advice

- Get the information out to all
- Rely on experienced facility managers, contractors, engineers and architects.
- Shoot big. Think long-term.
- Tri-City Lakers
- If talking new facility – consolidation?
- New facility that is efficient and in a neutral site – easy for buses
- A new building – open, bright and modern
- Don't skimp on SPED. Space and flexibility – not just severe needs or mild!
- Open mind
- Think about long-term maintenance and energy efficiency.
- Listen to planning committees!
- Communicate! Cold call 50+ random people not here and get them involved in a committee.
- Think spaces with multi-use opportunities.
- It is usually cheaper to build new than use ancient buildings.
- Provide information, costs for buildings, issues – why we would need a new facility.
- Make sure the students have a strong voice.
- Keep asking the students for their input. Don't forget about their voice.
- Look at the big picture and the end result. This is for the kids first and foremost!
- What will we do if we have to close a facility?
- Find land in between districts, if possible. Build it. They will come.
- Keep publicizing all results.
- Renewable energy
- Don't criticize any current facility.
- It is okay to close schools and/or repurpose them.
- Advice to facility committee – Be looking for large land opportunities now before they disappear.
- To avoid resentment: New name (not blended), new colors, new mascot
- New facilities over renovations
- Think of the future, not the past. Don't worry about a few hurt feelings.
- Put kids first!!!
- Don't plan for "just good enough" or "right now". Plan for a flexible future.

MINNESOTA DEPARTMENT OF

Children, Families & Learning

GUIDE FOR PLANNING SCHOOL CONSTRUCTION PROJECTS IN MINNESOTA

UPDATED
JANUARY, 2003

DIVISION OF PROGRAM FINANCE

Building/Facility Ages

Eveleth-Gilbert

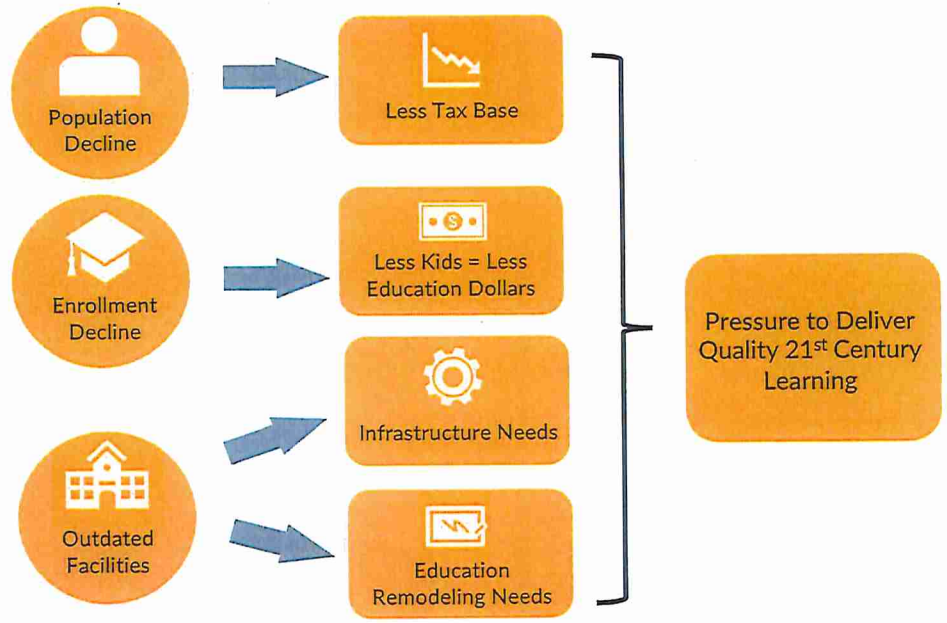
Eveleth-Gilbert School District			
Facility	Yr. Built	SqFt.	Age
Franklin Elementary	1921	94400	96.0
Franklin Elementary	1997	1080	20.0
Eveleth-Gilbert Senior High	1916	110621	101.0
Eveleth-Gilbert Senior High	1926	73611	91.0
Eveleth-Gilbert Senior High	1972	1664	45.0
Eveleth-Gilbert Senior High	1992	59295	25.0
Eveleth-Gilbert Senior High	1999	8638	18.0
Gilbert-Eveleth Jr. High	1911	46650	106.0
Gilbert-Eveleth Jr. High	1917	37596	100.0
Gilbert-Eveleth Jr. High	1953	13070	64.0
Gilbert-Eveleth Jr. High	1962	15220	55.0
Gilbert-Eveleth Jr. High	1969	16250	48.0
Gilbert-Eveleth Jr. High	1990	11100	27.0
Nelle Shean Elementary	1924	44400	93.0
Old Music Hall	1921	2806	96.0
Old Music Hall	1930	1403	87.0
Manual Arts Training	1914	33000	103.0
Old Eveleth Junior High	1909	38589	108.0

Virginia

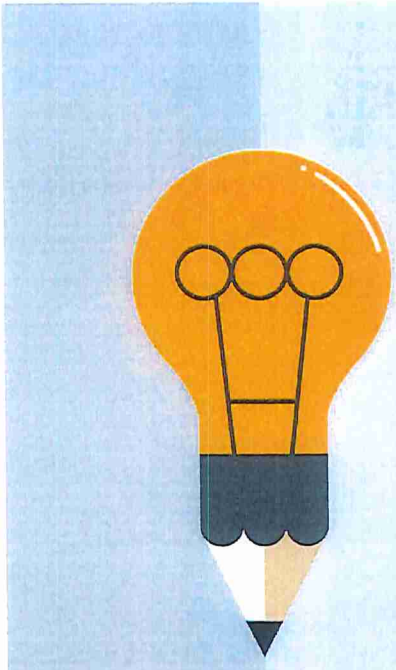
Virginia School District			
Facility	Yr. Built	SqFt.	Age
Madison	1925	24650	92
Madison	1953	18450	64
Madison	1955	27200	62
Madison	1996	12344	21
Technical	1910	75081	107
Technical	1918	85000	99
Technical	1920	60000	97
Technical	1973	26775	44
Technical	1998	35200	19
Roosevelt	1928	81568	89
Roosevelt	1988	68520	29
Park View Learning Center	1995	66592	22
Park View Learning Center	2016	25750	1
Miners Complex	1979	18620	38
Bus Garage	1971	12480	46
Maintenance & Supply Building	1965	15960	52

Source: MDE Age and Square Footage Report

Building/Facility Ages



ics | CONSULTING, INC



Eveleth-Gilbert-Virginia Schools

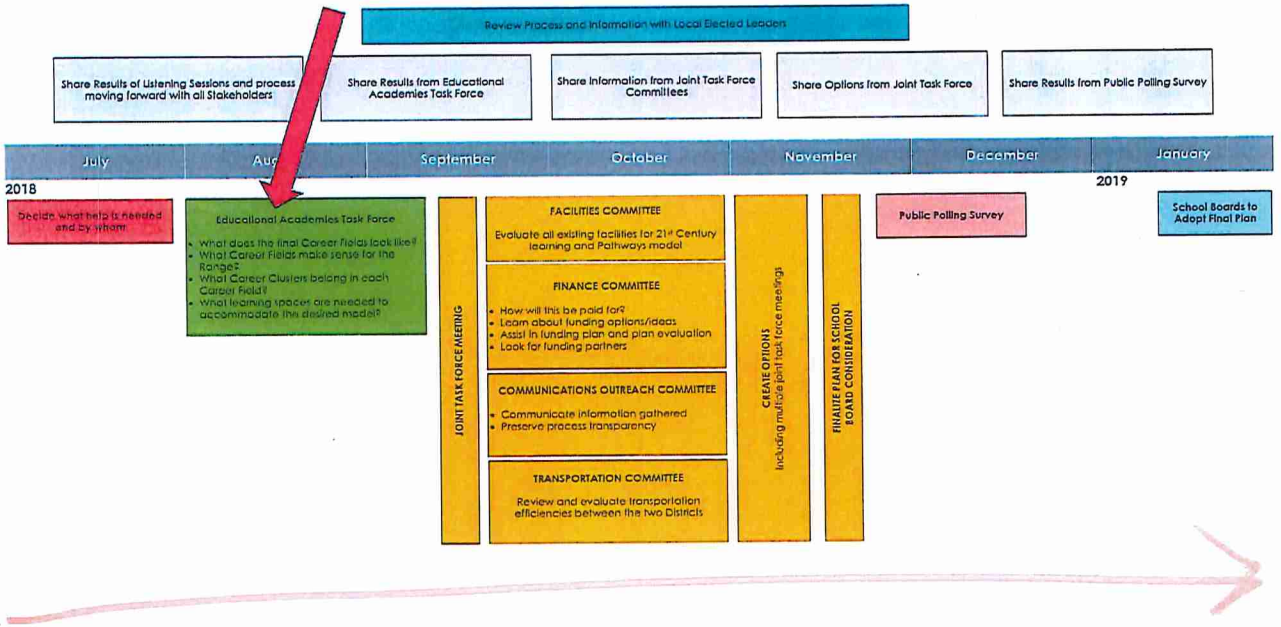
Educational Academies Task Force
Summary Presentation

September 5, 2018

8

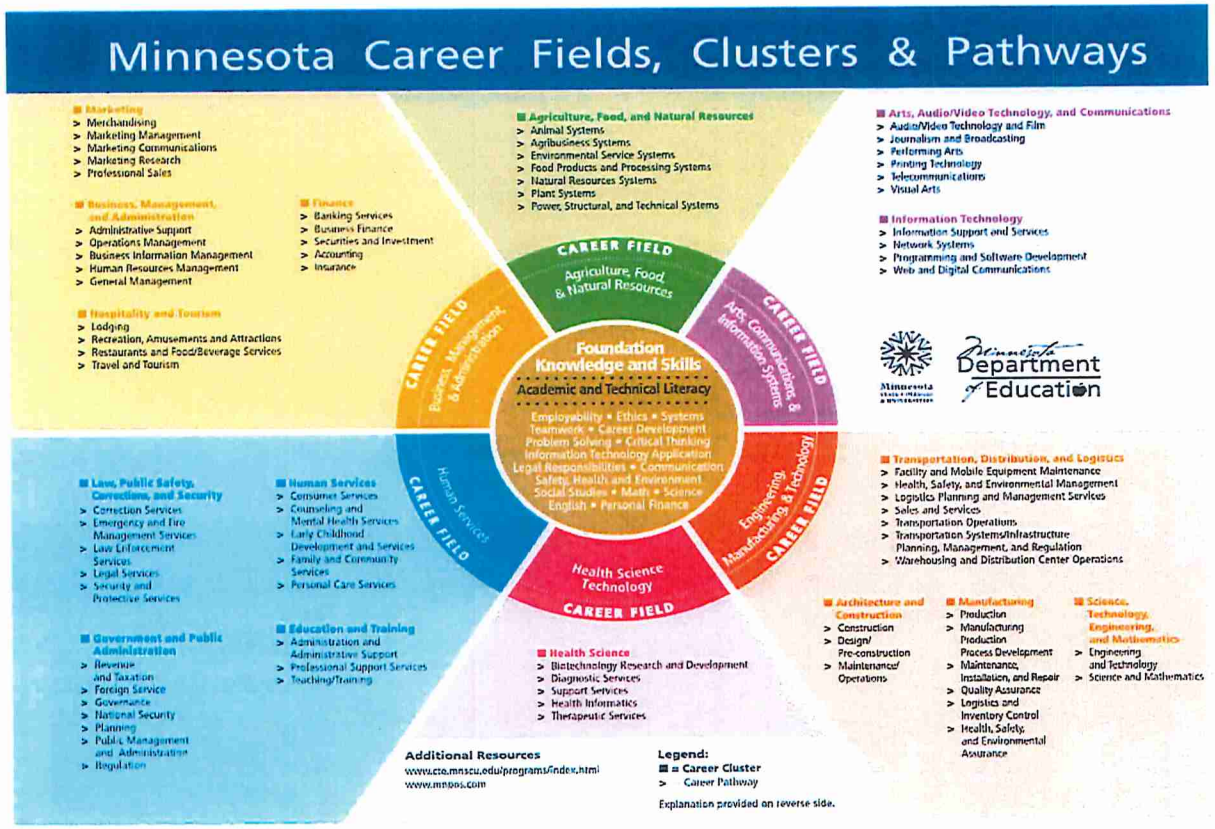
Eveleth-Gilbert and Virginia Schools

Potential Timeline



9

Where We Began



Large Group Presentation/Discussion

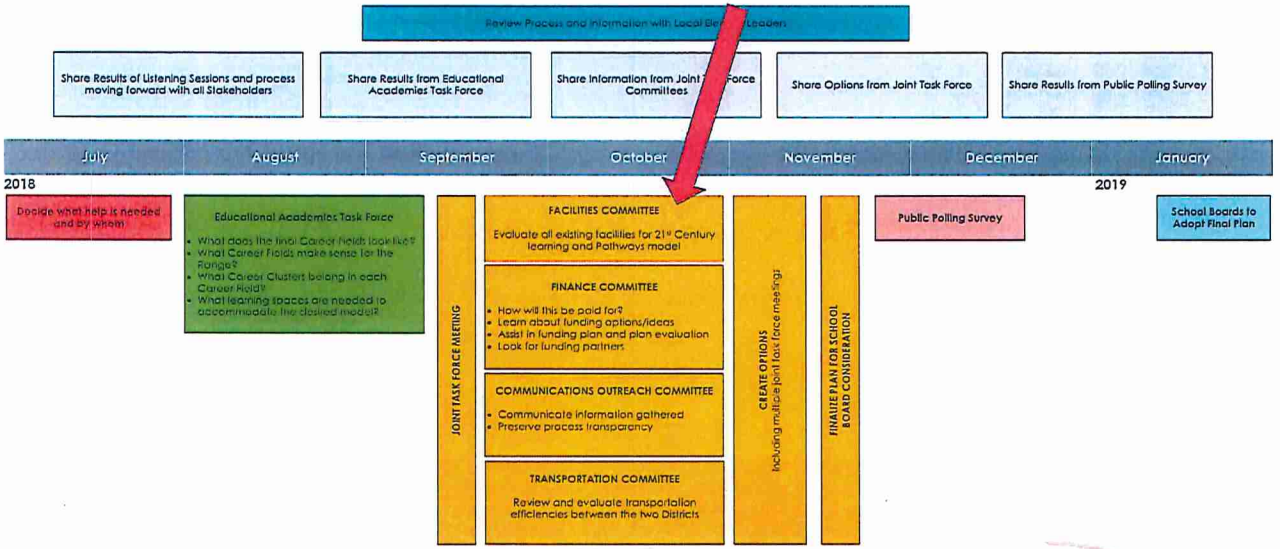
- 50-60 community members attended our meetings
- Small breakout groups discussed options
- Large group gathered for sharing and debriefing

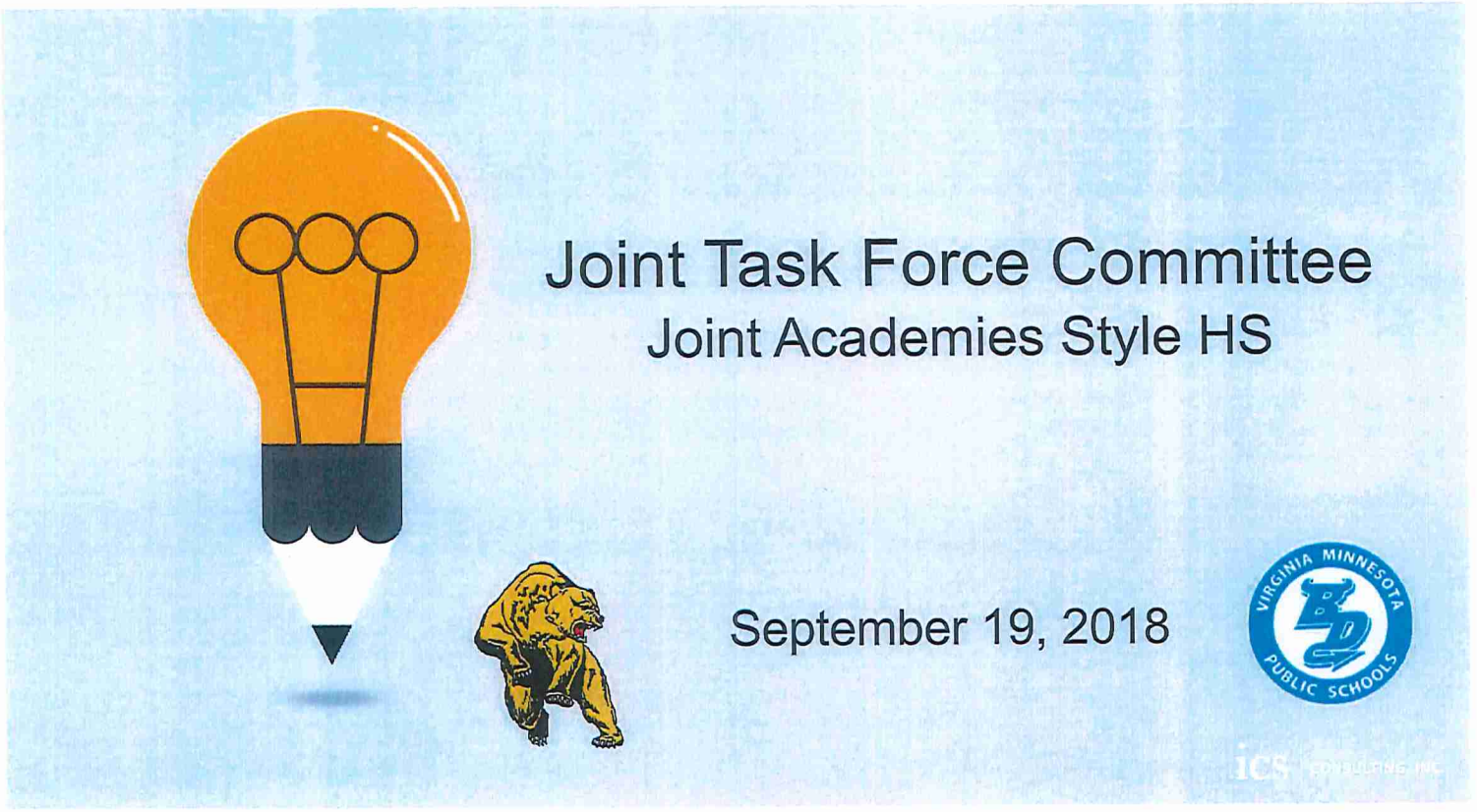


Eveleth-Gilbert and Virginia Schools

Potential Timeline

WE ARE HERE!




Joint Task Force Committee
Joint Academies Style HS
September 19, 2018
VIRGINIA MINNESOTA
PUBLIC SCHOOLS

13

What did the Educational Academies Task Force Provide for us?

60 Citizens from Eveleth-Gilbert & Virginia Districts to establish the educational structure for a Joint Academy Style High School

August	S

Educational Academies Task Force

- What does the final Career Fields look like?
- What Career Fields make sense for the Range?
- What Career Clusters belong in each Career Field?
- What learning spaces are needed to accommodate the desired model?





INFORMATION TECHNOLOGY
- Information Support and Services
- Network Systems
- Programming and Software Development
- Web and Digital Communications

MARKETING
- Merchandising
- Marketing Management
- Marketing Communications
- Marketing Research
- Professional Sales

BUSINESS, MANAGEMENT, AND ADMINISTRATION
- Administrative Support
- Operations Management
- Business Information Management
- Human Resources Management
- General Management
- Entrepreneurship

FINANCE
- Banking Services
- Business Finances
- Securities and Investment
- Accounting
- Insurance

HOSPITALITY AND TOURISM
- Lodging
- Recreation, Amusements, and Attractions
- Restaurants and Food/Beverage Services
- Travel and Tourism

GOVERNMENT AND PUBLIC ADMINISTRATION
- Revenue and Taxation
- Foreign Service
- Governance
- National Security
- Planning

ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS
- Audio/Video Technology and Film
- Journalism and Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Business, Management, Administration, Arts, Communications, & Information Systems

HUMAN SERVICES
- Consumer Services
- Counseling and Mental Health Services
- Early Childhood Development and Services
- Family and Community Services
- Personal Care Services

HEALTH SCIENCE
- Biotechnology Research and Development
- Diagnostic Services
- Support Services
- Health Informatics
- Therapeutic Services

EDUCATION AND TRAINING
- Administration and Administrative Support
- Professional Support Services
- Teaching/Training

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY
- Correction Services
- Emergency and Fire Management Services
- Law Enforcement Services
- Legal Services
- Security and Protective Services

Health Sciences Technology and Human Services

ARCHITECTURE AND CONSTRUCTION
- Construction
- Design/Pre-Construction Maintenance/Operations

AGRICULTURE, FOOD, AND NATURAL RESOURCES
- Animal Systems
- Agribusiness Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plan Systems
- Power, Structural, and Technical Systems
- Mining

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS
- Facility and Mobile Equipment Maintenance
- Health, Safety, and Environmental Management
- Logistics Planning and Management Services
- Sales and Services
- Transportation Operations
- Transportation Systems/Infrastructure Planning, Management, and Regulation
- Warehousing and Distribution Center Operations

MANUFACTURING
- Production
- Manufacturing Production Process Development
- Maintenance, Installation, and Repair
- Quality Assurance
- Logistics and Inventory Control
- Health, Safety, and Environmental Assurance

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH
- Engineering and Technology
- Science and Mathematics

Agriculture, Food, Natural Resources, Engineering, Manufacturing, and Technology

Eveleth-Gilbert Questions

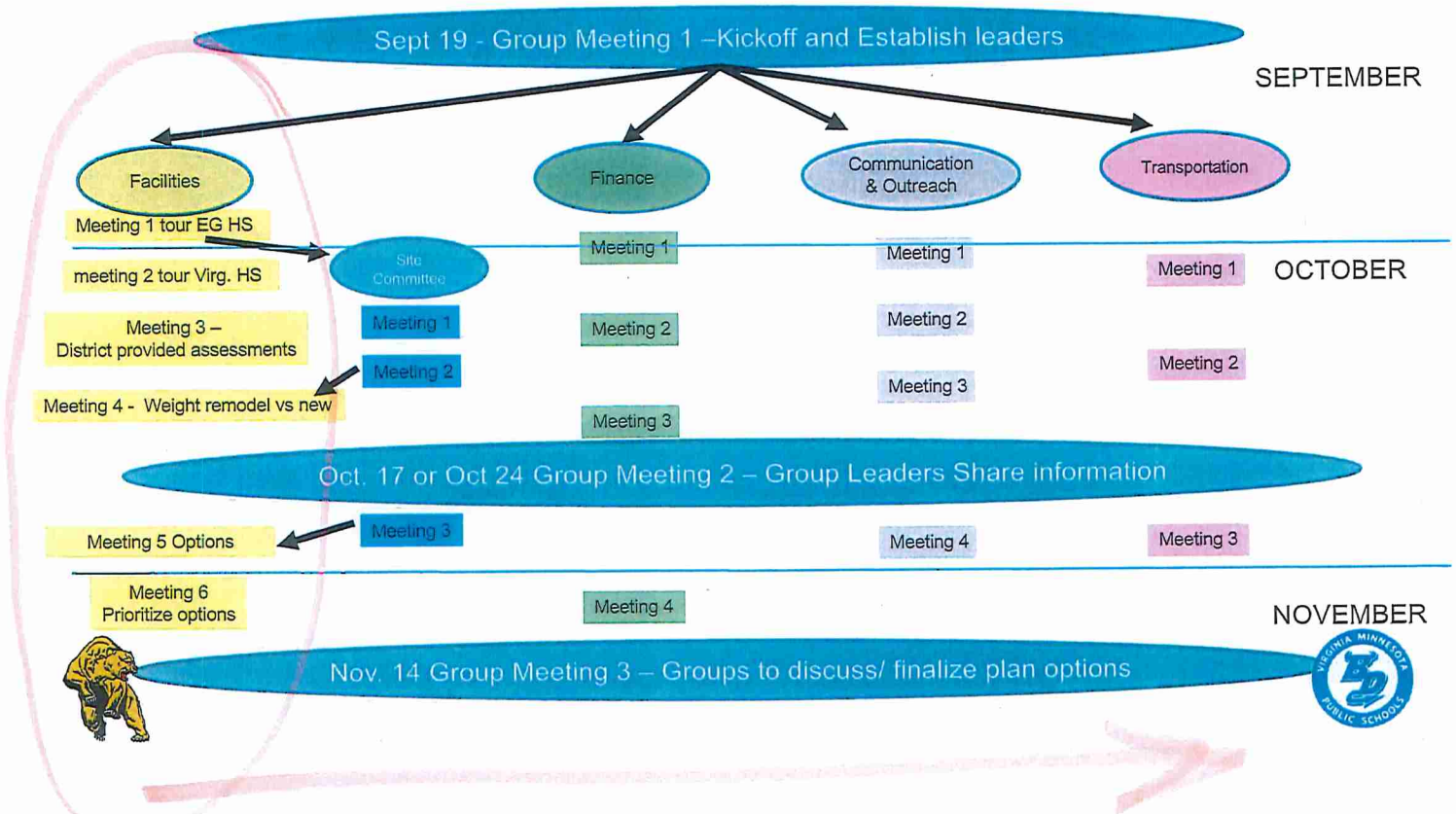
Where will it be built/located?	27
What is the impact on sports teams?	14
What would the cost be?	11
Cost to taxpayers/community?	11
Funding? Where does the money come?	10
Consolidation vs.Collaboration	7
When would it begin?	5
What will the school colors be/team name?	4
Same teacher contract and teacher pay?	4
Would we need more teachers or less. Priority from which?	3
Can we start with existing facilities?	3
We need more specific information?	2
What about other school districts?	2
Do loca	2
What happens to buildings that are closed?	2
K-8 – where will my kid go?	2

Virginia Questions

What will the location be and who is included?	28
How much will it cost?	20
How will staffing/positions/training be determined?	20
Where will the money/funding come from?	18
How long does it take to establish?	8
What is the cost to the taxpayer?	4
What will happen to the current facilities?	4
What will happen with activities? (musicals, sports, Student council etc.)	4
What would happen if a student changes academies?	4
How does CIS/AP/Reach/AVID courses fit academies?	3
Combining sports with the enemy	3
How does this impact us at the elementary level?	2
What / how beneficial the investment was to the students/community	2
Why?	2
Are we moving to consolidation?	2
	2
	2
How would you stand out when applying to colleges?	2
Will sports/activities still be available to all kids?	2

Questions Received from our Spring 2018 Listening Sessions


Combined Questions To Be Answered
0
10
20
30
40
50
60
What will the location be and who is included?
55
How much will it cost?
31
Where will the money/funding come from?
28
How will staffing/positions/training be...
20
What is the impact on sports teams/activities?
20
What is the cost to the taxpayer?
15
How long does it take to establish?
13
Consolidation vs. Collaboration
7
What will happen to the current facilities?
6
What will the school colors be/team name?
4
Same teacher contract and teacher pay?
4
What happens if a student changes academies?
4
Facilities
Finance
Communications Outreach
To be determined later


Sept 19 - Group Meeting 1 –Kickoff and Establish leaders
SEPTEMBER
Facilities
Finance
Communication & Outreach
Transportation
Meeting 1 tour EG HS
meeting 2 tour Virg. HS
Meeting 3 – District provided assessments
Meeting 4 - Weight remodel vs new
Site Committee
Meeting 1
Meeting 2
Meeting 1
Meeting 2
Meeting 3
Meeting 1
Meeting 2
Meeting 3
Meeting 1
Meeting 2
Meeting 3
OCTOBER
Oct. 17 or Oct 24 Group Meeting 2 – Group Leaders Share information
Meeting 5 Options
Meeting 6 Prioritize options
Meeting 4
NOVEMBER
Nov. 14 Group Meeting 3 – Groups to discuss/ finalize plan options

Budgeting New Construction: Square Foot per student

Minnesota Department of Education Guidelines for traditional School:

TABLE III
GROSS SQUARE FOOTAGE
PER STUDENT GUIDELINES

SCHOOL	ELEMENTARY	MIDDLE LEVEL	HIGH SCHOOL
STUDENT ENROLLMENT	SF	SF	SF
LESS THAN 500	125 - 155	170 - 200	200 - 320
500 - 999	110 - 135	160 - 190	190 - 220
1000-1500	100 - 135	150 - 180	180 - 200
1500-2000		140 - 170	170 - 190
2000 PLUS			150 - 180
FOR POOL, AUDITORIUM, OR COMMUNITY USE / PARTNERSHIP SPACES ADD SQUARE FOOTAGE AS APPROPRIATE			

Note Elementary sqft per student less than high school

Summary of Options

Possible combinations/scenarios for E-G-V from 10/3/2018 Meeting

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	2 new buildings, 5-8 & 9-12	1 new building, 9-12 w/ability to expand (7&8?)	1 new campus, K-12 all new	1 new building 9-12, ask MIB to join and MIB becomes 7-8 school	1 new building 7-12, 2 new 4-6 intermediate schools in E-G and in Virg	1 new building 7-12, 1 new 4-6 intermediate school	1 new building K-12 in Gilbert, use existing land and land to North	1 new 1-12 building, use Parkview in Virginia as area PreK-K	1 new 7-12 building, K-6 in Virginia, K-3 in Eveleth, 4-6 in Gilbert	Do nothing
New 9-12	X	X	X	X	X	X	X	X	X	
New 7-8	X		X	X (w MIB)	X	X	X	X	X	
New 5-6	X		X		XX	X	X	X		
New 4			X		XX	X	X	X		
New 1-3			X				X	X		
New K			X				X			



Reporting Back

Eveleth-Gilbert / Virginia Finance Committee

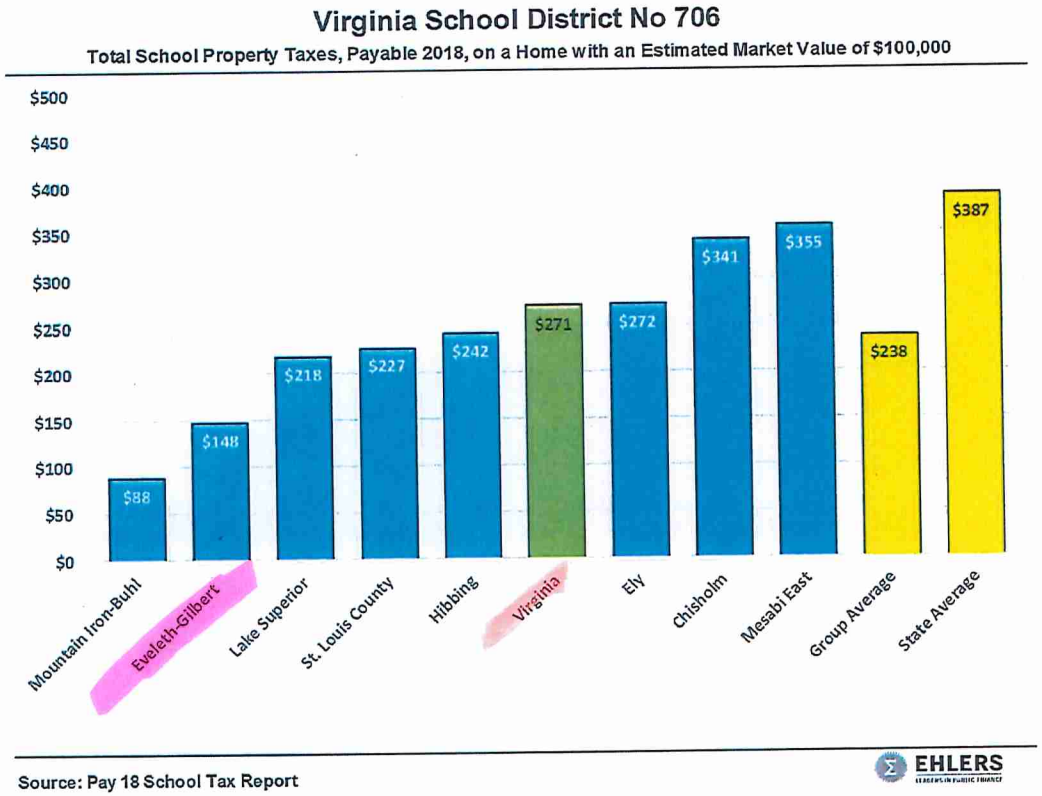
October 24, 2018

ICS | CONSULTING, INC

EHLERS

21

Comparative Tax Burdens



Source: Pay 18 School Tax Report

EHLERS

ICS | CONSULTING, INC

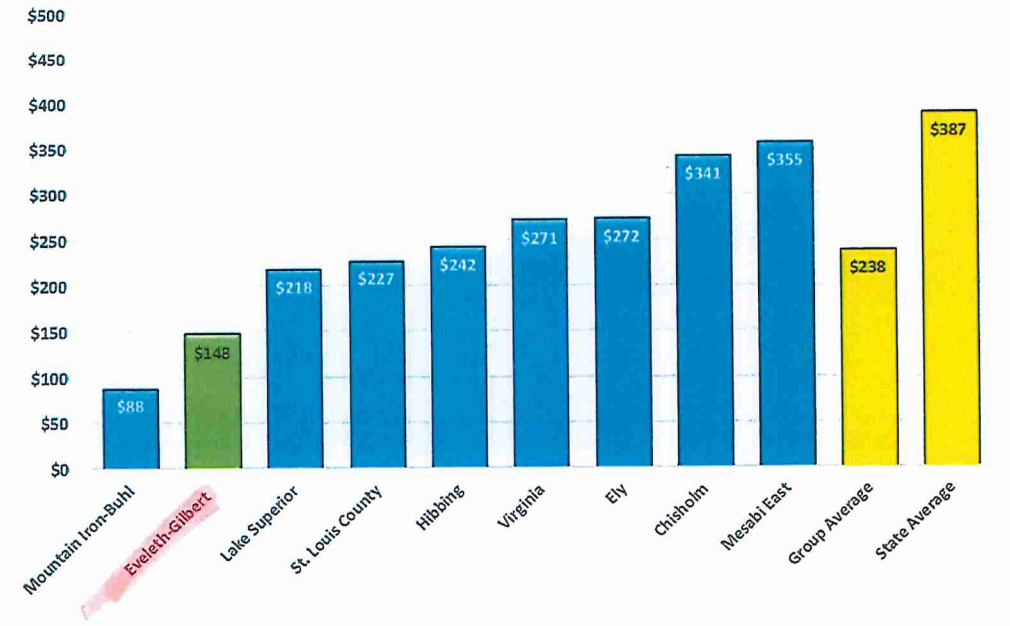
EHLERS

22

Comparative Tax Burdens

Eveleth-Gilbert School District No 2154

Total School Property Taxes, Payable 2018, on a Home with an Estimated Market Value of $100,000



Source: Pay 18 School Tax Report

EHLERS

ics CONSULTING, INC

EHLERS

23

Taconite Districts, Property Value per Pupil

Equalization Aid

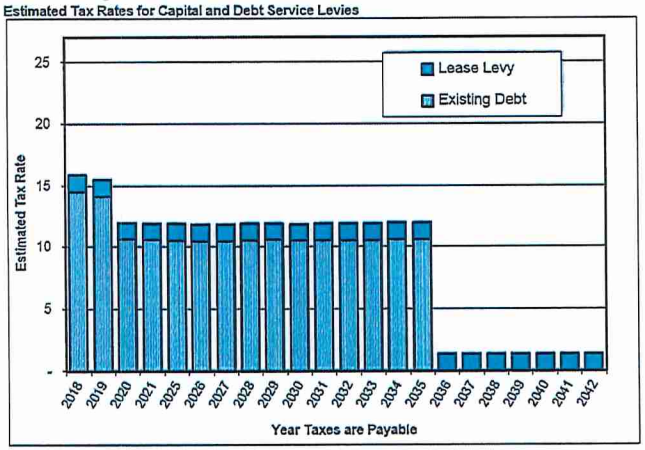
	2017 Certified ANTC	2017-18 Adj Pupil Units	ANTC / PU	1st Tier Levy Share	2nd Tier Levy Share	1st Tier Aid Share	2nd Tier Aid Share
706 VIRGINIA	6,474,204	1,887	3,353	75.0%	41.5%	25.0%	58.5%
695 CHISHOLM	2,925,035	800	3,515	76.1%	42.1%	23.9%	57.9%
701 HIBBING	11,430,660	2,570	4,338	91.7%	50.7%	8.3%	49.3%
2154 EVELETH-GILBERT	5,528,559	1,033	5,425	100.0%	62.6%	0.0%	37.4%
319 NASHWAUK-KEEWATIN	3,839,017	657	5,839	100.0%	68.8%	0.0%	31.2%
316 GREENWAY	7,495,291	1,149	6,256	100.0%	75.9%	0.0%	24.1%
2711 MESABI EAST	6,887,010	1,038	6,638	100.0%	81.2%	0.0%	18.8%
712 MOUNTAIN IRON-BUHL	4,827,209	520	7,820	100.0%	90.1%	0.0%	9.9%
318 GRAND RAPIDS	44,664,208	4,409	9,988	100.0%	100.0%	0.0%	0.0%
1 AITKIN	17,101,170	1,258	13,434	100.0%	100.0%	0.0%	0.0%
696 ELY	7,308,473	576	11,884	100.0%	100.0%	0.0%	0.0%
381 LAKE SUPERIOR	23,301,273	1,493	15,524	100.0%	100.0%	0.0%	0.0%
182 CROSBY-IRONTON	21,232,252	1,139	18,051	100.0%	100.0%	0.0%	0.0%
2142 ST LOUIS COUNTY	34,208,693	2,077	15,837	100.0%	100.0%	0.0%	0.0%
166 COOK COUNTY	16,396,121	494	33,376	100.0%	100.0%	0.0%	0.0%

Source: MDOR Final School District Adjusted Net Tax Capacitites
2017 Payable 2018 Levy Certification

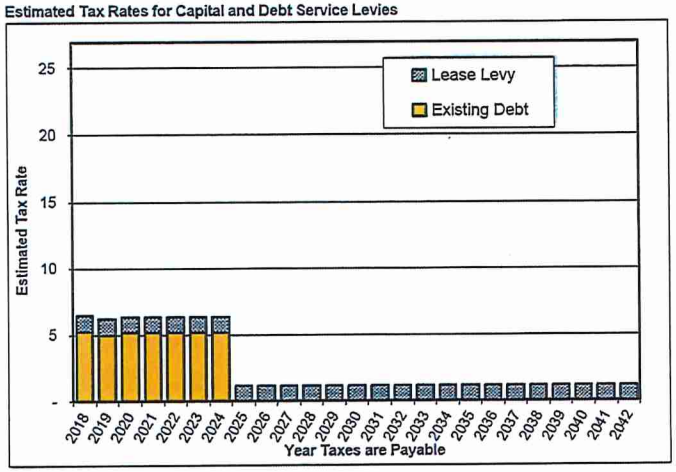
How Much Debt Does Each District Have?

- *Neither district has Capital Debt, but both districts have bonds for Post Employment costs that are being levied*

- *Virginia $7,605,000 OPEB Bonds*



- *Eveleth-Gilbert $1,540,000 OPEB Bonds*



ICS CONSULTING, INC

EHLERS

25

Meeting #2: How are the Schools Funded

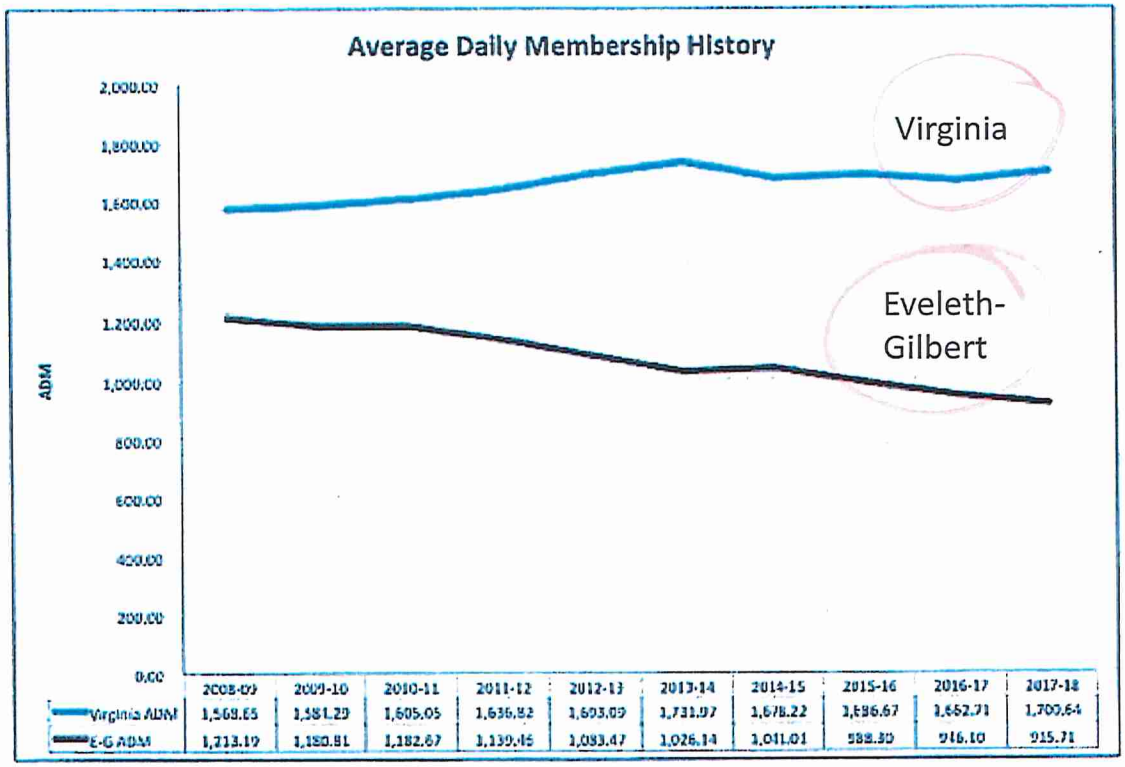
- Most school funding based on pupil counts
- Some funding from State, some from local property taxes
- Both school districts are doing financially well and are well managed
  - Fund balances: Virginia: $2.9 million, Eveleth-Gilbert $5.2 million
- Operations and maintenance costs are high compared to regional averages
- No facility debt
- Being part of the taconite tax relief area provides added benefits

ICS CONSULTING, INC

EHLERS

26

Enrollment History



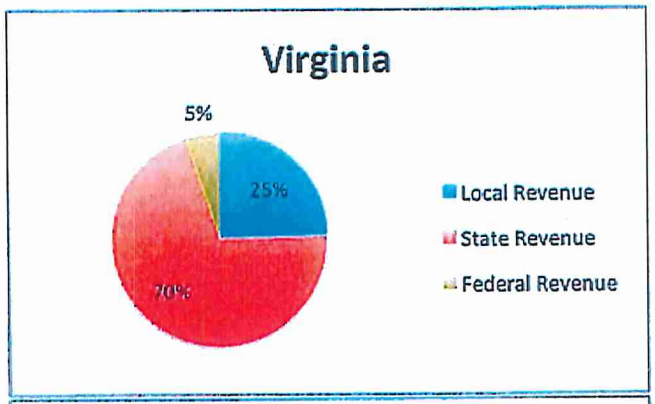
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Virginia ADM	1,569.65	1,581.29	1,605.05	1,636.82	1,693.09	1,731.97	1,678.22	1,696.67	1,662.71	1,700.64
E-G ADM	1,213.19	1,180.81	1,182.67	1,139.45	1,083.47	1,026.14	1,011.01	988.30	916.10	915.71

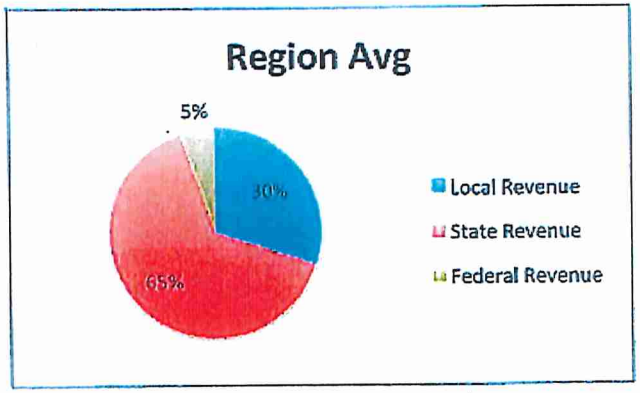
ICS CONSULTING, INC

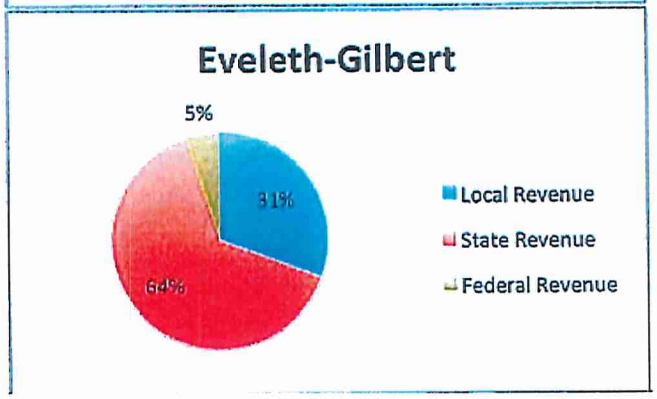
EHLERS

27

Source of Funds







REVENUE

	Virginia		Eveleth-Gilbert		Region Avg
Local Revenue	$5,877,068	24.6%	$4,139,493	30.6%	29.9%
State Revenue	$16,827,641	70.4%	$8,700,168	64.4%	64.8%
Federal Revenue	$1,200,107	5.0%	$675,385	5.0%	5.2%
Total Revenue	$23,904,817	100.0%	$13,515,046	100.0%	100.0%
Revenue per ADM	$14,263		$14,643		$15,719

ICS CONSULTING, INC

EHLERS

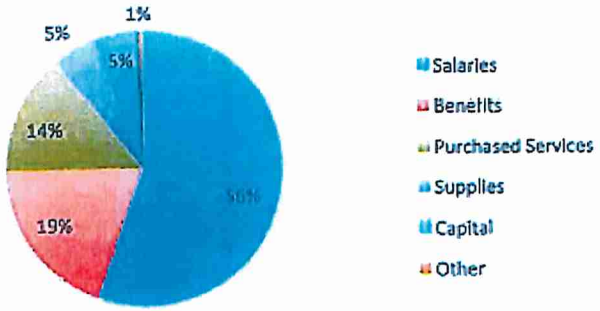
28

Use of Funds

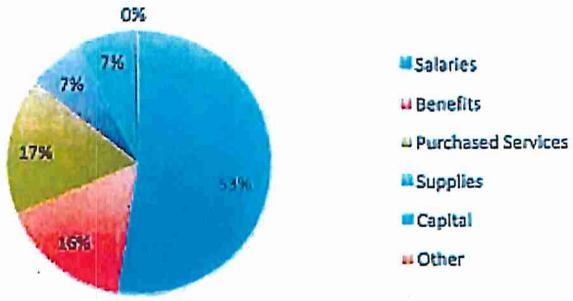
EXPENDITURES

	Virginia	Eveleth-Gilbert	Region Avg
Salaries	$11,490,311	$6,616,277	55.6%
Benefits	$3,532,462	$2,114,318	19.2%
Purchased Services	$3,730,533	$2,019,854	14.3%
Supplies	$1,461,993	$764,703	5.0%
Capital	$1,566,341	$483,457	5.4%
Other	$69,916	$15,942	0.5%
Total Expenditures	$21,851,556	$12,014,551	100.0%
Expense per ADM	$13,038	$13,017	$12,645

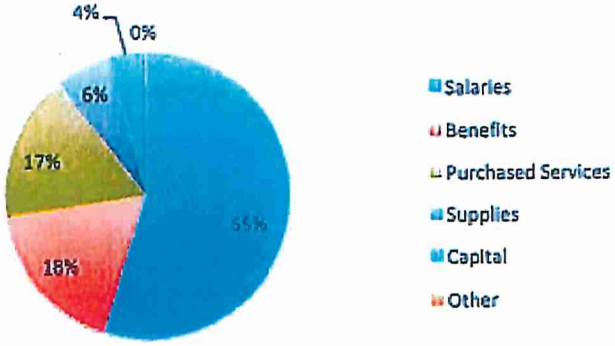
Region Avg



Virginia



Eveleth-Gilbert

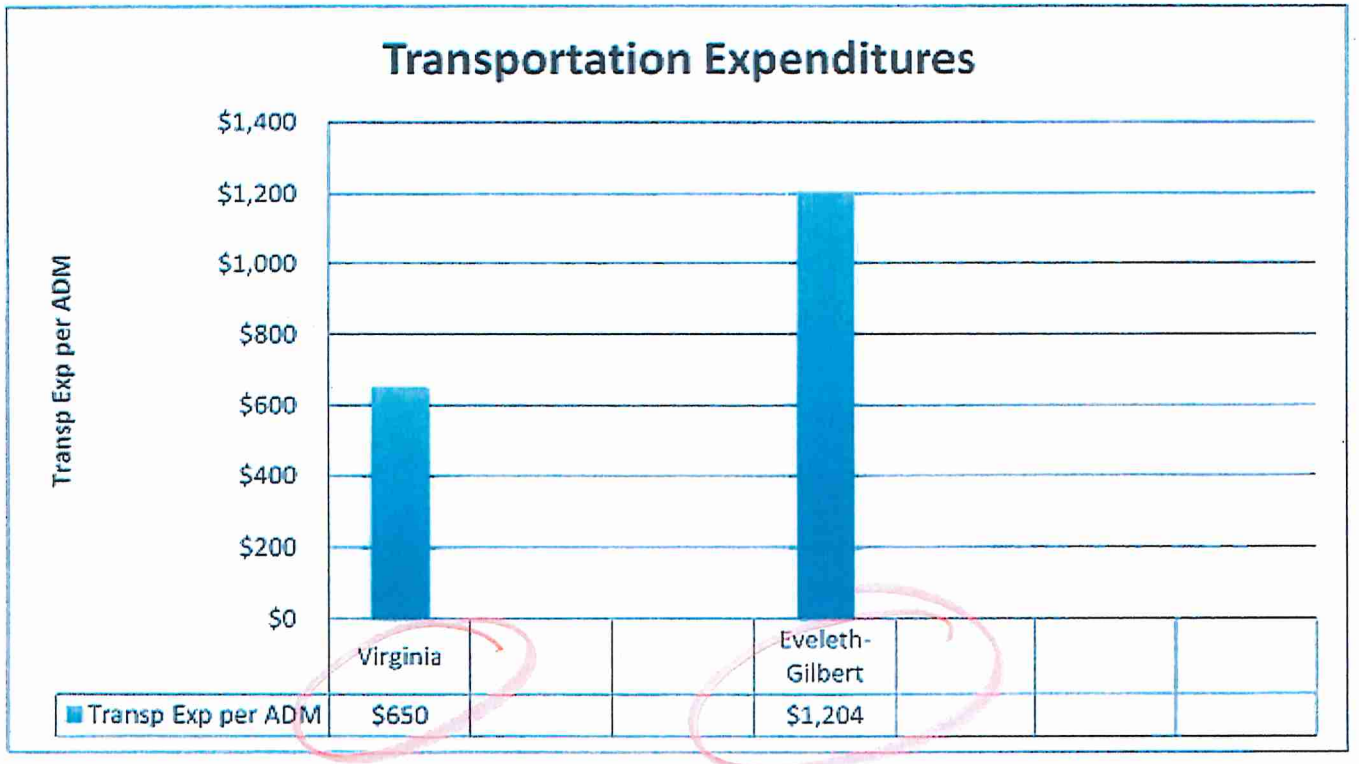


ICS CONSULTING, INC

EHLERS

29

Transportation

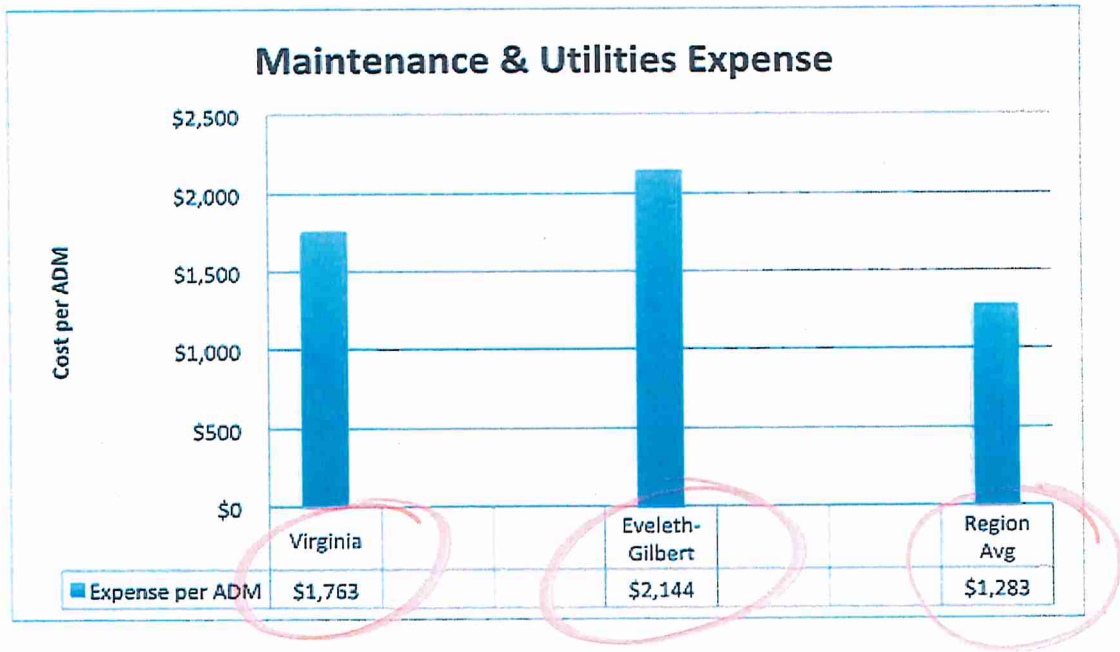


ics CONSULTING, INC

EHLERS

30

Maintenance and Utilities



If the Virginia and Eveleth-Gilbert school districts had the average cost per ADM as the region, they could save $1,600,000 on Operation Maintenance and Utilities. That savings could be used on curriculum and teaching students.

ics CONSULTING, INC

EHLERS

31

Meeting #3

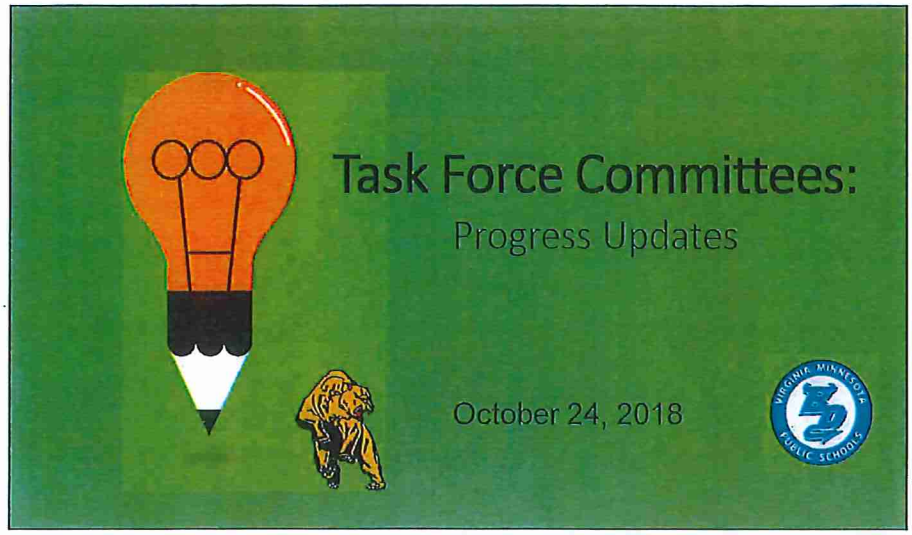
October 16

- State Equalization Aid (support for bond payments that reduces tax levies) percentages are greater in Virginia than Eveleth-Gilbert
  - Virginia's aid percentage is as high as 60%
  - Eveleth-Gilbert's aid percentage is only 38%
- Cooperation / Combination / Consolidation Options
  - General Fund Revenue
  - Operating Referendum Analysis
  - Tax Base Implications
  - Iron Range School Consolidation and Cooperatively Operated School Account

Managing Tax Impact

- The tax impact for either district funding these projects alone is not favorable
- How can State Equalization Aid and the Iron Range School Consolidation and Cooperatively Operated School Account be leveraged to help with the tax impact?
  - Which district issues the debt, or do the districts both issue, or does a cooperative entity issue the debt?
  - In a collaborative arrangement the IRRRB funds could significantly reduce the total tax impact, or equalize the tax impact between districts
  - IRRB needs to be engaged to understand the needs/approach
  - Can a plan be developed that limits IRRRB impact to less than 55% of total cost after state aid?
  - Financial fairness in terms of tax impact and debt obligations needs additional discussion

33



Agenda

Progress update from each Task Force:

- Transportation
- Communication / Outreach
- Facilities / Site
- Finance

Discussion / Next Steps...

2

35



Facilities Update

14

The Facility committee's job is to offer the "best" facility solution(s) to the group as a whole to be debated and evaluated.

- Keeping foremost in our minds, **what is best for our kids.**
- We need to develop a consensus to go forward.
- We have high Operation, Maintenance and Transportation costs.
- We have two School Boards that need to buy into the solution.
- Our Communities have the final say at the referendum. How do we get there?

15

Meeting 1, 2 and 3

- Toured Eveleth HS, Virginia HS and Gilbert Facilities
- Homework: MDE Renovate or Build New Questions
- Straw Poll after each walk through. "Build New?" Yes or No?
- Supplemental information presented/provided by District and Consultants
  - Samples of what spaces in a Academy style HS look like
  - Principals presented Challenges their facilities create in delivering today's educational model
  - Space by space comparison of what an Academy has vs. what the existing E-G-V facilities have
  - Current operational cost review and comparison to State Average.

16

37

Take away from Meetings 1, 2 & 3

- Straw Poll Results:

  Build new? Yes or No?

Walk Through of...	Yes	No	Maybe
Eveleth HS	21	0	4
Virginia HS	23	0	0
Gilbert Campus	18	0	0

- MDE Renovate or New Questions: majority of responses to questions were "yes" which indicates the existing facilities are not adequate and replacement is more likely the best solution
- Space to space comparison: Academy style spaces are much different in size and quantity compared to the existing spaces in are our schools. Substantial remodeling needed.
- Substantial Deferred Maintenance existing and increasing
- Safety and ADA issues and challenges
- Existing sites are land locked and undersized
- Operational Costs are significantly above state average

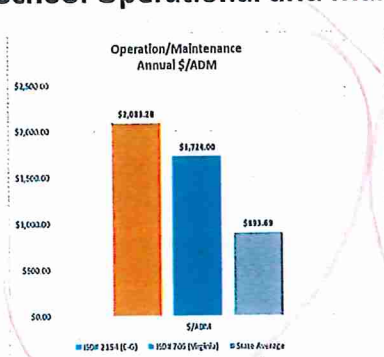
17

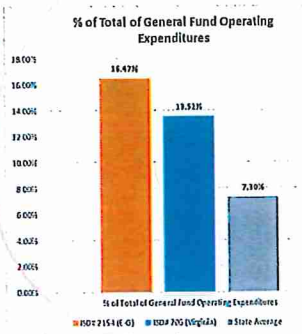
Take away from Meetings 1, 2 & 3

- Expansion in Virginia is not possible without significant costs to purchase land and buildings. Expansion in Eveleth is possible, but there would be significant impact on neighborhoods and expansion in Gilbert is possible but assets are poorest both in configuration and condition.
- Due to the advanced age of most of our buildings there are high costs associated with remodeling and significant risk that additional problems could be found further increasing costs.

18

School Operational and Maintenance costs are very high!

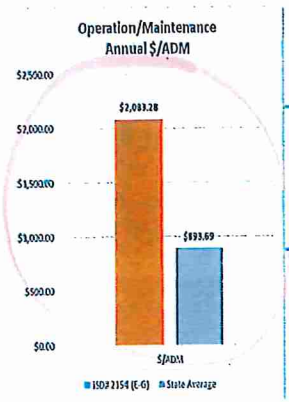




ADM (Average Daily Membership)
FY2017 Data

19

School Operational and Maintenance costs are very high!



If Eveleth-Gilbert could get down to State Average.

Potential Savings

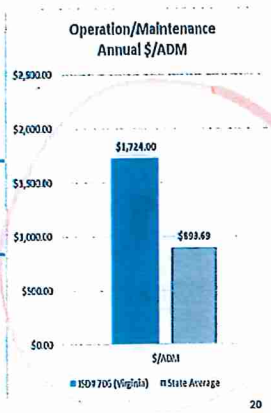
= **$1,129,771** (annually)

($1,189.59 x 949.6 ADM)

If Virginia could get down to State Average. Potential Savings

= **$1,422,877** (annually)

($830.31 x 1,713.67 ADM)



20

11

Virginia
(45 Acre Circle)

Currently on 2 City blocks of 3 acres each. To expand most logical to go south. 20 Houses on Block 1, cost to acquire +$3M for each block.



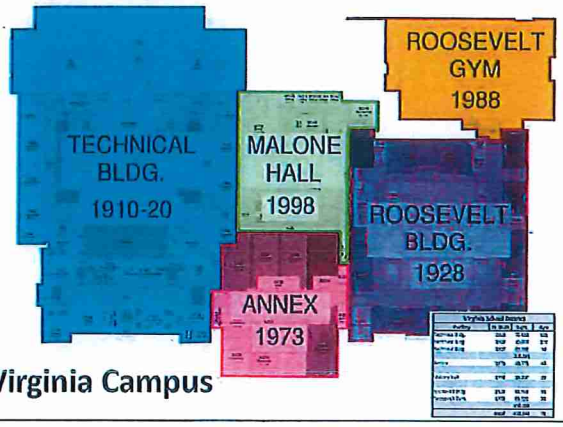
Eveleth
(45 Acre Circle)



Gilbert
(45 Acre Circle)



Major portions of the school are greater than 90 years old and need significant repair and investment



Virginia Campus

24


Facility Task Force:
Meeting #7
Putting all the Pieces Together!
November 7, 2018
VIRGINIA MINNESOTA
PUBLIC SCHOOLS

Last Meeting:

1. Confirmed existing facilities are not viable for Academy style high school
2. 840 student Academy style 9-12 High School (Alexandria base model)
3. Add *Connected* 630 student 6-8 Middle School
4. Turf Football field with track (seating for 2000 home and 500 away spectators)
5. Add pool (with 8 lanes and diving well and locker rooms)
6. Add Additional Educational spaces:
   - Added approximately 15,000 sf for Industrial Tech area to Alexandria Industrial tech program, FACS area (life skills) and for more Music classroom space and additional practice areas

Confirmed Existing Schools not Viable

- Sites not large enough
- Unanimous vote by the group to NOT use any of the existing facilities
- MDE Renovate or build new checklist results

FACILITY: EVELETH-GILBERT HIGH SCHOOL — FACILITY TASK FORCE - SITE WALK THROUGH

Renovate an Existing School or Build a New School??

The answer to this key question is not clear and simple, and it requires a detailed and time-consuming analysis of many factors. The commissioner must consider both the economic and the educational advisability of a proposed school construction project; hence, both an economic and education perspective on what is best educationally for students and economically for taxpayers of the community and the state are necessary.

The more "yes" answers there are to the following questions, the greater the likelihood that a school facility in its entirety is not adequate for current student, staff, program and community needs and needs to be replaced:

	QUESTION	Yes	No	Maybe	NOTES/COMMENTS
1	Does the school district have too many school facilities for the numbers of students?	X			E-G has highest SF/student in state, lots of long hallways and empty rooms, empty buildings not in use.
2	Are there student safety issues (e.g. student and bus drop-off) on the school site?	X			Surrounded by City streets, kids dodging beteen cars, parking not adequate, no proper dropff off areas.
3	Is the school site too small to meet current needs for parking and outdoor activities?			X	Need to take down unused buildings. No HS student parking. Outdoor facilities too small and need work.
4	Is it very difficult or impossible to solve school site issues by closing streets and/or purchasing adjacent properties?			X	Residential area, tough to close streets without buying houses, need to take old buildings down, streets can't be closed, Need site costs to compare.
5	Are their major exterior issues such as leaking roofs, groundwater penetration, sagging walls, mold and brick in need of repair or replacement?	X			1917 Building has issues, ground water and humidity issues in multiple buildings, many maintenance issues, sagging ceilings.

FACILITY: VIRGINIA HIGH SCHOOL — FACILITY TASK FORCE - SITE WALK THROUGH

Renovate an Existing School or Build a New School??

The answer to this key question is not clear and simple, and it requires a detailed and time-consuming analysis of many factors. The commissioner must consider both the economic and the educational advisability of a proposed school construction project; hence, both an economic and education perspective on what is best educationally for students and economically for taxpayers of the community and the state are necessary.

The more "yes" answers there are to the following questions, the greater the likelihood that a school facility in its entirety is not adequate for current student, staff, program and community needs and needs to be replaced:

	QUESTION	Yes	No	Maybe	NOTES/COMMENTS
1	Does the school district have too many school facilities for the numbers of students?				...h use, schools maxed out.
2	...and bus	X			No parking, safety access is poor,excess stairs, not the best, Excessive stairways and too many levels for students, parents, visitors and community users is not clear. Drop off areas for parents, buses, deliveries, staff, visitors and community users are not clearly defined.
3	...chool site too small to meet current needs for parking and outdoor activities?	X			Site is landlocked, Parking is a problem, no parking, Parking is a big issue, hardly enough room for staff, Playground surrounded by asphalt.
4	Is it very difficult or impossible to solve school site issues by closing streets and/or purchasing adjacent properties?	X			Could shut 4th street and 5th Ave???, Too many houses in the area, can't do it.
5	Are their major exterior issues such as leaking roofs, groundwater penetration, sagging walls, mold and brick in need of repair or replacement?	X			Plumbing, cock roaches are a problem, old asbestos, mold, roofs need repair, I wouldn't say major exterior issues. The technical building south wall experienced a structural failure 10 years ago caused by water filtration. The windows are about 10 years old and non operator windows was a complaint by staff.

Handouts available at end of meeting

FACILITY: GILBERT MIDDLE SCHOOL — FACILITY TASK FORCE - SITE WALK THROUGH

Renovate an Existing School or Build a New School??

The answer to this key question is not clear and simple, and it requires a detailed and time-consuming analysis of many factors. The commissioner must consider both the economic and the educational advisability of a proposed school construction project; hence, both an economic and education perspective on what is best educationally for students and economically for taxpayers of the community and the state are necessary.

The more "yes" answers there are to the following questions, the greater the likelihood that a school facility in its entirety is not adequate fo current student, staff, program and community needs and needs to be replaced:

	QUESTION	Yes	No	Maybe	NOTES/COMMENTS
1	Does the school district have too many school facilities for the numbers of students?	X			Yes, based upon MDE guidelines and current enrollment, too low enrollment, empty classrooms.
2	Are there student safety issues (e.g. student and bus drop-off) on the school site?	X			Handicap evacuation inadequate, lead paint and asbestos. Safety and convenient access to the school for students, parents and visitors not clear. Drop off areas not clearly defined. Bus area is the best of the 3 sites. Multiple grand entrances makes for a confusing building entrance for first time users.
3	Is the school site too small to meet current needs for parking and outdoor activities?			X	A parking assessment of staff parking, student parking, visitor parking, bus drop-off/pick-up, special needs drop-off/pick-up would most likely show deficiency, mostly street parking. No drop off areas.
4	Is it very difficult or impossible to solve school site issues by closing streets and/or purchasing adjacent properties?			X	Site has potential for expansion. Mineral rights were a concern on adjacent 30 plus acres. Land behind school is private.
5	Are their major exterior issues such as leaking roofs, groundwater penetration, sagging walls, mold and brick in need of repair or replacement?	X			Windows need replacement, staining of ceiling tiles were seen Mold was observed in the science wing second floor, more could be present behind finishes. Tuckpointing would be recommended for portions of the building. Moisture infiltration was present in the warping of the gym floor.

What do we do with Existing Surplus Buildings?

Put buildings on market to be sold for possible reuse & / or redevelopment for 2 years after election date. If they don't sell – deconstruct buildings and work with local cities to discuss land options.

We included the costs to deconstruct in the project budget.

BUDGET = $7,560,000

Operational & Maintenance Comparison (7-12)

	O&M Expense	ADM	O&M/ADM
Eveleth-Gilbert	$1,040,951.40	392.28	$2,653.59
Virginia	$1,478,638.93	710.29	$2,081.74
Combined	$2,519,590.32	1,102.57	**$2,285.20**
New 7-12*	$1,220,000 to $1,465,000		$969 to $1,163

Potential Savings of ~$1.05M to $1.3M

*New 7-12:

Considered a combination of Industry Standards for:

- Utilities ($/sqft)
- Staff to maintain site/grounds (staff/acre)
- Staff to clean/maintain facility (staff/sqft)
- 275,000 sqft , 55 acres & 1,260 students

Note: Preliminary - estimates will be refined as scope is more defined

Conclusion…

1. Solid plan for new 6-12 (saving dollars by connecting)
2. Existing buildings shouldn't be used for secondary
3. Established amenities our communities'/school's desire
4. Plan for our elementary schools (using existing buildings)
5. We can save significant dollars in operations and maintenance by coming together



Statewide

Students Served: 871,417.90

Program Category	Site Expenditure Per District	District-Wide Allocated Per ADM Served	Total	Dollars Per ADM Served	Percent Of Total
District Level Administration	300,278.14	498,225,147.22	498,525,425.36	572.09	4.67
School Level Administration	391,654,648.94	23,655,470.29	415,310,119.23	476.59	3.89
Regular Instruction	4,244,478,181.81	275,714,095.88	4,520,192,277.69	5,187.17	42.35
Career and Technical Instruction	118,754,895.89	17,021,622.15	135,776,518.04	155.81	1.27
Special Education	1,476,268,375.15	467,805,674.07	1,944,074,049.22	2,230.93	18.21
Student Activities and Athletics	258,589,956.92	13,465,613.63	272,055,570.55	312.20	2.55
Instructional Support Services	271,466,344.28	289,097,636.89	560,563,981.17	643.28	5.25
Pupil Support Services	224,882,044.11	91,593,544.29	316,475,588.40	363.17	2.96
Operation Maintenance	463,919,995.93	314,858,412.03	778,778,407.96	893.69	7.30
Student Transportation	14,265,931.26	607,206,517.16	621,472,448.42	713.17	5.82
Subtotal - General Fund Operating Expenditures	**7,464,580,652.43**	**2,598,643,733.61**	**10,063,224,386.04**	**11,548.10**	**94.28**
Capital Expenditures	178,447,456.70	432,061,091.45	610,508,548.15	700.59	5.72
Total - General Fund	**7,643,028,109.13**	**3,030,704,825.06**	**10,673,732,934.19**	**12,248.69**	**100.00**

District 2154-01 EVELETH-GILBERT SCHOOL DISTRICT

Students Served: 949.69

Program Category	Site Expenditure Per District	District-Wide Allocated Per ADM Served	Total	Dollars Per ADM Served	Percent Of Total
District Level Administration	.00	561,839.46	561,839.46	591.60	4.68
School Level Administration	436,709.55	.00	436,709.55	459.84	3.63
Regular Instruction	4,457,125.64	82,734.83	4,539,860.47	4,780.36	37.79
Career and Technical Instruction	140,433.03	.00	140,433.03	147.87	1.17
Special Education	1,205,915.61	197,044.50	1,402,960.11	1,477.28	11.68
Student Activities and Athletics	504,702.53	.00	504,702.53	531.44	4.20
Instructional Support Services	503,361.44	145,600.52	648,961.96	683.34	5.40
Pupil Support Services	146,145.59	62.00	146,207.59	153.95	1.22
Operation Maintenance	801,775.43	1,176,697.93	1,978,473.36	2,083.28	16.47
Student Transportation	.00	1,110,890.35	1,110,890.35	1,169.74	9.25
Subtotal - General Fund Operating Expenditures	**8,196,168.82**	**3,274,869.59**	**11,471,038.41**	**12,078.70**	**95.48**
Capital Expenditures	315,576.04	227,937.00	543,513.04	572.31	4.52
Total - General Fund	**8,511,744.86**	**3,502,806.59**	**12,014,551.45**	**12,651.01**	**100.00**

District 0706-01 VIRGINIA PUBLIC SCHOOL DISTRICT
Students Served: 1,713.67

Program Category	Site Expenditure Per District	District-Wide AllocatedPer ADM Served	Total	Dollars Per ADM Served	Percent Of Total
District Level Administration	.00	860,666.92	860,666.92	502.24	3.94
School Level Administration	489,290.00	.00	489,290.00	285.52	2.24
Regular Instruction	8,541,615.38	24,114.22	8,565,729.60	4,998.47	39.20
Career and Technical Instruction	195,623.59	.00	195,623.59	114.15	.90
Special Education	3,222,976.14	423,168.94	3,646,145.08	2,127.68	16.69
Student Activities and Athletics	628,093.63	.00	628,093.63	366.52	2.87
Instructional Support Services	314,151.13	951,022.57	1,265,173.70	738.28	5.79
Pupil Support Services	317,674.13	369.49	318,043.62	185.59	1.46
Operation Maintenance	1,800,161.17	1,154,212.36	2,954,373.53	1,724.00	13.52
Student Transportation	.00	942,476.59	942,476.59	549.98	4.31
Subtotal - General Fund Operating Expenditures	**15,509,585.17**	**4,356,031.09**	**19,865,616.26**	**11,592.43**	**90.91**
Capital Expenditures	851,594.91	1,134,345.11	1,985,940.02	1,158.88	9.09
Total - General Fund	**16,361,180.08**	**5,490,376.20**	**21,851,556.28**	**12,751.31**	**100.00**

These are 2017 Numbers from the MDE site

Eveleth-Gilbert

Operation/Maintenance	Statewide 7.3% of overall budget, E-G 16.47% or Statewide $713.17 per student, E-G $2,083.74 - That's a difference of $1370.57 per student or $1370.57 x 949.69 (Average Daily Membership last year) = **$1,301,616.62** more we spent on O & M
Transportation	Statewide 5.82% of overall budget, E-G 9.25% or Statewide $713.17 per student, E-G $1,169.74 - That's a difference of $456.57 per student or $456.57 x 949.69 (ADM) = **$433,599.96** more we spent on Transportation than the ave school.

Virginia

Operation/Maintenance	Statewide 7.3% of overall budget, Virginia 13.52% or Statewide $713.17 per student, Virginia $1,724.00 - That's a difference of $1010.00 per student or $1,010.00 x 1713.67 (Average Daily Membership last year) = **$1,730,806.70** more we spent on O & M

Iron Range

SCHOOL FOR SALE



TRANSFORMATION AWAITS

- New housing
- Office spaces
- Storage
- Community use
- Mixed use

CONTACT INFO

RRPS ISD No. 2909
218-742-3900
stacie.lamppa@rrps.org

LOCATED IN THE HEART OF EVELETH, MN



DREAM UP SOMETHING *Cool* FOR THIS SCHOOL





50

December 7, 2023

Dr. Noel Schmidt
Rock Ridge Public School District
1405 Progress Parkway
Virginia, MN 55792

Re: Eveleth School Campus Buildings & Improvements

Dear Noel,

The Eveleth City Council met at their regular City Council meeting December 5, 2023 and discussed their interest in retaining any of the Eveleth School Campus buildings and improvements. By unanimous vote, the City Council made the following motion:

> *Motion by Councilor Koivunen, second by Councilor Rauzi to direct city staff to communicate to the Rock Ridge School Board that the City of Eveleth has no interest in retaining ownership of the Franklin Elementary School building, the Multi-purpose/fine arts building, or any of the buildings or improvements on the Eveleth School Campus located at 801 Jones Street; and that the City would like the Rock Ridge School Board to continue with the demolition of all buildings and improvements at 801 Jones Street. Ayes – All.*

Sincerely,

Jackie Monahan-Junek
City Administrator

Member _____ introduced the following Resolution and moved its adoption:

RESOLUTION TO CLOSE THE EVELETH-GILBERT HIGH SCHOOL

WHEREAS, pursuant to Minnesota Statutes, section 123B.51, subdivision 5, and after publication of due notice, the School Board held a public hearing, at 5:30 p.m. on January 22, 2024, on the proposed closing of Eveleth-Gilbert High School, located 801 Jones St., Eveleth, MN 55734;

WHEREAS, during the public hearing the Administration of the School District presented the necessity and practicability of the proposed closing of Eveleth-Gilbert High School;

WHEREAS, before, during and after the public hearing, the public was invited to provide testimony for and against the proposed closing of Eveleth-Gilbert High School; and

WHEREAS, no testimony or other evidence was presented against closure of Eveleth-Gilbert High School;

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 2909 as follows:

1. The following findings are adopted from the public hearing:

    a. There is no current or foreseeable educational need for the existing Eveleth-Gilbert High School building due to construction of the Rock Ridge High School building;

    b. The new high school building is a safer building, with more usable space and with more modern equipment than available at Eveleth-Gilbert High School;

    c. The newly constructed high school will provide enhanced instructional services to former students of the Eveleth-Gilbert High School;

    d. There are large and costly facility and safety projects required to maintain the Eveleth-Gilbert High School building and there is a significant cost savings to the school district from closing the Eveleth-Gilbert High School building.

2. The closing of Eveleth-Gilbert High School is necessary and proper.

3. Eveleth-Gilbert High School shall be closed, effective March 1, 2024, or as soon thereafter as practicable.

4. The Eveleth-Gilbert High School building will be closed and is to be vacated, effective March 1, 2024.

5. The Superintendent is directed to make all necessary arrangements to close and secure Eveleth-Gilbert High School and to transfer records, salvageable equipment and materials to other locations as deemed appropriate.

Member _____ seconded the foregoing Resolution and upon vote being taken thereon, the following voted in favor thereof: _____.

And the following voted against the same: _____.

And the following were absent: _____.

Whereupon said Resolution was declared duly passed and adopted.

INDEPENDENT SCHOOL DISTRICT NO. 2909
Rock Ridge Public Schools

In the Matter of the Proposed Closing Of Eveleth-Gilbert High School

FINDINGS AND CONCLUSIONS

A public hearing on the proposed closing of Eveleth-Gilbert High School by Independent School District No. 2909, Rock Ridge Public Schools ("School District") were held on January 22, 2024.

The hearing was conducted pursuant to Minnesota Statutes Section 123B.51, subdivision 5. Information regarding the proposed school closing was presented by School District Administration. All individuals wishing to speak and offer evidence in favor of, or in opposition to, the proposed closing were given the opportunity to testify during the hearings.

FINDINGS

1. Eveleth-Gilbert High School, located at 801 Jones Street in Eveleth, Minnesota, sits on an approximate 10-acre site. Eveleth-Gilbert High School is a 250,000 square foot building built in 1916, 1926, 1972, 1992, 1999.

2. Eveleth-Gilbert High School is currently configured as a 7-12 program.

3. Eveleth-Gilbert High School has an enrollment capacity of 500 based on an average classroom size of 28 for grades 7-12.

4. Eveleth-Gilbert High School was historically one of 2 high schools operated by the School District. In consolidating the high schools, the School District previously closed Virginia High School.

5. The School District has a history of studying and planning for its facility needs, including maintenance and energy improvement projects.

6. The funding available for maintenance projects is highly inadequate to keep the buildings in good working order. State funding requires periodic public referendums in order to obtain funding for much needed maintenance as well as adapting facilities to the changing needs of educational programming.

7. Public School funding is closely tied to enrollment. As the enrollment drops each year, operating funds for the School District decline.

8. The School District has needed to enact regular budget cuts over the last ten years.

9. Closing Eveleth-Gilbert High School (in addition to closing Virginia High School) and consolidating the School District's high schools is expected to save the School District $400,000 in building operations costs.

10. The educational benefits of closing Eveleth-Gilbert High School include moving students into a new, state-of-the-art high school.

11. The School District published notice of the school closing hearing in the official newspaper for two weeks before the hearing.

12. At the hearing, the School District administration presented documentary evidence regarding the proposed closures of Eveleth-Gilbert High School. Specifically, the following documents were referenced and provided:

    See attached documents provided by the Superintendent.

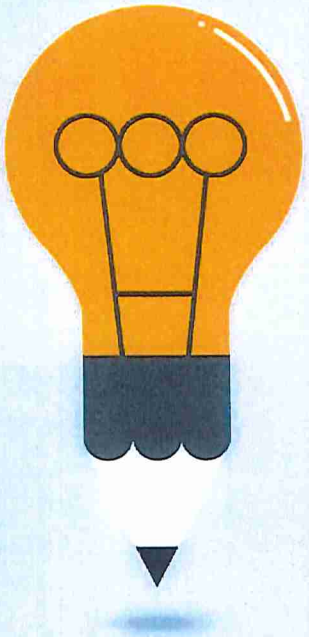
    The School Board has fully considered this evidence prior to reaching any conclusion or adopting any resolution regarding the closure of Eveleth-Gilbert High School.

13. At the hearing, members of the public were allowed to present testimony for and against the proposed school closures. The School Board has considered all comments by members of the public prior to reaching any conclusion or adopting any resolution regarding the closures of Eveleth-Gilbert High School.

CONCLUSIONS

1. The closure of Eveleth-Gilbert High School is necessary and practicable.

2. The School District has complied with the procedural requirements of Minnesota Statutes, section 123B.51, subdivision 5, for the purpose of closing Eveleth-Gilbert High School.



Eveleth-Gilbert Schools and Virginia Schools

Information, Dialogue and Listening Sessions

1

Completed Information, Dialogue, and Listening Sessions

Eveleth-Gilbert High School Student Council, High School, March 7, 1:00 p.m. 15 attendees
Eveleth-Gilbert High School Teachers, High School, March 7, 2:00 p.m. 25 attendees

Eveleth-Gilbert Junior High School Student Council, Junior High School, March 8, 1:30 p.m. 12 attendees
Eveleth-Gilbert Junior High School Teachers, Junior High School, March , 3:00 p.m. 12 attendees

Virginia High School Teachers, (Two groups) High School, March 14, 2:15 p.m. 45 attendees
Eveleth-Gilbert Recreation Board, Hippodrome, Eveleth, March 14, 5:00 p.m. 9 attendees

Morning Rotary, Perkins, March 27, 7:00 a.m. 10 attendees
Virginia School Parents, School Board Room, March 27, 12:00 noon 7 attendees
Virginia AFSCME, School Board Room, March 27, 3:15 pm. 5 attendees
Virginia School Parents, School Board Room, March 27, 4:30 p.m. 1 attendees
Virginia School Parents, Parkview Cafeteria, March 27, 7:00 p.m. 3 attendees

Virginia School Parents, Roosevelt Media Center, March 28, 10:00 a.m. 5 attendees
High School Student Council, Location T215, March 28 11:50 a.m. 17 attendees
Roosevelt Elementary Teachers. Roosevelt Media Center. March 28, 2:00 p.m. 30 attendees
Virginia School Parents, Roosevelt Media Center, March 28, 5:00 p.m. 5 attendees

Virginia Public Employees, City Hall, March 29, 8:00 a.m. 4 attendees
Virginia Public Employees, City Hall, March 29 10:00 a.m. 14 attendees
Virginia Public Employees, City Hall, March 29, 12:30 p.m. 5 attendees
Washington and Laurentian Manor Residents, Washington Manor, March 29th, 2:30 p.m. 9 attendees

Parkview Elementary Teachers, Cafeteria, April 4, 2:55 p.m. 32 attendees

Open Virginia Community meeting, Virginia Board Room, April 10, 12:00 (noon) 9 attendees
Open Gilbert Community meeting, Franklin Elementary, April 10, 2:00 p.m. 0 attendees
Open Eveleth Community meeting, Eveleth Board Room, April 10, 4:30 p.m. 5 attendees
Lutheran Church, Eveleth-Gilbert, April 10, 6:30 p.m. 24 attendees

Open Eveleth Community meeting, Eveleth Board Room, April 11, 8:30 a.m. 0 attendees
Virginia Community Rec, Virginia Board Room, April 11, 10:30 a.m. 6 attendees
Noon Rotary, Natural Foods Virginia, April 11, 12:00 (noon) 17 attendees
Columbia, Rochleau, and Pine Mill residents, Columbia, Rochleau Community Room, Virginia, April 11, 2:30 p.m. 3 attendees
Open Virginia Community meeting, Virginia Board Room, April 11, 6:30 p.m. 1 attendee

Open Eveleth Community meeting, Franklin Elementary, April 12, 8:30 a.m. 2 attendees
Open Virginia Community meeting, Virginia Board Room, April 12, 10:30 a.m. 1 attendee
Open Virginia Community meeting, Virginia Board Room, April 12, 12:00 (noon) 0 attendees
Virginia Community Foundation, Senior Center, April 12, 4:00 p.m. 17 attendees
Open Eveleth Community meeting, Eveleth Board Room, April 12, 7:00 p.m. 8 attendees

Laurentian Chamber of Commerce, Mesabi Trail Station, April 18, 7:30 a.m. 17 attendees
Mesabi Range College Teachers, 11:00 a.m. 10 attendees who stayed the entire time
Eveleth-Gilbert Franklin Parents, Gilbert Elementary, April 18, 5:30 p.m. 11 attendees

Mesabi Range College Teachers, Eveleth, 11:00 a.m. 11 attendees who stayed the entire time
Eveleth-Gilbert, Franklin Teachers, 2:00 p.m. 21 attendees
Eveleth-Gilbert and Virginia Lions, Perkins, April 25 6:30 p.m. 11 attendees [439 attendees in 40 sessions after the completion of this session.]

Eveleth/Virginia Schools

Words of Advice

- Get the information out to all
- Rely on experienced facility managers, contractors, engineers and architects.
- Shoot big. Think long-term.
- Tri-City Lakers
- If talking new facility – consolidation?
- New facility that is efficient and in a neutral site – easy for buses
- A new building – open, bright and modern
- Don't skimp on SPED. Space and flexibility – not just severe needs or mild!
- Open mind
- Think about long-term maintenance and energy efficiency.
- Listen to planning committees!
- Communicate! Cold call 50+ random people not here and get them involved in a committee.
- Think spaces with multi-use opportunities.
- It is usually cheaper to build new than use ancient buildings.
- Provide information, costs for buildings, issues – why we would need a new facility.
- Make sure the students have a strong voice.
- Keep asking the students for their input. Don't forget about their voice.
- Look at the big picture and the end result. This is for the kids first and foremost!
- What will we do if we have to close a facility?
- Find land in between districts, if possible. Build it. They will come.
- Keep publicizing all results.
- Renewable energy
- Don't criticize any current facility.
- It is okay to close schools and/or repurpose them.
- Advice to facility committee – Be looking for large land opportunities now before they disappear.
- To avoid resentment: New name (not blended), new colors, new mascot
- New facilities over renovations
- Think of the future, not the past. Don't worry about a few hurt feelings.
- Put kids first!!!
- Don't plan for "just good enough" or "right now". Plan for a flexible future.

MINNESOTA DEPARTMENT OF

Children, Families & Learning

GUIDE FOR PLANNING SCHOOL CONSTRUCTION PROJECTS IN MINNESOTA

UPDATED
JANUARY, 2003

DIVISION OF PROGRAM FINANCE

Building/Facility Ages

Eveleth-Gilbert

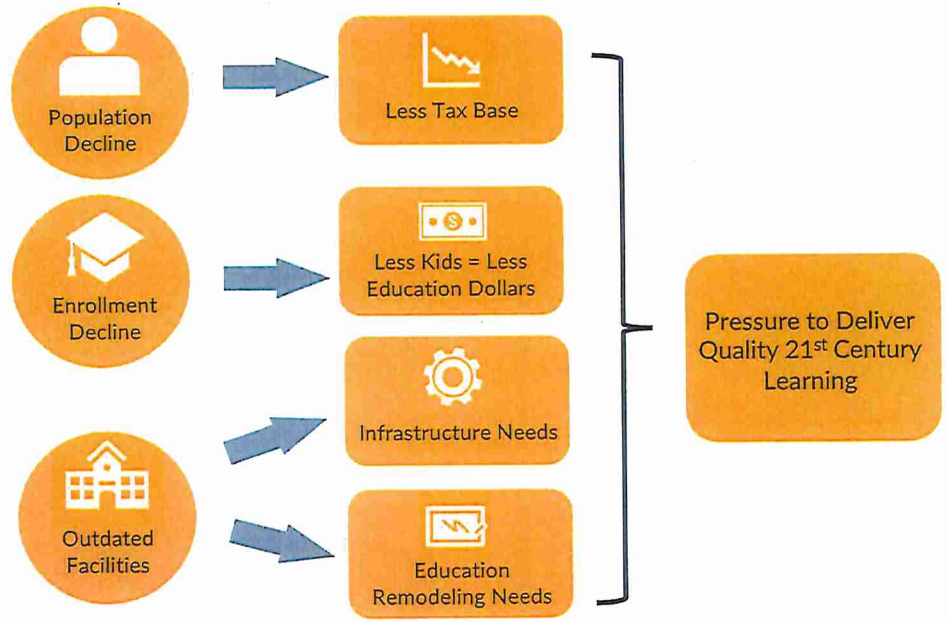
Eveleth-Gilbert School District			
Facility	Yr. Built	SqFt.	Age
Franklin Elementary	1921	94400	96.0
Franklin Elementary	1997	1080	20.0
Eveleth-Gilbert Senior High	1916	110621	101.0
Eveleth-Gilbert Senior High	1926	73611	91.0
Eveleth-Gilbert Senior High	1972	1664	45.0
Eveleth-Gilbert Senior High	1992	59295	25.0
Eveleth-Gilbert Senior High	1999	8638	18.0
Gilbert-Eveleth Jr. High	1911	46650	106.0
Gilbert-Eveleth Jr. High	1917	37596	100.0
Gilbert-Eveleth Jr. High	1953	13070	64.0
Gilbert-Eveleth Jr. High	1962	15220	55.0
Gilbert-Eveleth Jr. High	1969	16250	48.0
Gilbert-Eveleth Jr. High	1990	11100	27.0
Nelle Shean Elementary	1924	44400	93.0
Old Music Hall	1921	2806	96.0
Old Music Hall	1930	1403	87.0
Manual Arts Training	1914	33000	103.0
Old Eveleth Junior High	1909	38589	108.0

Virginia

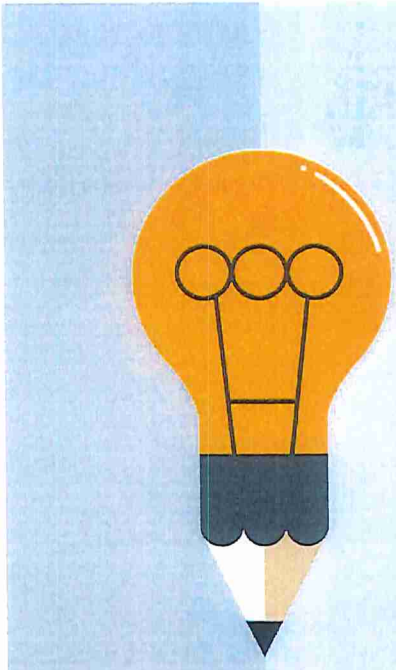
Virginia School District			
Facility	Yr. Built	SqFt.	Age
Madison	1925	24650	92
Madison	1953	18450	64
Madison	1955	27200	62
Madison	1996	12344	21
Technical	1910	75081	107
Technical	1918	85000	99
Technical	1920	60000	97
Technical	1973	26775	44
Technical	1998	35200	19
Roosevelt	1928	81568	89
Roosevelt	1988	68520	29
Park View Learning Center	1995	66592	22
Park View Learning Center	2016	25750	1
Miners Complex	1979	18620	38
Bus Garage	1971	12480	46
Maintenance & Supply Building	1965	15960	52

Source: MDE Age and Square Footage Report

Building/Facility Ages



ics | CONSULTING, INC



Eveleth-Gilbert-Virginia Schools

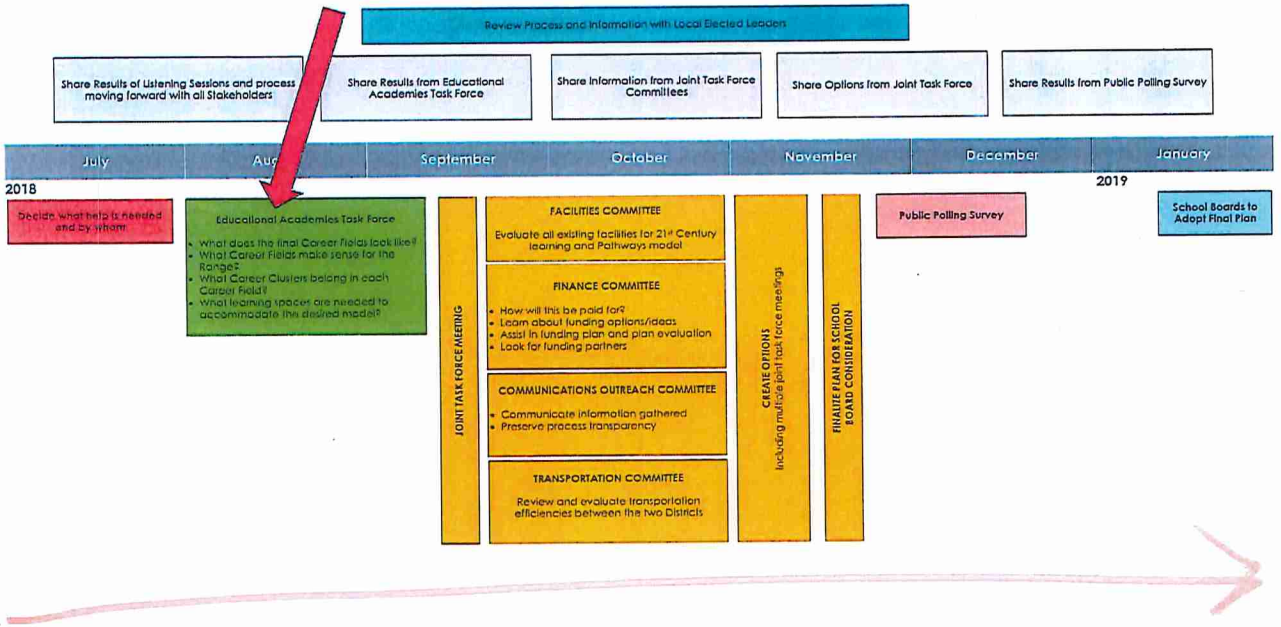
Educational Academies Task Force
Summary Presentation

September 5, 2018

8

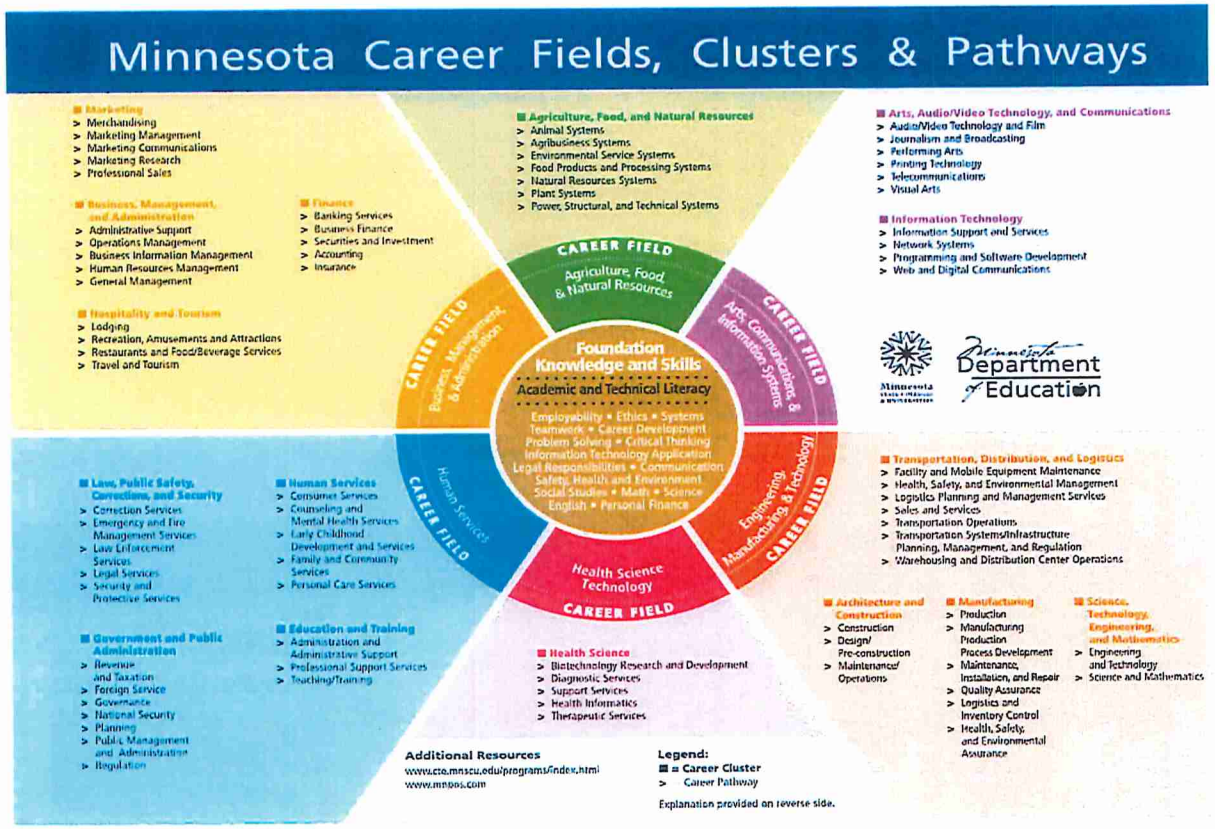
Eveleth-Gilbert and Virginia Schools

Potential Timeline



9

Where We Began



Large Group Presentation/Discussion

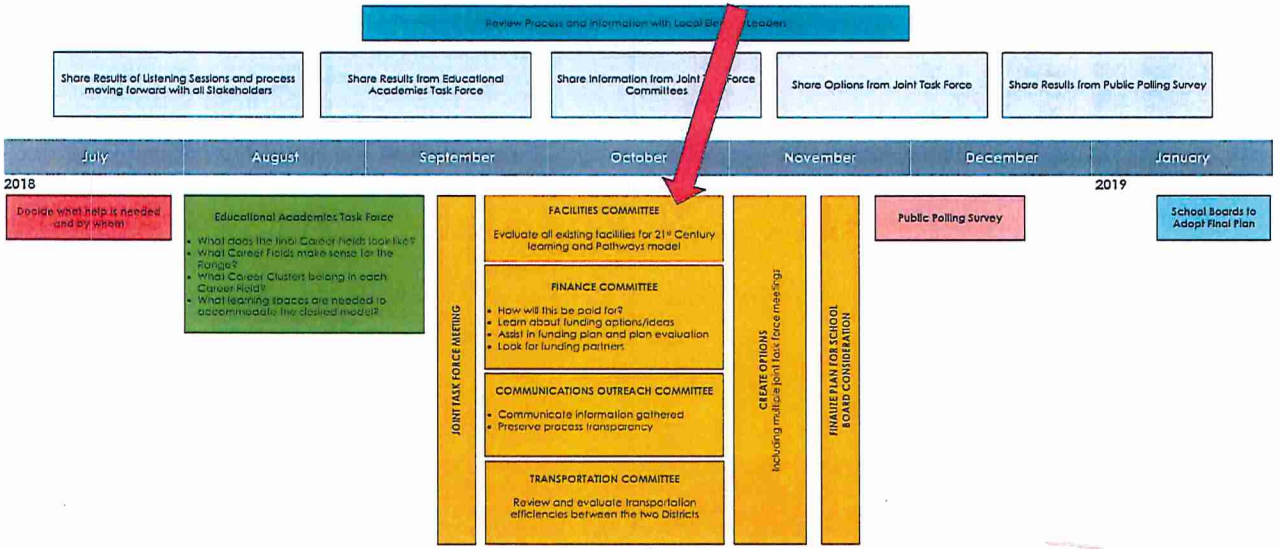
- 50-60 community members attended our meetings
- Small breakout groups discussed options
- Large group gathered for sharing and debriefing

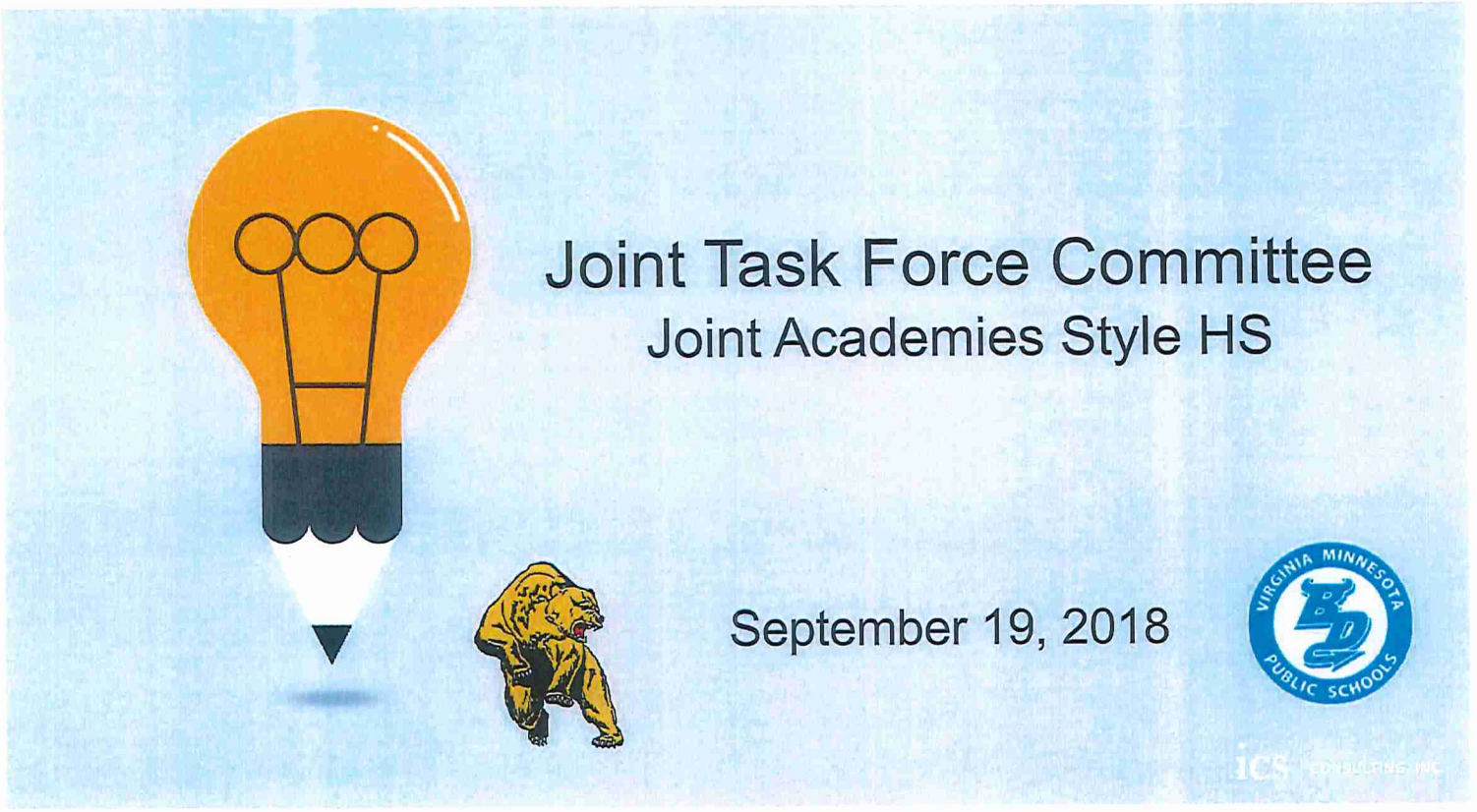


Eveleth-Gilbert and Virginia Schools

Potential Timeline

WE ARE HERE!




Joint Task Force Committee
Joint Academies Style HS
September 19, 2018
VIRGINIA MINNESOTA
PUBLIC SCHOOLS

13

What did the Educational Academies Task Force Provide for us?

60 Citizens from Eveleth-Gilbert & Virginia Districts to establish the educational structure for a Joint Academy Style High School

August	S

Educational Academies Task Force

- What does the final Career Fields look like?
- What Career Fields make sense for the Range?
- What Career Clusters belong in each Career Field?
- What learning spaces are needed to accommodate the desired model?





INFORMATION TECHNOLOGY
- Information Support and Services
- Network Systems
- Programming and Software Development
- Web and Digital Communications

MARKETING
- Merchandising
- Marketing Management
- Marketing Communications
- Marketing Research
- Professional Sales

BUSINESS, MANAGEMENT, AND ADMINISTRATION
- Administrative Support
- Operations Management
- Business Information Management
- Human Resources Management
- General Management
- Entrepreneurship

FINANCE
- Banking Services
- Business Finances
- Securities and Investment
- Accounting
- Insurance

HOSPITALITY AND TOURISM
- Lodging
- Recreation, Amusements, and Attractions
- Restaurants and Food/Beverage Services
- Travel and Tourism

GOVERNMENT AND PUBLIC ADMINISTRATION
- Revenue and Taxation
- Foreign Service
- Governance
- National Security
- Planning

ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS
- Audio/Video Technology and Film
- Journalism and Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Business, Management, Administration, Arts, Communications, & Information Systems

HUMAN SERVICES
- Consumer Services
- Counseling and Mental Health Services
- Early Childhood Development and Services
- Family and Community Services
- Personal Care Services

HEALTH SCIENCE
- Biotechnology Research and Development
- Diagnostic Services
- Support Services
- Health Informatics
- Therapeutic Services

EDUCATION AND TRAINING
- Administration and Administrative Support
- Professional Support Services
- Teaching/Training

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY
- Correction Services
- Emergency and Fire Management Services
- Law Enforcement Services
- Legal Services
- Security and Protective Services

Health Sciences Technology and Human Services

ARCHITECTURE AND CONSTRUCTION
- Construction
- Design/Pre-Construction Maintenance/Operations

AGRICULTURE, FOOD, AND NATURAL RESOURCES
- Animal Systems
- Agribusiness Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plan Systems
- Power, Structural, and Technical Systems
- Mining

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS
- Facility and Mobile Equipment Maintenance
- Health, Safety, and Environmental Management
- Logistics Planning and Management Services
- Sales and Services
- Transportation Operations
- Transportation Systems/Infrastructure Planning, Management, and Regulation
- Warehousing and Distribution Center Operations

MANUFACTURING
- Production
- Manufacturing Production Process Development
- Maintenance, Installation, and Repair
- Quality Assurance
- Logistics and Inventory Control
- Health, Safety, and Environmental Assurance

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH
- Engineering and Technology
- Science and Mathematics

Agriculture, Food, Natural Resources, Engineering, Manufacturing, and Technology

Eveleth-Gilbert Questions

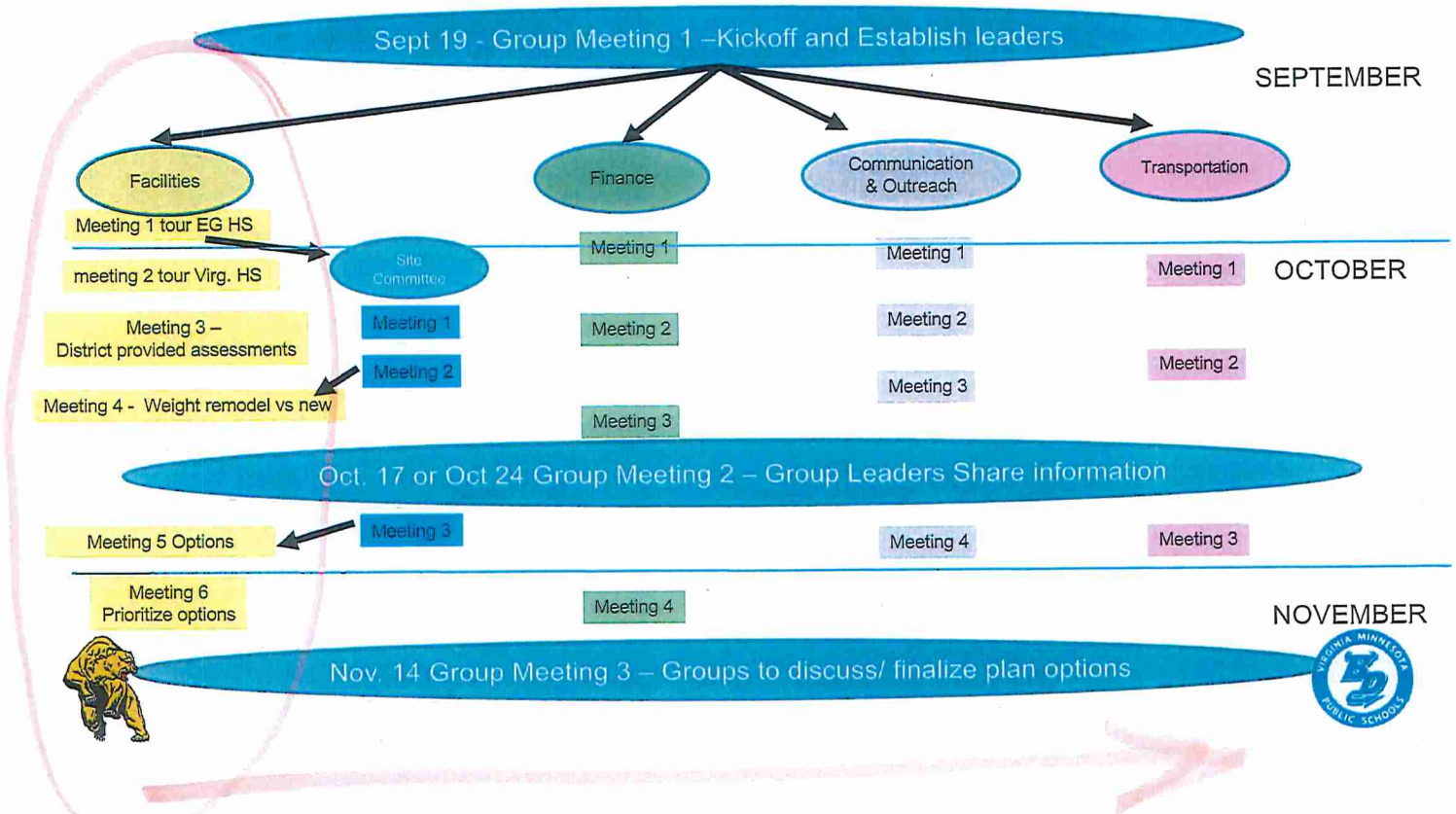
Where will it be built/located?	27
What is the impact on sports teams?	14
What would the cost be?	11
Cost to taxpayers/community?	11
Funding? Where does the money come?	10
Consolidation vs.Collaboration	7
When would it begin?	5
What will the school colors be/team name?	4
Same teacher contract and teacher pay?	4
Would we need more teachers or less. Priority from which?	3
Can we start with existing facilities?	3
We need more specific information?	2
What about other school districts?	2
Do loca	2
What happens to buildings that are closed?	2
K-8 – where will my kid go?	2

Virginia Questions

What will the location be and who is included?	28
How much will it cost?	20
How will staffing/positions/training be determined?	20
Where will the money/funding come from?	18
How long does it take to establish?	8
What is the cost to the taxpayer?	4
What will happen to the current facilities?	4
What will happen with activities? (musicals, sports, Student council etc.)	4
What would happen if a student changes academies?	4
How does CIS/AP/Reach/AVID courses fit academies?	3
Combining sports with the enemy	3
How does this impact us at the elementary level?	2
What / how beneficial the investment was to the students/community	2
Why?	2
Are we moving to consolidation?	2
	2
	2
How would you stand out when applying to colleges?	2
Will sports/activities still be available to all kids?	2

Questions Received from our Spring 2018 Listening Sessions


Combined Questions To Be Answered
0
10
20
30
40
50
60
What will the location be and who is included?
55
How much will it cost?
31
Where will the money/funding come from?
28
How will staffing/positions/training be...
20
What is the impact on sports teams/activities?
20
What is the cost to the taxpayer?
15
How long does it take to establish?
13
Consolidation vs. Collaboration
7
What will happen to the current facilities?
6
What will the school colors be/team name?
4
Same teacher contract and teacher pay?
4
What happens if a student changes academies?
4
Facilities
Finance
Communications Outreach
To be determined later


Sept 19 - Group Meeting 1 –Kickoff and Establish leaders
SEPTEMBER
Facilities
Finance
Communication & Outreach
Transportation
Meeting 1 tour EG HS
meeting 2 tour Virg. HS
Meeting 3 – District provided assessments
Meeting 4 - Weight remodel vs new
Site Committee
Meeting 1
Meeting 2
Meeting 1
Meeting 2
Meeting 3
Meeting 1
Meeting 2
Meeting 3
Meeting 1
Meeting 2
Meeting 3
OCTOBER
Oct. 17 or Oct 24 Group Meeting 2 – Group Leaders Share information
Meeting 5 Options
Meeting 6 Prioritize options
Meeting 4
NOVEMBER
Nov. 14 Group Meeting 3 – Groups to discuss/ finalize plan options

Budgeting New Construction: Square Foot per student

Minnesota Department of Education Guidelines for traditional School:

TABLE III
GROSS SQUARE FOOTAGE
PER STUDENT GUIDELINES

SCHOOL	ELEMENTARY	MIDDLE LEVEL	HIGH SCHOOL
STUDENT ENROLLMENT	SF	SF	SF
LESS THAN 500	125 - 155	170 - 200	200 - 320
500 - 999	110 - 135	160 - 190	190 - 220
1000-1500	100 - 135	150 - 180	180 - 200
1500-2000		140 - 170	170 - 190
2000 PLUS			150 - 180
FOR POOL, AUDITORIUM, OR COMMUNITY USE / PARTNERSHIP SPACES ADD SQUARE FOOTAGE AS APPROPRIATE			

Note Elementary sqft per student less than high school

Summary of Options

Possible combinations/scenarios for E-G-V from 10/3/2018 Meeting

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	2 new buildings, 5-8 & 9-12	1 new building, 9-12 w/ability to expand (7&8?)	1 new campus, K-12 all new	1 new building 9-12, ask MIB to join and MIB becomes 7-8 school	1 new building 7-12, 2 new 4-6 intermediate schools in E-G and in Virg	1 new building 7-12, 1 new 4-6 intermediate school	1 new building K-12 in Gilbert, use existing land and land to North	1 new 1-12 building, use Parkview in Virginia as area PreK-K	1 new 7-12 building, K-6 in Virginia, K-3 in Eveleth, 4-6 in Gilbert	Do nothing
New 9-12	X	X	X	X	X	X	X	X	X	
New 7-8	X		X	X (w MIB)	X	X	X	X	X	
New 5-6	X		X		XX	X	X	X		
New 4			X		XX	X	X	X		
New 1-3			X				X	X		
New K			X				X			



Reporting Back

Eveleth-Gilbert / Virginia Finance Committee

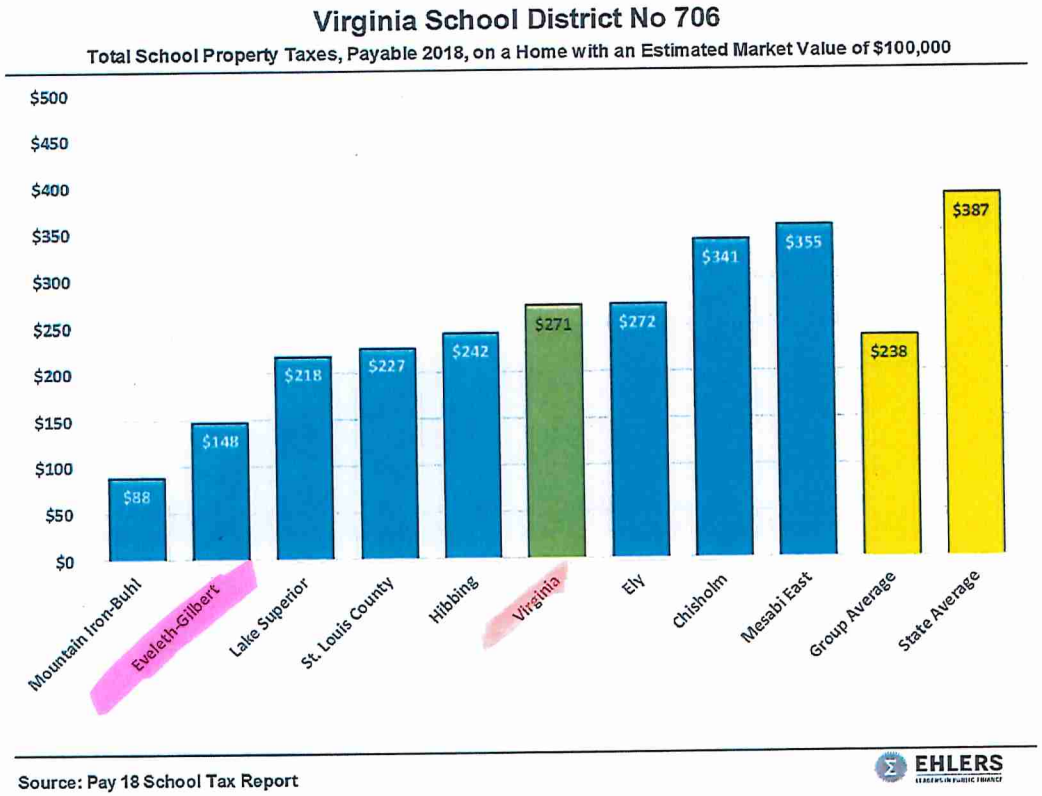
October 24, 2018

ICS | CONSULTING, INC

EHLERS

21

Comparative Tax Burdens



Source: Pay 18 School Tax Report

EHLERS

ICS | CONSULTING, INC

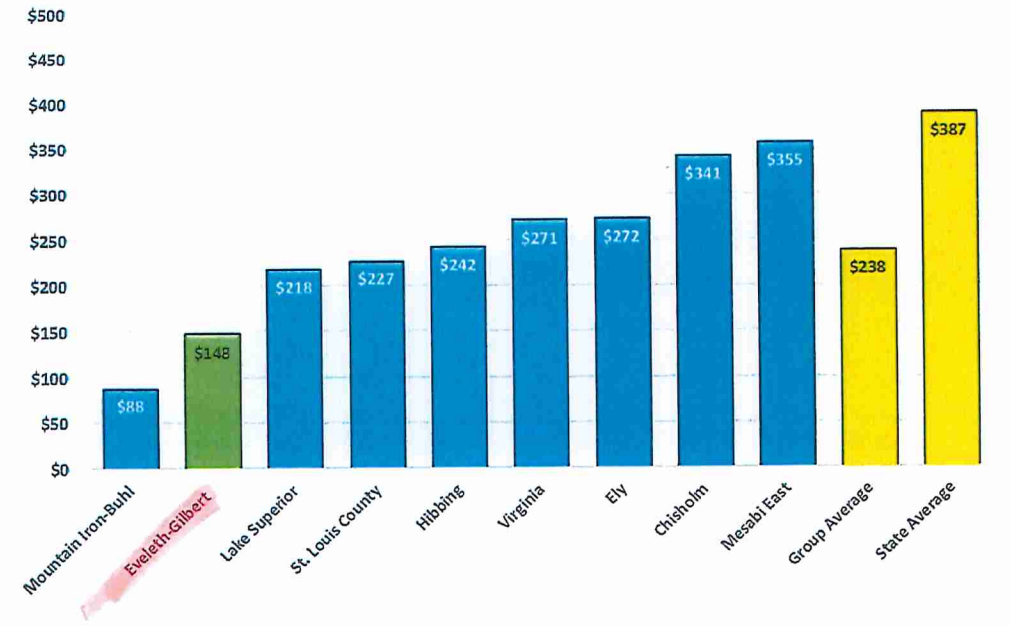
EHLERS

22

Comparative Tax Burdens

Eveleth-Gilbert School District No 2154

Total School Property Taxes, Payable 2018, on a Home with an Estimated Market Value of $100,000



Source: Pay 18 School Tax Report

EHLERS

ics CONSULTING, INC

EHLERS

23

Taconite Districts, Property Value per Pupil

Equalization Aid

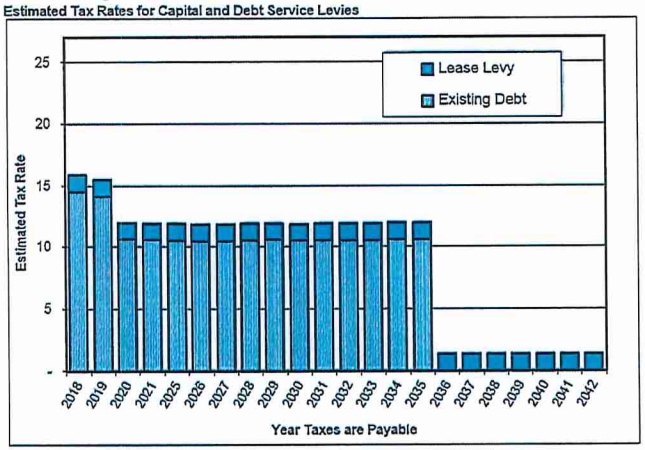
	2017 Certified ANTC	2017-18 Adj Pupil Units	ANTC / PU	1st Tier Levy Share	2nd Tier Levy Share	1st Tier Aid Share	2nd Tier Aid Share
706 VIRGINIA	6,474,204	1,887	3,353	75.0%	41.5%	25.0%	58.5%
695 CHISHOLM	2,925,035	800	3,515	76.1%	42.1%	23.9%	57.9%
701 HIBBING	11,430,660	2,570	4,338	91.7%	50.7%	8.3%	49.3%
2154 EVELETH-GILBERT	5,528,559	1,033	5,425	100.0%	62.6%	0.0%	37.4%
319 NASHWAUK-KEEWATIN	3,839,017	657	5,839	100.0%	68.8%	0.0%	31.2%
316 GREENWAY	7,495,291	1,149	6,256	100.0%	75.9%	0.0%	24.1%
2711 MESABI EAST	6,887,010	1,038	6,638	100.0%	81.2%	0.0%	18.8%
712 MOUNTAIN IRON-BUHL	4,827,209	520	7,820	100.0%	90.1%	0.0%	9.9%
318 GRAND RAPIDS	44,664,208	4,409	9,988	100.0%	100.0%	0.0%	0.0%
1 AITKIN	17,101,170	1,258	13,434	100.0%	100.0%	0.0%	0.0%
696 ELY	7,308,473	576	11,884	100.0%	100.0%	0.0%	0.0%
381 LAKE SUPERIOR	23,301,273	1,493	15,524	100.0%	100.0%	0.0%	0.0%
182 CROSBY-IRONTON	21,232,252	1,139	18,051	100.0%	100.0%	0.0%	0.0%
2142 ST LOUIS COUNTY	34,208,693	2,077	15,837	100.0%	100.0%	0.0%	0.0%
166 COOK COUNTY	16,396,121	494	33,376	100.0%	100.0%	0.0%	0.0%

Source: MDOR Final School District Adjusted Net Tax Capacitites
2017 Payable 2018 Levy Certification

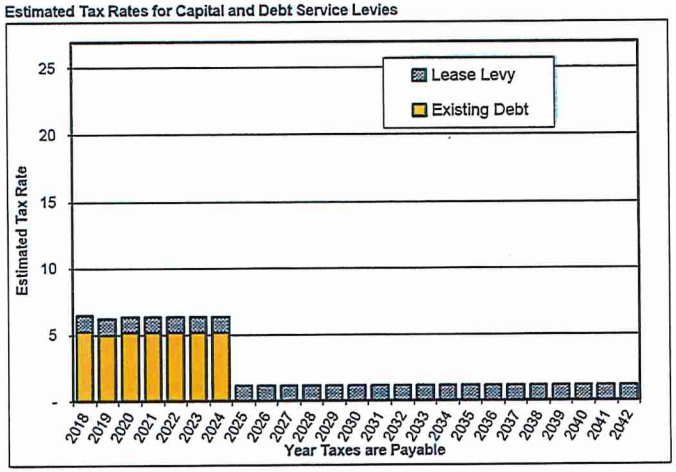
How Much Debt Does Each District Have?

- *Neither district has Capital Debt, but both districts have bonds for Post Employment costs that are being levied*

- *Virginia $7,605,000 OPEB Bonds*



- *Eveleth-Gilbert $1,540,000 OPEB Bonds*



ICS CONSULTING, INC

EHLERS

25

Meeting #2: How are the Schools Funded

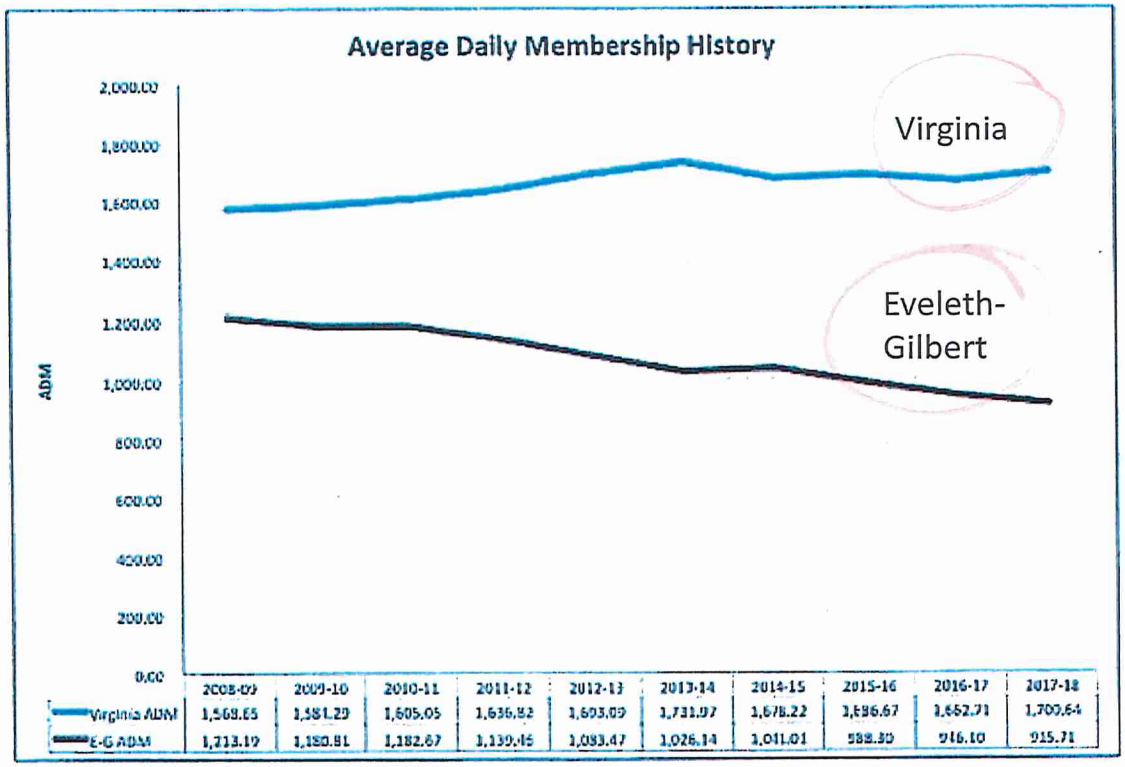
- Most school funding based on pupil counts
- Some funding from State, some from local property taxes
- Both school districts are doing financially well and are well managed
  - Fund balances: Virginia: $2.9 million, Eveleth-Gilbert $5.2 million
- Operations and maintenance costs are high compared to regional averages
- No facility debt
- Being part of the taconite tax relief area provides added benefits

ICS CONSULTING, INC

EHLERS

26

Enrollment History



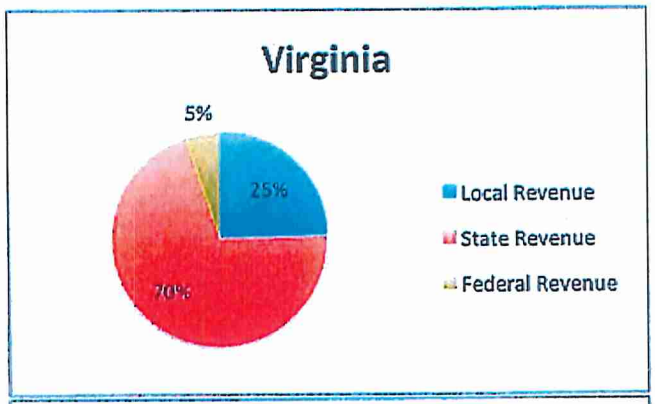
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Virginia ADM	1,569.65	1,581.29	1,605.05	1,636.82	1,693.09	1,731.97	1,678.22	1,696.67	1,662.71	1,700.64
E-G ADM	1,213.19	1,180.81	1,182.67	1,139.45	1,083.47	1,026.14	1,011.01	988.30	916.10	915.71

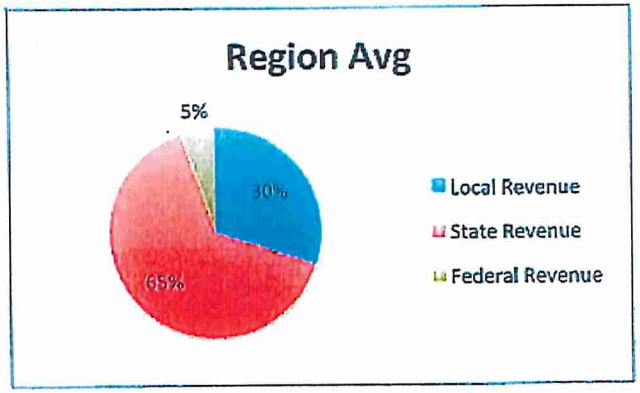
ICS CONSULTING, INC

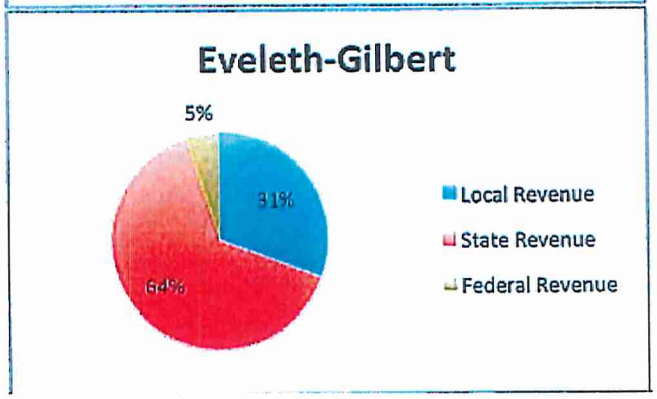
EHLERS

27

Source of Funds







REVENUE

	Virginia		Eveleth-Gilbert		Region Avg
Local Revenue	$5,877,068	24.6%	$4,139,493	30.6%	29.9%
State Revenue	$16,827,641	70.4%	$8,700,168	64.4%	64.8%
Federal Revenue	$1,200,107	5.0%	$675,385	5.0%	5.2%
Total Revenue	$23,904,817	100.0%	$13,515,046	100.0%	100.0%
Revenue per ADM	$14,263		$14,643		$15,719

ICS CONSULTING, INC

EHLERS

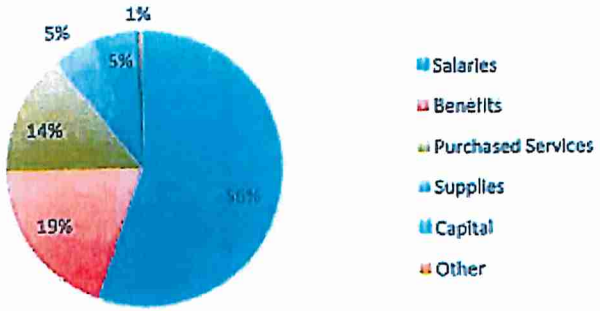
28

Use of Funds

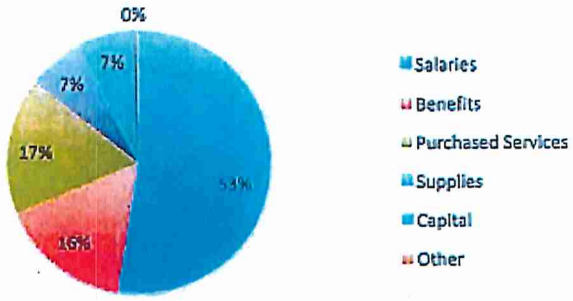
EXPENDITURES

	Virginia	Eveleth-Gilbert	Region Avg
Salaries	$11,490,311	$6,616,277	55.6%
Benefits	$3,532,462	$2,114,318	19.2%
Purchased Services	$3,730,533	$2,019,854	14.3%
Supplies	$1,461,993	$764,703	5.0%
Capital	$1,566,341	$483,457	5.4%
Other	$69,916	$15,942	0.5%
Total Expenditures	$21,851,556	$12,014,551	100.0%
Expense per ADM	$13,038	$13,017	$12,645

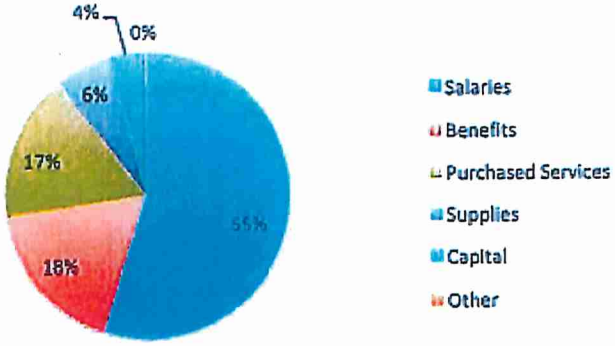
Region Avg



Virginia



Eveleth-Gilbert

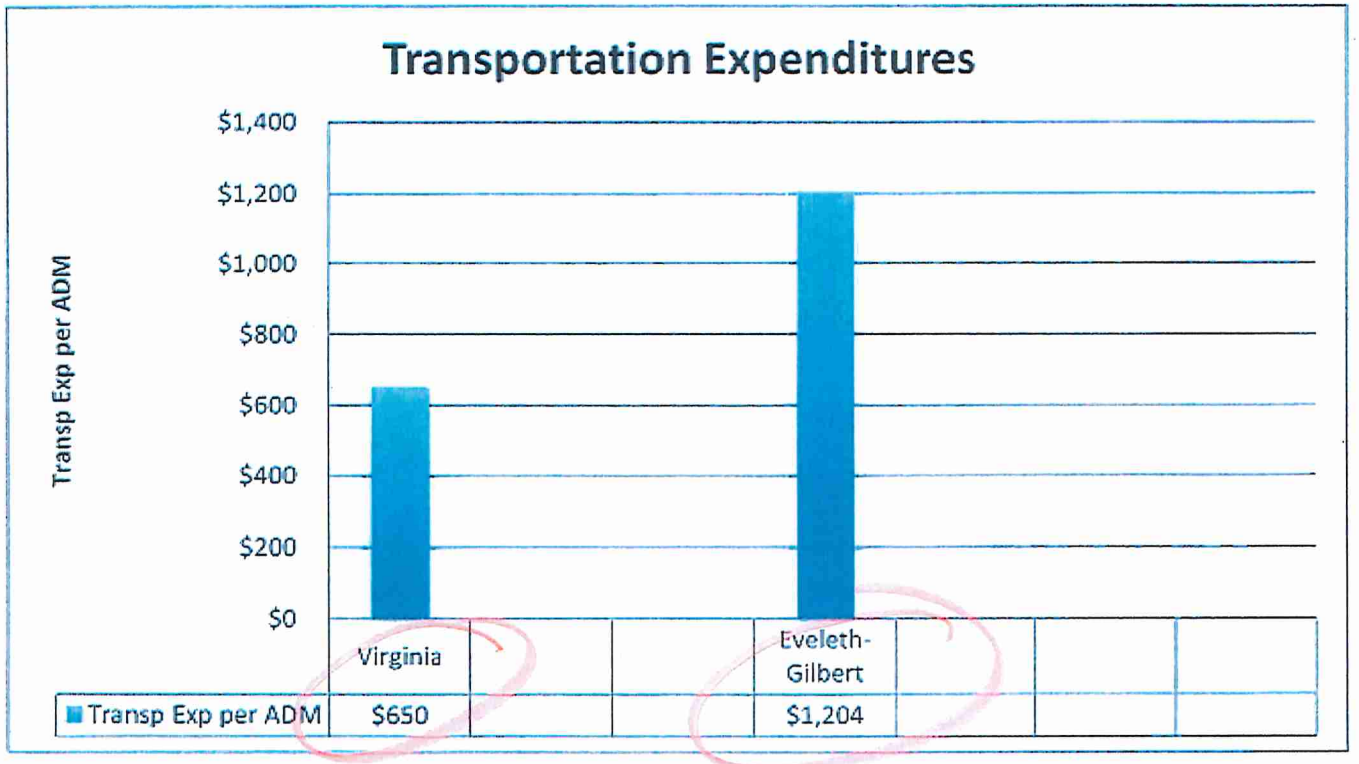


ICS CONSULTING, INC

EHLERS

29

Transportation

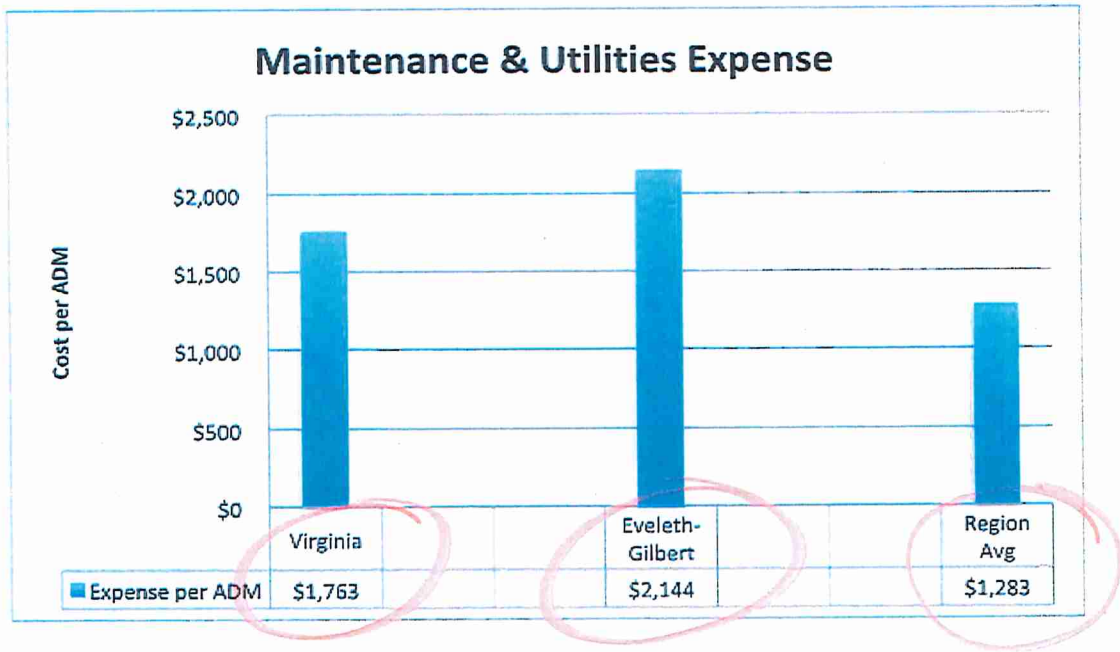


ics CONSULTING, INC

EHLERS

30

Maintenance and Utilities



If the Virginia and Eveleth-Gilbert school districts had the average cost per ADM as the region, they could save $1,600,000 on Operation Maintenance and Utilities. That savings could be used on curriculum and teaching students.

ics CONSULTING, INC

EHLERS

31

Meeting #3

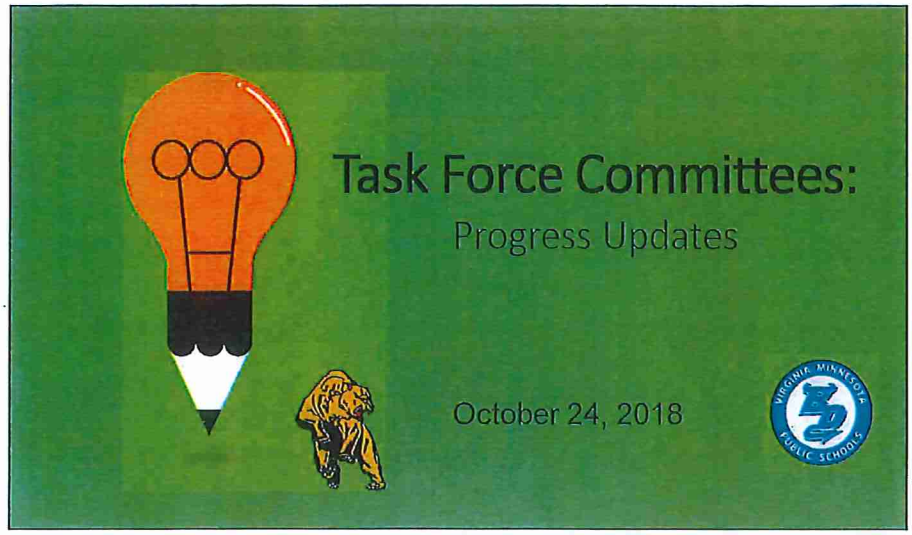
October 16

- State Equalization Aid (support for bond payments that reduces tax levies) percentages are greater in Virginia than Eveleth-Gilbert
  - Virginia's aid percentage is as high as 60%
  - Eveleth-Gilbert's aid percentage is only 38%
- Cooperation / Combination / Consolidation Options
  - General Fund Revenue
  - Operating Referendum Analysis
  - Tax Base Implications
  - Iron Range School Consolidation and Cooperatively Operated School Account

Managing Tax Impact

- The tax impact for either district funding these projects alone is not favorable
- How can State Equalization Aid and the Iron Range School Consolidation and Cooperatively Operated School Account be leveraged to help with the tax impact?
  - Which district issues the debt, or do the districts both issue, or does a cooperative entity issue the debt?
  - In a collaborative arrangement the IRRRB funds could significantly reduce the total tax impact, or equalize the tax impact between districts
  - IRRB needs to be engaged to understand the needs/approach
  - Can a plan be developed that limits IRRRB impact to less than 55% of total cost after state aid?
  - Financial fairness in terms of tax impact and debt obligations needs additional discussion

33



Agenda

Progress update from each Task Force:

- Transportation
- Communication / Outreach
- Facilities / Site
- Finance

Discussion / Next Steps...

2

35



Facilities Update

14

The Facility committee's job is to offer the "best" facility solution(s) to the group as a whole to be debated and evaluated.

- Keeping foremost in our minds, **what is best for our kids.**
- We need to develop a consensus to go forward.
- We have high Operation, Maintenance and Transportation costs.
- We have two School Boards that need to buy into the solution.
- Our Communities have the final say at the referendum. How do we get there?

15

Meeting 1, 2 and 3

- Toured Eveleth HS, Virginia HS and Gilbert Facilities
- Homework: MDE Renovate or Build New Questions
- Straw Poll after each walk through. "Build New?" Yes or No?
- Supplemental information presented/provided by District and Consultants
  - Samples of what spaces in a Academy style HS look like
  - Principals presented Challenges their facilities create in delivering today's educational model
  - Space by space comparison of what an Academy has vs. what the existing E-G-V facilities have
  - Current operational cost review and comparison to State Average.

16

37

Take away from Meetings 1, 2 & 3

- Straw Poll Results:

  Build new? Yes or No?

Walk Through of...	Yes	No	Maybe
Eveleth HS	21	0	4
Virginia HS	23	0	0
Gilbert Campus	18	0	0

- MDE Renovate or New Questions: majority of responses to questions were "yes" which indicates the existing facilities are not adequate and replacement is more likely the best solution
- Space to space comparison: Academy style spaces are much different in size and quantity compared to the existing spaces in are our schools. Substantial remodeling needed.
- Substantial Deferred Maintenance existing and increasing
- Safety and ADA issues and challenges
- Existing sites are land locked and undersized
- Operational Costs are significantly above state average

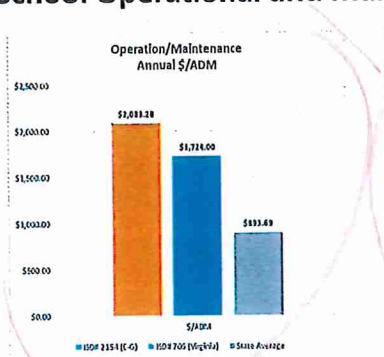
17

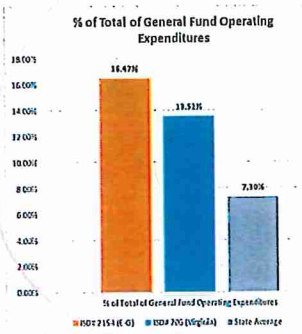
Take away from Meetings 1, 2 & 3

- Expansion in Virginia is not possible without significant costs to purchase land and buildings. Expansion in Eveleth is possible, but there would be significant impact on neighborhoods and expansion in Gilbert is possible but assets are poorest both in configuration and condition.
- Due to the advanced age of most of our buildings there are high costs associated with remodeling and significant risk that additional problems could be found further increasing costs.

18

School Operational and Maintenance costs are very high!

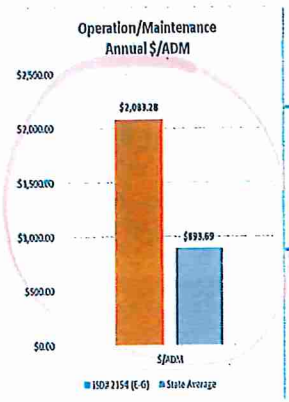




ADM (Average Daily Membership)
FY2017 Data

19

School Operational and Maintenance costs are very high!



If Eveleth-Gilbert could get down to State Average.

Potential Savings

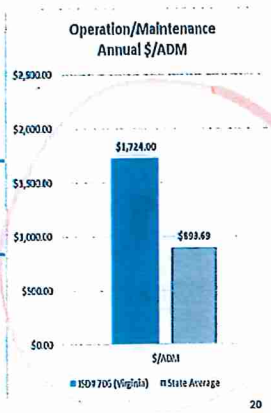
= **$1,129,771** (annually)

($1,189.59 x 949.6 ADM)

If Virginia could get down to State Average. Potential Savings

= **$1,422,877** (annually)

($830.31 x 1,713.67 ADM)



20

11

Virginia
(45 Acre Circle)

Currently on 2 City blocks of 3 acres each. To expand most logical to go south. 20 Houses on Block 1, cost to acquire +$3M for each block.



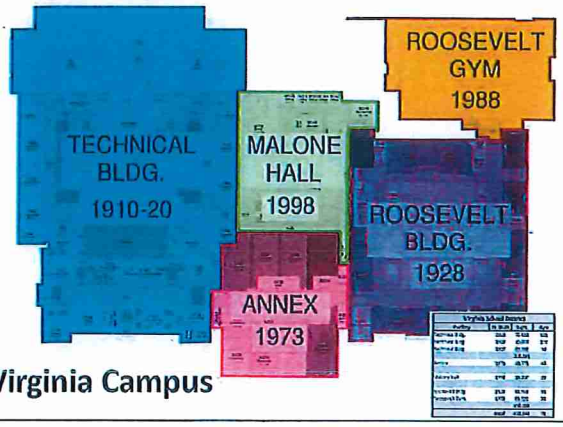
Eveleth
(45 Acre Circle)



Gilbert
(45 Acre Circle)



Major portions of the school are greater than 90 years old and need significant repair and investment



Virginia Campus

24


Facility Task Force:
Meeting #7
Putting all the Pieces Together!
November 7, 2018
VIRGINIA MINNESOTA
PUBLIC SCHOOLS

Last Meeting:

1. Confirmed existing facilities are not viable for Academy style high school
2. 840 student Academy style 9-12 High School (Alexandria base model)
3. Add *Connected* 630 student 6-8 Middle School
4. Turf Football field with track (seating for 2000 home and 500 away spectators)
5. Add pool (with 8 lanes and diving well and locker rooms)
6. Add Additional Educational spaces:
   - Added approximately 15,000 sf for Industrial Tech area to Alexandria Industrial tech program, FACS area (life skills) and for more Music classroom space and additional practice areas

Confirmed Existing Schools not Viable

- Sites not large enough
- Unanimous vote by the group to NOT use any of the existing facilities
- MDE Renovate or build new checklist results

FACILITY: EVELETH-GILBERT HIGH SCHOOL — FACILITY TASK FORCE - SITE WALK THROUGH

Renovate an Existing School or Build a New School??

The answer to this key question is not clear and simple, and it requires a detailed and time-consuming analysis of many factors. The commissioner must consider both the economic and the educational advisability of a proposed school construction project; hence, both an economic and education perspective on what is best educationally for students and economically for taxpayers of the community and the state are necessary.

The more "yes" answers there are to the following questions, the greater the likelihood that a school facility in its entirety is not adequate for current student, staff, program and community needs and needs to be replaced:

	QUESTION	Yes	No	Maybe	NOTES/COMMENTS
1	Does the school district have too many school facilities for the numbers of students?	X			E-G has highest SF/student in state, lots of long hallways and empty rooms, empty buildings not in use.
2	Are there student safety issues (e.g. student and bus drop-off) on the school site?	X			Surrounded by City streets, kids dodging beteen cars, parking not adequate, no proper dropff off areas.
3	Is the school site too small to meet current needs for parking and outdoor activities?			X	Need to take down unused buildings. No HS student parking. Outdoor facilities too small and need work.
4	Is it very difficult or impossible to solve school site issues by closing streets and/or purchasing adjacent properties?			X	Residential area, tough to close streets without buying houses, need to take old buildings down, streets can't be closed, Need site costs to compare.
5	Are their major exterior issues such as leaking roofs, groundwater penetration, sagging walls, mold and brick in need of repair or replacement?	X			1917 Building has issues, ground water and humidity issues in multiple buildings, many maintenance issues, sagging ceilings.

FACILITY: VIRGINIA HIGH SCHOOL — FACILITY TASK FORCE - SITE WALK THROUGH

Renovate an Existing School or Build a New School??

The answer to this key question is not clear and simple, and it requires a detailed and time-consuming analysis of many factors. The commissioner must consider both the economic and the educational advisability of a proposed school construction project; hence, both an economic and education perspective on what is best educationally for students and economically for taxpayers of the community and the state are necessary.

The more "yes" answers there are to the following questions, the greater the likelihood that a school facility in its entirety is not adequate for current student, staff, program and community needs and needs to be replaced:

	QUESTION	Yes	No	Maybe	NOTES/COMMENTS
1	Does the school district have too many school facilities for the numbers of students?				...h use, schools maxed out.
2	...and bus	X			No parking, safety access is poor,excess stairs, not the best, Excessive stairways and too many levels for students, parents, visitors and community users is not clear. Drop off areas for parents, buses, deliveries, staff, visitors and community users are not clearly defined.
3	...chool site too small to meet current needs for parking and outdoor activities?	X			Site is landlocked, Parking is a problem, no parking, Parking is a big issue, hardly enough room for staff, Playground surrounded by asphalt.
4	Is it very difficult or impossible to solve school site issues by closing streets and/or purchasing adjacent properties?	X			Could shut 4th street and 5th Ave???, Too many houses in the area, can't do it.
5	Are their major exterior issues such as leaking roofs, groundwater penetration, sagging walls, mold and brick in need of repair or replacement?	X			Plumbing, cock roaches are a problem, old asbestos, mold, roofs need repair, I wouldn't say major exterior issues. The technical building south wall experienced a structural failure 10 years ago caused by water filtration. The windows are about 10 years old and non operator windows was a complaint by staff.

Handouts available at end of meeting

FACILITY: GILBERT MIDDLE SCHOOL — FACILITY TASK FORCE - SITE WALK THROUGH

Renovate an Existing School or Build a New School??

The answer to this key question is not clear and simple, and it requires a detailed and time-consuming analysis of many factors. The commissioner must consider both the economic and the educational advisability of a proposed school construction project; hence, both an economic and education perspective on what is best educationally for students and economically for taxpayers of the community and the state are necessary.

The more "yes" answers there are to the following questions, the greater the likelihood that a school facility in its entirety is not adequate fo current student, staff, program and community needs and needs to be replaced:

	QUESTION	Yes	No	Maybe	NOTES/COMMENTS
1	Does the school district have too many school facilities for the numbers of students?	X			Yes, based upon MDE guidelines and current enrollment, too low enrollment, empty classrooms.
2	Are there student safety issues (e.g. student and bus drop-off) on the school site?	X			Handicap evacuation inadequate, lead paint and asbestos. Safety and convenient access to the school for students, parents and visitors not clear. Drop off areas not clearly defined. Bus area is the best of the 3 sites. Multiple grand entrances makes for a confusing building entrance for first time users.
3	Is the school site too small to meet current needs for parking and outdoor activities?			X	A parking assessment of staff parking, student parking, visitor parking, bus drop-off/pick-up, special needs drop-off/pick-up would most likely show deficiency, mostly street parking. No drop off areas.
4	Is it very difficult or impossible to solve school site issues by closing streets and/or purchasing adjacent properties?			X	Site has potential for expansion. Mineral rights were a concern on adjacent 30 plus acres. Land behind school is private.
5	Are their major exterior issues such as leaking roofs, groundwater penetration, sagging walls, mold and brick in need of repair or replacement?	X			Windows need replacement, staining of ceiling tiles were seen Mold was observed in the science wing second floor, more could be present behind finishes. Tuckpointing would be recommended for portions of the building. Moisture infiltration was present in the warping of the gym floor.

What do we do with Existing Surplus Buildings?

Put buildings on market to be sold for possible reuse & / or redevelopment for 2 years after election date. If they don't sell – deconstruct buildings and work with local cities to discuss land options.

We included the costs to deconstruct in the project budget.

BUDGET = $7,560,000

Operational & Maintenance Comparison (7-12)

	O&M Expense	ADM	O&M/ADM
Eveleth-Gilbert	$1,040,951.40	392.28	$2,653.59
Virginia	$1,478,638.93	710.29	$2,081.74
Combined	$2,519,590.32	1,102.57	**$2,285.20**
New 7-12*	$1,220,000 to $1,465,000		$969 to $1,163

Potential Savings of ~$1.05M to $1.3M

*New 7-12:

Considered a combination of Industry Standards for:

- Utilities ($/sqft)
- Staff to maintain site/grounds (staff/acre)
- Staff to clean/maintain facility (staff/sqft)
- 275,000 sqft , 55 acres & 1,260 students

Note: Preliminary - estimates will be refined as scope is more defined

Conclusion…

1. Solid plan for new 6-12 (saving dollars by connecting)
2. Existing buildings shouldn't be used for secondary
3. Established amenities our communities'/school's desire
4. Plan for our elementary schools (using existing buildings)
5. We can save significant dollars in operations and maintenance by coming together



Statewide

Students Served: 871,417.90

Program Category	Site Expenditure Per District	District-Wide Allocated Per ADM Served	Total	Dollars Per ADM Served	Percent Of Total
District Level Administration	300,278.14	498,225,147.22	498,525,425.36	572.09	4.67
School Level Administration	391,654,648.94	23,655,470.29	415,310,119.23	476.59	3.89
Regular Instruction	4,244,478,181.81	275,714,095.88	4,520,192,277.69	5,187.17	42.35
Career and Technical Instruction	118,754,895.89	17,021,622.15	135,776,518.04	155.81	1.27
Special Education	1,476,268,375.15	467,805,674.07	1,944,074,049.22	2,230.93	18.21
Student Activities and Athletics	258,589,956.92	13,465,613.63	272,055,570.55	312.20	2.55
Instructional Support Services	271,466,344.28	289,097,636.89	560,563,981.17	643.28	5.25
Pupil Support Services	224,882,044.11	91,593,544.29	316,475,588.40	363.17	2.96
Operation Maintenance	463,919,995.93	314,858,412.03	778,778,407.96	893.69	7.30
Student Transportation	14,265,931.26	607,206,517.16	621,472,448.42	713.17	5.82
Subtotal - General Fund Operating Expenditures	**7,464,580,652.43**	**2,598,643,733.61**	**10,063,224,386.04**	**11,548.10**	**94.28**
Capital Expenditures	178,447,456.70	432,061,091.45	610,508,548.15	700.59	5.72
Total - General Fund	**7,643,028,109.13**	**3,030,704,825.06**	**10,673,732,934.19**	**12,248.69**	**100.00**

District 2154-01 EVELETH-GILBERT SCHOOL DISTRICT

Students Served: 949.69

Program Category	Site Expenditure Per District	District-Wide Allocated Per ADM Served	Total	Dollars Per ADM Served	Percent Of Total
District Level Administration	.00	561,839.46	561,839.46	591.60	4.68
School Level Administration	436,709.55	.00	436,709.55	459.84	3.63
Regular Instruction	4,457,125.64	82,734.83	4,539,860.47	4,780.36	37.79
Career and Technical Instruction	140,433.03	.00	140,433.03	147.87	1.17
Special Education	1,205,915.61	197,044.50	1,402,960.11	1,477.28	11.68
Student Activities and Athletics	504,702.53	.00	504,702.53	531.44	4.20
Instructional Support Services	503,361.44	145,600.52	648,961.96	683.34	5.40
Pupil Support Services	146,145.59	62.00	146,207.59	153.95	1.22
Operation Maintenance	801,775.43	1,176,697.93	1,978,473.36	2,083.28	16.47
Student Transportation	.00	1,110,890.35	1,110,890.35	1,169.74	9.25
Subtotal - General Fund Operating Expenditures	**8,196,168.82**	**3,274,869.59**	**11,471,038.41**	**12,078.70**	**95.48**
Capital Expenditures	315,576.04	227,937.00	543,513.04	572.31	4.52
Total - General Fund	**8,511,744.86**	**3,502,806.59**	**12,014,551.45**	**12,651.01**	**100.00**

District 0706-01 VIRGINIA PUBLIC SCHOOL DISTRICT
Students Served: 1,713.67

Program Category	Site Expenditure Per District	District-Wide AllocatedPer ADM Served	Total	Dollars Per ADM Served	Percent Of Total
District Level Administration	.00	860,666.92	860,666.92	502.24	3.94
School Level Administration	489,290.00	.00	489,290.00	285.52	2.24
Regular Instruction	8,541,615.38	24,114.22	8,565,729.60	4,998.47	39.20
Career and Technical Instruction	195,623.59	.00	195,623.59	114.15	.90
Special Education	3,222,976.14	423,168.94	3,646,145.08	2,127.68	16.69
Student Activities and Athletics	628,093.63	.00	628,093.63	366.52	2.87
Instructional Support Services	314,151.13	951,022.57	1,265,173.70	738.28	5.79
Pupil Support Services	317,674.13	369.49	318,043.62	185.59	1.46
Operation Maintenance	1,800,161.17	1,154,212.36	2,954,373.53	1,724.00	13.52
Student Transportation	.00	942,476.59	942,476.59	549.98	4.31
Subtotal - General Fund Operating Expenditures	**15,509,585.17**	**4,356,031.09**	**19,865,616.26**	**11,592.43**	**90.91**
Capital Expenditures	851,594.91	1,134,345.11	1,985,940.02	1,158.88	9.09
Total - General Fund	**16,361,180.08**	**5,490,376.20**	**21,851,556.28**	**12,751.31**	**100.00**

These are 2017 Numbers from the MDE site

Eveleth-Gilbert

Operation/Maintenance	Statewide 7.3% of overall budget, E-G 16.47% or Statewide $713.17 per student, E-G $2,083.74 - That's a difference of $1370.57 per student or $1370.57 x 949.69 (Average Daily Membership last year) = **$1,301,616.62** more we spent on O & M
Transportation	Statewide 5.82% of overall budget, E-G 9.25% or Statewide $713.17 per student, E-G $1,169.74 - That's a difference of $456.57 per student or $456.57 x 949.69 (ADM) = **$433,599.96** more we spent on Transportation than the ave school.

Virginia

Operation/Maintenance	Statewide 7.3% of overall budget, Virginia 13.52% or Statewide $713.17 per student, Virginia $1,724.00 - That's a difference of $1010.00 per student or $1,010.00 x 1713.67 (Average Daily Membership last year) = **$1,730,806.70** more we spent on O & M

Iron Range

SCHOOL FOR SALE



TRANSFORMATION AWAITS

- New housing
- Office spaces
- Storage
- Community use
- Mixed use

CONTACT INFO

RRPS ISD No. 2909
218-742-3900
stacie.lamppa@rrps.org

LOCATED IN THE HEART OF EVELETH, MN



DREAM UP SOMETHING *Cool* FOR THIS SCHOOL





50

December 7, 2023

Dr. Noel Schmidt
Rock Ridge Public School District
1405 Progress Parkway
Virginia, MN 55792

Re: Eveleth School Campus Buildings & Improvements

Dear Noel,

The Eveleth City Council met at their regular City Council meeting December 5, 2023 and discussed their interest in retaining any of the Eveleth School Campus buildings and improvements. By unanimous vote, the City Council made the following motion:

> *Motion by Councilor Koivunen, second by Councilor Rauzi to direct city staff to communicate to the Rock Ridge School Board that the City of Eveleth has no interest in retaining ownership of the Franklin Elementary School building, the Multi-purpose/fine arts building, or any of the buildings or improvements on the Eveleth School Campus located at 801 Jones Street; and that the City would like the Rock Ridge School Board to continue with the demolition of all buildings and improvements at 801 Jones Street. Ayes – All.*

Sincerely,

Jackie Monahan-Junek
City Administrator

TRENTI
LAW • FIRM

ATTORNEYS
Colleen A. Kosluchar
Joseph F. Leoni *+
Bryan M. Lindsay
Scott C. Neff ++

OF COUNSEL
Sam A. Aluni
Darrold E. Persson
Bruce R. Williams **

225 First Street North
Suite 1000
P. O. Box 958
Virginia, MN 55792
(218) 749-1962
FAX (218) 749-4308
(E-mail blindsay@trentilaw.com)

EMERITUS
Tracy R. Podpeskar (1977-2020)
Patrick J. Roche (1942-2015)
Vernon D. Saxhaug (1928-2016)
Robert H. Stephenson
John A. Trenti (1927-2014)

LEGAL ASSISTANTS
Sharon K. Fredrickson
Donna M. Leritz
Maria K. Silcox
Patricia L.G. Thornton
Kristen M. Tomassoni

November 28, 2023

Dr. Noel Schmidt
Superintendent
Rock Ridge Public Schools
1405 Progress Parkway
Virginia, MN 55792

RE: City acquisition of Gilbert School Property
Our File No.: 64,225-4

Dear Dr. Schmidt,

I am writing as the City Attorney for the City of Gilbert. The purpose of this letter is to request acquisition of certain real property located at the site of the Gilbert School. Specifically, the City is requesting that parcels identified by the following St. Louis County parcel Id numbers be transferred to the City:

1. 060-0010-04420
2. 060-0010-05550

The City has identified these parcels as valuable for providing for future development/infrastructure and preserving City interests and allowing access to other City owned property in those locations. The City hereby formally requests that those properties be transferred to the City in order that these goals and purposes may be accomplished. The City would offer nominal consideration in the amount of $1.00 per parcel.

In addition, the City has a resident who would like to access across the parcel ending in 04420. Attached to this correspondence please find a limited license agreement which would permit this access. The City is in support of this assistance to our resident. Please

contact me at any time if I may provide additional information to assist the School Board in considering this request or if there are any issues.

Sincerely,

Bryan M. Lindsay

BML:sa

Enclosure

Engineering Land Surveying Site Development

Memorandum

To: The Honorable Tom Smith
Mayor, City of Gilbert

From: John P. Jamnick, P.E.

Date: May 4, 2023

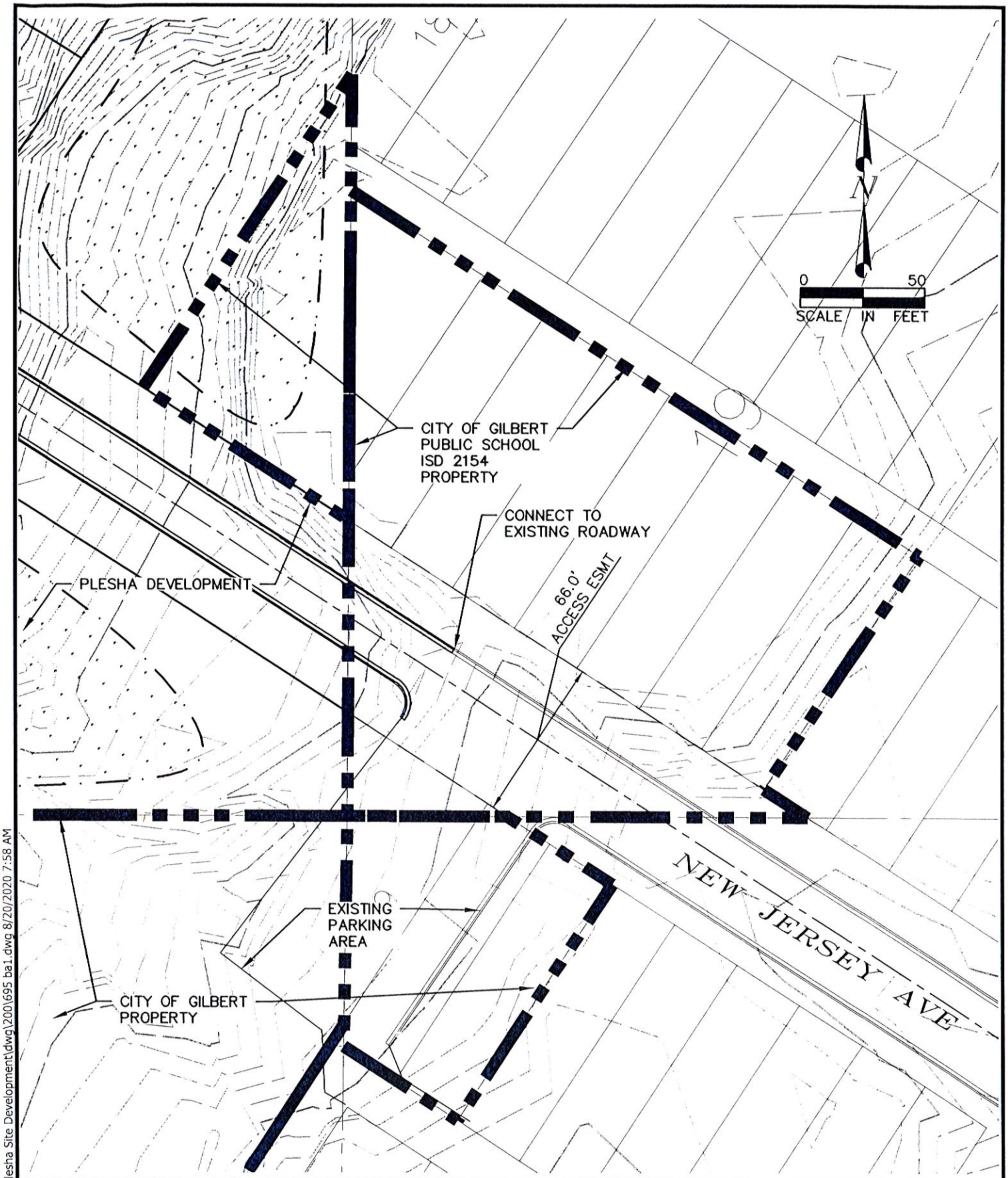
Re: Zeiher Property near School

The City would like to acquire the following parcels from ISD #2154 for access to the property to the west of the school:

#1 ID #060-0010-04420
Extension of platted R/W of New Jersey Avenue and land south of vacated road as shown on attached sheet.

#2 ID #060-0010-05550
North portion near Wisconsin Avenue, as shown on attached sheet.

425 Grant Street P.O. Box 656 Hibbing, MN 55746 218-262-5528 218-262-5059 (Fax)
5670 Miller Trunk Hwy Suite A Duluth, MN 55811 218-720-6219 218-720-6267 (Fax)
www.jpjeng.com



425 Grant Street
PO Box 656
Hibbing, MN 55746
(218) 262-5528
www.jpjeng.com

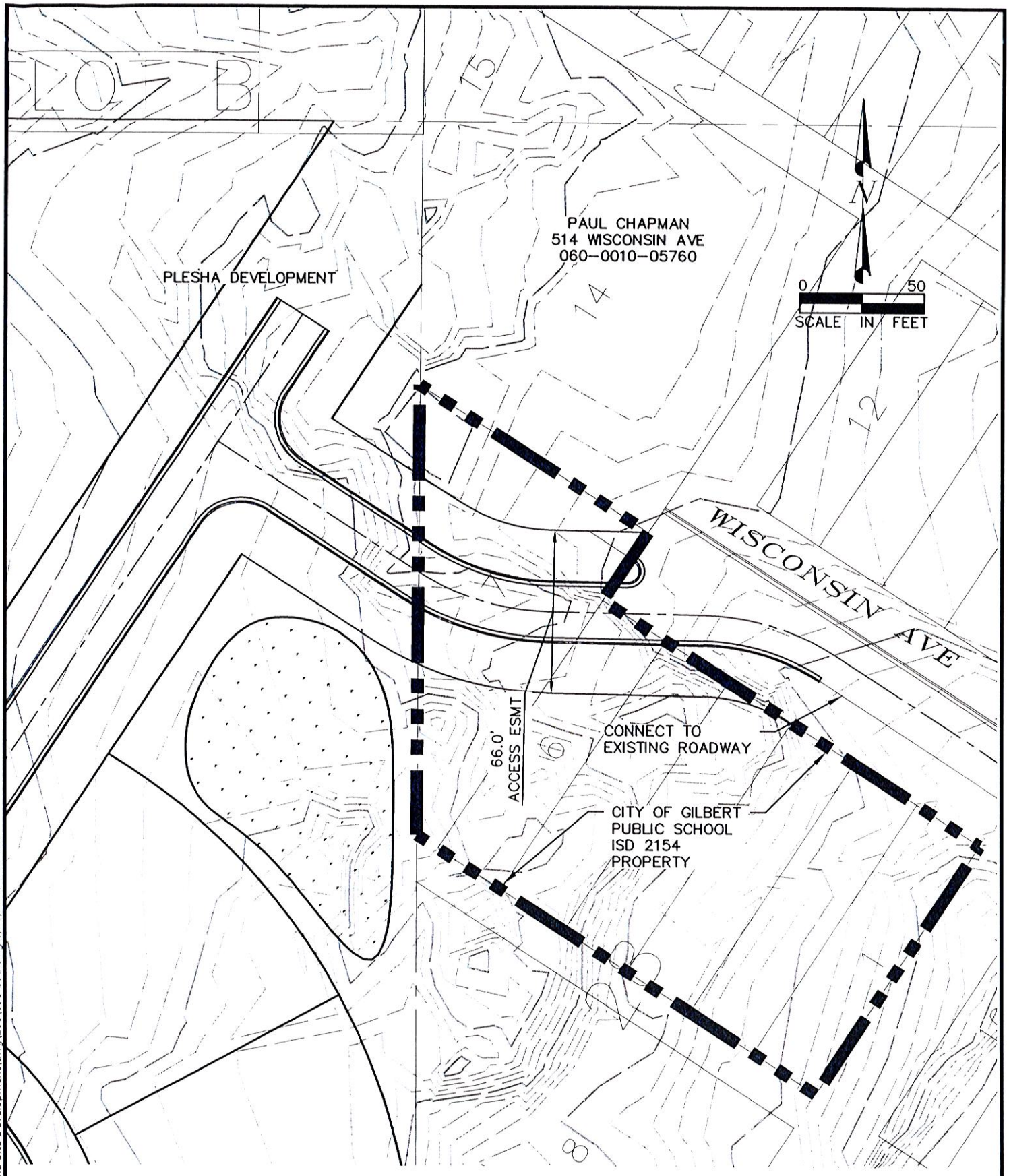
PLESHA DEVELOPMENT SOUTH ACCESS

GILBERT, MINNESOTA

PROJECT NUMBER
20-695

SHEET NUMBER
1

G:\Gilbert\20-695 Plesha Site Development\dwg\200\695 ba1.dwg 8/20/2020 7:58 AM



425 Grant Street
PO Box 656
Hibbing, MN 55746
(218) 262-5528
www.jpjeng.com

PLESHA DEVELOPMENT NORTH ACCESS

GILBERT, MINNESOTA

PROJECT NUMBER
20-695

SHEET NUMBER
2

G:\Gilbert\20-695 Plesha Site Development\dwg\200\695 ba1.dwg 8/20/2020 7:57 AM

LICENSE AGREEMENT

This **License Agreement** ("License") is made and entered into on this ___ day of November, 2021 by and between **Independent School District #2154** a public body under the laws of the State of Minnesota (hereinafter "Licensor") and **Kari and Robert Zeiher**, husband and wife, maintaining a principle residence at 103 Rocky Road, Gilbert, Minnesota (hereinafter "Licensee").

RECITALS

WHEREAS, Licensor is the fee simple interest owner of the real property located within the City of Gilbert that is identified by its Saint Louis County Parcel ID number 060-0010-04420 which is depicted more specifically in the attached map; and

WHEREAS, Licensee wishes to enter across a portion of Licensor's property across a specific course identified in the attached Exhibit A for the purpose of accessing and taking timber from real property owned by Licensee (the Permitted Activities); and

WHEREAS, Licensor and Licensee desire to enter into the License Agreement set forth herein.

NOW THEREFORE, in consideration of the mutual covenants, promises, and agreements contained herein, the parties hereto agree as follows:

AGREEMENT

1. Grant of License. Subject to the provisions of this License Agreement, Licensor hereby grants to Licensee a temporary license to enter upon and cross the real property described above and to conduct the Permitted Activities thereon.

2. Term of License. The term of this License shall commence on the effective date of this License, as first written above. This License shall terminate on one year from the date of commencement or upon the conclusion of the Permitted Activities whichever shall occur first. Licensee shall have the right, however, to immediately terminate this License at any time upon delivery of written notice of the election to terminate this Agreement to Licensor.

3. Permitted Activities. During the Term of this License, the Licensee and its agents and employees shall have the right to enter upon and the Property solely for ingress and egress to property owned by Licensee.

Licensee has the duty to determine all underground, preexisting utility structures (sewer lines, power lines, fiber optic, etc) to the extent they may be effected by the Permitted Activities.

4. Access. Licensor hereby grants Licensee the right of ingress to and egress from and to otherwise have access to all of the Property for the purpose of conducting the Permitted Activities.

5. Compliance with Laws. Licensee agrees that it will conduct all of its activities on the Property under this License in compliance with all Federal, State, and local laws, ordinances, and regulations.

6. Use and Restoration of the Property. In undertaking the Permitted Activities, only so much of the surface of the Property shall be used or disturbed as is necessary for the purpose. With respect to the Licensee's activities that disturb the surface, Licensee shall, at the conclusion of all activities restore the Property to substantially the same condition as existed on the effective date (naturally occurring changes excepted).

7. Indemnification. Licensee unconditionally and absolutely agrees to indemnify, defend, and hold Licensor harmless from and against all loss, damage, claim, liability, or expense which Licensor may sustain or incur arising out of or pertaining to any acts or failure to act by the Licensee or its agents, contractors, or employees on the Property.

8. Insurance. Licensee agrees to maintain or cause to be maintained by its agents in full force and liability insurance applicable to its activities on the Property.

9. Entire Agreement. This Agreement constitutes the entire agreement between the parties hereto and supersedes all prior written and oral agreements and understanding relating to the subject matter hereof.

10. Modification. This Agreement may not be modified or amended except by an instrument in writing signed by the parties hereto. No waiver or consent may be enforced unless such waiver or consent shall be in writing and signed by the party against whom enforcement thereof is sought.

11. Applicable Law. This Agreement shall be governed by the laws of the State of Minnesota, exclusive of choice of law provisions under Minnesota law.

12. Relationship of the Parties. This License Agreement creates only the relationship of licensor-licensee between the parties. In no event shall this Agreement be deemed or construed to create any other relationship between the parties, including without limitation landlord-tenant, partners, joint venturers, optionor-optionee, or any other type of relationship.

13. License Only. This instrument conveys a license only, and in no event shall it be construed to convey an easement, a fee interest, or any other interest in land. Licensee shall not by virtue of this License Agreement acquire and this License does not grant to Licensee any right, title, or interest, legal or equitable, in the Property. Nothing in this License shall be deemed or construed to create or confer any interest of any kind or nature other than the personal, temporary License in favor of Licensee granted herein.

14. Survival. Except as expressly provided to the contrary herein, the foregoing terms, conditions, warranties, representations, and covenants of this License Agreement shall be deemed to be continuing for the benefit of the Licensor and Licensee and their respective successors and assign, and shall survive the expiration or termination of the License Agreement and continue in full force and effect for a period of one year from the date of expiration or termination of the License Agreement.

LICENSOR	**LICENSEE:**
BY: _____	_____
Its:	Kari Zeiher
BY: _____	_____
Its:	Robert Zeiher

THIRD AMENDMENT TO AGREEMENT REGARDING SCHOOL DISTRICT PROPERTY

This Third Amendment to Agreement Regarding School District Property (this "Amendment") is made this _____ day of January, 2024 (the "Effective Date"), by and between the City of Eveleth, a Minnesota municipal corporation (the "City") and Independent School District No. 2909, Rock Ridge Public Schools, a Minnesota body corporate and politic ("ISD 2909") ("ISD 2154"), or its successor.

RECITALS

WHEREAS, the City and Independent School District No. 2154, Eveleth-Gilbert Public Schools, the predecessor to ISD 2909 entered into that certain Agreement Regarding School District Property dated May 5, 2020 (the "Agreement"); and

WHEREAS, the City and Independent School District No. 2154 entered into that certain First Amendment to Agreement Regarding School District Property dated May 4, 2020 (the "First Amendment"); and

WHEREAS, the City and ISD 2909 entered into that certain Second Amendment to Agreement Regarding School District Property dated June 21, 2021 (the "Second Amendment"); and

WHEREAS, the City and ISD 2154 have agreed to further amend and modify the terms and conditions of the Agreement and the amendments as hereinafter set forth; and

NOW, THEREFORE, in consideration of the premises and mutual covenants in this Amendment and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

AMENDMENTS

1. Exhibit A (the "ISD 2154 Property") of the Agreement shall be replaced in its entirety with the new attached Exhibit A (the "ISD 2909 Property").

2. All references to "ISD 2154" in the Agreement and the First Amendment are hereby replaced with "ISD 2909."

3. Paragraphs 1 and 2 of the Agreement are hereby deleted in their entirety.

4. Paragraph 3 of the Agreement is hereby amended to read as follows:

> 1. ISD 2909 agrees that it will demolish the existing buildings and improvements on the property located at 801 Jones Street, Eveleth, Minnesota at its sole cost. Said demolition shall occur no later than December 25, 2025.

5. Paragraph 4 of the Agreement is hereby amended to read as follows:

> 2. The City hereby exercises its option to purchase the ISD 2909 Property in the amount of $500,000. The parties shall enter into a purchase agreement to memorialize the purchase of all of the ISD 2909 Property. The closing costs will be split between ISD 2909

and the City in the customary fashion. The closing on that portion of ISD 2909 Property 1 (801 Jones Street) shaded in yellow on the attached Exhibit B which includes the football/baseball fields, track, and the stadium/bleachers shall occur immediately after the demolition of these improvements by ISD 2909. The City shall be responsible for subdividing ISD 2909 Property 1 so that this portion of the property may be conveyed separately to the City. ISD 2909 shall cooperate with the City with respect to the subdivision of the property. The closing on the remainder of ISD 2909 Property 1 (801 Jones Street) and ISD 2909 Property 2 (402 Roosevelt Avenue) shall occur after all of the buildings and improvements on ISD 2909 Property 1 have been demolished by ISD 2909. The closing on ISD 2909 Property 3 (725 Jackson Street) and ISD 2909 Property 4 shall occur after the closing on ISD 2909 Property 1 and ISD 2909 Property 2 and after ISD 2909 has vacated ISD 2909 Property 3.

6. Paragraph 5 of the Agreement is hereby amended to read as follows:

3. ISD 2909 and the City shall split the costs incurred by the City with respect to the drafting and negotiation of this Agreement and the various amendments.

7. Paragraph 6 of the Agreement is hereby deleted in its entirety.

8. Paragraph 7 of the Agreement is hereby amended to read as follows:

5. Any notice, demand, request, or other communication which may or shall be given or served by the parties, shall be deemed given or served on the date the same is hand delivered or the date of receipt or the date of delivery if deposited in the United States Mail, registered or certified, postage prepaid, and addressed as follows:

If to the City:
Jackie Monahan-Junek
Attn: City Administrator
City of Eveleth
413 Pierce Street
Eveleth, MN 55734-1538

With a copy to:
Sarah Sonsalla
Kennedy & Graven, Chartered
Fifth Street Towers, Suite 700
150 South Fifth Street
Minneapolis, MN 55402

If to ISD 2909:
Independent School District No. 2909
Attn: Superintendent
1405 Progress Parkway
Virginia, MN 55792

or such other address as either party may give to another party in accordance with this Section.

9. Paragraphs 1 of the First Amendment is hereby deleted in its entirety.

10. Paragraphs 1, 2, 3, 4, 5, and 6 of the Second Amendment are hereby deleted in their entirety.

11. Wherever there is a conflict between the provisions contained in the Agreement, the provisions this Amendment shall control. Except as expressly amended, supplemented, or modified by this Amendment, the Agreement shall continue in full force and effect. All capitalized terms contained in this Amendment, unless specifically defined herein, shall have the meaning ascribed to them in the Agreement. This Amendment shall bind and inure to the benefit of the parties hereto and their respective successors and assigns

12. This Amendment may be executed in any number of identical counterparts, any or all of which may contain the signatures of less than all of the parties, and all of which shall be construed together as a single instrument. For purposes of this Amendment, signatures by facsimile or .pdf shall be binding to the same extent as original signatures.

(The remainder of this page is intentionally left blank.)

IN WITNESS WHEREOF, the parties have executed this Third Amendment as of the day and year written above.

CITY OF EVELETH

By: _____
Robert Vlaisavljevich
Its: Mayor

By: _____
Jackie Monahan-Junek
Its: City Administrator

INDEPENDENT SCHOOL DISTRICT NO. 2909, ROCK RIDGE PUBLIC SCHOOLS

By: _____

Its: Board Chair

By: _____

Its: Board Clerk

EXHIBIT A

ISD 2909 Property

ISD 2909 Property 1
- Address: 801 Jones Street, Eveleth, MN 55734
- Acres: 18.71
- PIN: 040-0205-00360

ISD 2909 Property 2
- Address: 402 Roosevelt Ave., Eveleth, MN 55734
- Acres: 0.63
- PIN: 040-0090-00330

ISD 2909 Property 3
- Address: 725 Jackson Street, Eveleth, MN 55734
- Acres: 0.37
- PIN: 040-0090-00680

ISD 2909 Property 4
- Address: Unknown
- Acres: 0.39
- PIN: 040-0090-00590


Harrison St
144
N Fayal Ave
McKinley Ave
EVELETH
801 JONES ST
145
N Elba Ave
1
4
3
2
Jones St
147

EXHIBIT B

Portion of Property 1 (801 Jones Street) to be Conveyed Early to the City) (shaded in yellow)

Ballfields Map



PURCHASE AGREEMENT

1. PARTIES. This Purchase Agreement (this "Agreement") is made on this _____ day of _____, 2024 (the "Effective Date"), by and between the City of Eveleth, a Minnesota municipal corporation (the "Buyer") and Independent School District No. 2909, Rock Ridge Public Schools, a Minnesota body corporate and politic (the "Seller").

2. SUBJECT PROPERTY. The Seller and the Buyer entered into that certain Agreement Regarding School District Property dated May 5, 2020 whereby the Seller agreed to sell and the Buyer agreed to purchase certain real property from the Buyer. The properties that are being purchased by the Buyer are described on the attached Exhibit A (the "Properties").

3. OFFER/ACCEPTANCE. In consideration of the mutual agreements herein contained, the Buyer offers and agrees to purchase and the Seller agrees to sell the Properties.

4. PROPERTY INFORMATION. As soon as reasonably practicable, but in any event within 30 days after the Effective Date, the Seller shall deliver to the Buyer complete copies of all documents in the Seller's possession, control or reasonably available to the Seller related to the Properties, including without limitation any surveys, plats, title insurance policies, property tax statements, zoning information, engineering studies, environmental reports, plans, contracts, licenses, permits, easements, covenants, conditions, restrictions, and all other reports, studies, records, and documents relating to or impacting the Properties or their use or which the Buyer may reasonably request (collectively, the "Property Information"). The Seller shall deliver to the Buyer any additional Property Information, or updates thereto, that comes into the Seller's possession, control, or is reasonably available to the Seller up to the closing date for the particular property.

5. CONTINGENCIES. The Buyer's obligations under this Agreement are expressly contingent upon:

A. **Representations and Warranties**. All of the Seller's representations and warranties contained in this Agreement must be true on the closing date for the particular property as if made on the closing date, and the Seller shall have delivered to the Buyer at closing a certificate signed by the Seller and dated as of the closing date certifying and reaffirming that all of the Seller's representations and warranties are true and accurate as of the closing date (the "Bring- Down Certificate").

B. **Performance of the Seller's Obligations**. The Seller shall have performed all of the obligations required to be performed by the Seller as and when required by this Agreement.

C. **Title**. Title to the Property shall have been found acceptable, or been made acceptable, in accordance with this Agreement's requirements and terms.

D. **Inspections**. The Buyer shall be satisfied with the results of and all matters disclosed by Buyer's Inspections.

E. **Property Information**. The Buyer shall be satisfied with the terms, and the Buyer's review and analysis, of all Property Information.

F. **Survey**. The Buyer shall have been satisfied with the results of its Survey if one is conducted by the Buyer.

G. **Government Approvals.** With respect to Property 1, approval by the City of Eveleth of the subdivision of the Property 1 into two parcels. Said subdivision shall be performed at the Buyer's expense.

H. **Removal of Buildings and Improvements.** The Seller shall have demolished and removed all buildings and improvements from Property 1 at the Seller's expense to the satisfaction of the Buyer. The Seller has until December 25, 2025 to demolish and remove all buildings and improvements from Property 1.

With the exception of paragraph (H) above, if any such contingency has not been satisfied within 180 days of the Effective Date, then the Buyer may at its option terminate this Agreement by written notice to the Seller with respect to the particular property. Upon such termination, this Agreement shall terminate with respect to that particular property and neither party will have any further rights or obligations regarding this Agreement or the particular property. All of the contingencies set forth in this Agreement are specifically stated and agreed to be for the Buyer's sole and exclusive benefit and the Buyer shall have the right to unilaterally waive any contingency. Notwithstanding the foregoing, nothing contained herein will waive or diminish any right or remedy the Buyer may have for the Seller's default or breach of this Agreement.

6. PURCHASE PRICE: The Buyer shall pay the Seller the following amounts for the Properties. There is no earnest money in this transaction.

Property	Purchase Price	
1A	$	73,437
1Remainder	$	198,553
Total 1	$	271,990
2	$	9,070
3	$	155,735
4	$	63,205
Total	$	500,000

Total purchase price: $500,000 (the "Purchase Price"). The Buyer shall pay the Seller the estimated market value for each property at the time of closing as the purchase price for that particular property.

7. CLOSINGS. The closings of the sale of the Properties shall take place according to the following schedule:

a. The closing on the portion of Property 1A shaded in yellow in the attached Exhibit B which includes the football/baseball fields, track, and the stadium/bleachers shall occur immediately after the demolition and removal of these improvements by the Seller. The Buyer shall be responsible for subdividing Property 1 so that this portion of the property may be conveyed separately to the Buyer. The Seller shall cooperate with the Buyer with respect to the subdivision of Property 1.
b. The closing on the remainder of Property 1 and Property 2 shall occur after all of the buildings and improvements on Property 1 have been demolished and removed by the Seller.
c. The closing on Property 3 and Property 4 shall occur after the closings on Property 1 and Property 2 have occurred and after the Seller has vacated Property 3 and 4. The school must vacate Property 3 and 4 no later than June 1, 2025.

The closings shall take place at Eveleth City Hall, Eveleth, Minnesota, or such other location as mutually agreed upon by the parties, or in accordance with escrow instructions provided by the parties, at a time the parties agree upon. The Seller shall deliver possession of the particular property to the Buyer on the closing date. The Seller shall remove all personal property not included in the sale and all debris, trash, rubbish, materials, and garbage from the particular property before the closing date.

8. INSPECTIONS. The Buyer, its agents, representatives, and contractors, shall have physical access to the Properties through the closing without charge at all reasonable times for the purpose of the Buyer's review, inspection, investigation, and testing of the Properties, including, without limitation, analysis of the Properties' conditions and any conditions affecting the Properties, zoning and land use restrictions, governmental approvals and permits, easements, restrictions and covenants, access and parking, surveys, engineering, architectural and geotechnical tests, wetland and environmental reviews, and such other reports and tests which the Buyer, in its sole discretion, deems necessary or advisable (collectively, the "**Inspections**"). The Buyer shall pay all costs and expenses of any such Inspections and shall indemnify and hold the Seller and the Properties harmless from and against all costs and liabilities relating to the Inspections. The Buyer shall repair and restore any damage to the Properties caused by or occurring during the Buyer's Inspections and return the Properties to as close as reasonably possible to substantially the same condition as they existed prior to such entry and Inspections. The Buyer shall not be liable for: (a) the Buyer's discovery of an adverse environmental or other condition affecting the Properties; or (b) the negligence or other misconduct of the Seller or any third party not acting on behalf of or at the direction of the Buyer. The Buyer shall provide the Seller with copies of any reports, results, or other documents that are obtained by the Buyer through the course of the Inspections.

9. DOCUMENTS TO BE DELIVERED AT CLOSING. The Seller agrees to deliver the following documents to the Buyer at the closings with respect to each property:

A. A duly recordable quit claim conveying fee simple title to the particular property to the Buyer, free and clear of any mortgages, liens, or encumbrances other than matters created by or acceptable to the Buyer.

B. The Bring-Down Certificate.

C. An affidavit from the Seller indicating that on the closing date there has been no skill, labor, or material furnished to the particular property for which payment has not been made or for which mechanics' liens could be filed; and that there are not any unrecorded interests in that particular property, together with whatever standard owner's affidavit and/or indemnity, which may be required by title company, sufficient to remove any exception in the Buyer's policy of title insurance for mechanics' and materialmen's' liens and rights of parties in possession;

E. Affidavit of the Seller confirming that the Seller is not a foreign person within the meaning of Section 1445 of the Internal Revenue Code;

F. A completed Minnesota Well Disclosure Certificate or a statement that the Seller is not aware of any wells on the Property;

G. Any notices, certificates, and affidavits regarding any private sewage systems, underground storage tanks, and environmental conditions as may be required by Minnesota statutes, rules, or ordinances;

H. All other documents reasonably determined by the Buyer or the Title Company to be necessary to transfer the particular property to the Buyer free and clear of all encumbrances except those which are permitted by the Buyer pursuant to Section 11 herein.

On the closing date, the Buyer will execute and deliver to the Seller:

A. The Purchase Price for the particular property by either by certified check or by wire transfer; and

B. Such affidavits of the Buyer, certificates of real estate value, or other documents as may be reasonably required by the title company in order to record the Seller's closing documents and issue the title policy to the Buyer as required by this Agreement.

(collectively, the "Buyer's Closing Documents").

10. CLOSING COSTS AND RELATED ITEMS. The Seller and the Buyer agree to the following prorations and allocations of costs regarding this Agreement:

A. **Title Insurance and Closing Costs.** The Buyer will pay all costs for the title company to examine title and issue the title commitment, updating the title commitment, and any fees charged by the title company for any escrow required regarding the Buyer's Objections. The Buyer will pay all premiums required for the issuance of a title policy and any endorsements. The Buyer and the Seller will split all reasonable and customary closing fees or charges imposed by the title company. The Seller will pay all state deed tax regarding the deeds to be delivered by the Seller under this Agreement. The Seller will pay the cost of recording all documents necessary to place record title in the condition warranted and requested of the Seller in this Agreement, and the Buyer will pay the cost to record the deeds. The Buyer will pay the costs to split Property 1 into two parcels.

B. **Real Estate Taxes and Special Assessments**. The Seller will pay in full on or before the closing dates all special assessments levied, pending, certified, or constituting a lien against the particular property as of the closing date, including installments of special assessments payable with general real estate taxes in the year of closing. The Seller shall pay all general real estate taxes and installments of special assessments payable therewith in all years before the year of closing. General real estate taxes payable in the year of closing will be prorated between the Seller and the Buyer to the actual closing date. The Seller will pay all deferred real estate taxes or special assessments or other recapture taxes which may become payable as a result of the sale contemplated by this Agreement. The Seller shall pay all delinquent real estate taxes and special assessments, together with all penalties, interest, and costs payable in the year of closing and all prior years. The Buyer will pay all real estate taxes and special assessments on the particular property due and payable after the year of closing.

C. **Other Costs**. All utility and operating costs and expenses of the particular property will be prorated between the Seller and the Buyer as of the closing date regardless of when invoices for the same are received, so that the Seller pays that part of such other utility and operating costs and expenses accruing on and before the closing date, and the Buyer pays that part of such utility and operating costs and expenses accruing after the closing date. To the extent that actual amount of consumption of any utility services or the actual cost of other operating expenses is not determined prior to the closing date, the parties will prorate such costs at closing using a mutually agreeable estimate based on the last available reading or estimate of charges. The Seller and the Buyer will make any final post-closing adjustments to such costs and expenses within 60 days after the closing on the particular property. The Seller and the Buyer will arrange to have all such services and companies to have accounts opened in the Buyer's name for the particular property beginning on the closing date.

11. TITLE EXAMINATION. Title examination will be conducted as follows:

A. **Title Insurance Commitment**. The Buyer has a title commitment for the Properties. Within 10 days from the Effective Date of this Agreement, the Buyer may order an updated title commitment . The title commitment shall be updated prior to closing as requested by the Buyer.

B. **Buyer's Survey**. The Buyer may obtain, at its cost and expense, a current survey certified to and satisfactory to the Buyer and the title company, showing the Properties and all matters required by the Buyer and the title company (the "Survey").

C. **Buyer's Objections.** Within 10 business days after receiving the Survey and the updated title commitment, the Buyer must make any written objections (the "Objections") to the form and/or contents of the Survey or the title commitment. The Buyer's failure to make Objections within such time period will constitute waiver of objections. If an additional update to the title commitment reveals any encumbrance that did not appear in the original title commitment, updated title commitment, or Survey, the Buyer shall have the right to make Objections to such encumbrance and the provisions of this Section 11 (c) shall again apply to such Objections. Any matter shown on such title evidence and not objected to by the Buyer shall be a "Permitted Encumbrance" under this Agreement. The Seller shall have 30 days after receiving the Objections to cure the Objections, during which period the closing on the particular property will be postponed, as necessary. The Seller will use reasonable efforts to correct any Objections. If the Objections are not cured within such 30-day period, the Buyer will have the option to do any of the following:

a. Terminate this Agreement with respect to the particular property; or

b. Waive the Objections and proceed to close; provided that the Buyer shall have the option, at closing, to pay directly any liens, mortgages, charges or similar encumbrances against the particular Property that are liquidated in amount and to which an Objection has been made by the Buyer.

D. **Title Policy.** At the closing, the title company will irrevocably commit to issue the title policy subject only to the Permitted Encumbrances.

12. REPRESENTATIONS AND WARRANTIES BY THE SELLER. The Seller hereby represents and warrants to the Buyer as of the closing date for the particular property that:

A. **Authority.** The Seller is a public body corporate and politic, duly created under and subject to the laws of Minnesota; the Seller has the requisite power and authority to enter into and perform this Agreement and those closing documents signed by it. As of the closing date, the Seller's closing documents

shall have been duly authorized by all necessary action on the part of the Seller and shall have been duly executed and delivered. The Seller's execution, delivery, and performance of this Agreement and the Seller's Closing Documents shall not conflict with or result in a violation of either the Seller's contractual or other obligations or any judgment, order, or decree of any court or arbiter by which the Seller is bound. This Agreement and the Seller's Closing Documents shall be legal, valid, and binding obligations of the Seller enforceable with their terms.

B. **Title to Property.** The Seller owns and has good and marketable title to the Properties, and on the respective closing dates, the Properties will be free and clear of all encumbrances except the Permitted Encumbrances. Other than the Seller, there are no parties in possession of any part of the Properties and there are no other leaseholds or rights of possession which have been granted to any third party. With the exception of the Agreement Regarding School District Property dated May 5, 2020 between the Seller and the Buyer, there are no unrecorded contracts, easements, leases, or other possessory rights of others affecting the Properties or the Seller's ability to convey the Properties to the Buyer.

C. **Legal Proceedings.** There is no other action, litigation, investigation, condemnation or proceeding of any kind pending or, to the best of the Seller's knowledge without investigation, threatened against any portion of the Properties, and the Seller has no actual knowledge that any such action is contemplated.

D. **Wells.** There are not any wells located on the Properties.

E. **Individual Sewage Treatment Systems.** There are not any individual sewage treatment systems located on the Properties.

F. **Methamphetamine Production.** To the best of the Seller's knowledge, methamphetamine production has not occurred on the Properties.

G. **Foreign Status.** The Seller is not a "foreign person," "foreign partnership," "foreign trust," or "foreign estate" as such terms are defined in the Internal Revenue Code.

13. "AS IS, WHERE IS." Except as otherwise provided in this Agreement, the Seller makes no other warranties or representations regarding the Properties. The Buyer acknowledges that it has inspected or has had the opportunity to inspect the Properties and agrees to accept the Properties "AS IS" with no right of set off or reduction in the Purchase Price. Such sale shall be without representation of warranties, express or implied, either oral or written (except for the representations and warranties in Section 12 herein), made by the Seller or any official, employee or agent of the Seller with respect to the physical condition of the Properties, including but not limited to, the existence or absence of petroleum, hazardous substances, pollutants or contaminants in, on, or under,

or affecting the Properties or with respect to the compliance of the Properties or its operation with any laws, ordinances, or regulations of any government or other body, except as stated above. The Buyer acknowledges and agrees that the Seller has not made and does not make any representations, warranties, or covenants of any kind or character whatsoever, whether expressed or implied, with respect to warranty of income potential, operating expenses, uses, habitability, tenant ability, or suitability for any purpose, merchantability, or fitness of the Properties for a particular purpose, all of which warranties the Seller hereby expressly disclaims, except as provided in Section 12 above.

14. DAMAGE. If, prior to the closing date for the particular property, all or any part of the particular property is damaged by fire casualty, the elements or any other cause, the Seller shall immediately give written notice to the Buyer of such fact. The Buyer may terminate this Agreement within 30 days after the Seller's notice, in which event neither party will have any further obligations under this Agreement. If the Buyer elects not to terminate despite such damage, the Seller shall promptly commence to repair such damage or destruction and return the particular property to its condition prior to such damage, and the Buyer shall have the right to approve any loss adjustment reached by the Seller with the applicable insurance companies, such approval not to be unreasonably withheld. If such damage is completely repaired prior to the closing date for the particular property, then the Seller shall retain the proceeds of all insurance related to such damage. If such damage will not be completely repaired prior to the closing date but the Seller is diligently proceeding to repair, then the Seller shall complete the repair after the closing date and shall be entitled to receive the proceeds of all insurance related to such damage after repair is completed; provided, however, the Buyer shall have the right to delay the closing date until repair is completed. If the Seller shall fail to diligently proceed to repair such damage, then the Buyer shall have the right to require a closing to occur and the Seller shall assign to the Buyer all right to receive the proceeds of all insurance related to such damage and the Seller shall pay the Buyer an amount equal to the deductible under the applicable policies.

15. CONDEMNATION. If, prior to the closing, eminent domain proceedings are commenced against all or any part of the particular property by an entity other than the Buyer, the Seller shall immediately give notice to the Buyer of such fact and at the Buyer's option (to be exercised within 15 days after the Seller's notice), this Agreement shall terminate, in which event neither party will have further obligations under this Agreement. If the Buyer fails to give such notice, then there shall be no reduction in the Purchase Price, and the Seller shall assign to the Buyer at the closing all of the Seller's right, title and interest in and to any award made or to be made in the condemnation proceedings. Prior to the closing, the Seller shall not designate counsel, appear in, or otherwise act with respect to the condemnation proceedings without the Buyer's prior written consent.

16. BROKER COMMISSIONS. The Seller and Buyer represent and warrant to each other that there is no broker involved in this transaction with whom it has negotiated or to whom it has agreed to pay a broker commission. The Buyer agrees to indemnify the Seller for any and all claims for brokerage commissions or finders' fees in connection with negotiations for purchase of the Properties arising out of any alleged agreement or commitment or negotiation by the Buyer, and the Seller agrees to indemnify the Buyer for any and all claims for brokerage commissions or finders' fees in connection with negotiations for purchase of the Properties arising out of any alleged agreement or commitment or negotiation by the Seller.

17. REMEDIES. If the Buyer or the Seller defaults in any of the agreements herein, the non-defaulting party may (i) terminate this Agreement, (ii) seek actual damages for breach of this Agreement, or (iii) seek specific performance of this Agreement; provided that any action for specific enforcement must be brought within six months after the date of the alleged breach.

18. ASSIGNMENT. The Buyer may assign its rights under this Agreement to a related or affiliated entity with the Seller's approval, which shall not unreasonably be withheld and shall provide written notice to the Seller of such intent to assign. Such assignment shall relieve the Buyer of its obligations under this Agreement. The Seller may not assign its rights under this Agreement without the Buyer's prior written consent.

19. AMENDMENT AND MODIFICATION. No amendment, modification or waiver of any condition, provision or term of this Agreement shall be valid or have any effect unless made in writing, is signed by the party to be bound and specifies with particularity the extent and nature of such amendment, modification, or waiver. Any waiver by either party of any default by the other party shall not affect or impair any right arising from any previous or subsequent default.

20. NOTICES. Any notice, demand, request, or other communication which may or shall be given or served by the Seller on the Buyer or by the Buyer on the Seller, shall be deemed has been given or served on the date the same is hand delivered or the date of receipt or the date of delivery if deposited in the United States mail, registered, or certified, postage prepaid, and addressed as follows:

If to the Seller: Independent School District #2909
Rock Ridge School District
Attn: Superintendent
1405 Progress Parkway
Virginia, MN 55792

If to the Buyer: City of Eveleth
Attn: City Administrator
413 Pierce Street
Eveleth, MN 55734

or such other address as either party may give to another party in accordance with this Section.

21. NO PARTNERSHIP OR JOINT VENTURE. Nothing in this Agreement shall be construed or interpreted as creating a partnership or joint venture between the Seller and the Buyer relative to the Properties.

22. CUMULATIVE RIGHTS. Except as may otherwise be provided herein, no right or remedy herein conferred on or reserved by either party is intended to be exclusive of any other right or remedy provided by law, but such rights and remedies shall be cumulative in and in addition to every other right or remedy given herein or elsewhere or existing at law, equity or by statute.

23. ENTIRE AGREEMENT. This Agreement constitutes the entire agreement between the parties and no other agreement prior to this Agreement or contemporaneous herewith shall be effective except as expressly set forth or incorporated herein.

24. BINDING EFFECT. This Agreement binds and benefits the parties and their successors and assigns.

25. CONTROLLING LAW. This Agreement has been made under the substantive laws of the State of Minnesota, and such laws shall control its interpretation.

26. COUNTERPARTS. This Agreement or any amendments may be executed in counterparts, which taken together, shall constitute one original.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date written above.

SELLER—INDEPENDENT SCHOOL DISTRICT NO. 2909, ROCK RIDGE SCHOOL DISTRICT

By: _____

Its: _____

By: _____

Its: _____

BUYER—CITY OF EVELETH

By: _____

Its: Mayor

By: _____

Its: City Administrator

EXHIBIT A

Descriptions of the Properties
[legal descriptions to be inserted]

Property 1
- Address: 801 Jones Street, Eveleth, MN 55734
- Acres: 18.71
- PIN: 040-0205-00360

Property 2
- Address: 402 Roosevelt Ave., Eveleth, MN 55734
- Acres: 0.63
- PIN: 040-0090-00330

Property 3
- Address: 725 Jackson Street, Eveleth, MN 55734
- Acres: 0.37
- PIN: 040-0090-00680

Property 4
- Address: Unknown
- Acres: 0.39
- PIN: 040-0090-00590


Harrison St
144
N Fayal Ave
McKinley Ave
EVELETH
801 JONES ST
145
N Elba Ave
1
4
3
2
Jones St
147

EXHIBIT B

Portion of Property 1 to be Conveyed Early to the Buyer (shaded in yellow)
[*on following page*]

Ballfields Map

