



**ROCK RIDGE PUBLIC SCHOOLS
1405 PROGRESS PARKWAY
VIRGINIA MN 55792**

**Organizational and Regular Meeting
Monday, January 13, 2025 at 6:00 PM
Rock Ridge Administration Building, 1405 Progress Parkway,
Virginia, MN 55792**

AGENDA

1. Call organizational meeting to order.
2. Seat newly-elected board members. 6
3. Approval of organizational meeting agenda.
4. Election of Board Officers.
 1. Election of Chairperson.
 2. Election of Vice Chairperson.
 3. Election of Clerk.
 4. Election of Treasurer.
 5. Election of Alternate Clerk.
5. Organizational Business.
 1. Set salaries of board directors.
 2. Approval of Columbus Day is not a school holiday.
 3. Set 2025 regular board meeting dates and time. 7
 4. Approval of ISD No. 2909 mileage rate at the IRS standard mileage rate of 70 cents per mile beginning January 1, 2025.
 5. Designate school depositories: Frandsen Bank & Trust, MSDLAF, and MNTrust/PMA, Miners National Bank and First National Bank of Gilbert.
 6. Authorize the hiring of a school attorney on an as-needed basis: Consider recommendation of Colosimo, Patchin, & Kearney, Ltd., Rupp, Anderson, Squires, & Waldspurger, P.A. and Ratwik, Rozak & Maloney, P.A.
 7. Consider establishing a newspaper as the legal publication for school 10

business for 2025.

8. Consider allowing the Superintendent and Business Manager to conduct wire transfer funds from Miners National Bank of Eveleth to Frandsen Bank and Trust, General Account.

9. Consider allowing the Superintendent and Business Manager to conduct wire transfer funds from First National Bank of Gilbert to Frandsen Bank and Trust, General Account.

10. Consider authorizing the business manager and superintendent to make electronic fund transfers.

11. Consider authorizing the business manager to use the current signature plate until a new plate is secured, if necessary.

12. Consider authorizing school board members to attend instate meetings.

13. Consider authorizing the superintendent to approve instate travel requirements of employees during the school year.

14. Consider authorizing the superintendent to employ additional instructional, library, maintenance, and clerical assistance as shall become necessary.

15. Consider Resolution Directing the Administration to Make Recommendations for Reductions in Programs and Positions and Reasons Therefor. 12

16. Consider approval of the Education Identity & Access Management Board Resolution naming Dr. Noel Schmidt as the Identified Official with Authority (IOwA) for Rock Ridge Public Schools for 2025. 13

17. Consider designating Dr. Noel Schmidt as the responsible authority under the Minnesota Data Practices Act and Open Meeting Law for 2025.

18. Committee memberships. 15

19. Consider mentorship for new board members.

6. Adjourn organizational meeting.

7. Call to order of regular meeting.

8. Approval of agenda.

9. Recognition of visitors and visitor input.

10. Consent Agenda:

1. Approval of December 9, 2024 regular meeting minutes. 16

2. Approval of additional duty of AVID Site Coordinator (RRHS) for Brandon Borich with a stipend of \$1,000 for the 2024-2025 school year.

3. Approval of additional duty of Morning Supervisor (RRHS) at a rate of \$17.49/day for the 2024-2025 school year for the following: Brandon Borich (effective November 25, 2024), Tricia Fierst (effective December 16, 2024), and Paul Brainard (effective December 16, 2024).

4. Approval of additional duty of Homebound Instructor for Amber King at a rate of \$42.00/hour (5 hours/week) effective January 13, 2025.

5. Approval of hire of Tyler Voight Cameron for the Lunch Supervisor (RRHS) position at a rate of \$19.25/hour effective December 1, 2024.

6. Approval of hire of Amy Lundmark for the Morning Cafeteria Aide (PES) position at a rate of \$21.17/hour effective December 2, 2024.

7. Approval of hire of Julie Ward for the Paraprofessional (LES) position at a rate of \$19.97/hour effective December 9, 2024.

8. Approval of hire of Justin Abramson for the Custodian/GM/Grounds/Driver

- position at a rate of \$25.75/hour effective January 6, 2025.
9. Approval of hire of Elaine Ronan-Carlson for the Student Support Paraprofessional (RRHS) position at a rate of \$19.97/hour effective January 6, 2025.
 10. Approval of hire of Jodi Thompson for the Paraprofessional (PES) position at a rate of \$19.97/hour effective January 6, 2025.
 11. Approval of hire of Claire Wohlsdorf for the Secondary Math Teacher (RRHS) position with a salary of \$23,799 (2nd semester) (Step A BA) effective January 24, 2025.
 12. Approval of hire of Adam Tritt for the Secondary English Teacher (RRHS/ALP) position with a salary of \$41,761.74 (Step J - MA) effective January 24, 2025 (2nd semester/87 contract days).
 13. Approval of hire of Katie Hunter for the 2nd Grade Long-Term Substitute Teacher (LES) position with a daily rate of pay of \$264.43/day (BA Step A) effective approximately February 3, 2025.
 14. Approval of volunteers for the 2024-2025 school year (Boys Hockey): William Troutwine, Sam Troutwine, Nicholas Troutwine, Isaac Flatley.
 15. Acceptance of resignation of KaDeen Auel from the Paraprofessional position effective December 12, 2024.
 16. Acceptance of resignation of Kylee Sexton from the Paraprofessional position effective December 20, 2024.
 17. Acceptance of resignation of Jeremy Liimatta from the Spring Play Co-Director effective January 1, 2025.
 18. Acceptance of resignation for the purpose of retirement of Harriet Anderson from the Paraprofessional position effective January 3, 2025.
 19. Acceptance of resignation of Chris Chad from the Assistant Spring Play Director position effective January 6, 2025.
 20. Acceptance of resignation of Davis Lamppa from the Assistant Baseball Coach position effective January 7, 2025.
 21. Acceptance of resignation of Bruce Erjavec from the Lunchroom/Playground Aide (PES) position effective January 8, 2025.
 22. Acceptance and appreciation of a donation of \$334 from the Rock Ridge Cross Country Booster Club for equipment for the cross country team.
 23. Acceptance and appreciation of a donation in the amount of \$10,000 from Brian and Theresa Raduenz for the #RockRidgeRising Campaign - In memory of Mr. Hiti (classroom dedication).

Thank you to the Golden Bear Foundation for acting as the pass through for the donation.

24. Acceptance and appreciation of donations of winter gear from Legacy Church to Parkview and Laurentian Elementary Schools.
25. Acceptance and appreciation of a donation of new boots and clothing from the Elks Club to Parkview Elementary.
26. Acceptance and appreciation of a donation of hand-knit hats from Big Life Realty - Paige Mayry to students in need at Laurentian Elementary School.
27. Acceptance and appreciation of a donation of two full-body wolverine mounts to the Rock Ridge schools.

would like to donate 2 full-body-mounted wolverines to the Rock Ridge schools. These animals were harvested by an indigenous Canadian in northern British Columbia.

All export/import permits are completed. A Minnesota conservation officer approved the shipment of the pelts. The only condition for the donation is that they must be displayed in a secured display case to prevent touching, damage, and dust. Location is at your discretion. When the display cases are ready, Frank will deliver the mounts and set them up.

28. Acceptance and appreciation of a donation in the amount of \$2,000 from Jeff and Holly Okland for the #RockRidgeRising Campaign.

29. Acceptance and appreciation of a donation of knit hats from the Gilbert Community United Methodist Church to the Laurentian School Readiness Program.

30. Acceptance and appreciation of a donation from the Virginia Community Foundation in the amount of \$8,564 for the #RockRidgeRising Campaign - 2024 Wolverine Fund.

31. Acceptance and appreciation of a donation in the amount of \$8906.13 from Pohaki for the #RockRidgeRising Campaign - the 2024 installment payment for the Pohaki Construction Lab.

32. Approval of an out-of-state field trip for roughly 25 students from Mr. Conger's World Wars class to the Bong Veterans Museum in Superior, Wisconsin on January 21, 2025.

33. Approval of lane change for Jessica Kortekaas from BA+20 Step J to BA+30/MA Step J effective December 19, 2024.

34. Approval of lane change for Josh Gibson from BA+20 Step F to BA+30/MA Step F effective December 25, 2024.

35. Approval of lane change for Andy Tikkanen from BA+20 Step J to BA+30/MA Step J effective January 10, 2025.

36. Approval of individual work agreements for July 1, 2024 - June 30, 2026 for the following individuals: Bill Bryson III, Janelle Dolinsek, Chad Hazelton, Mike Hoag, Mike Hoche, Robert Kreegier, Stacie Lamppa, Josh Lamppa, Andrea Lintula, Amanda Mathson, Stephanie McDermid, Willie Spelts, Sandy Viger, Bob Voss, and Debbie Wiirre. 21

11. Reports:

- 1. AROI: Academic Return on Investment. 36
- 2. School to Work Engagement and Fundraising updates. 40
- 3. Parkview Elementary Principal's Report.
- 4. Superintendent.

- 1. Minnesota School Finance: A Guide for Legislators. 53

- 2. 2024 PMA Minnesota School District Referendum Report. 210

- 5. Treasurer's Report. 235

12. Administration Items:

- 1. Consider approval of the Rock Ridge High School 2025-2026 course registration handbooks for Grades 7/8 and Grades 9-12. 254

2. Consider approval of the Memorandum of Agreement between St. Louis County Family Services Collaborative and RRPS for the purpose of expansion of early intervention and prevention services. 335
 3. Consider approval of Easement Request. 345
 4. Termination of Temporary Easement. 351
 5. Consider which school board members interview Junior School Board Representative applicants.
- 13. Meeting Announcements:*
- 1. The next regular meeting will be Monday, January 27, 2025 at 6:00 PM at the Rock Ridge Administration Building, 1405 Progress Pkwy, Virginia, pending board approval of the 2025 meeting schedule.*
- 14. Adjournment.*



| 1405 PROGRESS PARKWAY, VIRGINIA, MN 55792 | 218.735.3500 | FAX: 218.744.4381 | WWW.RRPS.ORG |

School Board Member Oath of Office

It is an honor that you were elected to guide the education of our community's children. As you recite the oath of office, you assume a tremendous responsibility as a director of our school district with the duties empowered by the Minnesota Legislature. This power puts you and the other members of our school board in the position of being both morally and legally responsible for equitable, quality education of every student in the district.

In carrying out this responsibility, you will be asked to fulfill the roles of vision, structure, accountability, and advocacy. In providing vision, the board, with extensive participation of the community, envisions the community's educational future and then formulates the goals, defines the outcomes, and sets the course for the public schools.

To achieve the vision, the board establishes a structure and creates an environment designed to ensure all students the opportunity to attain their maximum potential through a sound organizational framework.

Because as a board we must be accountable to the community, we must ensure a continuous assessment of student achievement and all conditions affecting the education of our children.

As board members, we serve as education's key advocate on behalf of students and our community schools to advance the vision for our schools.

Furthermore, we must strive to work together with the superintendent and staff to lead the district toward fulfilling the vision we have created, fostering excellence for every student in the areas of academic skills and knowledge, citizenship and personal development.

Having signed the acceptance of office and oath of office, I hereby publicly affirm my commitment to the oath of office:

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 2909 to the best of my judgment and ability.

Board Chair

Date

Member

Date





2025 SCHOOL BOARD MEETINGS SCHEDULE

2ND & 4TH MONDAY OF EACH MONTH AT 6:00 PM (EXCEPT July & December)
ROCK RIDGE ADMINISTRATION BUILDING, 1405 PROGRESS PARKWAY, VIRGINIA, MN

If meeting needs to be rescheduled due to any reason, it will be rescheduled for the next day, same time, same place.

January 13, 2025	June 23, 2025
January 27, 2025	July 14, 2025
February 10, 2025	August 11, 2025
February 24, 2025	August 25, 2025
March 10, 2025	September 8, 2025
March 24, 2025	September 22, 2025
April 14, 2025	October 13, 2025
April 28, 2025	October 27, 2025
May 12, 2025	November 10, 2025
May 26, 2025	November 24, 2025
(MEMORIAL DAY - NO MEETING)	
June 9, 2025	December 8, 2025

ROCK RIDGE SCHOOL BOARD MEMBERS

TIM RIORDAN
JOHN UHAN
BRANDI LAUTIGAR
NICOLE CULBERT-DAHL
LISA WESTBY
JENNIFER BONNER
JODI WESTBY



Dates with Meeting Restrictions 2024-2025

January 1, 2024	New Year's Day Holiday	No school, no meetings
January 15, 2024	Martin Luther King, Jr.'s Birthday Observed *	No meetings
February 19, 2024	Presidents' Day *	No meetings
February 27, 2024	Precinct Caucus Day	No meetings or activities after 6:00 p.m.
March 5, 2024	Presidential Nomination Primary	No meetings or activities 6:00 p.m. – 8:00 p.m.
March 12, 2024	Township Election Day (if applicable)	No meetings or activities 6:00 p.m. - 8:00 p.m.
May 27, 2024	Memorial Day	No school, no meetings
June 19, 2024	Juneteenth ^	No school, no meetings
July 4, 2024	Independence Day	No school, no meetings
August 13, 2024	Primary Election Day	No meetings or activities 6:00 p.m. - 8:00 p.m.
September 2, 2024	Labor Day	No school, no meetings
October 14, 2024	Indigenous Peoples Day (Optional Holiday) ^^	No meetings if this is a school district holiday
November 5, 2024	Election Day	No meetings or activities 6:00 p.m. – 8:00 p.m.
November 11, 2024	Veterans Day	No meetings
November 28, 2024	Thanksgiving Day	No school, no meetings
November 29, 2024	Day After Thanksgiving (Optional Holiday)	No meetings if this is a school district holiday
December 25, 2024	Christmas Day	No school, no meetings
January 1, 2025	New Year's Day Holiday	No school, no meetings
January 20, 2025	Martin Luther King, Jr.'s Birthday Observed *	No meetings
February 17, 2025	Presidents' Day *	No meetings



March 11, 2025	Township Election Day (if applicable)	No meetings or activities 6:00 p.m. - 8:00 p.m.
May 26, 2025	Memorial Day	No school, no meetings
June 19, 2025	Juneteenth ^	No school, no meetings

* [Minnesota Statutes Section 645.44](#) list dates that are “holidays” under state law. Minnesota’s political subdivisions have the option of determining whether Indigenous Peoples Day or the Friday after Thanksgiving shall be holidays. Where it is determined that either day is not a holiday, public business may be conducted.

If the date is determined to be a school day, it must be reflected in the teacher’s contract. If Martin Luther King’s birthday, Presidents Day, Veterans Day is determined to be a school day, at least one hour of the school program must be devoted to a patriotic observance of the day. For more information, see [Minnesota Statutes Section 120A.42](#) (*Conduct of School on Certain Holidays*).

When the following holidays fall on a **Saturday**, the holiday is observed on the preceding **Friday**; when the following holidays fall on a **Sunday**, the holiday is observed on the following **Monday**:

New Year’s Day (January 1)
Juneteenth (June 19) [new]
Independence Day (July 4)

Veterans Day (November 11)
Christmas Day (December 25)

Juneteenth ^

On Juneteenth (June 19), “public schools may offer instruction and programs on the occasion.” For more information, see [Minnesota Statutes 10.55](#) (*Juneteenth*). The Minnesota Department of Education takes the position that school may not be offered on this holiday. MSBA continues to work with MDE to determine the “instruction and programs on the occasion” that may be offered.

Indigenous Peoples Day ^^

In 2023, the Minnesota legislature replaced Christopher Columbus Day (the second Monday in October) with Indigenous Peoples Day. All references to “Christopher Columbus Day” or “Columbus Day” are to be changed to “Indigenous Peoples Day” in Minnesota Statutes and Minnesota Rules. Thus, the conditions set forth in [Minnesota Statutes Section 120A.42](#) (*Conduct of School on Certain Holidays*) continue to apply on this date.



MESABI TRIBUNE

www.mesabitribune.com

704 7th AVENUE SOUTH • PO BOX 956
VIRGINIA, MN 55792

PHONE: 218-741-5544
FAX: 218-749-1836

January 2nd, 2025

Rock Ridge Public School District ISD #2909
Rock Ridge Public School Board

RE: Rock Ridge Public School District ISD #2909 Quote for 2025 Official School Newspaper

Dear Rock Ridge Public School District Board:

We ask to be named the official Newspaper of Rock Ridge Public School District for the 2025 school year. We look forward to continuing our work with the school districts. We are excited to be a part of the consolidation to keep our communities informed and united. Mesabi Tribune publishes Monday (Online) through Friday for Weekly, with a Weekend Edition that will be published and distributed every Saturday. The Manney Shopper publishes on Sundays. For Weekday Editions, all print copy should be submitted at least two days before intended publishing date. Submissions for Weekend Edition are due by no later than 4:30 p.m. of the Wednesday of the same week. Submissions for the Manney Shopper are due by no later than 10:30 a.m. of the Thursday of the previous week.

Rate for Legal Publications

(based on either 6 column format).....\$1.49 per column inch

Rate for Board Meeting Minutes

(based on 6 column format).....\$1.49 per column inch

Display Advertising Rates

(based on 6 column format).....\$9.85 per column inch

We confirm that the Mesabi Tribune meets the “Qualified Newspaper” standards as described by the League of Minnesota Cities. Thank you for giving us the opportunity to serve our city and school districts. We also look forward to your input in the coming year(s) to provide our community with complete and accurate information on a timely basis. If there is any way we can be of further service to you, please let us know.

Advertising (Paper Display & Digital/Online) Contact:

Jacob Giese

Phone: (218) 290-6826 **Email:** jgiese@mesabitribune.com

Legal & Board Meeting Minutes Contact:

Stephanie Stern

Phone: (218) 471-1341 **Email:** sstern@mesabitribune.com

Brett Holum
Regional President

Jacob Giese
Multi-Media Account Executive



December 31, 2024
Rock Ridge Public School District
Attn: Stacie Lamppa, Administrative Assistant
411 5th Avenue South
Virginia, Mn 55792

RE: 2025 Rock Ridge Public School District for School Board Proceedings, Legal, Classified and Display Advertising.

We ask for your consideration and the honor to be named the official legal publication for Rock Ridge Public School District. This will give you broader coverage with a new audience, local readership, lower costs for your advertising needs, timely city notices and proceedings.

Our weekly newspaper is FREELY distributed, our website has no paywalls and we also have paid subscribers throughout the entire Virginia and Eveleth-Gilbert School District (and beyond), ensuring that those who are interested in and who need to be aware of the Virginia and Eveleth-Gilbert Public School activities can get that information with no barriers – geographic or economic. **Digital-Magazine-Online & Audio and Mobile.**

Plus, School board meeting minutes (as well as honor rolls and school related news and photos) will be included on our daily website as well as in the pages of our newspaper. In 2024 we have published numerous stories from local contributors in your community. Your news, events, articles and submissions of any kind may be sent to our Editor, editor@htfnews.us

We hope to be able to serve you as your official newspaper and we thank you sincerely for supporting an independent, family-owned, grassroots publication whose mission is to celebrate the history, people and help grow the communities of the Iron Range. Schools are fundamental to a successful community, and we are proud to be able to serve them.

- Rate for District Board proceedings and legal publications based on a six column format: **\$1.25 per column inch.**
- Display advertising, based on six column format: **\$10.50 per column inch.**
- Discount for rerunning advertisements: **20% discount.**

Weekly Friday publication, Deadline: Monday prior to Friday’s publication with flexibility.

There will be no extra charge for extra composition. Also, we will post your legal, classified or display ad to our website at www.hometownfocus.us at no extra charge.

Thank you for your consideration. We appreciate an opportunity to serve you and **Grow Community together, we are locally owned & operated.** Please let us know if we become your official legal publication.

Sincerely,

Jeff Asbach

Scott Asbach

_____ introduced the following resolution and moved its adoption:

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

WHEREAS, the financial condition of the school district dictates that the school board must reduce expenditures immediately, and

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

WHEREAS, this reduction in expenditure and possible decrease in student enrollment must include discontinuance of positions and discontinuance or curtailment of programs, and

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

BE IT RESOLVED, by the School Board of Independent School District No. 2909, as follows:

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

The motion for the adoption of the foregoing resolution was duly seconded by _____ 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. _____, 2025.

Board Chair

Board Clerk



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Education Identity & Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local education agency that uses the Education Identity Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local education agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local education agency or organization (the Superintendent or Exec. Director) is designated as the IOwA. The IOwA will grant the IOwA Proxy role(s).

Designation of the Identified Official with Authority for Education Identity Access Management

Organization Name: **ROCK RIDGE PUBLIC SCHOOLS**

6-Digit Organization Number: **2909-01**

Superintendent or Exec. Director Name: **Dr. Noel Schmidt**

Will act as the IOwA? Yes No

If no, identify below the individual who will act as the IOwA for your organization. _____

The Superintendent or Exec. Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOwA) for this organization:

Print Name: _____

Title: _____

Board Member Signature:

Name: _____





| 1405 PROGRESS PARKWAY, VIRGINIA, MN 55792 | 218.742.3900 | FAX: 218.744.4381 | WWW.RRPS.ORG |

Date:



| OFFICE OF THE SUPERINTENDENT | DR. NOEL SCHMIDT | NOEL.SCHMIDT@RRPS.ORG |

ROCK RIDGE PUBLIC SCHOOLS 2024
SCHOOL BOARD COMMITTEES

STANDING COMMITTEES	Board Member #1	Board Member #2	Board Member #3	Notes:
Buildings, Grounds, Transportation & Safety	BILL ADDY	JOHN UHAN		
Budget / Finance	COMMITTEE OF THE WHOLE			
Community Education	BRANDI LAUTIGAR			
Athletic & Activities	NICOLE CULBERT-DAHL	TIM RIORDAN	JOHN UHAN	
Policy	LISA WESTBY	NICOLE CULBERT-DAHL		
Personnel	BRANDI LAUTIGAR	LISA WESTBY		
District Curriculum Advisory & Staff Development	BRANDI LAUTIGAR			
Meet and Confer	LISA WESTBY	BRANDI LAUTIGAR	NICOLE CULBERT-DAHL	
Wellness, Family Services Collaborative Liaison	SCHOOL PRINCIPALS			
Iron Range Youth in Action Liaison	BRANDI LAUTIGAR			
Negotiations - AFSCME	BILL ADDY	JOHN UHAN	TIM RIORDAN	AFSCME Negotiations finalized through June 30, 2025.
Negotiations - Administration & Teachers	BILL ADDY	JOHN UHAN	TIM RIORDAN	Principal/Teacher Negotiations finalized through June 30, 2025.
City Council Liaison	Eveleth JOHN UHAN	Gilbert BILL ADDY	Virginia NICOLE CULBERT-DAHL	
Indian Education Liaison	TIM RIORDAN			
Legislative Liaison	LISA WESTBY	TIM RIORDAN		

**OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
MONDAY, DECEMBER 9, 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 Tim Riordan
Nicole Culbert-Dahl John Uhan
Brandi Lautigar Lisa Westby

Other Staff Present:

Dr. Noel Schmidt, Superintendent
Todd Griepentrog, Principal on Special Assignment
Scott Manni, North Star Elementary Principal
Andrea Lintula, Business Manager
Cassandra Hainey, PCN Grant Coordinator

Members Absent:

None

Student Representative:

None

- I. Chair ADDY called the regular meeting to order at 6:00 P.M.
- II. **APPROVE AGENDA:** Motion to **approve the agenda** made by UHAN, seconded by RIORDAN. Motion passed unanimously.
- III. **TRUTH IN TAXATION:**
 - A. Andrea Lintula presented the Truth in Taxation information.
 - B. Motion to **certify 2024 Payable 2025 Levy at \$4,821,725.26** made by RIORDAN, seconded by LAUTIGAR. Motion passed unanimously.
- IV. **RECOGNITION OF VISITORS AND VISITOR INPUT:** George Haraden and Perry Brown – allowing 5th & 6th graders to participate with the swim team. This request will be discussed at an Athletic & Activities Committee meeting.
- V. Motion to **approve the Resolution Authorizing The Renewal of an Expiring Referendum Revenue Authorization** made by RIORDAN, seconded by UHAN. Roll call vote. (RIORDAN-YES, LAUTIGAR-YES, UHAN-YES, ADDY-YES, CULBERT-DAHL-YES, WESTBY-YES) Motion passed unanimously.
- VI. **CONSTRUCTION:**
 - A. Patrick Gallagher and Pete Auvinen from Kraus-Anderson provided the Contract Amendment #16 presentation.
 - B. Motion to **approve Contract Amendment #16** made by LAUTIGAR, seconded by RIORDAN. Motion passed unanimously.
- VII. **CONSENT AGENDA:**
 - A. Motion to **approve the Consent Agenda** made by CULBERT-DAHL, seconded by RIORDAN. Motion passed unanimously.
 1. Approval of November 25, 2024 regular meeting minutes.
 2. Approval of hire of Stacy Robillard for the Wolverine Care Staff position at a rate of \$15.00/hour effective December 1, 2024.
 3. Approval of hire of Breanna Bridgewater for the Wolverine Care Staff position at a rate of \$15.00/hour effective December 1, 2024.
 4. Approval of hire of Amber Berg for the Paraprofessional position at a rate of \$19.97/hour effective December 2, 2024.
 5. Approval of hire of Ainsley Erickson for the Assistant Dance Coach position with a stipend of \$4,791 for the 2024-2025 school year.
 6. Approval of hire of George Haraden for the Assistant Boys Swimming & Diving Coach position with a stipend of \$3,278 for the 2024-2025 school year.

7. Approval of volunteer coach(es) for the 2024-25 school year: Alexander Hultman (Boys Swimming).
8. Approval of additional duty of “I Love To Read Coordinator” (NSE) for Candy Ofstad with a stipend of \$505 for the 2024-2025 school year.
9. Approval of additional duty of Lunchroom Supervisor for Betty Parker for Semester 1 effective November 22, 2024. The stipend of \$1,513 will be prorated.
10. Approval of transfer of Alice Pelton from the Paraprofessional position to the RRHS Counseling Secretary position at a rate of \$24.87/hour effective December 2, 2024.
11. Approval of updated start date for Kylee Sexton, Paraprofessional, from November 6, 2024 to November 5, 2024.
12. Approval of updated start date for Isabella Axelson, Paraprofessional, from November 6, 2024 to November 18, 2024.
13. Approval of correction to Harriet Anderson's request for an extension of her leave through December 31, 2024 - this is a paid sick leave, not unpaid.
14. Acceptance of resignation of James Branstrom from the Paraprofessional position effective January 3, 2025.
15. Approval of out-of-state travel for Robert Kreegier and Quaid Person to attend the Brain Storm Technology Convention in Wisconsin on March 9 - 11, 2025.
16. Acceptance and appreciation of a donation in the amount of \$1,350 from the Choralaires to the #RockRidgeRising Campaign - In Memory of Mr. C.
17. Acceptance and appreciation of a donation of tennis shoes and winter jackets from Tim Miro to RRHS for students who may be in need of these items.

VIII. REPORTS:

- A. C.O.R.E. students, along with PCN Grant Coordinator Cassandra Hainey, discussed the work they have been doing this fall.
- B. Principal on Special Assignment Todd Griepentrog went over the 2024-25 Rock Ridge Comprehensive Achievement and Civic Readiness Report (CACR).
- C. Principal Scott Manni discussed the happenings at North Star Elementary.
- D. Supt. Noel Schmidt introduced the concept of “Academic Return on Investment”. This will be discussed more in January.
- E. Motion to **approve the payment of the bills** made by LAUTIGAR, seconded by CULBERT-DAHL. Motion passed unanimously.

IX. ADMINISTRATION ITEMS:

- A. Motion to **approve the Right of Way Parcel, Minnesota Department of Transportation** made by RIORDAN, seconded by WESTBY. Motion passed unanimously.
- B. Motion to **approve the individual work agreements for 2024-25 and 2025-26 as presented** made by RIORDAN, seconded by UHAN. Motion passed unanimously.
- C. Motion to **submit votes for the Category 1 – ARCC Governance Board** made by WESTBY, seconded by CULBERT-DAHL. Motion passed 5-0-1 with RIORDAN abstaining.
- D. Motion to **approve the Resolution Establishing Combined Polling Places For Multiple Precincts and Designating Hours During Which the Polling Places Will Remain Open For Voting For School District Elections Not Held On The Day Of A Statewide Election** made by WESTBY, seconded by UHAN. Roll call vote. (RIORDAN-YES, LAUTIGAR-YES, UHAN-YES, ADDY-YES, CULBERT-DAHL-YES, WESTBY-YES) Motion passed unanimously.
- E. Motion to **appoint Brandi Lautigar as school board member to fill the school board vacancy until the special election on April 8, 2025** made by ADDY, seconded by UHAN. Roll call vote. (RIORDAN-YES, LAUTIGAR-YES, UHAN-YES, ADDY-YES, CULBERT-DAHL-YES, WESTBY-YES) Motion passed 5-0-1 with LAUTIGAR abstaining.

X. MEETING ANNOUNCEMENTS were made.

XI. **ADJOURNMENT:** Meeting adjourned at 7:32 P.M.

CHAIR – BILL ADDY

CLERK – BRANDI LAUTIGAR





ROCK RIDGE PUBLIC SCHOOLS

Work Agreement for Salary and Benefits for the Technology Director – William Bryson III Work Years July 1, 2024 through June 30, 2026

Salary for 2024-2025: \$105,961 Salary for 2025-2026: \$109,405

Days Worked: 210 Supervisor: Superintendent

Work Day: 8 hours exclusive of lunch with more time as needed to meet the needs of the district. Expectation to work on days that school is called off for inclement weather. After consultation with the superintendent, work hours and days may be adjusted when school is not in session.

Holidays = 11 (New Year's Eve, New Year's Day, President's Day, Good Friday, Easter Monday, Memorial Day, Labor Day, Thanksgiving Day Friday after Thanksgiving, Christmas Eve, Christmas Day)

Personal Leave: 2 days

Sick Leave: 20 days accumulative to a maximum of 135. This includes bereavement leave.

Health Insurance: BC/BS VEBA plan #835 as chosen by the District.

The District will contribute to the employee's health insurance premiums as follows:

District Premium Contribution: Single Policy = 95% less \$25/month

Family Policy = 90% less \$25/month

Example: (monthly family premium x 90%) - \$25 = District contribution

The District will contribute to the employee's VEBA savings account as follows:

District VEBA Contribution: 2024-26 school year = 85% of VEBA deductible

VEBA contribution deposits will be made quarterly.

Dental Insurance: Shall be the Delta Dental Non-contracted Subgroup 0002 Plan. The District will pay 100% of the premium cost for a single policy or a family policy.

Life Insurance: The premium for a \$100,000 Term Life Policy shall be paid by the District.

Long Term Disability Insurance: Shall be provided by the District.

Tax-Sheltered Annuities: Eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) or 457 (b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The School District will match the School to Work/Fundraising Director's payroll deduction up to an amount of \$1,150 annually.

Health Care Savings Plan: Contributions based on School District Policy #430.

The purpose of this document is to set forth the wages and benefits for the listed position, it is not intended to serve as an employment contract. The district reserves the right to reduce or eliminate the listed position at any time or to terminate the employee for just cause. Signatures below indicate an understanding and acceptance of the terms of this document.

Signature of Employee Bill Bryson III Date of Employee's Signature 12/9/2024

Signature of Board Chair _____ Date of Chair's Signature _____

Signature of Board Clerk _____ Date of Clerk's Signature _____

ROCK RIDGE PUBLIC SCHOOLS

Salary and Benefits for the Payroll and Benefits Coordinator – Janelle Dolinsek Work Year July 1, 2024 through June 30, 2026

Salary for 2024-2025: \$66,601 2025-2026: \$68,766

Days Worked = 261 Supervisor: Business Manager

Work Day = 8 hours exclusive of lunch with more time as needed to meet the needs of the district. Expectation to work on days that school is called off for inclement weather

Holidays = 13 (New Year's Eve, New Year's Day, President's Day, Good Friday, Easter Monday, Memorial Day, Juneteenth, Fourth of July, Labor Day, Thanksgiving Day, Friday after Thanksgiving, Christmas Eve, Christmas Day).

Vacation Days = 25 Days

Sick Leave = 18 days accumulative to a maximum of 130. This includes bereavement leave.

Health Insurance: VEBA plan #835 as chosen by the District.

The District will contribute to the employee's health insurance premiums as follows:

District Premium Contribution: Single Policy = 95% less \$25/month
Family Policy = 70% less \$25/month

Example: (monthly single premium x 95%) - \$25 = District contribution

The District will annually contribute to the employee's VEBA savings account as follows:

Annual District VEBA Contribution: 2024-2026 = 85% of VEBA deductible

VEBA contribution deposits will be made quarterly starting September.

Dental Insurance: Shall be the Delta Dental Non-contracted Subgroup 0002 Plan. The District will pay 100% of the premium cost for a single policy or 75% of the premiums for a family policy.


Life Insurance: The premium for a \$50,000 Term Life Policy shall be paid by the District.

Long Term Disability Insurance: Shall be provided by the district.

Tax-Sheltered Annuities: The Employee will be eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) or 457 (b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The School District will match the payroll deduction up to an amount of \$1,150 annually.

Health Care Savings Plan: Contribution based on School District Policy #430.

The purpose of this document is to set forth the wages and benefits for the listed position, it is not intended to serve as an employment contract. The district reserves the right to reduce or eliminate the position at any time or to terminate the employee for just cause. Signatures below indicate an understanding and acceptance of the terms of this document.

Signature of Employee  Date of Employee's Signature 1/9/25

Signature of Board Chair _____ Date of Chair's Signature _____

Signature of Board Clerk _____ Date of Clerk's Signature _____

ROCK RIDGE PUBLIC SCHOOLS

**Salary and Benefits for the Community Education Director – William Hazelton
Work Year July 1, 2024 through June 30, 2026**

Salary for 2024-2025: \$95,664 2025-2026: \$98,773

Days Worked = 230 Supervisor: Superintendent

Work Day = 8 hours exclusive of lunch with more time as needed to meet the needs of the district. Expectation to work on days that school is called off for inclement weather. After consultation with the superintendent, work hours and days may be adjusted when school is not in session.

Holidays = 12 (New Year’s Eve, New Year’s Day, President’s Day, Good Friday, Easter Monday, Memorial Day, Juneteenth, Labor Day, Thanksgiving Day Friday after Thanksgiving, Christmas Eve, Christmas Day)

Sick Leave = 20 days accumulative to a maximum of 135. This includes bereavement leave.

Health Insurance: VEBA plan #835 as chosen by the District.

The District will contribute to the employee’s health insurance premiums as follows:

District Premium Contribution: Single Policy = 95% less \$25/month
Family Policy = 90% less \$25/month

Example: (monthly single premium x 95%) - \$25 = District contribution

The District will annually contribute to the employee’s VEBA savings account as follows:

Annual District VEBA Contribution: 2024-2026 = 85% of VEBA deductible

VEBA contribution deposits will be made quarterly starting September.

Dental Insurance: Shall be the Delta Dental Non-contracted Subgroup 0002 Plan. The District will pay 100% of the premium for a family policy.

Life Insurance: The premium for a \$100,000 Term Life Policy shall be paid by the District.

Long Term Disability Insurance: Shall be provided by the district.

Tax-Sheltered Annuities: The Employee will be eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) or 457 (b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The School District will match the payroll deduction up to an amount of \$1,150 annually.

Health Care Savings Plan: Contribution based on School District Policy #430.

The purpose of this document is to set forth the wages and benefits for the listed position, it is not intended to serve as an employment contract. The district reserves the right to reduce or eliminate the position at any time or to terminate the employee for just cause. Signatures below indicate an understanding and acceptance of the terms of this document.

Signature of Employee 

Date of Employee's Signature 12-18-24

Signature of Board Chair _____

Date of Chair's Signature _____

Signature of Board Clerk _____

Date of Clerk's Signature _____

ROCK RIDGE PUBLIC SCHOOLS

Salary and Benefits for the School Board Secretary & Media Communications Coordinator Stacie Lamppa Work Year July 1, 2024 through June 30, 2026

Salary for 2024-25: \$68,729 **2025-2026:** \$70,963

Days Worked = 261 **Supervisor:** Superintendent

Work Day = 8 hours exclusive of lunch with more time as needed to meet the needs of the district. Expectation to work on days that school is called off for inclement weather.

Holidays = 13 (New Year's Eve, New Year's Day, President's Day, Good Friday, Easter Monday, Memorial Day, Juneteenth, Fourth of July, Labor Day, Thanksgiving Day, Friday after Thanksgiving, Christmas Eve, Christmas Day).

Vacation Days = 25 Days

Sick Leave = 18 days accumulative to a maximum of 130. This includes bereavement leave.

Health Insurance: BC/BS VEBA plan #835 as chosen by the District.

The District will contribute to the employee's health insurance premiums as follows:

District Premium Contribution:	Single Policy = 95% less \$25/month
	Family Policy = 70% less \$25/month

Example: (monthly single premium x 95%) - \$25 = District contribution

The District will annually contribute to the employee's VEBA savings account as follows:

Annual District VEBA Contribution: 2024-2025 = 85% of VEBA deductible

VEBA contribution deposits will be made quarterly starting September.

Dental Insurance: Shall be the Delta Dental Non-contracted Subgroup 0002 Plan. The District will pay 100% of the premium cost for a single policy or 75% of the premiums for a family policy.

Life Insurance: The premium for a \$50,000 Term Life Policy shall be paid by the District.

Long Term Disability Insurance: Shall be provided by the district.

Tax-Sheltered Annuities: The employee will be eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) or 457 (b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The School District will match the payroll deduction up to an amount of \$1,150 annually.

Health Care Savings Plan: Contribution based on School District Policy #430.

The purpose of this document is to set forth the wages and benefits for the listed position, it is not intended to serve as an employment contract. The district reserves the right to reduce or eliminate the position at any time or to terminate the employee for just cause. Signatures below indicate an understanding and acceptance of the terms of this document.

Signature of Employee *Stacie Lamppa*

Date of Employee's Signature *December 10, 2024*

Signature of Board Chair _____

Date of Chair's Signature _____

Signature of Board Clerk _____

Date of Clerk's Signature _____

ROCK RIDGE PUBLIC SCHOOLS
Salary and Benefits for the Activities Director - Josh Lamppa
Work Year July 1, 2024 through June 30, 2026

Salary for 2024-2025: \$101,299 2025-2026: \$104,591

Days Worked = 230 Supervisor: Superintendent

Work Day = 8 hours exclusive of lunch with more time as needed to meet the needs of the district. Expectation to work on days that school is called off for inclement weather. After consultation with the superintendent, work hours and days may be adjusted when school is not in session.

Holidays = 11 (New Year's Eve, New Year's Day, President's Day, Good Friday, Easter Monday, Memorial Day, Labor Day, Thanksgiving Day Friday after Thanksgiving, Christmas Eve, Christmas Day)

Personal Leave = 2 days

Vacation = 5 days

Sick Leave = 20 days accumulative to a maximum of 135. This includes bereavement leave.

Health Insurance: VEBA plan #835 as chosen by the District.

The District will contribute to the employee's health insurance premiums as follows:

District Premium Contribution:	Single Policy = 95% less \$25/month
	Family Policy = 90% less \$25/month

Example: (monthly single premium x 95%) - \$25 = District contribution

The District will annually contribute to the employee's VEBA savings account as follows:

Annual District VEBA Contribution: 2024-2026 = 85% of VEBA deductible

VEBA contribution deposits will be made quarterly starting September.

Dental Insurance: Shall be the Delta Dental Non-contracted Subgroup 0002 Plan. The District will pay 100% of the premium for a family policy.

Life Insurance: The premium for a \$100,000 Term Life Policy shall be paid by the District.

Long Term Disability Insurance: Shall be provided by the district.

Tax-Sheltered Annuities: The Employee will be eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) or 457 (b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The School District will match the payroll deduction up to an amount of \$1,150 annually.

Health Care Savings Plan: Contribution based on School District Policy #430.

Conferences: To attend the National Athletic Directors Conference once every three years

The purpose of this document is to set forth the wages and benefits for the listed position, it is not intended to serve as an employment contract. The district reserves the right to reduce or eliminate the position at any time or to terminate the employee for just cause. Signatures below indicate an understanding and acceptance of the terms of this document.

Signature of Employee  Date of Employee's Signature 12/13/2024

Signature of Board Chair _____ Date of Chair's Signature _____

Signature of Board Clerk _____ Date of Clerk's Signature _____

ROCK RIDGE PUBLIC SCHOOLS

Salary and Benefits for the School Age Child Care Coordinator - Amanda Mathson Work Year July 1, 2024 through June 30, 2026

Salary for 2024-2025: \$51,625 2025-2026: \$53,303

Days Worked = 261 Supervisor: Activities / Community Education Director

Work Day = 8 hours exclusive of lunch with more time as needed to meet the needs of the district. Expectation to work on days that school is called off for inclement weather

Holidays = 13 (New Year's Eve, New Year's Day, President's Day, Good Friday, Easter Monday, Memorial Day, Juneteenth, Fourth of July, Labor Day, Thanksgiving Day, Friday after Thanksgiving, Christmas Eve, Christmas Day).

Vacation Days = 25 Days

Sick Leave = 18 days accumulative to a maximum of 130. This includes bereavement leave.

Health Insurance: VEBA plan #835 as chosen by the District.

The District will contribute to the employee's health insurance premiums as follows:

District Premium Contribution: Single Policy = 95% less \$25/month
Family Policy = 70% less \$25/month

Example: (monthly single premium x 95%) - \$25 = District contribution

The District will annually contribute to the employee's VEBA savings account as follows:

Annual District VEBA Contribution: 2024-2026 = 85% of VEBA deductible

VEBA contribution deposits will be made quarterly starting September.

Dental Insurance: Shall be the Delta Dental Non-contracted Subgroup 0002 Plan. The District will pay 100% of the premium cost for a single policy or 75% of the premiums for a family policy.

Life Insurance: The premium for a \$50,000 Term Life Policy shall be paid by the District.

Long Term Disability Insurance: Shall be provided by the district.

Tax-Sheltered Annuities: The Employee will be eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) or 457 (b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The School District will match the payroll deduction up to an amount of \$1,150 annually.

Health Care Savings Plan: Contribution based on School District Policy #430.

The purpose of this document is to set forth the wages and benefits for the listed position, it is not intended to serve as an employment contract. The district reserves the right to reduce or eliminate the position at any time or to terminate the employee for just cause. Signatures below indicate an understanding and acceptance of the terms of this document.

Signature of Employee Amanda Mathson Date of Employee's Signature 10/14/2024

Signature of Board Chair _____ Date of Chair's Signature _____

Signature of Board Clerk _____ Date of Clerk's Signature _____

ROCK RIDGE PUBLIC SCHOOLS

Salary and Benefits for the Payroll and Benefits Specialist - Stephanie McDermid Work Year July 1, 2024 through June 30, 2026

Salary for 2024-2025: \$66,601 2025-2026: \$68,766

Days Worked = 261 Supervisor: Business Manager

Work Day = 8 hours exclusive of lunch with more time as needed to meet the needs of the district. Expectation to work on days that school is called off for inclement weather

Holidays = 13 (New Year's Eve, New Year's Day, President's Day, Good Friday, Easter Monday, Memorial Day, Juneteenth, Fourth of July, Labor Day, Thanksgiving Day, Friday after Thanksgiving, Christmas Eve, Christmas Day).

Vacation Days = 25 Days

Sick Leave = 18 days accumulative to a maximum of 130. This includes bereavement leave.

Health Insurance: VEBA plan #835 as chosen by the District.

The District will contribute to the employee's health insurance premiums as follows:

District Premium Contribution: Single Policy = 95% less \$25/month
Family Policy = 70% less \$25/month

Example: (monthly single premium x 95%) - \$25 = District contribution

The District will annually contribute to the employee's VEBA savings account as follows:

Annual District VEBA Contribution: 2024-2026 = 85% of VEBA deductible

VEBA contribution deposits will be made quarterly starting September.

Dental Insurance: Shall be the Delta Dental Non-contracted Subgroup 0002 Plan. The District will pay 100% of the premium cost for a single policy or 75% of the premiums for a family policy.

Life Insurance: The premium for a \$50,000 Term Life Policy shall be paid by the District.

Long Term Disability Insurance: Shall be provided by the district.

Tax-Sheltered Annuities: The Employee will be eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) or 457 (b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The School District will match the payroll deduction up to an amount of \$1,150 annually.

Health Care Savings Plan: Contribution based on School District Policy #430.

The purpose of this document is to set forth the wages and benefits for the listed position, it is not intended to serve as an employment contract. The district reserves the right to reduce or eliminate the position at any time or to terminate the employee for just cause. Signatures below indicate an understanding and acceptance of the terms of this document.

Signature of Employee Stephanie McDermid Date of Employee's Signature 10/10/24

Signature of Board Chair _____ Date of Chair's Signature _____

Signature of Board Clerk _____ Date of Clerk's Signature _____

ROCK RIDGE PUBLIC SCHOOLS

Salary and Benefits for the School to Work and Fundraising and Grants - Willie Spelts Work Year July 1, 2024 through June 30, 2026

Salary for 2024-2025: \$121,849 2025-2026: \$125,810

Days Worked = 220 (44 weeks) Supervisor: Superintendent

Work Day: Usually 8 hours or as needed to meet the needs of the district.

Personal Leave: 2 days per year

Sick Leave = 20 days accumulative to a maximum of 135. This includes up to 3 days (to be deducted from sick leave) for bereavement leave for the death of an immediate family member.

Health Insurance: VEBA plan #835 as chosen by the District.

The District will contribute to the employee's health insurance premiums as follows:

District Premium Contribution: Single Policy = 95% less \$25/month
Family Policy = 90% less \$25/month

Example: (monthly single premium x 95%) - \$25 = District contribution

The District will annually contribute to the employee's VEBA savings account as follows:

Annual District VEBA Contribution: 2024-2026 = 85% of VEBA deductible

VEBA contribution deposits will be made quarterly starting September.

Dental Insurance: Shall be the Delta Dental Non-contracted Subgroup 0002 Plan. The District will pay 100% of the premium for a family policy.

Life Insurance: The premium for a \$100,000 Term Life Policy shall be paid by the District.

Long Term Disability Insurance: Shall be provided by the district.

Tax-Sheltered Annuities: The Employee will be eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) or 457 (b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The School District will match the payroll deduction up to an amount of \$1,200 annually.

Health Care Savings Plan: Contribution based on School District Policy #430.

Dues: State and Local Activities Dues to be paid by the district as approved by the Superintendent.

The purpose of this document is to set forth the wages and benefits for the listed position, it is not intended to serve as an employment contract. The district reserves the right to reduce or eliminate the position at any time or to terminate the employee for just cause. Signatures below indicate an understanding and acceptance of the terms of this document.

Signature of Employee _____

Date of Employee's Signature 10/11/2024

Signature of Board Chair _____

Date of Chair's Signature _____

Signature of Board Clerk _____

Date of Clerk's Signature _____

ROCK RIDGE PUBLIC SCHOOLS

**Salary and Benefits for the Finance Officer - Sandra Viger
Work Year July 1, 2024 through June 30, 2026**

Salary for 2024-2025: \$66,601 2025-2026: \$68,766

Days Worked = 261 Supervisor: Business Manager

Work Day = 8 hours exclusive of lunch with more time as needed to meet the needs of the district. Expectation to work on days that school is called off for inclement weather.

Holidays = 13 (New Year's Eve, New Year's Day, President's Day, Good Friday, Easter Monday, Memorial Day, Juneteenth, Fourth of July, Labor Day, Thanksgiving Day, Friday after Thanksgiving, Christmas Eve, Christmas Day).

Vacation Days = 25 Days

Sick Leave = 18 days accumulative to a maximum of 130. This includes bereavement leave.

Health Insurance: VEBA plan #835 as chosen by the District.

The District will contribute to the employee's health insurance premiums as follows:

District Premium Contribution: Single Policy = 95% less \$25/month
Family Policy = 70% less \$25/month

Example: (monthly single premium x 95%) - \$25 = District contribution

The District will annually contribute to the employee's VEBA savings account as follows:

Annual District VEBA Contribution: 2024-2026 = 85% of VEBA deductible

VEBA contribution deposits will be made quarterly starting September.

Dental Insurance: Shall be the Delta Dental Non-contracted Subgroup 0002 Plan. The District will pay 100% of the premium cost for a single policy or 75% of the premiums for a family policy.

Life Insurance: The premium for a \$50,000 Term Life Policy shall be paid by the District.

Long Term Disability Insurance: Shall be provided by the district.

Tax-Sheltered Annuities: The Employee will be eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) or 457 (b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The School District will match the payroll deduction up to an amount of \$1,150 annually.

Health Care Savings Plan: Contribution based on School District Policy #430.

The purpose of this document is to set forth the wages and benefits for the listed position, it is not intended to serve as an employment contract. The district reserves the right to reduce or eliminate the position at any time or to terminate the employee for just cause. Signatures below indicate an understanding and acceptance of the terms of this document.

Signature of Employee Sandra M. Viger Date of Employee's Signature 01/08/25

Signature of Board Chair _____ Date of Chair's Signature _____

Signature of Board Clerk _____ Date of Clerk's Signature _____

ROCK RIDGE PUBLIC SCHOOLS

Salary and Benefits for the Human Resources Specialist – Debra Wiirre Work Year July 1, 2024 through June 30, 2026

Salary for 2024-2025: \$66,601 2025-2026: \$68,766

Days Worked = 261 Supervisor: Superintendent & Business Manager

Work Day = 8 hours exclusive of lunch with more time as needed to meet the needs of the district. Expectation to work on days that school is called off for inclement weather

Holidays = 13 (New Year’s Eve, New Year's Day, President's Day, Good Friday, Easter Monday, Memorial Day, Juneteenth, Fourth of July, Labor Day, Thanksgiving Day, Friday after Thanksgiving, Christmas Eve, Christmas Day).

Vacation Days = 25 Days

Sick Leave = 18 days accumulative to a maximum of 130. This includes bereavement leave.

Health Insurance: VEBA plan #835 as chosen by the District.

The District will contribute to the employee’s health insurance premiums as follows:

District Premium Contribution: Single Policy = 95% less \$25/month
Family Policy = 70% less \$25/month

Example: (monthly single premium x 95%) - \$25 = District contribution

The District will annually contribute to the employee’s VEBA savings account as follows:

Annual District VEBA Contribution: 2024-2026 = 85% of VEBA deductible

VEBA contribution deposits will be made quarterly starting September.

Dental Insurance: Shall be the Delta Dental Non-contracted Subgroup 0002 Plan. The District will pay 100% of the premium cost for a single policy or 75% of the premiums for a family policy.

Life Insurance: The premium for a \$50,000 Term Life Policy shall be paid by the District.

Long Term Disability Insurance: Shall be provided by the district.

Tax-Sheltered Annuities: The Employee will be eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) or 457 (b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The School District will match the payroll deduction up to an amount of \$1,150 annually.

Health Care Savings Plan: Contribution based on School District Policy #430.

The purpose of this document is to set forth the wages and benefits for the listed position, it is not intended to serve as an employment contract. The district reserves the right to reduce or eliminate the position at any time or to terminate the employee for just cause. Signatures below indicate an understanding and acceptance of the terms of this document.

Signature of Employee Debra Wiirre Date of Employee's Signature 10/28/24

Signature of Board Chair _____ Date of Chair's Signature _____

Signature of Board Clerk _____ Date of Clerk's Signature _____

Rock Ridge Public Schools

Measuring AROI of Programs

Dec 12, 2024 - DRAFT

Introduction and overview

Rock Ridge Public Schools strongly values its ability to offer a rich set of programs to support all of its students in acquiring the 21st century skills of Critical Thinking, Communication, Collaboration, Creativity, Citizenship, Character, Entrepreneurship, and Global Competence. Many of these programs are longstanding; others are new offerings tailored to the changing needs of students. Every program that Rock Ridge offers is intended to promote progress toward attainment of at least one, and sometimes many, of the district's explicit goals.

However, there are potential, if unintended, downsides to offering such a rich set of programs. The downsides exist because of the strain on resources that occurs from offering such a wide set of programs. Perhaps the most straightforward downside is the financial burden of funding all of these programs, especially in times of budget constraints. But there is another, not directly financial, strain on resources that is at least as important. Every program that Rock Ridge offers requires the support, direct or indirect, of district educational and administrative staff. In particular, for programs to achieve their intended outcomes, they must be properly implemented - and that is often a subtle and exacting task. In other words, all programs come with demands for resources, financial and staffing, that cannot be ignored.

Carefully comparing the benefits of programs with the total resources required for running them is the core of an academic return on investment (AAROI) analysis of programs. This AROI analysis will facilitate a process of being more explicit about the values embedded in the various goals the district has set for itself. This will allow Rock Ridge to be transparent and intentional in the choice of programs designed to align with those goals and, therefore, to best allocate its resources to maximize the benefits for all of its students.

Approach

MacCallum Ross will:

- Work with the Rock Ridge team over three phases of the project (see below) to identify and develop the components needed for a working model of program AROI. This model will allow Rock Ridge staff to assess current programming with respect to district goals and other factors such as cost and students served. This will be achieved iteratively, starting with a small number of programs and then expanding to include a more comprehensive set of programs.
- The key components of the working model are
 - Inventory of relevant programs, with cost (both direct and indirect) and numbers of students served for each
 - Articulation of the district's goals, including their relative prioritization
 - Contribution of each program to the attainment of these district goals
- Create a model that can be both (a) used to examine current programming for decision-making about AROI as well as (b) be refined and updated by staff for on-going programming changes and choices

Phase 1: initial version of AROI model - 3 weeks

Initial meeting with Rock Ridge staff to review AROI model and data needs

Develop a small version of the model with 10 - 12 programs and 5 - 8 district goals

- Gather names of programs, purposes of program, and district goals they are intended to address
- Develop relative prioritization of the district goals
- Gather financial information concerning each program
- Gather data on students served and any outcome metrics for each program
- For each program, develop approach to determining how the program outcomes do or do not contribute to each district goal

Present the model for feedback and refinement

- Demonstrate model to the Rock Ridge team for feedback
- Refine model in light of feedback

Phase 2: Expanded version of AROI model - 3 weeks

Expand the Phase 1 model to include a more comprehensive list of programs and district goals

- Expand the working model to incorporate the additional programs and goals
- Gather and incorporate data for the additional programs and goals

Present the model for feedback and refinement

- Demonstrate expanded model to the Rock Ridge team for feedback
- Refine model in light of feedback

Phase 3: Staff support and AROI dashboard - 2 weeks

Provide support for Rock Ridge staff as they

- Develop familiarity with the model and its uses
- Continue to expand the model to cover any additional programs and goals
- Refine the model to better reflect program AROI for Rock Ridge

Develop a dashboard based on the model that provides a clear graphical representation of key insights arising from the model (e.g., how much the programs in aggregate contribute to each of the districts goals) and present dashboard to staff

Deliverables

An analytic model of AROI (in spreadsheet form) that:

- Identifies the goals against which program value is assessed
- Defines what counts as a program to be included in the model
- Specifies the contribution each program makes to each goal
- Specifies the numbers of students served by each program
- Specifies the cost of each program
- Determines the AROI of each program as a “student-value per dollar” amount that can be used to allocate district program resources
- Includes a dashboard providing a graphical display of key insights arising from the model

AROI dashboard that provides a clear graphical representation of key insights arising from the model

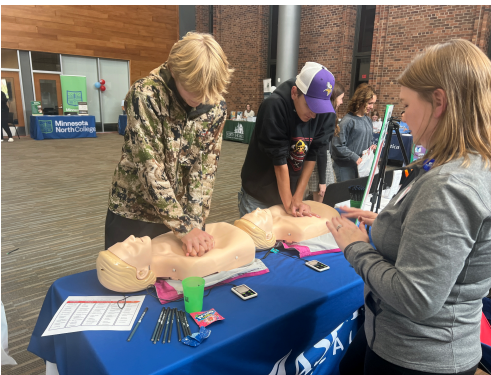
Timing and Budget

We envision an iterative process with start and completion dates to be developed with the Rock Ridge team since their capacity is critical. In what follows timing is an estimate, with the start date as early as the week of December 16, 2024

- Phase 1 (3 weeks): (38 hours)
- Phase 2 (3 weeks): (37 hours)
- Phase 3 (2 weeks): (25 hours)

Total \$15,000: (100 hours at \$150 per hour)

ROCK RIDGE WOLVERINES



Willie Spelts
Directory of School to Work Engagement
Fundraising Coordinator
Quarterly Report
January 13, 2025
Rock Ridge Public Schools
School Board Meeting

Thank you for your wonderful service on the school board and welcome to the new members. I look forward to working with all of you. Such a great opportunity to make a difference! -WS

January 13, 2025 (Information provided covers approx dates of Sept, 2024 - Current)

- **I attended a workshop in Mankato** in September focusing on Career Pathways and the development of these partnerships in the community. This runs parallel with the United Way of NE MN grant we received. All expenses were paid. This has provided me the opportunity to go to White Bear Lake for collaboration and learning on December 10.
- **Seppi Donation of \$34,000** to complete their commitment to the naming of the Varsity Softball Field; Seppi Field at Rock Ridge High School. This completes their \$100,000 commitment. Thank you to the Seppi company and family.
- **Thank you to United Way of NE MN** for their donation/grant check in the amount of **\$10,000** for Career Pathway development.
- **Thank you to Essentia Health Community Grant** for their check in the amount of \$2000 for the purchase of a Simple Susie Nursing Care Patient Care simulator for our CNA class. **In conjunction with Mary Rantala, instructor, I have submitted** a grant application with the Essentia Health Foundation for two Simple Susie® Patient Care Simulator. I am collaborating with the teacher, Mary Rantala. She expressed the need for these in her CNA course.
 - **The Simple Susie® Nursing Care Patient Simulator is a full-size adult patient simulator designed with many versatile features for hands-on general patient care skills training.**
- **Congratulations to our Culinary Students at RRHS.** *In September, Rock Ridge Culinary Arts students participated in the Rotary Club Chili Cook Off event. Students tested four unique chili recipes before deciding on a Pork Chili Verde. The students, along with some additional taste testers, agreed that they enjoyed a unique variation as opposed to a more traditional approach. The students then made a second test batch to experiment with some different ingredients and cooking methods before deciding on their final combination for the competition. **The class was thrilled to be awarded "Most Creative" in the Clubs and Organizations Division.** -Jade Andrie*
- **All 10th-12th graders were invited to the Minnesota Education Fair at MN North College in Virginia.** Students who chose to attend the fair visited with representatives from colleges, universities, community colleges, technical colleges, and specialty schools. Rock Ridge High School teachers and staff August Galloway, Jen Dincau, and Jill Oja chaperoned the students and stated the students were very interested and engaged. Students appeared very confident and comfortable asking questions and

collecting information from many college representatives. I was unable to attend as our daughter was giving birth to a brand new baby girl.

- **School has just begun and Rock Ridge High School students are already engaging in exciting career exploration opportunities.** All juniors and seniors wanting to learn more about natural resources, forestry, and the equipment used in the industry were invited on a September field trip to the Itasca County Fairgrounds in Grand Rapids for the Future Forest Stewards North Star Expo. Students and staff learned that forestry in Minnesota is a 17 billion dollar industry and provides more than 68,000 direct and indirect jobs. While learning about the exciting timber and forestry jobs in our area they met loggers, truckers, and forestry professionals. It was incredible to see an active harvest and hear our students ask a lot of great questions. Our attendance at this event was supported by True North Star Perkins funding and Rock Ridge High School teachers and chaperones, Greg Foster, Emily Jankila, Betty Parker, and Jill Oja. Great work by all!
- **Our monthly meetings are up and running with Essentia** for planning and creating our roadmap for this school year. Thank You to Essentia and Annie Bachschneider for their partnership and collaboration. Essentia is planning an after school event, following an in-school event, for students and families interested in Healthcare careers. Annie Bachschneider will be at RRHS to meet with students and families.
- **\$5,778.00 from True North Stars Perkins Consortium - Shannon Malovrh** Greg Foster applied for a Perkins grant and was approved to purchase a Mobile Base Unit for Industrial Cabinet Saws and a Saw Stop Single Phase Industrial Cabinet Saw. Thank you to our Perkins-True North Stars Consortium.
- **We took students to the Discover Healthcare Event in Duluth** in September. A great event at The College of St. Scholastica. Students were introduced to many people and careers in the medical fields.
- **We took students to Construct Tomorrow** in October at the Curling Club in Eveleth. A great event introducing and connecting our students to the many opportunities in the vast construction fields.
 - CTE students attended the Construct Tomorrow event at the Curling Club on October 15. *Press Release: We are excited to announce Construct Tomorrow at Eveleth on October 15th at the Eveleth Curling Club. Construct Tomorrow is an event that provides area high school students with hands-on opportunities centered around different building and construction trade careers. Students will have the opportunity to wire circuits, trowel cement, set tile and much more as they move through a series of stations staffed by representatives of 14 local union apprenticeship programs. Students are exposed to earn-as-you-learn apprenticeships in high demand and living wage careers that are vital to the economic growth of our region.*

- **The Minnesota Supreme Court event happened at RRHS** in October. It was great to be a part of this event and Mark Winter did a great job with all of the coordination. Special thanks to Judge Anderson and Judge Procaccini for prioritizing Rock Ridge High School.
- **Foster class and the tin foil boats.** In September, the class went out to Ely Lake and had races with student built boats. Rock Ridge Engineering students in Mr. Foster's class spent part of the day on Friday September 27th at the Ely Lake Beach. Students were challenged to build a boat out of tin foil, wood lathe, and duct tape. Research, design, buoyancy, and structural integrity were the key elements of this design challenge. 6 boats in total were constructed with 3 of the 6 being very competitive. Even though the timed races allowed students to use a kayak paddle, one of the boats was also designed to support a 1.2hp outboard. It was a great day on the beach with temperatures in the lower 80's!
- **\$2000 Annual donation from Michelle and Bill Welch Charitable Fund.** Bill is a 1986 graduate of Gilbert High School and has made significant donations to RRPS. This is in part of his 10 year, annual commitment to our First Robotics program and/or STEM needs at RRHS.
- **Rock Ridge High School Ambassador Program** is off and running this year with new ambassadors. Samantha Bartovich, Leo Johnson, and Will Peterson will be hosting our career speakers each Wednesday when they come and speak to our Career Exploration Classes. Truly appreciate these students for their extra efforts.
- **Manufacturing Tours Month in October**
 - **GPM**
 - At GPM, we offer a variety of durable, reliable, dependable, and USA-made slurry and dewatering solutions for various industries. We believe the customer always comes first, so our pump professionals are dedicated to finding the right solutions for each unique application.
 - **Cirrus**
 - For over twenty years our team has delivered an aviation experience that is the pinnacle of innovation, quality and safety to our customers. And we're just getting started.
 - **SCS Interiors**
 - SCS Interiors is a family-owned upholstery manufacturing company based in Duluth, MN. Established in 1989, we specialize in designing and producing interiors for clients within the aerospace, commercial, and transportation industries

	Tour 1	Tour 2	Tour 3
Rock Ridge 1	<u>9:15-10:15</u>	<u>10:30-11:30</u>	<u>12:15-1:00</u>
Teacher:	Cirrus	GPM Incorporated	SCS Interiors
group size: 24 max	Address: 4515 Taylor Cir, Duluth, MN 55811	Address: 4432 Venture Ave, Duluth, MN 55811	Address: 3814 Prosperity Rd, Duluth, MN 55811
	Contact: Peggy Sue Slocum - 218-788-3430	Contact: Todd Maki - 218-355-0366	Contact: Kayla Dietzmann - 218-728-1614
	entrance: Main	entrance: Main	entrance: Main
	Safety needs: No Open Toe Shoes	Safety needs: Close Toed Shoes	Safety needs: NA
	Tour 1	Tour 2	Tour 3
Rock Ridge 2	<u>9:15-10:15</u>	<u>10:30-11:30</u>	<u>12:15-1:00</u>
Teacher:	SCS Interiors	Cirrus	GPM Incorporated
group size: 24 max	Address: 3814 Prosperity Rd, Duluth, MN 55811	Address: 4515 Taylor Cir, Duluth, MN 55811	Address: 4432 Venture Ave, Duluth, MN 55811
	Contact: Kayla Dietzmann - 218-728-1614	Contact: Peggy Sue Slocum - 218-788-3430	Contact: Todd Maki - 218-355-0366
	entrance: Main	entrance: Main	entrance: Main
	Safety needs: NA	Safety needs: No Open Toe Shoes	Safety needs: Close Toed Shoes
	Tour 1	Tour 2	Tour 3
Rock Ridge 3	<u>9:15-10:15</u>	<u>10:30-11:30</u>	<u>12:15-1:00</u>
Teacher:	GPM Incorporated	SCS Interiors	Cirrus
group size: 24 max	Address: 4432 Venture Ave, Duluth, MN 55811	Address: 3814 Prosperity Rd, Duluth, MN 55811	Address: 4515 Taylor Cir, Duluth, MN 55811
	Contact: Todd Maki - 218-355-0366	Contact: Kayla Dietzmann - 218-728-1614	Contact: Peggy Sue Slocum - 218-788-3430
	entrance: Main	entrance: Main	entrance: Main
	Safety needs: Close Toed Shoes	Safety needs: NA	Safety needs: No Open Toe Shoes

- **Scheuring Speed Sports** Scheuring Speed Sports (SSP) came to RRHS on 10/21. Steve Scheuring, owner, brought team members to talk about their careers in Snocross Racing and all other facets of the industry. SSP is located in Aurora, MN. It is always good to see and hear from local people. Students from Mr. Foster, Mr. Fyre, and Mr. Eicholz got to learn, listen, and experience this great industry and the machines they

race. Thank you to Steve Scheuring and his team for coming to Rock Ridge High School. **We appreciate the \$200 donation to our CTE department** from Scheuring Speed Sports.

- **An eSports request** has come in from Mr. Conger at RRHS
 - **Eveleth Elks donation of \$500**
 - https://www.nfhs.org/media/1020194/parents_esports_guide.pdf
 - Do we have funding for this activity?
 - <https://fenworks.com/>
 - I currently have 30 (7-12) students signed up for esports. The new MN based league we want to join requires a \$1000 team fee and charges \$100 per student. That would bring the total to \$4000 for the season. I was also hoping to get jerseys at some point and those are \$55-60 each and we would need around \$1800. Lastly, I was hoping to add another coach to the team or raise the stipend. The season is around 4 months long and we meet 3-4 days a week. That is a lot of time for only a \$900 coach stipend.

Just let me know if any of this is possible as I have to register the team by November 6th.
 - Fenworks is the esports program that I am hoping to join this year. It is a Minnesota based program and there are other local schools (I-falls, Chisholm, Mesabi East, Duluth) that participate in this league. However, it is kind of expensive with a registration fee of \$1200 for the team and \$120 per student. Ideally, it would also be great to order some jerseys and maybe even some equipment.
 - Esports is recognized by the school and athletics department, however, I don't think there is a dedicated budget. Last year, we joined a free league but it didn't offer many of the games kids wanted and our opponents were scattered all over. I am hoping the games offered by Fenworks will interest more students and will help grow the program. We had about 20 kids join last year but I think we can get many more this year.
 - Currently, esports is not endorsed by MSHSL but it sounds like it will be within the next couple of years. Many of the students that joined esports last year are not in traditional sports and esports provides an opportunity for them to work on a team and bond with others. I had several parents tell me how they saw positive change in their kids once they joined esports. Thanks, Liam
- **I received a call from a local family** who had access to healthcare equipment and wanted to donate it to the school. I worked with the Science and Healthcare staff to go over and view the equipment to take and use with our students. What a great donation. I was able to connect our partners from MN North to gain access to the rest of the equipment that matched their needs. All in all a great act of kindness from our community folks!

- **Greg Foster applied for and received a \$5000 grant** for power tools. This comes from the MN CTE grant funds, which John Engelking manages, and his run through the Northeast Service Cooperative. Thank you to John and good job by Greg to apply.

- **Essentia Health Workforce Development Specialist Annie Bachschneider, in collaboration with our staff, Science teacher Tim Strasser, Betty Parker, Todd Ufford, and Jill Oja and myself, came to RRHS for a great event.** Our email: I hope you are all doing well! Thanks so much to you all for your willingness to attend, support, and engage with students at Rock Ridge High School to showcase Lab Careers as a pathway for them to consider and learn about. We are grateful for this partnership of secondary schools, post-secondary schools, and employers that we have built. I am starting a new email chain, as I believe there are a few floating around, and I just want to bring us all to the same one and put all the details on one final email thread.

Event Details:

Date: Monday October 28th, 2024

Location: Rock Ridge High School (1403 Progress Pkwy, Virginia, MN 55792) – enter through door #1

Time: Set Up: Arrive anytime between 7:30-8am to set up (depending how much time you need);

Event: 8:10am – 3:15pm

Essentia Health:

Lab Careers (Kelsi and team): Create scenarios where the students help us use hands-on lab testing to diagnose our fake patients. We will have 4 stations:

1. Blood typing (use simulated blood to figure out the patient's blood type)
2. Urinalysis through urine culture ID (kids dip fake urines and do plate set up)
3. Venipuncture discussion using vein finder to mono case study with CBC/differential (look at their veins and look at blood under microscope)
4. Histology process with body part ID game (get to see real preserved organs and figure out what they are)

Swag and candy will be available, as well as one nicer giveaway if students sign up.

General Careers (Annie): Table set up with general career information for students exploring all healthcare careers and Education to Employment.

Lake Superior College:

Lab Careers (Crystal): pipetting supplies, manual and adjustable pipettes, blue dyed water, and glassware. POC instruments for chem. Also, marketing materials, program outlines, and some other things specific to the Medical Laboratory program.

Admissions (Kayti): General College Information, How to Apply, etc.

MN North College:

Lab Careers (Laura): Coordinating with Crystal and/or bringing a different hands-on activity of your choice that is different than what is listed above. Also, marketing materials, program outlines, and some other things specific to the Medical Laboratory program.

Admissions (Sarah or another designee): General College Information, How to Apply, etc.

Following this full day, Essentia hosted an after school/evening event for students and families to learn more about careers with Essentia.

- **True North Stars Consortium, Grant Awards, Shannon Malovrh**
 - **Congratulations!**
 - The new True North Stars Perkins board has approved your requests for funding from the FY25 Perkins Budget to support your CTE programs.
 - Your request for Perkins funding has been approved for **your district Rock Ridge in the amount of \$15,515.98 for equipment, professional development, and CTE student experiences for the 2024-2025 school year.** This is the initial award, but educators will be made aware of additional opportunities such as mini-grants, training, and reallocation funding.
 - **Kyle Hammer: \$3,430.98** - for equipment or other field trips.
 - **Kyle Hammer: \$2,710** - DECA-regional and state for advisor travel and student transportation. International DECA funds are TBD, if students compete in individual or team events and qualify for April 2025 Internationals. Must have a conversation with coordinators in early spring national 2025 for approval *prior to travel.
 - **Greg Foster: \$1,000** - curriculum development for habitat for humanity
 - **Greg Foster: \$6,000** - Saw Stop Table Saw and Base
 - **David Fyre: \$1,000** - Curriculum Development (Small Engines)
 - **Jeannine Bauman: \$1,375** - State FCS convention
- **Thank you to WA Fisher** for their (2nd payment of four) **\$2500** for the Classroom Naming Rights for the Graphic Design Classroom at RRHS.
- **Thank you to the Golden Bear Foundation** for their fall grants, totalling **\$4,380.92**
 - A great turnout of requests from a wide variety of our teachers. We appreciate the Golden Bear Foundation for their efforts and great support of RRPS.
- **Truly appreciate Stacie Lamppa** for her social media posts about all of this great stuff! Also, a huge thanks to **Virginia alum Renee Pasal, from WDIO** for her great coverage and the **Mesabi Tribune** and **Hometown Focus** for their great coverage of all our happenings at RRHS!
- **I joined Greg Foster who took his Building Construction** students to Ulland Bros in Virginia for a tour of their plant and great conversations about employment and careers with Ulland.
- **As you know, every 9th grade student is required to take a semester of Career Exploration.** I coordinate speakers for every Wednesday from business and Industry, along with post secondary education options. This semester, we have/will host the following:

- Essentia Health
 - U. S. Steel
 - Cargill
 - Virginia Police Department
 - Sundell Eye Associates and Alexandria Tech
 - Cirrus Aircraft
 - Cope and Peterson
 - College of St. Scholastica
 - Lundgrens
 - NE MN Jobs and Training
 - MN North College
 - SEH Engineering
 - Virginia Fire Department
 - Virginia Court House, alum Judge Michelle Anderson
 - MN Power/Business, alum Mike Perala
- **We took students to the United Way in Chisholm** in November to volunteer at their Buddy Backpacks program. 32 students from RRHS packed backpacks that are given to needy students in the area. Students were from NHS and the Leo's club. Jill Clennon and August Galloway and myself participated. A great way for our students to give back to our community.
 - **Polaris came to the school to talk with interested kids about internships and opportunities with Polaris.** In December, all 11th and 12 grade students were invited to join Mr. Fyre's Small Engines class for a presentation on an internship opportunity with Polaris after high school. Founded in 1954 in Roseau, Minnesota, Polaris, Inc. has grown into a 8.6 billion dollar company. And although there are various products and multiple locations throughout the world the Polaris snowmobile is only manufactured in Roseau. For a small town of just over 2,600 residents Polaris is the main employer with over 1,600 employees. Rock Ridge students learned that during the 19 month internship they would earn \$21 an hour working at Polaris. Their housing and 30 college credits at Bemidji State University is also included free of charge. After the completed internship they can continue employment with Polaris if they choose and receive tuition reimbursement if they continue their education. If that wasn't enticing enough, the 30-40% employee discount on Polaris vehicles seemed to have gotten students' attention. No matter what Rock Ridge students decide to do after high school, it is clear they will have more college and career readiness exposure prior to graduation than any generation before them. What an exciting time to be a Wolverine!
 - **A follow up presentation from E-G Alum, Steve Aro**, happened in December and the students heard about even more opportunities at Polaris and the engineering profession. Thank you to Steve for coming and presenting! Steve

works for Polaris and is the son of former Eveleth-Gilbert and Virginia Teachers, Cheryl Aro and Mike Aro.

- **We sent 10th and 11th grade students to MN North for:** *Minnesota North College-Mesabi Range will be hosting an Open House for students in grades 10 and 11 on **Tuesday, November 19 on the Eveleth campus**. The event will run from 9:30 am – 12:30 pm. Lunch will be provided.*

This year's open house will be a combination of a round robin and a "hands-on event". After the tour, students will be allowed to return to their programs of interest to take part in a "hands-on" activity.

This will be an incredible opportunity for your students to learn more about the great programs that we have to offer as they engage with our students and staff. We will also have information available on our various Career and Technical Education (CTE) events that will be occurring in the near future.

- **Students out for job shadows.**

- **Croy Colbert and Willa Roos** attend a job shadow at DSGW over winter break. Thank you to Julie Spiering from DSGW!

- **Words from Willa:**

There is a lot to learn in architecture. But you don't know as much as you think. Architecture is integrated with many more occupations like construction, Electrical, and or technical. Good skills to help this occupation include maths like measuring or algebra. There are a lot of good classes offered to help pursue architecture, like 3D modeling and building or AI related classes. Depending on what part of architecture, depends on how the work environment is.

- **Levi Flatley** attended a job shadow at SEH Engineering company in Virginia. Rave reviews from both Levi. Matt Reid, from SEH said it was a great day and welcomed Levi for the shadow. Thank you to Matt!

- **Words from Levi:**

Summary of job shadow

Started at the SEH building and talked to Matt about schooling that he did and general stuff about engineering. He told me about the job outlook and that engineers are needed everywhere. Matt got called to help fix a problem at the new fire department and I came with and got to see him solve a water pipe problem. Then we walked around the building site and got to know how the building and engineering came into play. After the fire department Matt took me to some other jobs that his company helped with including the bridge on silver lake and the road by Grandma's restaurant. We got back to the building and I got to talk to one of the newer employees who has recently come out of the program. After lunch Matt showed me what project plans look like and how they estimate them. The whole experience was good and I know a lot about engineering now.

- **Words from Kaelynn Gruis** attended a job shadow at Ortho Associates:

Thank you to Julie Lange at OA for the collaboration. *Dear Mr. Spelts, Hello Mr. Spelts, Here is my summary of how my job shadow went. I had an awesome time, and learned a lot. During the day, Ms. Gilbert evaluated patients and prepared a lot of cortisone shots. On a typical day, she said she prepared anywhere from 10 to around 15. And taught me that although they're given to people, they aren't very good for your body. I also got the opportunity to watch the doctor give a shot. I figured I was alright around needles but very quickly learned how uncomfortable they are. I walked out of the room afterwards and basically fainted. Despite this, I still had a great day. Ms. Gilbert answered all of my questions, and was very patient and extremely kind to me, as well as the rest of the staff. Thank you so much for helping me with this opportunity, I appreciate your help greatly. Hopefully you have a great day.*

- **Choralaires donation of \$1,350** in memory of Mr. C. Thank you to the Choralaires!
- **We hosted a monster Apprenticeship/Trades EXPO at RRHS** on November 26. Over 1100 students attend throughout the day. The goal is to expose our students to these professions and opportunities and hopefully inspire any interested juniors and seniors to make informed decisions regarding post high school plans. A state apprentice speaker came to talk to our students about apprenticeships and then the students traveled throughout the building to learn/talk to over 40 booths representing the Apprenticeships and Trades companies. Our incredible building hosted this event with ease, so lucky for the space! This was a fantastic event. Thank you to WDIO, alum Renee Passal, for their great coverage of the event.
- **We sent 20+ students to the Technical Career Day Field Trip** on December 6th at the MN North - Hibbing Campus. Students learned about the programs offered at MN North campuses.
- **Alison Glade requested a meteorologist speaker with regards to the atmosphere** and weather patterns that aligned with their 9th grade science curriculum. In December, Justin Liles from WDIO came and presented to all of our 9th graders in the Performing Arts Center. A great day of learning from a professional in the field.
- **Mary Rantala's CNA class** went on an onsite tour of Essentia of Virginia. A perfect complement to the CNA class that our students are taking here at RRHS.
 - Update on our CNA students: 13 are taking the certification exam on Jan. 22. If they pass this they are "licensed" as a CNA. Our class did a tour of the Essentia Virginia hospital and care center last month. The students were impressed and several have expressed and/or started the process of employment with Essentia. We have 16 currently registered for 2nd semester. They will take the certification exam mid May.

- **Tony Person, PhD and VHS alum, Presentation to Science/Engineering students**
 - Time Strasser, instructor, email to his students:
Hey Everyone,
All of you brilliant students signed up for Physics (good job!), and I wanted to extend an invitation to all of you. I'm unsure if any of you are interested in an Engineering career, but there is a high-up individual (Mr. Anthony Person) from the biotech firm Bio-Techne who will be in the Chem Lab (3201) for both 2nd and 3rd hours tomorrow. If you are interested in being a part of his presentation, let me know and I can get you a pass if you're going to miss a class. Here is what Mr. Person plans on covering tomorrow:
 - Tony Person:
"I have a nice presentation ready to discuss "Careers in Biotech". I will give some background on my career journey and education, give background of what we do at Bio-Techne, give examples of how our proteins are being used to positively impact human health, and then I will discuss various career options for students with STEM backgrounds at both Bio-Techne and more generally in both Biotech/pharma and Academic settings. I will bring some props to give students examples of what our products look like.
- **A beautiful donation from VHS alum, Jeff Okland and his wife, Holly.** Jeff is a 1993 graduate of VHS and an annual supporter of **#RockRidgeRising**. Truly appreciate Jeff and Holly for this ever so kind donation!
 - **Ironic that this comes after the Tony Person story.** I coached Jeff and Tony during my college summers in Virginia Summer Baseball. I met these two when they were in 8th grade and spent the next 4 summers with them. I knew then that they were going to go and do great things and they have!
- **We will be hosting professional Mock Interviews** on January 15 and 16 for every 9th grader at RRHS.
 - This is a requirement in our Career Exploration class that is a mandatory course for our 9th grade students. A great group of professional community members will be coming to Rock Ridge High School to be the interviewers. We appreciate those folks taking time out of their busy work schedule and working with our students! We will provide this experience for nearly 190 students over two days.
- **Pohaki Donation of \$8,906.13** to **#RockRidgeRising** for their annual installment regarding their naming rights in the Pohaki Construction Lab at Rock Ridge High School. A huge thank you to Brandon Seppala at POhaki for their continued support!
- **Virginia Community Foundation(VCF) donation from the Wolverine Fund in the amount of \$8,564.00.** This is the annual donation from the Wolverine Fund that exclusively supports MSHSL Activities. A very special thank you to the VCF and all of the donors!
- **Tim Strasser's students had a speaker on Friday, Jan 10.** From Mr.Strasser: I just want to let you know that Rolf Weberg, Executive Director of NRRI, will be presenting in the Chem Lab on Friday from 9:00 - 11:00. He will be discussing scientific research in general, the specific research

they are doing at NRRRI - including their innovative Green Steel process that uses Hydrogen gas to separate the iron ore, instead of fossil fuels. Stop in if you want! -Tim

- **I am working/collaborating with Cirrus Aircraft** out of Duluth on an aviation pathway at RRHS. In conjunction with Duluth Public Schools, we are a fellow pilot site. Cirrus is committed to working with us on developing a professional pathway that leads our students to potentially filling the workplace needs at Cirrus Aircraft. They are in need of qualified employees in manufacturing, graphic design and much more at their site in Duluth. Cirrus reached out to us because of our academy and pathway success. This will lead to great things!
- **I'm scheduling and coordinating class reunion tours for this summer.** People have been reaching out for tours of the new high school. This happens every summer and is a ton of fun! Recently, the VHS Class of 1975 is planning a tour during their reunion this summer.

*Please note: In just this 4th quarter, final 3 months of 2024, this information presents to you **\$102,698.03** that I have successfully worked and/or collaborated to bring to Rock Ridge Public Schools. -WS*

Minnesota School Finance: A Guide for Legislators



About this Publication

This guidebook explains how public elementary and secondary schools are funded in Minnesota.

By Tim Strom, Legislative Analyst

November 2024

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This publication was prepared by Tim Strom, a legislative analyst specializing in the area of K-12 education finance. Questions can be addressed to Tim at 651-296-1886.

Minnesota Statutes cited in this work can be located on of the Office of the Revisor of Statutes website, <https://www.revisor.mn.gov/statutes/>.



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Executive Summary

Minnesota's school finance system provides funds to operate the state's public elementary and secondary schools. The bulk of Minnesota's support for elementary and secondary education is distributed to school districts and charter schools through the general education revenue program, which provides money for the current operating expenditures of the districts. The state's remaining appropriations are provided through special purpose or categorical aids, such as special education aid and local property tax relief aids. The state legislature also controls the amount each school district can levy through limits on the amounts and type of property tax levies. The purpose of this guide is to describe the programs that provide funding for Minnesota's school districts and charter schools. The guide provides program descriptions, financial information, and some historical background for each school funding program.

For the 2023-24 school year, a full-time equivalent staff of roughly 57,000 teachers served approximately 856,000 public school students. Minnesota's nonpublic schools served 73,100 students, and 29,100 students were homeschooled. During the same school year, total revenue for Minnesota's public schools is estimated at \$17.797 billion, of which \$11.919 billion is from state aid, \$4.912 billion is from local property taxes and other local source revenue, and \$966 million is from federal funds.

This publication describes the current system for funding the K-12 education system. It includes definitions of common terminology, explains how students are counted, details funding formulas, and describes various education programs. An appendix at the end of the document also provides some historical information for certain long-standing programs and programs that are no longer in effect but are referenced by current programs.

Introduction

Minnesota's school finance system is shaped by the historical and legal context of public schools in the United States.

Historical and Legal Background

Public education in the United States is the legal responsibility of state government. In Minnesota, as in most states, the state constitution charges the legislature with responsibility for public schools. Minnesota's constitutional charge reads as follows:

The stability of a republican form of government depending mainly upon the intelligence of the people, it is the duty of the legislature to establish a general and uniform system of public schools. The legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state.

(Minn. Const., art. XIII, § 1)

Minnesota delegates responsibility for the actual operation of schools to local school districts and charter schools, whose powers and duties are prescribed by state statute. Historically, the property taxes levied by the school boards governing these school districts have been the primary source of revenue for running schools. Some time after 1900, property taxes were supplemented by limited amounts of state appropriations for aid to school districts. By the 1970-71 school year, the Minnesota state foundation aid program provided all districts a flat grant per pupil unit (a pupil unit is a weighted enrollment measure) and provided some districts an additional "equalized" amount that varied inversely with a district's property valuation. Under this system, state aid funded about 43 percent of the cost of running schools, and school expenditures per pupil varied widely from district to district. Local property taxes rose rapidly in all districts in the late 1960s, and the tax rate for schools also varied widely among districts.

The 1971 Legislature addressed these disparities by substantially increasing the amount of equalized state foundation aid per pupil unit and imposing a uniform statewide limit on the property tax rate for schools. The 1973 Legislature eliminated flat grants and established a system whereby the amount of foundation aid program revenue available per pupil unit to low-spending districts would be increased to the state average over a six-year period. From 1973 to 1983, the legislature adjusted the foundation aid formula several times making it more responsive to differences among districts and altering the relationship between local tax effort and state aid, without changing the formula's basic structure.

The 1983 Legislature enacted a new foundation aid program replacing several components of the previous foundation aid formula with five tiers of optional aids and levies. The main characteristics of the new five-tier program were equal access to revenues, recognition of some specific cost differences, and more discretion on the part of school boards in choosing the necessary level of revenue.

Current Program Design. General education revenue is the primary source of operating funds for Minnesota’s public schools, which for the 2024-25 school year, consists of 327 operating school districts, two nonoperating school districts, and 180 charter schools. General education revenue pays for operating expenses of the district including employee salaries, fringe benefits, and supply costs. For fiscal year 2025, each school district’s general education revenue is the sum of 14 components; two of which are the same per pupil unit for all districts and charter schools and 12 components that vary by district demographic and geographic characteristics.

General education revenue replaced the foundation aid program through legislation first enacted in 1987 for the 1988-89 school year. Most of the components of general education revenue have remained relatively stable over the last 35 years.

In addition to general education revenue, school districts also receive state appropriations through categorical aids and authorized property tax levies, which provide funds for specific purposes (such as special education, school integration/desegregation, and safe schools activities).

School Finance Litigation

Across the nation, there have been and are a number of legal challenges to states’ school finance formulas. These lawsuits have been based on a series of principles, including equalization, fiscal neutrality, equal protection, and adequacy, among others.

Equalization. Equalization challenges measured state aid to districts compared with perceived need (using property wealth as the measure of need). The earliest challenges under the equal protection clause of the Fourteenth Amendment to the United States Constitution (“...nor shall any state...deny to any person within its jurisdiction the equal protection of the laws”) were unsuccessful. These challenges claimed that the only permissible variations in public school expenditures across districts should be based on “educational needs.” The courts concluded this standard was too political and unclear for them to apply to state school finance systems.

Fiscal neutrality. The second round of challenges, also made under the Fourteenth Amendment, proposed the standard of “fiscal neutrality.” Fiscal neutrality means that the quality of a child’s education, measured by the amount expended for that education, cannot be permitted to vary according to the property wealth of his or her parents and their neighbors. The taxpayers in a property poor district cannot be required to pay a higher tax rate than taxpayers in a property rich district to attain the same quality of education for their children. This standard was first endorsed by the California Supreme Court under the federal and state equal protection clauses in its 1971 decision, which refused to dismiss the complaint in *Serrano v. Priest*. In short order, a number of other courts also adopted the standard of fiscal neutrality, including the Minnesota federal district court in its October 1971 decision upholding the validity of the claim in *Van Duzart v. Hatfield*. This round of litigation came to an abrupt halt in March 1973 when the U.S. Supreme Court, in *San Antonio Independent School District v. Rodriguez*, reversed a lower court’s decision in support of fiscal neutrality under the Fourteenth Amendment.

Equal Protection and adequacy. The next round of school finance litigation is occurring under the equal protection and education provisions of state constitutions. The *Serrano* case in California went to trial in 1974, and both the trial court and the California Supreme Court (in 1977) found that the school finance system violated the state equal protection clause under the principles of fiscal neutrality.

Since that time, legal theories for suits under state constitutions' education clauses also include the arguments that school finance systems must provide for minimum levels of pupil achievement, must ensure that districts have the minimum resources necessary to supply a basic education, must respond to differences among districts' tax burdens, costs, and needs, or cannot predominantly base the availability of funds on voters' willingness to approve taxes. Since the 1970s, challenges to school finance systems under state constitutional provisions have occurred in all but a handful of states, and more recent lawsuits are pending in many states, including states where earlier challenges were successful and states where earlier challenges were unsuccessful.

In 1993, the Minnesota Supreme Court reversed an earlier trial court decision and held Minnesota's school finance system constitutionally permissible. The ruling in *Skeen v. State of Minnesota* stemmed from a lawsuit filed in 1988 by 52 outer ring suburban and rural school districts representing 25 percent of the state's K-12 enrollment. The suit claimed that Minnesota's school finance system was unconstitutional because the finance system was not uniform and school districts received disparate amounts of government aid.

The plaintiff school districts challenged the constitutionality of the operating referendum and debt service levies that at the time of the suit, were unequalized levies based solely upon local property tax bases and some parts of general education revenue that varied among school districts, including training and experience revenue, and supplemental revenue. The Minnesota Supreme Court declared the issues in the case to be "whether the state's present system of education finance is sufficient to meet the state constitutional requirement that the legislature 'establish a general and uniform system of public schools' and provide sufficient financing to 'secure a thorough and efficient system of public schools throughout the state.'"

However, the court ruled that education in Minnesota is a fundamental right and that the system of education finance in place at that time satisfied that right. The court found that "all plaintiff [school] districts are provided with an adequate level of education which meets or exceeds the state's basic education requirements and ... are given sufficient funding to meet their basic needs." The court used the term "adequate" or "adequacy" to mean the measure of need that must be met and not some minimal floor. The court's ruling establishes the minimum standard the state must meet in designing an education funding system that is constitutional.¹

The state of Minnesota is currently in litigation over an adequacy case named *Cruz-Guzman*.

¹ For further information on the *Skeen* decision, see *Skeen vs. State of Minnesota, The School Finance Lawsuit*, House Research Department, September 1993.

Descriptive Information for Minnesota

Public elementary and secondary education is provided via a financial partnership between the state and local school districts and charter schools. These school districts and charter schools exhibit diversity in terms of enrollment, local property wealth, and expenditure levels, as shown in Table 1 and Table 2.

Minnesota's total public school enrollment crested in 2020 at 875,000 students and has started a period of slow decline. While school district enrollment is declining, charter school enrollment is continuing to grow at a modest pace. Tables 3 and 4 display the state total enrollment history and projections for the period from 1959-60 to 2028-29.

The state and federal governments share in financial partnership with local districts and charter schools to fund elementary and secondary education. For the 2023-24 school year, the state provided approximately 66.4 percent of the total costs of elementary and secondary education. Local revenue sources (primarily property taxes and fees for services such as athletics) provided approximately 27.2 percent of 2023-24 operating revenues, and the federal government provided approximately 5.4 percent of the public schools' revenue.

The bulk of state support for elementary and secondary education is distributed to the districts through the general education revenue program, which provides money for the current operating expenditures of the districts. The remaining portion of the state's appropriation to local districts is provided through special purpose or categorical aids, such as special education aid and local property tax relief aids. The state programs that provide financial aid to Minnesota school districts are described in the following pages.

Table 1: Characteristics of Minnesota Independent School Districts, 2022-23

Data for school districts only, excludes charter schools*

	Maximum	95th Percentile	Mean	Median	5th Percentile	Minimum	State Total
Average Daily Membership Served and Tuitioned Students	38,077	9,180	2,428	911	184	67	793,804
English Learning Students	9,330	1,053	198	14	0	0	64,578
	52%	19%	8%	1%	0%	0%	8%
Students Eligible for Free or Reduced-Price Meals	23,603	3,482	1,017	385	93	24	332,603
	93%	71%	42%	44%	22%	10%	42%
Students of Color	26,195	3,681	847	140	14	0	276,860
	100%	65%	35%	15%	5%	0%	35%

	Maximum	95th Percentile	Mean	Median	5th Percentile	Minimum	State Total
2020 Adjusted Net Tax Capacity per Pupil Unit	\$64,766	\$27,690	\$11,343	\$10,674	\$5,379	\$0**	\$9,002,980,538
Total PK-12 Operating Expenditures per Pupil	\$32,024	\$19,169	\$14,675	\$13,861	\$11,469	\$10,515	\$11,648,759,105
<p>*Two districts, Franconia and Prinsburg, are nonoperating districts, and don't directly serve regular education students and are excluded from this data. **The Pine Point school district exists entirely within the Park Rapids school district and has no tax base. Sources: Minnesota Department of Education Profiles 2022-2023; Research Department, Minnesota House of Representatives</p>							

House Research Department

Table 2: Characteristics of Minnesota Charter Schools, 2022-23

	Maximum	95th Percentile	Mean	Median	5th Percentile	Minimum	State Total
Average Daily Membership Served and Tuitioned Students	5,051	1,053	372	212	49	25	66,975
English Learning Students	1,062	376	82	13	0	0	15,586
	99%	80%	23%	4%	0%	0%	23%
Students Eligible for Free or Reduced-Price Meals	3,106	694	404	113	18	1	40,813
	100%	99%	61%	67%	15%	1%	61%
Students of Color	2,326	821	234	105	9	0	42,177
	100%	100%	63%	56%	8%	0%	63%
Total PK-12 Operating Expenditures per Pupil	\$67,992	\$25,437	\$14,689	\$15,008	\$10,159	\$8,577	\$983,816,708
<p>Sources: Minnesota, Department of Education Profiles Data 2022-23; Research Department, MN House of Representatives; excludes charter schools operating only a portion of the school year.</p>							

House Research Department

Table 3: School Enrollment 1959-60 to 2026-29 by School Type

School Year	All Public School (including Charter Students)		Charter Schools		Traditional Nonpublic		Homeschool	
	Adjusted Avg. Daily Membership	Percent Change from Prior Year	Average Daily Membership	Percent Change from Prior Year	Enrollment	Percent Change from Prior Year	Enrollment	Percent Change from Prior Year
1960	671,682	NA	—	—	158,560	NA	—	—
1961	692,136	3.0%	—	—	163,253	3.0%	—	—
1962	713,461	3.1	—	—	167,909	2.9	—	—
1963	739,735	3.7	—	—	171,968	2.4	—	—
1964	768,089	3.8	—	—	174,265	1.3	—	—
1965	794,304	3.4	—	—	173,534	-0.4	—	—
1966	818,255	3.0	—	—	169,207	-2.5	—	—
1967	844,554	3.2	—	—	161,523	-4.5	—	—
1968	871,510	3.2	—	—	150,596	-6.8	—	—
1969	899,597	3.2	—	—	137,319	-8.8	—	—
1970	914,847	1.7	—	—	124,934	-9.0	—	—
1971	921,957	0.8	—	—	118,091	-5.5	—	—
1972	914,018	-0.9	—	—	106,392	-9.9	—	—
1973	903,778	-1.1	—	—	99,139	-6.8	—	—
1974	893,465	-1.1	—	—	94,023	-5.2	—	—
1975	884,648	-1.0	—	—	92,128	-2.0	—	—
1976	874,961	-1.1	—	—	91,893	-0.3	—	—
1977	856,964	-2.0	—	—	91,793	-0.1	—	—
1978	831,250	-3.0	—	—	90,919	-1.0	—	—
1979	803,312	-3.4	—	—	88,524	-2.6	—	—
1980	772,101	-3.9	—	—	90,954	2.7	—	—
1981	751,373	-2.7	—	—	91,077	0.1	—	—
1982	729,105	-3.0	—	—	91,803	0.8	—	—
1983	710,972	-2.5	—	—	92,302	0.5	—	—
1984	700,167	-1.5	—	—	92,760	0.5	—	—
1985	695,777	-0.6	—	—	92,822	0.1	—	—
1986	699,191	0.5	—	—	90,530	-2.5	—	—

School Year	All Public School (including Charter Students)		Charter Schools		Traditional Nonpublic		Homeschool	
	Adjusted Avg. Daily Membership	Percent Change from Prior Year	Average Daily Membership	Percent Change from Prior Year	Enrollment	Percent Change from Prior Year	Enrollment	Percent Change from Prior Year
1987	708,446	1.3	—	—	87,208	-3.7	—	—
1988	716,125	1.1	—	—	85,043	-2.5	2,322	NA
1989	723,598	1.0	—	—	82,165	-3.4	2,900	24.9%
1990	733,338	1.3	—	—	80,293	-2.3	3,538	22.0
1991	750,865	2.4	—	—	81,262	1.2	4,418	24.9
1992	767,786	2.3	—	—	80,743	-0.6	5,086	15.1
1993	785,072	2.3	47	NA	81,631	1.1	6,149	20.9
1994	799,285	1.8	615	1,208.5%	81,697	0.1	7,671	24.8
1995	812,582	1.7	1,046	70.1	83,435	2.1	9,135	19.1
1996	827,588	1.8	1,494	42.8	84,278	1.0	10,519	15.2
1997	838,336	1.3	2,138	43.1	83,955	-0.4	12,145	15.5
1998	845,117	0.8	3,292	54.0	85,122	1.4	13,081	7.7
1999	851,729	0.8	4,991	51.6	85,988	1.0	13,638	4.3
2000	852,675	0.1	7,526	50.8	88,502	2.9	14,906	9.3
2001	854,042	0.2	9,199	22.2	89,680	1.3	15,249	2.3
2002	851,536	-0.3	10,170	10.6	84,538	-5.7	15,510	2.4
2003	835,217	-1.9	11,998	18.0	89,944	6.4	16,519	5.8
2004	829,832	-0.6	13,948	16.3	86,513	-3.8	17,533	6.1
2005	825,843	-0.5	17,121	22.7	86,956	0.5	17,135	-2.3
2006	826,542	0.1	20,306	18.6	82,258	-5.4	17,334	1.2
2007	827,197	0.1	23,588	16.2	79,200	-3.7	17,621	1.7
2008	823,755	-0.4	27,753	17.7	81,598	3.0	15,256	-13.4
2009	821,021	-0.3	31,687	14.2	79,793	-2.2	15,653	2.6
2010	821,923	0.1	34,463	8.8	77,121	-3.3	17,036	8.8
2011	823,347	0.2	36,087	4.7	74,384	-3.5	16,523	-3.0
2012	825,049	0.2	37,958	5.2	72,458	-2.6	16,081	-2.7
2013	831,692	0.8	40,856	7.6	70,715	-2.4	17,129	6.5
2014	837,630	0.7	43,237	5.8	68,521	-3.1	17,451	1.9

School Year	All Public School (including Charter Students)		Charter Schools		Traditional Nonpublic		Homeschool	
	Adjusted Avg. Daily Membership	Percent Change from Prior Year	Average Daily Membership	Percent Change from Prior Year	Enrollment	Percent Change from Prior Year	Enrollment	Percent Change from Prior Year
2015	845,512	0.9	47,439	9.7	67,992	-0.8	18,085	3.6
2016	852,384	0.8	50,390	6.2	66,188	-2.7	18,772	3.8
2017	861,624	1.1	53,582	6.3	67,614	2.2	19,432	3.5
2018	868,951	0.9	56,060	4.6	65,785	-2.7	18,988	-2.3
2019	873,022	0.5	58,904	5.1	65,638	-0.2	19,228	1.3
2020	874,999	0.2	61,813	4.9	65,657	0.0	20,701	7.7
2021	855,774	-2.2	64,618	4.5	66,138	0.7	30,955	49.5
2022	856,427	0.1	65,728	1.7	69,971	5.8	27,801	-10.2
2023	855,224	-0.1	66,886	1.8	72,478	3.6	26,423	-5.0
2024	855,609	0.0	68,297	2.1	73,142	0.9	29,062	10.0
2025	855,062	-0.1	70,723	3.6	—	—	—	—
2026	850,374	-0.5	73,002	3.2	—	—	—	—
2027	845,833	-0.5	75,352	3.2	—	—	—	—
2028	841,604	-0.5	77,763	3.2	—	—	—	—
2029	837,396	-0.5	80,252	3.2	—	—	—	—

Notes:

Adjusted average daily membership from 1960 to 1971 are fall enrollment counts.

For all public schools, a large portion of the enrollment decline shown between 2003 and 2004 results from the limit on average daily membership to not more than 1.0.

Adjusted average daily membership for public schools and average daily membership for charter schools from 2022 to 2029 are estimated.

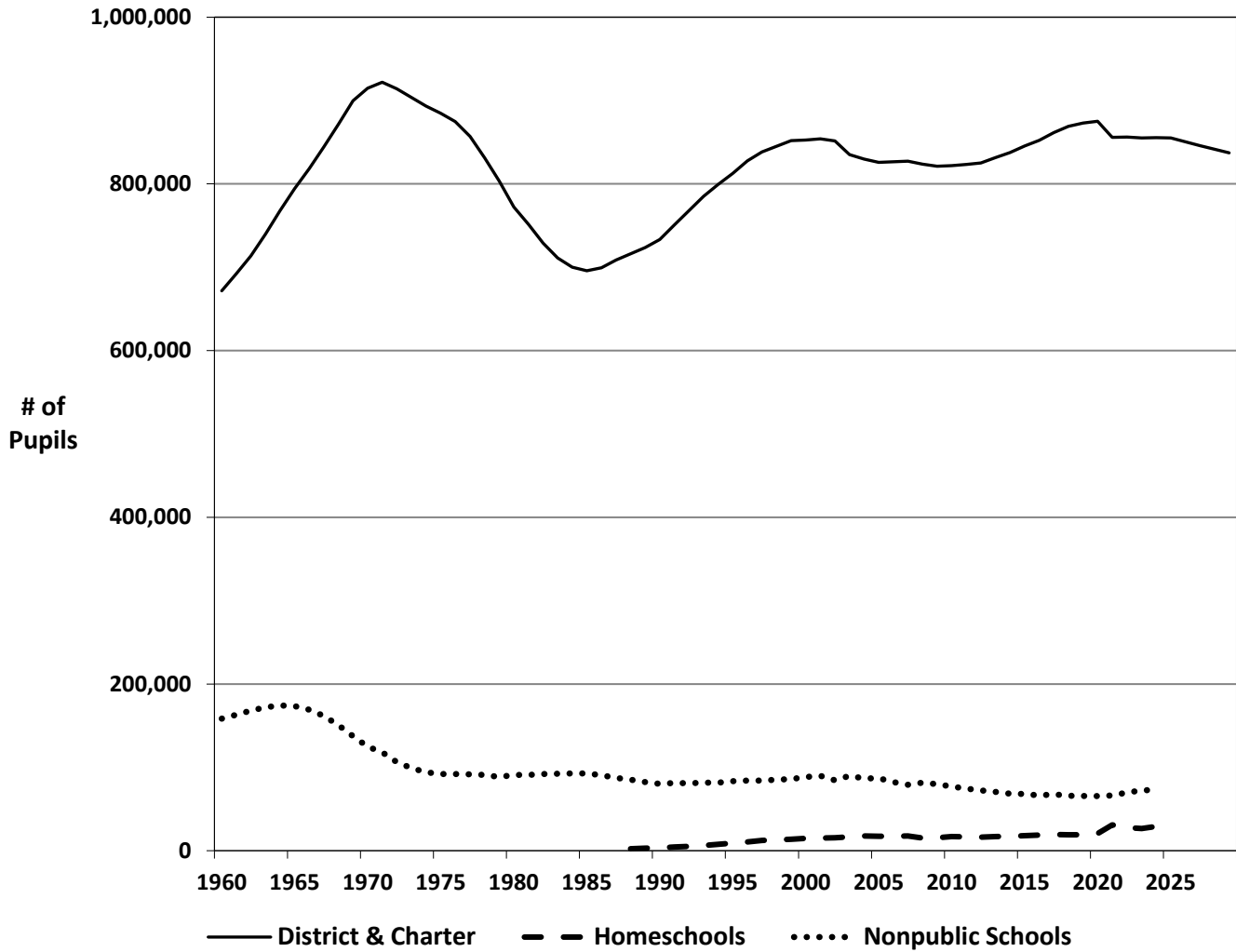
For nonpublic student enrollment for 2001-02 and 2006-07 school years, the Department of Education officials suspect significant under-reporting of nonpublic pupil count by nonpublic schools.

Homeschool enrollment for 2007 to 2024 is from Minnesota Department of Education Homeschool Enrollment by Compulsory Attendance Count. All ages compliant and noncompliant; 2012 to 2024.

Source: Pupil Unit Estimates, Minnesota Department of Education

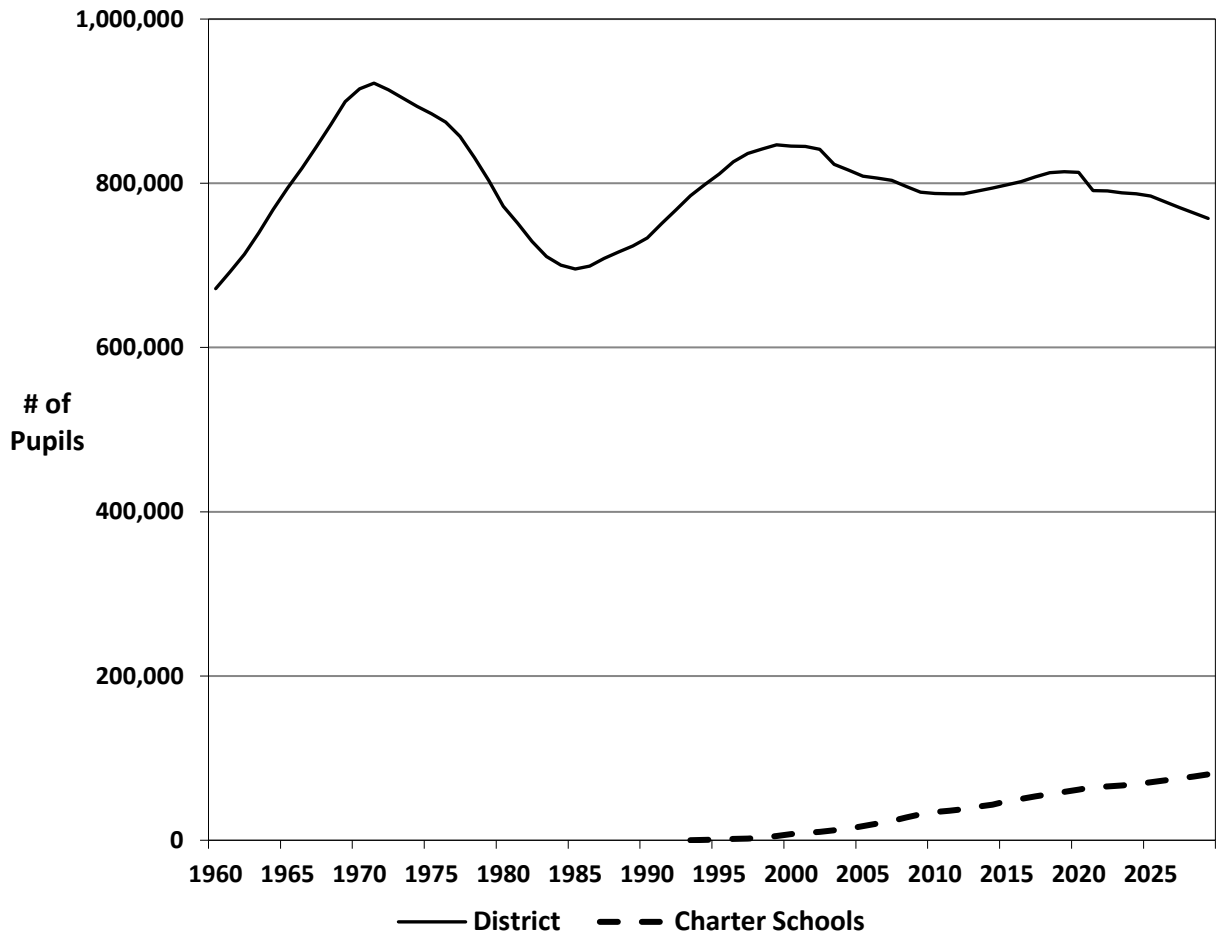
House Research Department

**Table 4: Minnesota School Enrollment
1960 to 2023 Actual; 2024 to 2029 Estimated**



House Research Department

**Table 5: Students in Minnesota Public Schools
1960 to 2029 (2024 to 2029 Estimated)**



House Research Department

School Finance Terminology

The following terms and concepts are essential to understand Minnesota's school finance program.

Adjusted Marginal Cost Pupil Units (AMCPU): The counts of pupils used for most school funding formulas through fiscal year 2014 and replaced by "adjusted pupil units" for fiscal year 2015 and later. The count is adjusted (meaning students actually served by the district), marginal (the greater of the current year's count, or 77 percent of current year's count and 23 percent of the previous year's count), and weighted by grade level (pupil units).

Adjusted Net Tax Capacity (ANTC): The net tax capacity of a school district as divided by the sales ratio. The purpose of the sales ratio adjustment is to neutralize the effect of different assessment practices among the taxing jurisdictions of the state.

Adjusted Pupils Units: Adjusted pupil units, or adjusted weighted average daily membership, is the primary pupil count used in school-funding formulas. The count is weighted by grade level (.55 for half-day kindergarten, 1.0 for full-day kindergarten and elementary grades, and 1.2 for secondary grades) and "adjusted" to reflect students served.

Aid Entitlement: 100 percent of the state aid due a school district for a fiscal year, regardless of when the aid is actually received by the school district.

Appropriation: Amount of state aid paid to a school district during a fiscal year. The appropriation consists of a portion of the aid entitlement for the current year (for fiscal year 2025 this is 90 percent) and the remaining cleanup payments owed by the state to the school district for the previous fiscal year (10 percent).

Average Daily Membership (ADM): The sum for all pupils of the number of days in the district's school year that each pupil is enrolled, divided by the number of days the schools are in session.

Categorical Aid: Funds paid by the state to school districts and designated for specific purposes, such as transportation, special education for disabled children, and career and technical education. Categorical aids are relatively minor compared to general education revenue, the main school district funding stream.

Elementary Sparsity Revenue: Revenue available to small, sparsely populated school districts. Elementary sparsity revenue is part of general education revenue. To qualify for elementary sparsity revenue, a district must have an elementary school that is at least 19 miles from the next nearest elementary school and have an average of 20 or fewer students per elementary grade.

Equalization: A school finance formula is said to be "equalized" when a school district's aid and levy share of the revenue are computed based on some measure of the school district's tax base. In general, an equalization formula is designed to wash out a portion of the effects of tax

base differentials across school districts. An equalized school revenue program provides a higher level of state aid to property poor school districts providing more tax base equality across school districts. Minnesota’s school finance system uses a number of equalizing factors in its aid and levy formulas but most of these equalized formulas do not fully eliminate the property tax advantages of high property tax base school districts.

Equalizing Factor: For school funding formulas that are a mix of state aid and local property taxes, the “equalizing factor” is a way of calculating the local levy share. The equalizing factor is usually specified as a fixed number in statute, which, if a district’s tax base per pupil is lower than this amount, is used as the denominator to determine the local levy share. The equalizing factor is intended to partially equalize tax rates among school districts based on each district’s property tax base per pupil. The lower the district’s tax base per pupil, the lower the levy ratio, and the higher the state aid. Currently, many other school funding program formulas have statutorily fixed equalizing factors ranging from very generous to very small amounts of state aid.

Fiscal Year: A 12-month period between settlements of financial accounts. The fiscal year for the state and school districts runs from July 1 through June 30 and is identified by the calendar year in which it ends. For example, fiscal year 2025 runs from July 1, 2024, through June 30, 2025. A fiscal year is interchangeable with a school year for school finance purposes. For example, fiscal year 2025 is equivalent to the 2024-25 school year.

Formula Allowance: The dollar amount per pupil unit used to calculate each district’s basic general education revenue—the “front end” of the formula. The formula allowance for fiscal year 2025 is \$7,281. This amount changes either because (1) the total funding is increasing or (2) existing separate formulas are “rolled in” to the general formula or funding for specific programs are “rolled out” of the general formula and into a separate formula.

Table 6: General Education Formula Increases 1989 to 2025
(\$ per Pupil Unit)

Fiscal Year	General Ed Formula Allowance	Statutory Dollar Increase in Formula	Formula Increase Adjusted for Roll-ins and Roll-outs & pupil weight changes	% Increase for Adjusted Formulas	Biennial Adjusted Formula Increases Over Previous Biennium
2025	\$7,281	\$143	\$143	2.0%	6%
2024	\$7,138	\$275	\$275	4.0%	—
2023	\$6,863	\$135	\$135	2.0%	4.45%
2022	\$6,728	\$161	\$161	2.45%	—
2021	\$6,567	\$129	\$129	2.0%	4%
2020	\$6,438	\$126	\$126	2.0%	—

Fiscal Year	General Ed Formula Allowance	Statutory Dollar Increase in Formula	Formula Increase Adjusted for Roll-ins and Roll-outs & pupil weight changes	% Increase for Adjusted Formulas	Biennial Adjusted Formula Increases Over Previous Biennium
2019	\$6,312	\$124	\$124	2.0%	4%
2018	\$6,188	\$121	\$121	2.0%	—
2017	\$6,067	\$119	\$119	2.0%	4%
2016	\$5,948	\$117	\$117	2.0%	—
2015	\$5,831	\$529	\$105	2.0%	3.5%
2014	\$5,302	\$78	\$78	1.5%	—
2013	\$5,224	\$50	\$50	1.0%	2.0%
2012	\$5,174	\$50	\$50	1.0%	—
2011	\$5,124	\$0	\$0	0.0%	0.0%
2010	\$5,124	\$0	\$0	0.0%	—
2009	\$5,124	\$50	\$50	1.0%	3.0%
2008	\$5,074	\$100	\$100	2.0%	—
2007	\$4,974	\$181	\$191	4.0%	8.1%
2006	\$4,783	\$182	\$182	4.0%	—
2005	\$4,601	\$0	\$0	0.0%	0.0%
2004	\$4,601	\$0	\$0	0.0%	—
2003	\$4,601	\$533	\$104	2.6%	5.3%
2002	\$4,068	\$104	\$104	2.6%	—
2001	\$3,964	\$224	\$157	4.2%	9.2%
2000	\$3,740	\$210	\$167	4.7%	—
1999	\$3,530	-\$51	\$79	2.2%	4.4%
1998	\$3,581	\$76	\$76	2.2%	—
1997	\$3,505	\$300	\$0	0.0%	1.8%
1996	\$3,205	\$55	\$55	1.7%	—
1995	\$3,150	\$100	\$0	0.0%	0.0%
1994	\$3,050	\$0	\$0	0.0%	—
1993	\$3,050	\$0	\$0	0.0%	3.3%
1992	\$3,050	\$97	\$97	3.3%	—
1991	\$2,953	\$115	\$115	4.1%	7.2%
1990	\$2,838	\$83	\$83	3.0%	—

Fiscal Year	General Ed Formula Allowance	Statutory Dollar Increase in Formula	Formula Increase Adjusted for Roll-ins and Roll-outs & pupil weight changes	% Increase for Adjusted Formulas	Biennial Adjusted Formula Increases Over Previous Biennium
1989	\$2,755	—	—	—	—

Notes to Formula Adjustments

In 2015: The \$529 increase included a pupil weight adjustment of \$424 to account for lower pupil weights and other changes to the general education program.

In 2003: The \$533 increase included a \$415 roll-in of referendum revenue and a \$14 roll-in of assurance of mastery revenue

In 2001: The \$224 increase was reduced by the \$67 roll-in of cooperation revenue

In 2000: The \$210 increase was reduced by the \$43 roll-in of graduation rule revenue

In 1999: The \$51 decrease was offset by the restoration of \$130 for training and experience revenue

In 1997: The \$300 increase was offset by reductions in training and experience and transportation funding

In 1995: For most school districts, the \$100 increase was offset by a corresponding reduction in referendum revenue

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General Education Aid: Funds paid by the state to school districts as part of the general education revenue program and permitted to be used for any operating expense.

General Education Levy: Portion of general education revenue received through the property tax. For fiscal years 2003 through 2012, there was no general education levy. A modified form of the general education levy was reinstated in fiscal year 2013 under the name “student achievement levy.” The 2015 Legislature repealed this levy beginning in fiscal year 2019.

General Education Tax Rate: The tax rate that when multiplied by the adjusted net tax capacity of all districts, raises the dollar value specified in statute. Prior to levies made in 1985, the legislature set the tax rate instead of the total dollar value that was to be raised. The general education tax rate equaled zero for fiscal years 2003 (taxes payable in 2002) through 2014. The general education tax rate (student achievement tax rate) was 0.30 percent for fiscal year 2017, 0.16 for fiscal year 2018, and was eliminated for fiscal year 2019 and later.

General Education Revenue: General education revenue is the primary formula for providing general operating funds to school districts and charter schools and is composed of basic general education revenue; extended time revenue; declining pupil revenue; local optional revenue; gifted and talented revenue; basic skills revenue, including EL and compensatory revenue; elementary and secondary sparsity revenue; transportation revenue; operating capital; equity revenue; small schools revenue; pension adjustment reserve; and transition revenue.

Levy: A tax imposed on property. The amount of property taxes that a school board may levy is limited by statute. Each autumn, the Minnesota Department of Education computes the exact amounts of the limits on the permitted levies for each district. For levies based on adjusted tax capacity, the previous year’s adjusted tax capacity value is used. Each year, school boards hold truth-in-taxation hearings, vote on how much of their maximum they want to levy, and “certify” that amount to the county auditor. Most districts certify the maximum levy

possible. A levy certified in the late fall by the school board is collected by the county from the taxpayers in the calendar year beginning the following January. (See Table 85 on page 137 for an illustration of the relationship among the years for valuation, certification, collection, and use of levies.)

Net Tax Capacity (NTC): This value is derived by multiplying the taxable market value of each net tax capacity parcel by the appropriate class (use) rate for that parcel. Class rates range from 0.25 percent for certain low-income housing, but the majority of property has a class rate of either 1 percent (residential homesteads with market values of less than \$500,000) or 2 percent for that portion of commercial/industrial property with a market value in excess of 150,000.

Nonresident School District: A district other than the student's district of residence that provides educational services to the student (same as serving school district for funding purposes).

Pupil Units: A weighted count of pupils in ADM used in the calculation of state aid and local tax levies.

Resident District: The district where the student's parent or guardian lives.

Serving School District: The district providing educational services to a student.

Secondary Sparsity Revenue: Revenue paid to small, sparsely populated school districts. The secondary sparsity revenue formula takes into account the secondary enrollment, the distance between high schools, and the geographic area of the district. Secondary sparsity revenue is a component of the general education revenue program.

Tax Capacity Percentages (class rates): Statutory classification percentages that are applied to market values to vary property tax by class of property.

Tax Capacity Rate: The rate arrived at by dividing each district's levy amount by the district's net tax capacity. Tax capacity rate replaces the term "mill rate."

Transportation Sparsity Revenue: Component of the general education revenue program used to provide additional revenue to school districts that have a relatively low ratio of pupils to the square mile area of the school district.

Uniform Financial Accounting and Reporting Standards (UFARS): Rules and instructions adopted under legislative mandate to govern the methods by which school districts record financial transactions and inform the Department of Education and public about their finances.

The following is a list of acronyms that are commonly used when discussing education issues.

Table 7: Education Acronyms

Acronym	Name	Meaning/Use
ADM	Average Daily Membership	Count of resident students attending public school
ANTC	Adjusted Net Tax Capacity	Taxable tax base adjusted by the sales ratio
APU	Adjusted Pupil Units	Weighted count of students actually served by a public school (adjusted average daily membership) used to compute most education revenue amounts
EBD	Emotional Behavioral Disorder	Condition characterized by an established pattern of behavior that may include such things as severely aggressive or impulsive behaviors
ECFE	Early Childhood Family Education	School district operated programs designed to provide parenting skills and early learning opportunities for children five years of age and younger
EL	English Learner	Students who are not yet proficient in the English language
ESSA	Every Student Succeeds Act	2015 federal law reauthorizing the Elementary and Secondary Education Act (ESEA), replacing the No Child Left Behind (NCLB) Act
HSGI	High School Graduation Incentive Program	Alternative program for students who are not succeeding in a traditional academic setting
IDEA	Individual with Disabilities Education Act	Federal law governing many special education procedures
IEP	Individualized Education Program	Plan developed by school officials and student's parent or guardian to address educational needs of a special education pupil
K-12	Kindergarten through Grade 12	Grades generally served by public schools; shorthand for elementary and secondary education, sometimes also referred to as E-12 and PreK-12
LD	Specific Learning Disability	Condition within the student affecting learning, relative to potential, manifested by interference with learning
LRE	Least Restrictive Environment	Special education term that refers to the requirement that a special education student must be kept in the most mainstreamed program possible
NTC	Net Tax Capacity	Taxable tax base most levies are spread against This value is derived by multiplying the taxable market value of each parcel of property by the appropriate class (use) rate for that parcel.
PELRA	Public Employee Labor Relations Act	Laws governing collective bargaining for Minnesota's public employees
PK	Prekindergarten	Students not yet enrolled in kindergarten
PSEO	Postsecondary Enrollment Options Program	Choice program allowing certain 10th grade students and 11th and 12th grade students to attend postsecondary institutions
SR+	School Readiness Plus	School readiness program for four-year-old students operated by school districts and charter schools (similar to VPK)

Acronym	Name	Meaning/Use
T&E	Training and Experience	Former category of the general education funding program that generated additional revenue for additional levels of teacher training and experience
WADM	Weighted Average Daily Membership	Count of pupils formerly used in some education funding formulas
VPK	Voluntary Prekindergarten	School readiness program for four-year-old students operated by school districts and charter schools

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Property Tax System Terminology

In order to understand education finance, it is important to be familiar with Minnesota's property tax terminology and its two types of property tax bases that are used to compute and spread school district levies.

Tax Base Terms

Market Value: Each individual parcel of property is valued by an assessor. This value is referred to as estimated market value. Estimated market value is the value, as the name implies, that the property would bring in a sale on the open market.

Taxable Market Value: This value is derived by multiplying the taxable market value of each parcel of property by the appropriate class (use) rate for that parcel, for homes with a value under \$413,800, state law excludes a portion of each home's market value for property tax purposes. For homes valued at \$76,000 or less, 40 percent of the value is excluded from taxable market value. As the value of the home increases, the exclusion is phased out. A home with a value in excess of \$413,800 receives no exclusion. Beginning with taxes payable in 2025, the maximum exclusion amount is increased from \$30,000 to \$38,000 for properties valued at \$95,000, with no exclusion for properties valued over \$517,200. Each property's taxable market value is its estimated market value less its homestead market value exclusion.

Referendum Market Value: Referendum market value is the taxable market value of all taxable property in the school district excluding two classes of property; seasonal recreational properties, and agricultural lands. School taxes for the local share of the operating referendum, local optional revenue, equity revenue, and transition revenue are computed and spread against referendum market value. All other school levies are calculated and spread on various versions of net tax capacity.

Net Tax Capacity (NTC): The legislature has established class rates for different types of property (e.g., homestead, commercial, residential, rental, etc.), and the assessor applies the appropriate class rate to the taxable market value of each parcel of property. The resulting value is called tax capacity or net tax capacity. Tax capacity is the value of the property that the property taxes will be levied against for all school funding formulas, except for the levy share of operating referendum revenue, local optional revenue, equity revenue, and transition revenue (which are levied against the referendum market value of the school district).

Sales Ratio: A sales ratio is a statistical measure prepared by the Department of Revenue that measures the difference between the actual sale prices of property and the assessor's market values on those properties. The purpose of the sales ratio is to neutralize the effect of different assessment practices among the taxing jurisdictions of the state. The sales ratio is divided into the taxable value (net tax capacity) to obtain the adjusted tax capacity of a school district.

Adjusted Net Tax Capacity (ANTC): School funding formulas that are spread on net tax capacity are generally calculated using adjusted net tax capacity. Adjusted net tax capacity is the net tax capacity of the district divided by its sales ratio.

Calculating and Paying School Taxes

Tax Rates: The property taxes levied against each parcel of property are computed by the county auditor, who adds up the total dollars of property tax levied by each local unit of government and determines what rate of taxation needs to be applied to the tax capacity of the taxing jurisdictions in order to raise that dollar amount. The rate of taxation is called the tax rate. A net tax capacity tax rate is expressed as a percentage of taxable value. A 50 percent tax rate, therefore, raises \$50 for each \$100 of taxable value (tax capacity). A similar tax rate is calculated for tax levies spread on referendum market value.

Tax Statement: The property taxpayer receives a statement listing the total tax rate levied by each taxing jurisdiction (school district, county, and city or township) and the total dollar amount of taxes owed. A preliminary version of this statement, called the Notice of Proposed Property Taxes, is sent out in November each year. The final version is sent out the following spring.

Payment of Property Taxes: The taxpayer makes two payments to the county treasurer for the total taxes owed for all jurisdictions, and the county treasurer then forwards the remitted amounts to the appropriate taxing jurisdiction (city, county, or school district).

Counting Students

Minnesota funds the majority of its K-12 programs on a rather involved count of the number of students attending each public school. For most funding programs, the pupil count, known as adjusted pupil units, is used to determine school revenue amounts. This count does not include homeschool or traditional nonpublic students.

Determining Pupil Units

There are three steps involved in calculating the student count, called adjusted pupil units, which are used in most of the K-12 funding formulas.

- 1) **Average Daily Membership (ADM):** Students are counted in average daily membership. Average daily membership is the count of resident students in the district for the full school year. A “resident” student means a student who lives in that school district and attends a school district, charter school, or other public K-12 education program. Students that are present for only part of the year are prorated for their time attending the school. Excused absences from school (for things such as illness, etc.) do not reduce a school district’s ADM.
- 2) **Adjusted Pupils or Adjusted Average Daily Membership (AADM):** The ADM student count is adjusted to reflect only the students actually served by the district. Each district’s pupil count is reduced by the number of students leaving the district to attend a charter school or through open enrollment and increased by the number of students entering the district from another district.
- 3) **Adjusted Pupil Units:** Each student is weighted by grade level according to the weights listed in Table 8. The different weights are intended to reflect differing educational costs across the grade levels.

Other Pupil Counts

There are a variety of other counts used for select school finance formulas. The following is a brief list of these counts.

Resident Pupil Units or Weighted Average Daily Membership (WADM): For purposes of calculating a school district’s operating referendum revenue aid and levy shares, resident pupil units or WADM are used. This count is the same as the adjusted pupil units except that it is based on resident pupils, instead of pupils served by the school district.

Enrollees: Student enrollment is based on the count of students as of October 1 of the school year. This count of students is used for some school formulas, especially where a fixed final count or a site count is necessary, such as the alternative compensation revenue calculation. Enrollment counts are also used as the denominator for formulas such as compensatory revenue, where the numerator is based on free and reduced lunch counts, which are taken as part of the October 1 census data.

Pupil Weights

Pupils are weighted by grade level. The following table shows the weights by grade. Pupil units, called actual pupil units or weighted average daily membership (WADM), are equal to the number of full-time pupils times the appropriate pupil unit weight by grade.

Table 8: Enrollment Weights by Grade

Fiscal Year(s)	Prekindergarten and Kindergarten Disabled Weight*	Voluntary Prekindergarten Weight	Half-day Kindergarten Weight	Full-day Kindergarten Weight	Grades 1-3 Weight	Grades 4-6 Weight	Secondary Weight
2017 and later	Hours served	0.60**	.550	1.00	1.00	1.00	1.20
2015 and 2016	Hours served	NA	.550	1.00	1.00	1.00	1.20
2008 to 2014	Hours served	NA	.612	.612	1.115	1.06	1.30
2000 to 2007	Hours served	NA	.557	.557	1.115	1.06	1.30
1995 to 1999	Hours served	NA	.530	.530	1.06	1.06	1.30
1994	Hours served	NA	.515	.515	1.03	1.03	1.30
1992 to 1993	Hours served	NA	.500	.500	1.00	1.00	1.30
1990 to 1991	Hours served	NA	.500	.500	1.00	1.00	1.35

*The prekindergarten disabled pupil weight equals the ratio of the actual hours served to 825 times 1.25, limited to minimum of 0.28 and a maximum of 1.25. The kindergarten disabled weight equals the ratio of the actual hours served to 875, but not more than 1.0.

**The voluntary prekindergarten weight applies only to specifically approved programs. The maximum weight is 0.60 regardless of the maximum hours of service. A program must provide at least 350 hours of service to receive the minimum weight of 0.412. The funding was first available for fiscal year 2017.

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For fiscal years 1994 to 2014, the additional kindergarten (above .50) and elementary pupil weights (above 1.0) provided reserved revenue that had to be set aside to reduce elementary class sizes. For fiscal year 2015 and later, a school must reserve \$299 per kindergarten pupil and \$459 per pupil for all other elementary grades for class size reduction efforts.

General Education Revenue

Elementary and secondary schools receive the bulk of their general operating funds from the state through the general education revenue program. General education revenue is provided mainly through state aid payments, but within the general education program, there are equalized levies for operating capital, equity revenue, and transition revenue.

Components of General Education Revenue

The general education revenue funding formula is the primary source of general operating funds for school districts. Statewide, approximately two-thirds of school districts' total revenue comes from the general education program. Each school district's general education revenue is the sum of the components shown in Table 9. The table shows each general education revenue component name, revenue amount, and the number of districts eligible for the revenue for that year.

**Table 9: General Education Revenue Components
Excluding Referendum Revenue**
Estimated for Fiscal Year 2025

General Education Revenue Component		All Revenue (District and Charter)	Percent of General Ed Revenue	Number of Eligible Districts	Charter School Revenue Only	Est. Number of Eligible Charters*
1	Basic Education Revenue (Formula Allowance)	\$6,797,124,000	68.0%	329/329	\$561,809,000	180/180
2	Extended Time Revenue	46,269,000	0.5	144/329	69,000	13/180
3	Gifted and Talented	12,136,000	0.1	329/329	1,003,000	180/180
4	Small Schools Revenue	16,528,000	0.2	164/329	0	0/180
5	Declining Enrollment Revenue	23,920,000	0.2	202/329	7,950,000	54/180
6	Local Optional Revenue	618,944,000	6.2	329/329	0	0/180
7a	Basic Skills Revenue (compensatory)	875,065,000	8.8	327/329	150,825,000	180/180
7b	Basic Skills Revenue (English learner)	118,177,000	1.2	237/329	27,075,000	127/180
8	Sparsity Revenue (elementary and secondary)	31,519,000	0.3	102/329	2,616,000	180/180
9	Operating Capital Revenue	213,366,000	2.1	329/329	17,635,000	180/180
10	Transportation Sparsity Revenue	93,526,000	0.9	317/329	2,611,000	97/180

General Education Revenue Component		All Revenue (District and Charter)	Percent of General Ed Revenue	Number of Eligible Districts	Charter School Revenue Only	Est. Number of Eligible Charters*
11	Equity Revenue	106,064,000	1.1	329/329	8,767,000	180/180
12	Transition Revenue	27,667,000	0.3	198/329	2,416,000	35/180
13	Pension Adjustment Revenue	83,503,000	0.8	329/329	7,142,000	179/180
14	Options Adjustments	2,063,000	0.02	77/329	-4,414,000	178/180
	Total General Education Revenue	\$9,065,871,000		329/329	\$785,504,000	180/180

*As of June 30, 2023, 180 charter schools and 329 school districts were reporting estimated pupils for the 2023-24 school year.

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Minnesota’s school districts and charter schools use general education revenue to pay for the operating expenses of the district including employee salaries, employee benefits, and supply costs.

General education revenue, except for the portion of revenue attributable to compensatory revenue, which must be passed through to each school site, is provided to school districts, and each local school board determines how to allocate that money among school sites and programs, subject to certain legislative restrictions.

1. Basic Education Revenue

Basic education revenue for each district equals the product of the formula allowance multiplied by the adjusted pupil units for the school year. The basic formula allowance is \$7,281 for fiscal year 2025. For fiscal years 2026 and later, the basic formula allowance increases by the rate of inflation but is limited to a band of not less than a 2 percent increase over the previous year and not more than a 3 percent increase over the previous year.

(Minn. Stat. § 126C.10, subd. 2)

Table 10: Basic Education Formula Allowances

School Year	Formula Allowance
2024-25	\$7,281
2023-24	7,138
2022-23	6,863
2021-22	6,728
2020-21	6,567

School Year	Formula Allowance
2019-20	6,438

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2. Extended Time Revenue

Beginning in fiscal year 2004, school districts are prohibited from counting a student as more than 1.0 in average daily membership (ADM). Prior to this, a student could be counted in excess of 1.0 if the student was participating in a learning year program. A learning year program may include extended day, extended week, summer school programming, or an independent study program. The 1987 Legislature eliminated funding for summer school when it replaced the foundation aid program with the general education revenue program. During the 1990s, many school districts started using the learning year program as a method to fund summer school programs. The growth in learning year pupils was quite significant. The 2003 Legislature adopted a provision that limits a student's annual average daily membership to 1.0.

The extended time revenue program allows a school district to count a student who participates in extended programming for up to an additional 0.2 students in ADM for the time the student spends in extended day, extended week, summer school, or other additional programming authorized by the learning year program. This additional ADM counts only for purposes of generating extended time revenue. The extended time revenue allowance is \$5,117. For charter schools offering extended time services per pupil extended time revenue equals 25 percent of the district average amount for that year.

(Minn. Stat. § 126C.10, subd. 2a)

$$\text{School District Extended Time Revenue} = \$5,117 \times \text{the district's extended time adjusted pupil units}$$

3. Gifted and Talented Revenue

A school district receives \$13 per pupil unit for gifted and talented programming. The revenue must be reserved and spent only to:

- 1) identify gifted and talented students;
- 2) provide education programs for gifted and talented students; or
- 3) provide staff development to prepare teachers to teach gifted and talented students.

$$\text{Gifted and Talented Revenue} = \$13 \times \text{Adjusted Pupil Units}$$

(Minn. Stat. § 126C.10, subd. 2b)

4. Small Schools Revenue

A school district (but not a charter school) that serves less than 960 pupil units is eligible for small schools revenue equal to \$544 times the district's adjusted pupil units, times the ratio of 960 less the district's adjusted pupil units to 960.

(Minn. Stat. § 126C.10, subd. 2c)

5. Declining Enrollment Revenue

A district's declining enrollment revenue equals the greater of zero or 28 percent of the formula allowance for that year and the difference between adjusted pupil units for the current year and the adjusted pupil units for the previous year.

(Minn. Stat. § 126C.10, subd. 2d)

6. Local Optional Revenue

A school district's local optional revenue equals \$724 per pupil unit. Local optional revenue is available to school districts only and is not available to charter schools.

Local optional revenue consists of two tiers. The first tier of \$300 per pupil is equalized at \$880,000 per pupil (the same equalizing factor that existed when this tier was included in operating referendum revenue). The second tier, \$424 per pupil, is equalized at \$587,224 for fiscal year 2025, \$642,038 for fiscal year 2026, and \$671,345 for fiscal year 2027 and later. For fiscal year 2021 and later, there is no longer any connection between local optional revenue and operating referendum revenue.

(Minn. Stat. §§ 126C.10, subd. 2d; 126C.17)

7. Basic Skills Revenue

Basic skills revenue consists of compensatory revenue and English learner (EL) revenue.

Compensatory Revenue. The vast majority of basic skills revenue is generated by the compensatory revenue formula. Compensatory revenue is site-based revenue. The revenue is calculated based on the characteristics of each school site, and at least 50 percent of the revenue must be distributed to qualifying programs at each site. Compensatory revenue must be used to meet the educational needs of pupils whose progress toward meeting state or local content or performance standards is below the level that is appropriate for learners of their age.

Eligible uses of compensatory revenue include the following:

- providing remedial instruction in reading, math, and other core curriculum;
- adding teachers and teacher aides to provide more individualized instruction;
- lengthening the school day, week, or year (including summer school);

- operating programs to reduce truancy; providing counseling, guidance, and social work services; and coordinating services from other governmental agencies;
- providing bilingual and bicultural programs for English learner students;
- providing early education programs, parent training programs, and home visiting and other outreach efforts;
- enabling transition programs for special education students until the age of 22; and
- using professional development for teachers on meeting the needs of EL students, using assessment and tools, reducing the use of exclusionary discipline, and training for tutors and staff in extended day programs.

Compensatory revenue must be reserved in a separate account, and each district must produce an annual report describing how compensatory revenue has been spent at each site within the district.

The compensatory revenue increases as the number of compensatory pupil units goes up, which is driven by the federally defined number of free and reduced-price meal eligible students as well as the percentage of such students at the school site. A higher percentage concentration of free and reduced-price meal students leads to a higher count of compensatory pupil units.

Compensatory Pupil Units. Compensatory revenue is provided to school sites through the compensatory revenue component of the general education formula based on the number of students at the site federally eligible for free or reduced-price meals. The formula is often referred to as a concentration formula because as the concentration of students eligible for free or reduced-price meals increases, the compensatory revenue per compensatory pupil also increases.

Compensatory pupils are counted and calculated at the site where the students are being educated. A pupil is counted as a compensatory pupil if the pupil is federally eligible for free or reduced-price meals. Eligibility for free and reduced-price meals is set by the federal government at 130 percent and 185 percent of the federal poverty guidelines, respectively (for fiscal year 2025, these percentages limited yearly income for a family of four to not more than \$40,560 and \$57,720). The compensatory pupil count is conducted during the fall at each school site. In addition to parent-reported income data, school districts may also qualify students through “direct match” with income information held by the state for participants in certain public assistance programs including medical assistance (MA) and SNAP (the Supplemental Nutrition Assistance Program).

Compensatory pupil units are calculated for each site as follows:

- 1) Calculate the building concentration factor, which is equal to the ratio of the number of pupils eligible for free lunch plus half of the number of pupils eligible for reduced-price meals to the school site’s total enrollment
- 2) Calculate a building weighting factor equal to the lesser of:
 - (a) 1; or
 - (b) the building’s concentration factor divided by .80

- 3) Multiply the compensation pupils calculated in step (1) by the weighting factor calculated in step (2) by .60

The formula that generates compensatory revenue is a concentration formula based on each school building’s count of students that are eligible for free or reduced-price meals.

$$\text{Compensatory Pupil Units} = \left(\begin{array}{l} \text{Free Lunch} \\ \text{Students} \end{array} + \begin{array}{l} (.5 \times \text{Reduced Lunch} \\ \text{Students}) \end{array} \right) \times .6 \times \begin{array}{l} \text{the lesser of:} \\ (1) \text{ one; or} \\ (2) \text{ (free lunch students +} \\ \text{(.5 x reduced lunch students)/} \\ \text{building ADM)/.8} \end{array}$$

$$\text{Compensatory Revenue} = (\text{Basic Formula Allowance} - \$839) \times \text{Compensatory Pupil Units}$$

(Minn. Stat. §§ 126C.05, subd. 3; 126C.10, subd. 3; 126C.15)

The following table displays some characteristics of several selected school buildings and the resulting compensatory revenue.

Table 11: Compensatory Revenue Characteristics for Selected School Buildings for the 2024-25 School Year

Dist. No.	District Name	Building Name	Fall 2023 School Enrollment	Pupils Federally Eligible for Free or Red.-Price Meals	% of Enrollees Eligible	Compensatory Revenue	Compensatory Revenue/ Enrollee
1	Minneapolis	Bethune	233	195	84%	\$734,000	\$3,152
1	Minneapolis	Barton	506	138	31	209,000	413
38	Red Lake	Elementary	487	409	79	1,581,000	3,246
264	Herman	Elementary	54	28	52	52,000	954
273	Edina	South View	979	190	19	147,000	150
282	St. Anthony	Sr. High	704	227	32	275,000	390
284	Wayzata	North Woods Elementary	809	42	5	9,000	11
625	St. Paul	Adams	579	260	45	483,000	834
625	St. Paul	Vento	478	434	91	1,641,000	3,433
709	Duluth	East	1,486	320	22	274,000	185
709	Duluth	Myers-Wilkins	319	288	90	1,088,000	3,411
833	S. Wash.	East Ridge	2,042	294	14	167,000	82
State Average/Total			868,965	368,666	42%	\$800,124,000	\$921

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English Learner (EL) Revenue. Districts receive EL revenue to provide instruction to students with limited English skills. Programs may include bilingual programs or English-as-a-second-language (ESL) programs. Bilingual education programs provide curriculum instruction to students in their native language. ESL program students are taught to read, write, listen, and speak in English. The state has provided funding for EL programs since 1980. In the early 2000s, the maximum number of years that a student could qualify for EL funding was reduced from seven to five years. This limitation was increased to six years for fiscal years 2015 and 2016 and restored to seven years for fiscal year 2017 and later.

There are two parts to the EL portion of basic skills revenue: the first part or basic formula is a set amount per EL pupil; the second part of the EL formula is a concentration formula. A school district with at least one student eligible for EL services has a statutorily assigned minimum EL pupil count of 20.

$$\text{Basic EL Revenue} = \$1,228 \times \text{district's EL Pupil Units}$$

$$\begin{aligned} \text{EL Concentration Pupils} &= \text{EL pupils} \times \text{the lesser of:} \\ &\quad (1) 1; \text{ or} \\ &\quad (2) (\text{EL pupils}/\text{ADM})/.115 \end{aligned}$$

$$\text{EL Concentration Revenue} = \$436 \times \text{the district's EL concentration pupils}$$

For four years only, fiscal years 2022 through 2025, an additional \$2 million per year is distributed proportionately across all districts eligible for EL revenue. Beginning in 2027, the EL revenue formula is based on three components. The basic EL allowance increases from \$1,228 to \$1,775 per EL pupil, the EL concentration revenue allowance increases from \$436 to \$630 per EL pupil, and a new component, called cross subsidy revenue, is added to the EL revenue formula. EL cross subsidy revenue equals 25 percent of the difference between the district's EL spending and the district's EL revenue for the second previous year.

(Minn. Stat. §§ 124D.58-124D.65; 126C.10, subd. 3)

Table 12: English Learner Revenue Characteristics for Selected School Districts 2024-25 School Year

Dist. No.	District Name	Est. FY 25 Pupils Served (AADM)	Est. FY 25 English Learners	% English Learner	Total English Learner Revenue	English Learner Revenue per Pupil
	Totals	853,261	72,675	8.5%	\$118,77,000	\$139
	Mpls & St. Paul	58,581	10,800	18.4%	17,971,000	307
	Inner Ring Suburbs	86,072	7,704	9.0%	12,180,000	142
	Outer Ring Suburbs	269,662	16,463	6.1%	25,092,000	93

Dist. No.	District Name	Est. FY 25 Pupils Served (AADM)	Est. FY 25 English Learners	% English Learner	Total English Learner Revenue	English Learner Revenue per Pupil
	Greater MN >2,000	187,393	10,529	5.6%	16,596,000	89
	Greater MN 1,000 to 2,000 pupils	90,743	2,343	2.6%	4,007,000	44
	Greater MN <1,000	85,715	1,982	2.3%	4,155,000	48
	Charters	71,321	15,940	22.3%	27,075,000	380
4269	Quantum Steam Academy	166	141	84.8%	234,000	1,411
4178	Lincoln International	160	120	75.0%	200,000	1,248
4073	Academia Cesar Chavez	554	306	55.2%	509,000	919
518	Worthington	4,198	1,341	31.9%	2,231,000	532
13	Columbia Heights	3,394	875	25.8%	1,456,000	429
625	St. Paul	30,698	6,800	22.2%	11,315,000	369
742	St. Cloud	9,049	1,800	19.9%	2,995,000	331
347	Willmar	3,958	734	18.5%	1,221,000	309
241	Albert Lea	3,227	350	10.8%	579,000	179
284	Wayzata	12,958	536	4.1%	744,000	57
4098	Nova Classical Academy	1,048	30	2.9%	40,000	38

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8. Sparsity Revenue

Secondary Sparsity Revenue. Secondary sparsity revenue provides additional revenue to geographically large districts that have relatively few secondary pupils. The formula measures sparsity and isolation of the district and then provides additional revenue to the district using an assumption about how many pupil units are necessary to run an acceptable secondary program. The formula assumes that a district with 400 secondary pupils in average daily attendance can provide an acceptable secondary program. Therefore, a district with one high school, no matter how few pupils per square mile it has, will not receive any sparsity aid if the district has a secondary average daily membership (SADM) in excess of 400. In addition, the requirement of large geographic size ensures funding for districts that have few pupils due to geographic isolation and not due to a school board's reluctance to provide cooperative programming with a neighboring school district. For the 2024-25 school year, 102 school districts qualify for sparsity revenue.

Secondary sparsity revenue is computed as follows:

the greater of zero or the lesser of:

(a) 1.5; or

$$\text{Isolation Index} = \begin{matrix} \text{(b)(i) } (\sqrt{.55 \times \text{sq. mile attendance area}}), \text{ plus} \\ \text{(ii) miles to next nearest high school, minus} \\ \text{(iii) 23,} \\ \text{(iv) all divided by 10} \end{matrix}$$

$$\text{Secondary Sparsity Revenue} = \frac{\text{Sparsity Formula Allowance}^2}{\text{Adjusted Pupil Units}} \times \frac{(400 - \text{SADM})}{(400 + \text{SADM})} \times \text{Isolation Index}$$

The isolation index is a numerical representation of the distance from the corner of the district to the secondary school of the district (assuming a nearly square district with the school in the center of the district which would represent the furthest a student would travel to the resident secondary school) and the miles to the next nearest high school.

(Minn. Stat. § 126C.10, subds. 6 and 7)

Elementary Sparsity Revenue. A school district qualifies for elementary sparsity revenue if it has an elementary school that is located 19 or more miles from the next nearest elementary school and has fewer than 20 pupils per elementary grade. As with secondary sparsity revenue, the more elementary pupils in average daily membership (EADM) attending the school, the lower the elementary sparsity revenue per pupil.

$$\text{Elementary Sparsity Revenue} = \frac{\text{Sparsity Formula Allowance}}{\text{EADM}} \times \left(\frac{140 - \text{EADM}}{140 + \text{EADM}} \right)$$

(Minn. Stat. § 126C.10, subds. 6 and 8)

Table 15 (page 37) displays characteristics of the sparsest and densest districts in the state.

Sparsity Guarantee. A school district that closes a school facility is eligible for at least as much sparsity revenue as it received in the previous school year. A district that loses sparsity revenue because of a neighboring district’s decision to relocate a school is eligible for at least as much sparsity revenue as it received in the previous school year.

(Minn. Stat. § 126C.10, subd. 8a)

9. Operating Capital Revenue

Operating capital revenue replaced two former capital formulas known as equipment revenue and facilities revenue and moved the revenue stream to each district’s general fund. The 2023 Legislature added a “supplies” category to operating capital, with funding equal to \$2 per pupil unit for the costs associated with menstrual products and stocking opiate antagonists. Operating capital revenue must be reserved and used for equipment, facility, and supplies

² The sparsity allowance is the basic formula allowance less \$530.

needs. A school board may spend other general fund money for operating capital expenses, but general fund money provided by the operating capital revenue component must be reserved and spent only for eligible equipment, facilities, and supplies needs.

(Minn. Stat. § 126C.10, subds. 13, 14, 15, and 16)

Revenue Computation. Operating capital revenue equals the sum of: (1) \$2 per pupil unit for supplies; (2) \$79 per pupil unit (formerly limited for equipment); and (3) the product of \$109 per pupil unit and the district's average building age index (formerly limited for facility needs). The age index is called the maintenance cost index (MCI) and is calculated as follows:

$$\text{Maintenance Cost Index (MCI)} = \frac{\text{Weighted square footage of buildings}}{\text{Unweighted square footage of buildings}}$$

The weighted square footage of each building is equal to the building's square footage times the lesser of:

- (a) 1.50; or
- (b) the sum of 1.0 + (the age of each building or addition /100)

Operating capital revenue is provided through an equalized aid and levy and is computed as follows:

$$\begin{aligned} \text{Operating Capital Revenue} &= [\$2 + \$79 + (\text{MCI} \times \$109)] \times \text{Adjusted Pupil Units} \\ \text{Operating Capital Levy} &= \text{Operating Capital Revenue less } \$2 \text{ per pupil unit} \times \text{the lesser of:} \\ &\quad (1) \text{ one; or} \\ &\quad (2) (\text{ANTC/Adjusted Pupil Units})/\$23,138 \\ \text{Operating Capital Aid} &= \text{Operating Capital Revenue} - \text{Operating Capital Levy} \end{aligned}$$

Eligible Uses. Eligible uses of operating capital revenue include the following:

- acquiring land for school purposes
- acquiring or constructing buildings for school purposes
- renting or leasing buildings, including the costs of building repair or improvement that are part of a lease agreement
- improving and repairing school sites and buildings, and equipping or reequipping school buildings with permanent attached fixtures
- using the revenue for a surplus school building that is used substantially for a public nonschool purpose
- eliminating barriers or increasing access to school buildings for individuals with a disability
- bringing school buildings into compliance with the uniform fire code adopted according to chapter 299F

- removing asbestos from school buildings, encapsulating asbestos, or making asbestos-related repairs
- cleaning and disposing of polychlorinated biphenyls found in school buildings
- cleaning, removing, disposing of, and making repairs related to storing heating fuel or transportation fuels such as alcohol, gasoline, fuel oil, and special fuel, as defined in section 296.01
- performing energy audits for school buildings and for modifying buildings if the audit indicates the cost of the modification can be recovered within ten years
- improving buildings that are leased according to section 123.36, subdivision 10
- paying special assessments levied against school property but not paying assessments for service charges
- paying principal and interest on state loans for energy conservation according to section 216C.37 or loans made under the northeast Minnesota Economic Protection Trust Fund Act according to sections 298.292 to 298.298
- purchasing or leasing interactive telecommunications equipment
- paying principal and interest payments on certain debt obligations
- paying capital expenditure equipment-related assessments of any entity formed under a cooperative agreement between two or more districts
- purchasing or leasing computers and related materials, copying machines, telecommunications equipment, and other noninstructional equipment
- purchasing or leasing assistive technology or equipment for instructional programs
- purchasing textbooks
- purchasing and replacing library books
- purchasing or leasing vehicles
- purchasing or leasing telecommunications equipment; computers hardware, software, and any associated annual licensing fees; and related equipment for integrated information management systems
- paying personnel costs directly related to the acquisition, operation, and maintenance of telecommunications systems, computers, related equipment, and network and applications software
- paying the costs directly associated with closing a school facility, including moving and storage costs
- paying the costs of supplies and equipment for menstrual products
- paying the costs of opiate antagonists

10. Transportation Sparsity Revenue

A compromise agreement reached during the 1995 Special Session and affirmed by the 1997 Legislature led to the elimination of the basic transportation funding formulas. In their place, \$170 was added to the basic formula allowance; a new component called transportation sparsity revenue was added to the general education revenue program; and a portion of transition revenue was designed to soften the impact of the funding changes. Transportation sparsity revenue may be used for any general operating purpose. A district is not required to

use transportation sparsity revenue for pupil transportation expenses. Beginning in fiscal year 2018, transportation sparsity revenue includes an adjustment based on each district's actual unreimbursed transportation costs incurred during the previous year. The 2023 Legislature increased this adjustment from 18.2 percent to 35 percent of each district's unreimbursed transportation costs.

Transportation sparsity revenue is computed as follows:

$$\begin{aligned} \text{Transportation Revenue} &= (1) \text{ Transportation Sparsity Allowance} \times \text{Adjusted Pupil Units} \\ &+ (2) 35\% \text{ of the districts' unreimbursed costs of to and from school transportation} \end{aligned}$$

The following steps are necessary to compute a district's transportation sparsity allowance:

$$\text{Density Index} = \frac{\text{square mile area of the district}}{\text{Adjusted Pupil Units}} \quad \left. \vphantom{\frac{\text{square mile area of the district}}{\text{Adjusted Pupil Units}}} \right\} \text{ but not less than .005 or more than .2}$$

$$\begin{aligned} \text{Sparsity Index} &= \text{the greater of:} \\ &\quad (a) .2; \text{ or} \\ &\quad (b) \frac{\text{square mile of the district}}{\text{Adjusted Pupil Units}} \end{aligned}$$

$$\begin{aligned} \text{Transportation} & & \text{(Basic} & & \text{(Basic} \\ \text{Sparsity} & = & \text{Formula} & \times .141) & \times (\text{Sparsity Index}^{26/100}) & \times (\text{Density Index}^{13/100}) & - & \text{Formula} & \times .0466) \\ \text{Allowance} & & \text{Allowance} & & & & & \text{Allowance} & \end{aligned}$$

(Minn. Stat. § 126C.10, subs. 17 and 18)

11. Equity Revenue

The equity revenue formula consists of three parts: basic equity revenue; low referendum equity revenue; and a supplemental equity amount equal to \$50 per pupil unit. Equity revenue is designed to provide additional revenue to districts with lower amounts of referendum revenue. To calculate equity revenue, the state is divided into two regions: a seven-county metro region and a greater Minnesota (nonmetro) region. Equity revenue is calculated separately for districts within each of the two regions.

(Minn. Stat. § 126C.10, subs. 24 to 30)

Basic Equity Revenue. Basic equity revenue equals the product of: (1) 125 percent; (2) \$14 plus the product of \$80 and the district's equity index; and (3) the district's adjusted pupil units for that year. A school district equity index equals one minus the ratio of the sum of the district's per pupil basic formula allowance, local optional revenue, and referendum revenue to the per pupil amount for the district at the 95th percentile in that region. School districts located in cities of the first class (Minneapolis, St. Paul, and Duluth) as of July 1, 1999, do not receive basic equity revenue.

For fiscal year 2025, the 5th and 95th percentiles for the equity regions are estimated as follows:

Table 13: Equity Revenue Percentiles
Fiscal Year 2025

	5th	95th
Rural	\$7,581	\$9,720
Metro	\$7,592	\$9,815

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Low Referendum Revenue. A school district that has per pupil referendum revenue less than 10 percent of the statewide average amount of per pupil referendum revenue (the estimated statewide average amount of referendum revenue per pupil is \$1,086 for fiscal year 2025) receives an additional equity amount equal to the lesser of \$100,000 or the difference between 10 percent of the statewide average referendum revenue and the district's current amount of referendum revenue.

Supplemental Equity Revenue. All school districts receive supplemental equity revenue equal to \$50 per pupil unit.

Equity Aid and Levy. A district's total equity revenue is equalized on referendum market value using an equalizing factor of \$510,000.

12. Transition Revenue

Transition revenue provides school districts with a partial grandfather or hold-harmless due to the 2003 Legislature's changes to general education revenue. Transition revenue guarantees a school district the lesser of (a) its fiscal year 2003 general education revenue per pupil or (b) the amount of revenue per pupil that the district would have received during the 2004 fiscal year under the old definitions of general education revenue. The difference between the actual fiscal year 2004 revenue and the guaranteed amount is the new transition revenue. Beginning in fiscal year 2015, transition revenue is adjusted for a number of changes to the general education revenue program.

This revenue was provided entirely in state aid for fiscal year 2004 and is an equalized aid and levy for later years. Transition revenue is provided through an equalized aid and levy based on a referendum market value equalizing factor of \$510,000.

(Minn. Stat. § 126C.10, subds. 31, 32, 33)

13. Pension Adjustment Revenue

School districts receive general education revenue pension adjustment revenue to compensate for some past legislative changes to the employer contribution rates to the public employee retirement systems—Public Employee Retirement Association (PERA) for nonlicensed staff and Teacher Retirement Association (TRA) for licensed teachers. There are two parts to this

revenue: (1) a fixed amount based on past contribution rate changes; and (2) beginning in fiscal year 2019, an amount equal to the TRA employer contribution rate increases approved by the 2018 and 2023 Legislatures. The amount equals the difference between the rate for the current year and the rate for fiscal year 2018, times the district’s covered payroll (teacher salaries) for the previous fiscal year.

Employer TRA contribution rate increases are 0.21 percent over the previous year for fiscal years 2019 to 2023, 0.20 percent for fiscal year 2024 when the TRA employer contribution rate reaches 8.75 percent of covered payroll, and beginning in fiscal year 2026, the employer rate will increase by another 0.75 percentage points. See page 126 for additional information on Minnesota’s teacher retirement system.

$$\text{FY 24 Pension Adjustment Revenue} = \text{2015 Grandfather Amount} + \left(.0125 \times \text{FY 23 Covered Teacher Payroll} \right)$$

Table 14: Pension Adjustment Aid Entitlement

Fiscal Year	Pension Adjustment Aid	% of Payroll
2025	\$83,503,000	1.25%
2024	84,487,000	1.25
2023	70,098,000	1.05
2022	56,646,000	0.84
2021	43,162,000	0.63
2020	32,228,000	0.42

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(Minn. Stat. §§ 126C.10, subd. 38; 127A.50)

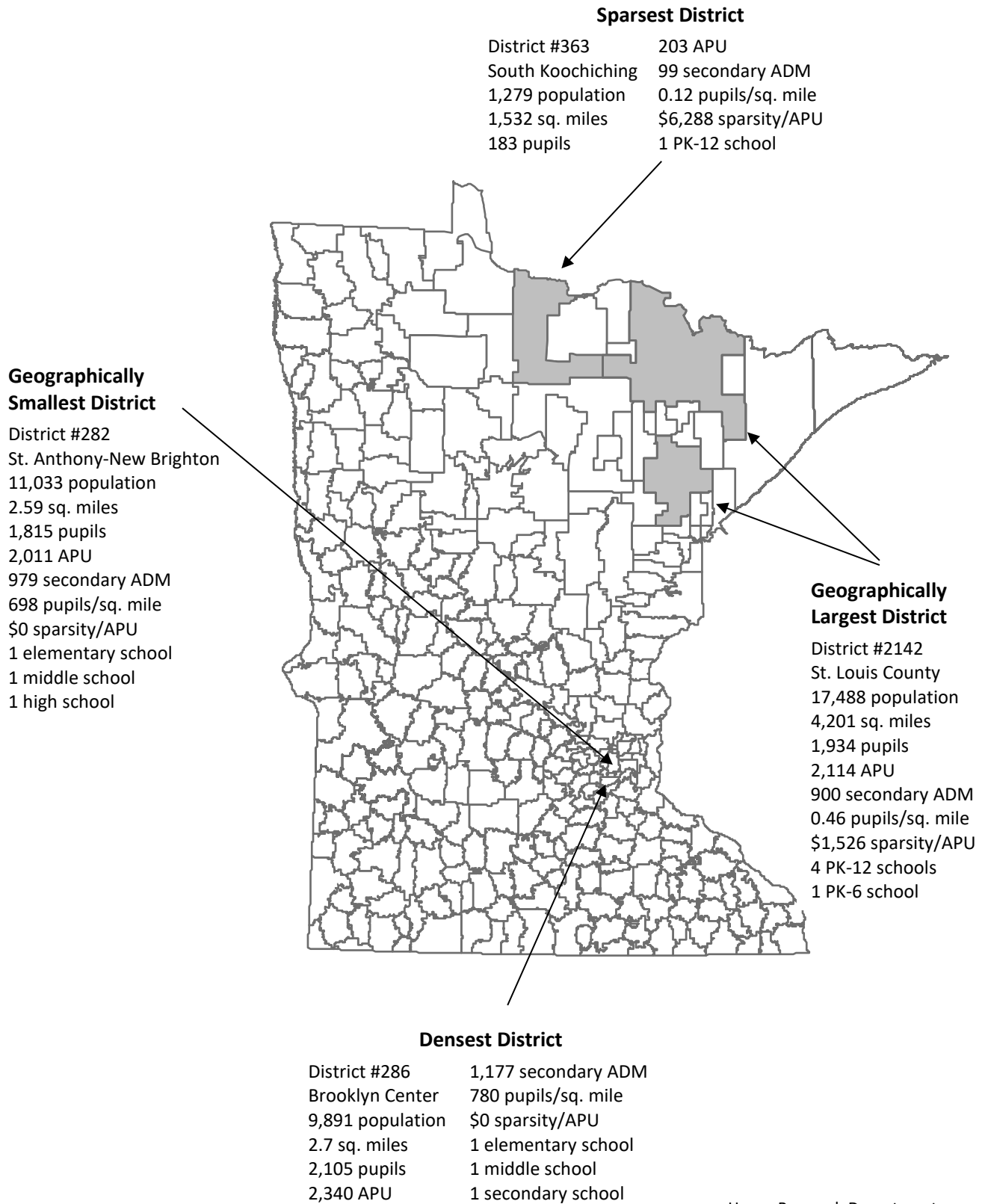
14. Options Adjustments

A school district’s general education revenue is adjusted by three “options” adjustments, based on enrollment changes made under student movement programs. A district’s general education revenue is:

- 1) reduced by the amount of referendum aid attributable to resident pupils who are open-enrolled or attend a charter school and increased by the referendum aid amounts for nonresident students enrolled in the school;
- 2) reduced by certain aid payments for resident pupils who attend the Minnesota Academies for the Deaf or Blind; and
- 3) increased by an aid amount equal to the transportation portion of each charter school pupil whom the resident school district transports.

(Minn. Stat. § 127A.47)

Table 15: Characteristics of Largest and Smallest School Districts
Fiscal Year 2025



Reserved Revenue

School districts are required to reserve a portion of their general education revenue for certain purposes. The reserved amounts and purposes are as follows.

Staff development. School districts must reserve 2 percent of their basic general education revenue (\$145.62 per pupil unit for fiscal year 2025) for staff development purposes. A school board and its teacher union may mutually agree to waive this requirement. This staff development reserve was legislatively suspended for fiscal years 2004 and 2005 and was legislatively suspended again for fiscal years 2010 through 2013.

Class size reduction. A portion of each district's general education revenue must be reserved to reduce class sizes in the early elementary grades. The reserved revenue for class size reduction equals the sum of \$299 times the number of kindergarten students (measured by adjusted average daily membership) and \$459 times the adjusted average daily membership in grades 1 to 6.

The reserved revenue must be used to reduce kindergarten, and first through third grade class sizes to a ratio of 17 students to one classroom teacher. Once the district achieves a class size of 17:1 in grades kindergarten through 3, the district must use the remaining reserved revenue (if any) to reduce class sizes in subsequent elementary grades.

In fiscal year 2025, school districts are expected to reserve \$191 million for class size reduction.

Table 16: Revenue Reserved for Class Size Reduction

Fiscal Year	Formula Allowance	Reserved Revenue
2025	\$299 per pupil for K; \$459 per pupil for 1-6	\$191,226,000
2024	\$299 per pupil for K; \$459 per pupil for 1-6	191,699,000
2023	\$299 per pupil for K; \$459 per pupil for 1-6	191,125,000
2022	\$299 per pupil for K; \$459 per pupil for 1-6	190,378,000
2021	\$299 per pupil for K; \$459 per pupil for 1-6	190,624,000
2020	\$299 per pupil for K; \$459 per pupil for 1-6	198,192,000

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Operating capital revenue. For purposes of eligible operating capital expenditures (see page 31 for details), a district must reserve an amount equal to its operating capital revenue.

(Minn. Stat. §§ 122A.61; 126C.12)

Aid and Levy Calculations

School districts receive the vast majority of general education revenue from state aid payments (charter schools receive their general education revenue entirely in state aid). The mix of aid and levy is designed to equalize local tax burdens. A school finance program that provides the same amount of total revenue per pupil unit to each district and requires the same tax rate of local effort is said to be fully equalized. Under an equalized system, the higher a district's property wealth per pupil unit, the lower the amount of education aid the district receives from the state for that program and the higher the amount of revenue provided through the local district's property tax.

Operating Capital Levy and Aid. A district's operating capital is provided through an equalized aid and levy (for the decade prior to fiscal year 2005, the full amount of operating capital was provided through state aid). The operating capital equalizing factor has changed a fair amount in the last decade. This levy has often changed to balance out other levy changes in the annual K-12 bills. The equalizing factor equals \$23,138 for fiscal year 2025 and \$22,912 for fiscal year 2026 and later.

Equity Levy and Aid. A district's equity revenue is equalized on referendum market value using an equalizing factor of \$510,000 for fiscal year 2025 and later. This revenue is calculated and spread on referendum market value—so the levy is not spread on agricultural lands or seasonal recreational property. Prior to fiscal year 2005, a district's equity revenue was provided entirely in state aid.

Transition Levy and Aid. A district's transition revenue is equalized on referendum market value using an equalizing factor of \$510,000.

Table 17: General Education Program Aid Entitlement and Levy

	Fiscal Year			
	2022	2023	2024	2025
Basic General Education				
Aid	\$6,375,515,000	\$6,519,425,000	\$6,686,404,000	\$6,797,124,000
Levy	0	0	0	0
Operating Capital				
Aid	130,366,000	126,575,000	121,067,000	105,662,000
Levy	84,447,000	88,719,000	93,054,000	107,704,000
Equity				
Aid	17,790,000	16,255,000	14,479,000	11,539,000
Levy	92,565,000	92,238,000	92,781,000	94,525,000
Transition				
Aid	4,065,000	3,860,000	3,530,000	3,308,000
Levy	25,266,000	25,346,000	24,426,000	24,359,000

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Referendum Revenue

The referendum revenue program, often referred to as the operating referendum levy or the excess levy referendum, is a mechanism that allows a school district to obtain voter approval to increase its revenue beyond the limits set in statute. Because of the exceptional growth in the referendum levy in the late 1980s and early 1990s, the legislature made several changes to the program including: equalizing a portion of the revenue; capping the total amount of per pupil revenue a district may have; limiting the length of time that new referendums may run (currently no longer than ten years); and requiring referendums approved after November 1, 1992, to be spread on referendum market value instead of tax capacity.

The 2001 Legislature reduced the referendum levy beginning in fiscal year 2003. Each district's referendum revenue was reduced by \$415 per pupil unit. (A district with less than \$415 per pupil in referendum authority lost the full amount of its authority.) At the same time the referendum was reduced, the basic formula allowance for all districts was increased by \$415 per pupil unit. As a result, referendum revenue was reduced by approximately \$200 million. Since that time, referendum revenue has increased substantially as a result of subsequent elections. The 2013 Legislature made a number of significant changes to referendum revenue beginning in fiscal year 2015. These changes included:

- 1) changing the allowance from an amount per resident pupil unit to an amount per adjusted pupil unit (the fiscal year 2015 conversion will keep the total dollar amount of authority the same);
- 2) allowing a district to implement the first \$300 per pupil of referendum authority by board action;
- 3) creating a new category of revenue called location equity revenue and allowing a board to choose to convert referendum authority to location equity revenue;
- 4) dividing the equalization aid into three tiers and increasing the equalization of the first tier; and
- 5) modifying the referendum revenue cap and eliminating the grandfather cap.

The 2019 Legislature switched the first \$300 per pupil (the board-approved amount) from operating referendum revenue to local optional revenue beginning in fiscal year 2021. This shift is revenue neutral but returns all referendum revenue to voter-approved authority.

(Minn. Stat. § 126C.17)

Referendum Revenue Cap. A school district eligible for sparsity revenue is not subject to a cap on referendum revenue (104 school districts are eligible for sparsity revenue during the 2024-25 school year). For other districts, the estimated referendum revenue cap is \$2,194 per pupil unit for fiscal year 2025.

Referendum Revenue Equalization. A school district's referendum revenue consists of two equalized tiers. The first tier of equalization aid is the amount up to \$460 per adjusted pupil. This tier carries an equalizing factor of \$576,000 per pupil. The second tier is the per pupil

amount up to 25 percent of the basic formula allowance. This tier is equalized at \$290,000 per pupil. Referendum revenue for fiscal year 2025 is computed as follows:

$$\begin{aligned}
 \text{Total Referendum Revenue} &= \text{Adjusted Pupil Units} \times \text{Referendum Allowance} \\
 \text{Tier 1 Revenue} &= \text{the lesser of:} \\
 &\quad (1) \$460 \text{ per adjusted pupil unit; or} \\
 &\quad (2) \text{ the district's Total Referendum Revenue} \\
 \text{Tier 1 Equalization Levy} &= \text{Tier 1 Revenue} \times \text{the lesser of:} \\
 &\quad (1) 1; \text{ or} \\
 &\quad (2) \frac{\text{district referendum market value per pupil unit}}{\$576,000} \\
 \text{Tier 1 Equalization Aid} &= \text{Tier 1 Revenue} - \text{Tier 1 Equalized Levy} \\
 \text{Tier 2 Revenue} &= (1) \text{ the lesser of:} \\
 &\quad (i) \text{ the district's referendum revenue; or} \\
 &\quad (ii) \text{ an amount equal to 25 percent of the basic formula allowance} \\
 &\quad \quad \text{times the district's resident pupil units less,} \\
 &\quad (2) \text{ its tier 1 referendum revenue} \\
 \text{Tier 2 Equalization Levy} &= \text{Tier 2 Revenue} \times \text{the lesser of:} \\
 &\quad (1) 1; \text{ or} \\
 &\quad (2) \frac{\text{district's market value per pupil unit}}{\$290,000} \\
 \text{Tier 2 Equalization Aid} &= \text{Tier 2 Revenue} - \text{Tier 2 Equalized Levy} \\
 \text{Total Referendum Equalization Aid} &= \text{Tier 1 Equalization Aid} + \text{Tier 2 Equalization Aid} \\
 \text{Total Referendum Levy} &= \text{Total Referendum Revenue} - \text{Total Referendum Equalization Aid}
 \end{aligned}$$

Referendum Tax Base Replacement Aid. Referendum tax base replacement aid was implemented by the 2001 Legislature as a mechanism designed to compensate school districts for the loss of agricultural land and cabin tax base. Tax base replacement aid is a frozen dollar amount based on fiscal year 2003 characteristics. Any referendum equalization aid earned by the school district is first offset by referendum tax base replacement aid. The remaining equalization aid, if any, is the amount used when computing the referendum aid accompanying charter schools and open enrollment pupils.

Election Requirements. A district's general levy can be increased with the approval of the voters at a referendum called by the school board. The election must be held during the November election only, unless the election is held by mail ballot or upon approval of the Commissioner of Education, if the district is in statutory operating debt. If the election is

conducted by mail ballot, it must be in accordance with state election law, and each taxpayer must receive notice of the election and of the proposed tax increase at least 20 days before the referendum.

Onetime Board Renewal. A school board may renew an existing referendum at the same per pupil dollar allowance and for the same time term (most referenda are approved for a term of ten years). The onetime board renewal must occur after a school board meeting where public testimony on the proposed renewal is considered.

Referendum Market Value. Unlike most other school district levies, referendum levies are spread on referendum market value instead of net tax capacity. Referendum market value is the market value of all property within the school district with two exceptions. First, all seasonal recreational property (cabins) and farmland are excluded from referendum market value. Second, any property with a class rate of less than 1.0 percent is taxed at its market value times its class rate.

(Minn. Stat. § 126C.17)

Table 18: Referendum Revenue Allowances and Equalizing Factors

Fiscal Year	Referendum Cap Per Pupil	First-tier Allowance Per Pupil	First-tier Equalizing Factor	Second-tier Allowance Per Pupil	Second-tier Equalizing Factor	Third-tier Allowance Per Pupil	Third-tier Equalizing Factor
2025*	\$2,194	\$460	\$567,000	>460	\$290,000	NA	NA
2024	2,136	460	567,000	>460	290,000	NA	NA
2023	2,068	460	567,000	>460	290,000	NA	NA
2022	1,928	460	567,000	>460	290,000	NA	NA
2021	1,780	460	567,000	>460	290,000	NA	NA
2020	2,005	300	880,000	460	510,000	> \$760	\$290,000

*Estimated

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Table 19: Referendum Revenue Amounts

Fiscal Year	Referendum Aid Entitlement	Referendum Levy
2025	\$17,406,000	\$912,763,000
2024	22,828,000	872,299,000
2023	24,166,000	826,435,000
2022	29,175,000	740,262,000
2021	29,917,000	686,368,000

Fiscal Year	Referendum Aid Entitlement	Referendum Levy
2020	130,907,000	796,657,000

House Research Department

Permanent School Fund Income

The Permanent School Fund (PSF) of Minnesota consists of the proceeds of the lands granted to the state by the federal government for the use of schools, proceeds from swamplands granted to the state, and cash and investments credited to the fund. While much of the initial land granted to the state has been sold, the state Department of Natural Resources is responsible for managing about 2.5 million acres of school trust land. The net proceeds from the land management activities (timber sales, minerals activities, lease revenue, etc.) annually are added to the principal of the fund.

The state holds the land and accumulated revenues from the land in trust for the benefit of public schools in Minnesota. The State Board of Investment is responsible for investing the principal of the fund, subject to direction from the Constitution and the legislature. The interest and dividends arising from the fund are required by the Constitution to be distributed to the state's school districts according to the method described in statute.

Prior to fiscal year 2010, the earnings from the PSF were simply offset against each district's general education aid.

Beginning in 2010, the offset was eliminated and school districts began receiving income from the PSF as additional state aid. The aid payments are distributed to schools through a formula that provides two semiannual payments of aid to schools based on each school's count of pupils. The PSF payments to schools are based on pupils served, and payments go to both traditional school districts and charter schools.

Table 20: Permanent School Fund Endowment and Income

Fiscal Year	Endowment Fund Balance	Payment to Schools	Payment per Pupil
2025*	\$2,028,133,000	\$52,113,000	\$61.08
2024	2,013,687,000	50,944,000	59.95
2023	1,889,599,000	40,878,000	48.02
2022	1,713,214,000	35,327,000	41.54
2021	1,939,972,000	36,678,000	42.15
2020	1,621,486,000	39,090,000	45.04
*Estimated			

House Research Department

(Minn. Stat. §§ 127A.30-127A.34)

Other General Fund Programs

Shared Time Foundation Aid. Districts receive a proportionate amount of general education aid for nonpublic school pupils who attend public school programs for part of the school day. For nonpublic students without an IEP, the public school district may determine which classes, if any, into which the nonpublic student may enroll. For fiscal year 2025, the state estimates there will be about 594 shared time pupil units.

(Minn. Stat. §§ 126C.01, subds. 6-8; 126C.19)

County Apportionment Aid Reduction. General education aid is reduced by an amount equal to the school district's share of county apportionment funds (miscellaneous fines and fees, collected by counties and apportioned to school districts). A school district receives no added revenue from county apportionment payments. Instead, the district's general education aid is reduced by the amount of the county apportionment payment. For fiscal year 2025, county apportionment payments reduce general education aid by roughly \$45 million.

(Minn. Stat. §§ 127A.34; 126C.21, subd. 3)

School Transportation

School Transportation Background

The 1995 Legislature made substantial changes to the pupil transportation funding programs. Categorical funding programs were replaced with an across-the-board increase in the general education formula allowance of \$170 per pupil unit, and the remaining categorical transportation formulas were reduced in size and scope.

The previous categorical pupil transportation funding formulas provided varying amounts of revenue for each of three different categories of transportation services: regular services, nonregular services, and excess cost services. As a result, the distinction between required pupil transportation services (state-mandated services) and authorized pupil transportation services, where additional funding was generated if the service was provided, was somewhat blurred. The 1995 legislative changes attempted to clarify the state mandate as well as eliminate a series of formulas that were seen by some as creating disincentives for cost efficiency in pupil transportation.

A school district may provide pupil transportation services by operating its own fleet of school buses, contracting with a private vendor of transportation services, or mixing district-operated and contracted services.³

Required Transportation

The state's basic pupil transportation mandate requires a school board to provide transportation to and from school, or to provide board and lodging for all pupils (regardless of age) who live **two** miles or more from schools. A school board is required to provide equal transportation for nonpublic school children (a more detailed description of nonpublic pupil transportation can be found on page 106).

A school board is also required to:

- provide certain transportation services for disabled children;
- provide transportation for a nonresident open enrollment pupil from the nonresident (serving) district's border to the school attended; and
- provide transportation services for resident pupils attending a charter school that is located within the district if the charter school has declined to provide transportation services to its students.

The statute grants school boards sole discretion, control, and management over:

- scheduling of routes;

³ More information about pupil transportation may be found in the House Research publication, *School Transportation Regulation*, July 2023.

- establishing location of bus stops;
- manner and method of transportation;
- control and discipline of school children; and
- “any other matter related thereto.”

(Minn. Stat. §§ 124D.03, subd. 8; 124D.10, subd. 16; 123B.84-123B.88)

Fees for Transportation Services

A school district may charge fees for some but not all transportation services in accordance with the state’s general fee policy regarding public school education. Several categories of fees for transportation services are specifically authorized, and fees are specifically prohibited for certain other services.

A school district may charge a fee for:

- transportation to and from extracurricular activities, where attendance is optional;
- transportation of pupils to and from school for pupils living within two miles from school as well as all other transportation services not required by law, if a district charging fees for transportation of pupils establishes guidelines to ensure that no pupil is denied transportation solely because of inability to pay; and
- transportation to and from postsecondary institutions for pupils enrolled under the postsecondary enrollment options program under section 123B.88, subdivision 22. Fees collected for this service must be reasonable and must be used to reduce the cost of operating the route. Families who qualify for mileage reimbursement under section 124D.09, subdivision 22, may use their state mileage reimbursement to pay this fee.

A school board may waive any fee if any pupil or the pupil’s parent or guardian is unable to pay it.

A school district is prohibited from charging a fee for:

- field trips that are required as a part of a basic education program or course; and
- transportation to and from school for pupils living two miles or more from school.

(Minn. Stat. §§ 123B.34-123B.37)

Capital Finance

School districts must finance both ongoing capital needs, such as equipment purchases, repairs, and maintenance, as well as major building construction projects. Major building projects are financed at the local level, with some small assistance through state-paid debt service equalization aid. Districts borrow money through the sale of bonds and levy an annual tax to repay the money over a period of years. Smaller remodeling projects, equipment purchases, and other ongoing capital needs are normally financed by capital revenue programs.

Beginning with the 1996-97 school year, two of the largest capital funding formulas—the equipment formula and the facilities formula—were moved from the capital fund to a reserved account in the general fund. The purpose of this change was to allow districts greater discretion in the use of operating money for capital needs. The new formulas, named operating capital revenue, are a component of the general education revenue program. School districts may now use general fund operating revenue for capital programs, but operating capital revenue must be used for specified capital purposes and may not be used for general operating purposes.

This section explains the financing methods available to districts to obtain funds for ongoing capital needs and major construction projects.

Review and Comment on Construction Projects. When a new school building is constructed or when an existing facility is substantially remodeled, a district incurs a substantial financial obligation that must be met immediately. School districts issue bonds to obtain the funds necessary to pay the contractors. The district then pays back the bonds over a period of years with money raised from the debt service levy and any debt service aid received from the state. Because of the importance and cost of major construction projects, the Department of Education provides a review and comment on each major project. Any project that requires an expenditure of more than \$2,000,000, except for certain deferred maintenance projects, must be submitted by the district to the commissioner for review and comment, unless the school district has an outstanding capital loan, in which case the project must be submitted for review and comment for any expenditure in excess of \$500,000.

The commissioner may give the project a positive, unfavorable, or negative review and comment. If the project receives a positive review and comment, the district may hold a referendum to authorize the sale of bonds; upon approval of a simple majority of the voters, the project may proceed. If the commissioner submits an unfavorable review and comment, the local school board must reconsider the project. If the local school board decides to continue with the project, the referendum to authorize the sale of bonds must receive the approval of at least 60 percent of the voters. If the commissioner submits a negative review and comment, the school board cannot proceed with the project.

The findings of the commissioner's review and comment must be published in the legal newspaper of the district prior to a referendum on the construction project.

(Minn. Stat. §§ 123B.70; 123B.71)

Debt Service Revenue

Minnesota's local school districts have generally financed the construction of new school buildings through the sale of bonds. The bonds are repaid with revenue raised from the local district's property tax receipts. The total amount of building bonds issued by the district determines the yearly debt service that the district must pay; and the amount of bonds issued is, of course, directly related to the district's building needs. The tax rate that the district levies in order to make its debt service payments depends both on the amount of debt and the size of the district's property tax base. The larger the debt, and the smaller the property tax base, the greater the district's tax rate for debt service needs.

Debt Service Equalization Aid

The debt service equalization aid program provides state aid to local school districts to help repay the bonds issued to finance construction. The amount of a school district's debt service that the state will pay depends on two factors: the district's total amount of annual debt service and the district's taxable property tax base (net tax capacity) per pupil.

Debt service equalization aid is available for a school district's qualifying debt service. Debt service amounts that qualify for debt equalization are general debt service amounts for land acquisition, construction costs, and capital energy loans. Net debt is the sum of these amounts reduced by any excess balance that the district has in its debt redemption account and must be for facilities that:

- receive a positive review and comment from the Commissioner of Education;
- are comparable in size and quality to facilities in other districts; and
- have been reviewed by all neighboring school districts.

The debt service revenue is divided into tiers. The first tier applies to the portion of a school district's debt that is below 15.74 percent of the district's adjusted net tax capacity. The first tier must be provided entirely through the local levy. The second tier applies to the portion of debt revenue between 15.74 percent and 26.24 percent of adjusted net tax capacity. This tier is equalized at a relatively low level. The remaining debt revenue makes up the third tier.

The equalizing factors for each of the tiers are as follows:

Table 21: Debt Service Equalizing Factors

Fiscal Year	1st Tier	2nd Tier Greater of \$4,430 or 55.33% of average tax base per pupil	3rd Tier Greater of \$8,000 or 100% of average tax base per pupil
2025	Unequalized	\$7,173	\$12,964
2024	Unequalized	6,105	11,033
2023	Unequalized	5,637	10,188
2022	Unequalized	5,366	9,699
2021	Unequalized	5,060	9,146
2020	Unequalized	4,814	8,700

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The following example shows the calculation of debt service equalization aid for a hypothetical district for fiscal year 2025.

Table 22: Debt Service Equalization Aid Calculation for a Hypothetical District

a	Debt revenue (amount needed to make annual bond payment)	—	\$10,000,000
b	Initial unequalized tax rate	(a)/(d)	28.6%
c	Pupil units used for debt calculation	—	5,000
d	Tax base (adjusted net tax capacity)	—	\$35,000,000
e	Tax base/per pupil unit	(d)/(c)	\$7,000
f	Tier 1 (unequalized; has no equalizing factor)	—	—
g	Tier 2 equalizing factor for FY 25	—	\$7,173
h	Tier 3 equalizing factor for FY 25	—	\$12,974
i	Tier 1: 15.74% paid locally	(d) x .1574	\$5,509,000
j	Tier 2: 15.74% to 26.24% equalized at \$7,173	(d) x .105	\$3,675,000
k	Tier 2 aid percentage	1 – (l)	2.41%
l	Tier 2 levy percentage	(e)/(g)	97.59%
m	Tier 2 aid	(k) x (j)	\$88,568
n	Tier 2 levy	(l) x (j)	\$3,586,433
o	Tier 3: Remaining debt above 26.24% at enhanced rate	(a) – ((i) + (j))	\$816,000
p	Tier 3 aid percentage	1 – (q)	46.00%
q	Tier 3 levy percentage	(e)/(h)	54.00%
r	Tier 3 aid	(p) x (o)	\$375,360
s	Tier 3 levy	(q) x (o)	\$440,640

t	Total annual aid	(m) + (q)	\$529,208
u	Total annual levy	(a) – (t)	\$9,470,792
v	Total net equalized tax rate	(u)/(d)	27.1%
w	Percent of debt revenue from state	(t)/(a)	4.41%

House Research Department

(Minn. Stat. §§ 123B.53; 123B.55)

Natural Disaster (Enhanced) Debt Service Equalization

A school district that has sustained more than \$500,000 in damage to its facilities because of a natural disaster is eligible for enhanced debt service equalization. All facilities debt service in excess of 10 percent of ANTC is equalized at 300 percent of the statewide average amount of ANTC per pupil (\$38,892 for fiscal year 2025). Currently, only two school districts (Rushford-Peterson and Moose Lake) qualify for enhanced debt service equalization aid under this program.

(Minn. Stat. § 123B.535)

Table 23: Total Statewide Debt Service Amounts; Regular and Enhanced Equalization Aid

School Year	Debt Service Aid Entitlement	Net Debt Service Fund Levy Certified
2024-25	\$24,903,000	\$1,328,049,000
2023-24	24,549,000	1,200,763,000
2022-23	21,297,000	1,042,392,000
2021-22	21,939,000	1,110,113,000
2020-21	25,398,000	1,107,409,000
2019-20	20,684,000	998,302,000

House Research Department

School Building Bond Agricultural Credit

The 2017 Legislature created a new property tax credit to reduce the property tax impact of school building projects on agricultural properties. Beginning with school taxes payable in 2018, the school building bond agricultural credit reduces the school taxes paid by agricultural property. The credit applies to existing debt levies and to debt levies attributable to any newly authorized school bond issues.

The tax credit applies to all property classified as agricultural (identified as class 2a, 2b, and 2c, property under Minnesota Statutes, section 273.13, subdivision 23) excluding the house,

garage, and surrounding one acre of land of an agricultural homestead. The credit is set at 70 percent for taxes payable in 2023 and later.

As with other property tax credits, the state replaces the local levy lost through the credit to the school district with state aid through an open and standing appropriation.

Table 24: School Building Bond Agricultural Credit

Fiscal Year	Payable Year	Ag Credit Entitlement	Total Est. Annual School Debt Levy	Initial % of Debt Levy Paid by Ag Lands	Ag Credit Percent of Eligible Debt
2025	2024	\$108,334,000	\$1,328,429,000	11.7%	70%
2024	2023	87,604,000	1,200,763,000	10.4	70
2023	2022	70,870,000	1,042,392,000	11.3	60
2022	2021	62,672,000	1,110,113,000	10.1	55
2021	2020	57,040,000	1,107,409,000	9.8	50
2020	2019	40,137,000	998,302,000	10.1	40

House Research Department

(Minn. Stat. §§ 273.1387; 273.1392)

Capital Project Referendum

A school district may conduct an election to approve funds for certain capital projects. When approved by the voters, a school district may levy the amount approved by the voters for the designated capital projects for a period of time not to exceed ten years. Proceeds of the levy must be placed in a special account and used only for the approved purposes, which include facilities repairs and equipment purchases.

(Minn. Stat. § 123B.63)

Table 25: Capital Project Levy

Fiscal Year	Capital Project Levy Certified	Number of Districts
2025	\$189,729,000	62
2024	158,203,000	59
2023	147,490,000	58
2022	129,583,000	55
2021	121,354,000	53
2020	113,308,000	51

House Research Department

Maximum Effort School Aid Law

Some districts find it difficult or impossible to finance construction projects through conventional bond sales because the district property tax base is too small to support the repayment of bonds necessary to finance the school's construction. These districts may qualify for state assistance under the Maximum Effort School Aid Law. Under this program, the state borrows money via a state general obligation bond sale and grants or lends the proceeds to a qualifying school district through a capital loan for new construction projects. The maximum effort capital loan program was first enacted in 1959, and over time, the qualifying criteria for school districts has narrowed significantly. Initially, most school districts receiving a capital loan were fast-growing suburban districts that were able to repay the capital loan over time as the districts' tax bases matured. Over the last 30 years, most of the loan recipients have been awarded to low property value districts with very limited likelihood of having their tax bases grow to a level sufficient to begin repaying the loans. The recent program changes, including the option for a school to receive a grant instead of a loan, reflect this reality. In the program's current form, a school district is eligible for a capital grant or loan only if its net debt tax rate, after any state-paid debt service equalization aid, is more than 41.98 percent of ANTC.

(Minn. Stat. §§ 126C.62-126C.72)

Capital Grant or Loan. The process to obtain a capital grant or loan follows.

- 1) A school district that intends to apply for a capital grant or loan must submit the project proposal to the Commissioner of Education for review and comment by July 1. Capital grants or loans may not be used to pay for swimming pools, ice arenas, athletic facilities, day care centers, bus garages, or heating system improvements.
- 2) The commissioner must prepare a review and comment of the proposed project. In order to grant a positive review and comment, the commissioner must determine that all of the following conditions have been met:
 - no adequate facilities currently exist
 - no form of cooperation with other districts would provide the needed facilities
 - the facilities are comparable to facilities recently constructed in other districts of similar enrollment
 - the facilities are comparable to facilities recently constructed in other districts that are financed without a capital grant or loan
 - the district is projected to have adequate funds to support a quality education program during the next five years
 - the current facility poses a health and safety threat and cannot be brought into compliance with code
 - the district has made an effort to adequately maintain the existing facility
 - the district has shared its plans and received comments from neighboring school districts

- 3) The school board of a district that wants a capital grant or loan must adopt a resolution that describes the project and submit an application for a capital grant or loan to the commissioner by November 1.
- 4) The commissioner makes a recommendation for each capital grant or loan to the education committees of the legislature by February 1.
- 5) Each capital grant or loan must be approved in law.
- 6) A district must conduct a successful referendum on the project before February 1.

If the capital grant or loan is approved, the district must issue bonds up to the amount of: (1) the district's net debt limit, as defined in Minnesota Statutes, section 475.53, or (2) 637 percent of ANTC, whichever is less. The amount of the capital grant or loan the district is eligible for is the difference between the total cost of the project and the amount of the local bond issue.

The district's repayment of the loan is determined by one of several formulas, depending upon when the loan was obtained. For districts obtaining loans approved by the commissioner after January 1, 1990, the district must levy the greater of:

- 1) 29.39 percent of ANTC; or
- 2) the amount needed to pay the annual principal on the local bond issue. Beginning July 1, 2020, interest assessments are no longer added to the outstanding capital loan balance.

In any year, if 29.39 percent of ANTC is the greater amount, the difference between (1) and (2) is applied to repayment of the state loan. If the amount needed for local debt service is the greater amount, no payment is required on the state loan in that year. Maximum effort capital loans are forgiven if they are not paid within 50 years of issue.

Early Repayment. A special law that passed in 2011 and was amended in 2016 allowed school districts with outstanding maximum effort capital loans to refinance those loans and pay back only the outstanding principal amount to the state. Any outstanding interest is then forgiven. The law initially only applied to school districts that received maximum effort capital loans prior to January 1, 1997, and required the districts to refinance the loan and repay the outstanding principal on the capital loan to the state prior to July 1, 2012. Six districts took advantage of this opportunity and repaid \$42.3 million to the state; those same districts had a total of \$73.6 million of outstanding interest forgiven (note that some of these districts would have had their outstanding interest forgiven at the end of the loan period under the general law).

In 2016, the legislature extended the early repayment offer to school districts with outstanding maximum effort capital loan balances for loans issued prior to January 1, 2007. Because the legislation also eliminated the authority for all maximum effort school districts to issue one-day bonds, all of the remaining capital loan districts, except Red Lake and Nett Lake, refinanced their existing debt and repaid the outstanding loan principal owed to the state. The legislation also contained a new replacement aid of \$2.2 million per year for five years to compensate some of the maximum effort capital loan districts for a portion of the expected foregone revenue from one-day bond sales.

Remaining Capital Loans. As of July 1, 2022, after the opportunities for early repayment, only two school districts, Red Lake and Nett Lake, have outstanding capital loans.

Funding. Capital loans are initially funded by the sale of state general obligation bonds. In addition to the bond proceeds, supplemental appropriations by the legislature are often necessary to make principal and interest payments because repayments of loans by districts occur at a slower rate than that needed to meet the state's obligations to its bondholders.

Table 26: Maximum Effort Bond Sales
Most Recent Bond Sales Approved

Year Authorized	Amount of Bonds Authorized	Approved Project Recipient
2018	\$14,000,000	Red Lake Schools
2014	5,491,000	Red Lake Schools
2006	10,700,000	Nett Lake Schools
2005	18,000,000	Red Lake Schools
2002	12,400,000	Red Lake Schools
2001	19,000,000	East Central Schools

House Research Department

Bonds for Certain Capital Facilities

A district may issue general obligation bonds without voter approval for certain capital projects. The bonds must be repaid within 15 years of issuance with the district's annual operating capital revenue.

(Minn. Stat. § 123B.62, subd. 9)

Long-Term Facilities Maintenance Revenue

The 2015 Legislature created a new program to support facilities maintenance needs for school districts, charter schools, and cooperatives, including intermediate school districts. The program, Long-Term Facilities Maintenance Revenue, is a per pupil, formula-driven revenue source that replaces health and safety revenue, alternative facilities revenue, and deferred maintenance revenue beginning with the 2016-17 school year.

Qualifications and Revenue Uses

To qualify for Long-Term Facilities Maintenance Revenue (LTFMR), a school district or cooperative unit must develop a ten-year facilities plan and submit that plan to the Commissioner of Education. The plan must be updated annually, and every two years the updated plan must be forwarded to the Commissioner of Education. LTFMR must be reserved and may only be used for deferred maintenance projects, increasing facility accessibility, and health and safety purposes. LTFMR may not be used for the construction of new facilities, for the purchase of portable classrooms, to finance lease purchase agreements, for energy-

efficiency projects, or for violence prevention and facility security, ergonomics, or emergency communications devices.

A district may sell and issue general obligation bonds without voter approval to fund qualifying LTFMR projects and may use the annual revenue received under the program to repay the bonds.

Revenue Calculation

LTFMR is primarily provided through a per pupil allowance. For school districts, the per pupil allowance is \$380. To determine the initial revenue, multiply: (i) the district's pupil units; (ii) the allowance for that year; and (iii) the lesser of one, or the ratio of the district's average building age to 35.

A school district may add to its per pupil amount the costs for health and safety for indoor air quality projects, asbestos abatement projects, and fire alarm and suppression where the cost of any of these projects at any site exceeds \$100,000. If this amount is less than the amount the district would have received under the former alternative facilities and health and safety formulas, the district is grandfathered in at the higher level of revenue. Districts may add to their revenue amount the proportional share of any qualifying costs allocated from any cooperatives to which the district belongs.

For charter schools, the LTFMR per pupil allowance is \$132. A charter school's LTFMR is provided entirely in state aid. A charter school is not required to submit a ten-year plan in order to receive LTFMR.

Equalized Long-Term Facilities Maintenance Revenue, Levy, and Aid

A school district's equalized alternative facilities revenue equals the lesser of the per pupil formula amount for that year or the actual amount of the initial revenue.

Equalized Revenue for FY 25 = lesser of: (1) initial LTFMR, or
(2) \$380 x pupil units

Equalized Levy = Initial Revenue – greater of: (1) the lesser of: (a) the initial revenue, or
(b) the district's alternative facilities aid for FY 15; or
(2) equalized revenue x the greater of:
(a) zero, or
(b) district ANTC/pupil unit
1.23 x (statewide ANTC/pupil unit)

Equalized Aid = Equalized Revenue – Equalized Levy

Total LTFMR Levy = Equalized Levy + Unequalized Levy

The calculation of the equalized levy is made in such a way that no district will receive less aid under the LTFMR program than it formerly received under the alternative facilities program.

Table 27: Long-Term Facilities Maintenance Revenue; Appropriation and Levy

Fiscal Year	LTFM General Fund Aid	LTFM General Fund Equalized Levy	LTFM General Fund Unequalized Levy	LTFM Bond Fund Aid	Net LTFM Bond Fund Levy	Total
2025	\$107,865,000	\$78,407,000	\$232,345,000	\$47,585,000	\$191,199,000	\$657,401,000
2024	107,905,000	87,473,000	214,715,000	47,585,000	191,199,000	658,877,000
2023	61,385,000	105,983,000	177,002,000	47,585,000	191,991,000	583,946,000
2022	60,389,000	115,003,000	163,992,000	47,585,000	191,991,000	578,960,000
2021	60,628,000	120,679,000	119,782,000	45,127,000	179,670,000	525,886,000
2020	61,948,000	129,133,000	110,673,000	41,430,000	143,072,000	486,256,000

House Research Department

(Minn. Stat. § 123B.595)

Disabled Access and Fire Safety Levy

A district that has insufficient money in its capital expenditure fund to either remove architectural access barriers from a building, or to make fire safety modifications required by the fire inspector, may submit an application to the commissioner for approval of levy authority of up to \$300,000 spread over an eight-year period. For disabled access projects, the commissioner develops criteria to determine the cost effectiveness of removing barriers in consultation with the council on disabilities. The commissioner must approve or disapprove an application within 60 days of receiving it. While most districts have used their full authority under this program, one district (Independent School District No. 150, Hawley) exercised \$300,000 of authority for taxes payable in 2024, and 35 districts have the full remaining levy authority as these districts have not yet started to levy under the program.

The state has also provided state bond proceeds to help small school districts remove accessibility barriers: \$1 million was approved in 1993, \$4 million was approved in 1994, \$2 million was approved in 1996, and \$1 million was approved in 1998.

(Minn. Stat. § 123B.58)

Building Lease Levy

The leased facilities levy authority allows districts to levy to pay rent on leased facilities. The levy authority has been modified many times in the last two decades. The allowable purposes of the levy were narrowed and then expanded. Currently, upon the commissioner's approval, districts may levy for leased facilities when the leased facility would be economically

advantageous. The lease levy must not exceed the lesser of the lease costs or \$212 per pupil unit, except that a school district that is a member of an intermediate school district or other cooperative unit may levy an additional \$65 per pupil unit for space in intermediate facilities. The facilities must be used for instructional purposes.

(Minn. Stat. § 126C.40, subds. 1, 2, and 6)

Table 28: Building Lease Levy Amounts

Fiscal Year	Total Levy
2025	\$100,034,000
2024	99,318,000
2023	98,425,000
2022	95,638,000
2021	85,868,000
2020	84,989,000

House Research Department

Telecommunications/Internet Access Aid

School districts, charter schools, and nonpublic schools are eligible for state aid to pay for a portion of their telecommunications and Internet access costs that are not funded through the federal e-rate program. Most school districts have chosen to form a telecommunications cluster (a special type of joint powers agreement) to apply for, and receive, their telecommunications/Internet access aid. The telecommunications/Internet access aid program grants school districts and charter schools that belong to a telecommunication cluster state aid equal to 90 percent of the schools' unreimbursed telecommunications costs; if the district or charter school is not a member of a telecommunications cluster, the aid equals 90 percent of the unreimbursed cost exceeding \$16 per pupil unit.

School districts are required to provide telecommunications and Internet access to nonpublic schools (excluding a homeschool) located within the district's boundaries through a reimbursement equal to 90 percent of the nonpublic school's unreimbursed costs exceeding \$10 per pupil unit. The school district receives additional telecommunications/Internet access aid from the state for this purpose.

In order to qualify for the aid, school districts and charter schools must submit their actual telecommunications and Internet access costs to the Commissioner of Education and file applications for federal Internet funds (commonly referred to as e-rate funds). The aid amount is prorated to the state appropriations cap, which substantially reduces each school district's aid payment.

Table 29: Telecommunications/Internet Access Aid

Fiscal Year	Aid
2025	\$3,750,000
2024	3,750,000
2023	3,750,000
2022	3,750,000
2021	3,750,000
2020	3,750,000

House Research Department

(Minn. Stat. § 125B.26)

Special Education

Special Education Mandate

Local school districts are required by state law to provide appropriate and necessary special education to children with disabilities from birth through the child's 22nd birthday. Children with disabilities are defined in statute to include children who have a hearing impairment, visual disability, speech or language impairment, physical disability, mental disability, emotional/behavioral disorder, specific learning disability, deaf/blind disability, or other health impairment. The definition of a child with a disability also includes every child under age five who needs special instruction and services, as determined by state standards, because the child has a substantial delay or an identifiable and known physical or mental condition. The mandate for service does not include pupils with short-term or temporary physical or emotional disabilities.

Special instruction and services for children with disabilities must be based on an assessment of the child's educational needs and the individualized education program (IEP) developed in response to the initial assessment. The statutes and rules specify school district responsibilities for program decisions for children with disabilities and for the education of children who are placed outside the district where their parents reside. Districts are required to provide special education on a shared time basis to pupils enrolled in nonpublic schools.

As of December 1, 2023, a total of 165,285 students, or 19.3 percent, received some special education services.⁴

(Minn. Stat. §§ 125A.01-125A.03; 125A.08)

Table 30: Special Education Unduplicated Child Count by Disability Category (All Ages) as of December 1, 2023

Category	Count
Speech Language Impaired	28,158
Developmentally Cognitive Disability, Mild-Moderate	5,438
Developmentally Cognitive Disability, Severe-Profound	1,638
Severely Multiple Impaired	1,628
Physically Impaired	1,584
Hearing Impaired	2,523
Blind/Visually Impaired	465
Specific Learning Disabilities	40,070

⁴ This percentage is based on the December 2023 unduplicated child count (birth through the student's 22nd birthday) conducted by the Department of Education.

Category	Count
Emotional Behavior Disorder	16,168
Deaf/Blind	124
Other Health Impaired	20,019
Autism Spectrum Disorder	26,630
Traumatic Brain Injury	382
Early Childhood/Developmentally Delayed	20,458
Total	165,285
Source: Minnesota Department of Education unduplicated child count	

House Research Department

Special Education Funding Formulas

School districts receive state aid and some federal aid to pay for special education services. If these funds are insufficient to pay for the costs of the programs, districts must rely on their other undesignated general fund revenue.

(Minn. Stat. §§ 125A.75-125A.79)

Special Education Revenue

Minnesota's special education formula is a multistep hybrid formula. The formula combines a cost-reimbursement formula with a modified "census style" of funding, provides a floor of funding based on fiscal year 2016 funding amounts, and authorizes serving school districts and charter schools to bill a portion of their unfunded special education costs attributable to nonresident students back to the student's resident school district. The partial costs are based on the salaries paid to special education teachers and other essential personnel. The census amounts are set in statute and provide differing levels of reimbursement based on the district's characteristics and the students' category of disability. The formula calculates an initial aid amount, an excess cost amount, makes tuition adjustments for students open enrolling in other school districts and charter schools, puts some limits on this amount of special education revenue, and then adds a cross subsidy aid amount for a statutorily specified percentage of the remaining unfunded special education costs.

Initial Aid. A district's initial special education revenue is the sum of its special education-related pupil transportation services, and the **least** of:

- 1) 50 percent of the district's nonfederal expenditures for the previous year, including fringe benefits;
- 2) 62 percent of the district's special education expenditures under the old special education formulas, which excluded fringe benefits; or
- 3) 56 percent of the sum of:
 - a) the district's average daily membership times the sum of:

- i. \$460;
- ii. \$405 times the district's percent eligible for free and reduced-price meals; and
- iii. .008 times the district's average daily membership;
- b) \$13,300 times the count of students with autism spectrum disorder, developmental delay, or severely multiply impaired;
- c) \$19,100 times the count of students who are deaf/hard of hearing or have an emotional behavioral disorder; and
- d) \$25,200 times the count of students who are developmentally cognitive mild-moderate, developmentally cognitive severe-profound, physically impaired, visually impaired, or deafblind.

Excess Cost Aid. Excess cost aid provides additional special education funding for districts that have extremely high levels of unreimbursed special education expenses. A district's special education excess cost aid equals the greater of: (1) 56 percent of the difference between the district's unreimbursed nonfederal special education expenditures and 7.0 percent of the district's general revenue; or (2) 62 percent of the difference between the district's unreimbursed "old formula" special education expenditures and 2.5 percent of the district's general revenue.

Tuition adjustments. State and federal special education revenue amounts are insufficient to cover school district special education costs. Under Minnesota's special education formulas, charter schools and school districts charge back to the student's resident school district a portion of the unreimbursed special education costs. This amount is called the "tuition adjustment." For fiscal year 2021 and later, 80 percent of the unreimbursed special education costs are billed back to the resident district. For charter schools only, for fiscal years 2021 and later, the state will pay an additional 10 percentage points of the charter school's unreimbursed costs (bringing to 90 percent, the total amount of the charter school's unreimbursed special education costs that are ultimately reimbursed).

Special Education Aid. A district's special education aid is the sum of its initial aid, excess cost aid, and tuition adjustments all constrained by the special education limits. This amount is then increased by the amount of the district's cross subsidy aid.

Special Education Aid Limits. A district's initial special education aid, excess cost aid, and tuition adjustments are subject to several caps and floors. First, for fiscal year 2025, the special education aid cannot exceed the greater of: (1) 56 percent of the district's nonfederal special education expenditures plus 100 percent of its special education transportation costs plus its current year tuition adjustment; or (2) the sum of its 2016 special education revenue adjusted for changes in enrollment and adjusted upward by 4.6 percent per year for fiscal years 2016 to 2020, by 4.4 percent for fiscal year 2021, 4.2 percent for fiscal year 2022, 4.0 percent for fiscal year 2023, 3.8 percent for fiscal year 2024, and 3.6 percent for fiscal year 2025, plus \$220 times its average daily membership. Further, the district's special education aid cannot be less than the lesser of: (1) 90 percent of its nonfederal special education expenditures, plus 100 percent of its special education transportation costs, plus its current year tuition adjustment; or (2) its

2016 special education revenue adjusted for changes in enrollment and adjusted by 4.6 percent for fiscal years 2016 to 2020, and decreasing by 0.2 percent for each subsequent fiscal year. This has the effect of pulling school districts more consistently toward 56 percent of each district's nonfederal special education expenditures (excluding special education pupil transportation costs which are 100 percent funded). This aid amount is prior to special education cross subsidy aid.

Cross Subsidy Aid. A school district's special education cross subsidy is the difference between the amount the district spends on qualifying special education services and the sum of the state and federal special education revenue and the general education revenue generated by special education students served primarily outside of the regular classroom for that year. The cross subsidy aid is based on the previous year's cross subsidy. A school district's special education cross subsidy aid equals 6.43 percent of its cross subsidy for fiscal year 2023, 44 percent of the cross subsidy for fiscal years 2024 to 2026, and 50 percent of the cross subsidy for fiscal years 2027 and later.

(Minn. Stat. §§ 125A.76-125A.79)

Special Education; Separate Sites and Programs

Beginning in fiscal year 2024, a cooperative unit, including an intermediate school district, education district, service cooperative, or other joint powers organization providing special education services to a student for at least 50 percent of the school day, is eligible for a separate sites and program aid equal to \$1,689 times the pupil units served by that program.

Home-based Travel Aid

The state pays 50 percent of the expenditures on necessary travel of essential personnel to provide home-based services to children with a disability who are under five years old.

Aid for Children with Disabilities (Special Pupil Aid)

Some disabled children don't have a resident district because their parents' rights have been terminated, or their custodial parent or guardian lives outside Minnesota or is an inmate or resident of a state correctional facility. In these cases, the state pays to the serving school district 100 percent of the costs of instruction and services, less the general education basic revenue allowance and any other aid earned on their behalf.

Court-placed Special Education Revenue

When a school district serves a child from another state who was placed by a court in Minnesota and when the school district responsible for providing services for that student is unable to collect tuition from the resident state or school district, the school district may request reimbursement from the state for the unreimbursed special education costs.

Out-of-State Tuition for Special Education Students

When a court places a Minnesota child in a care and treatment facility in another state and when the resident school district receives a bill for services from the out-of-state provider, the Minnesota district may seek reimbursement for the unfunded services.

Table 31: Special Education Appropriations

Fiscal Year	Regular Special Education Aid*	Special Education; Separate Sites and Programs	Home-based Services Travel Aid	Special Pupil Aid; No District of Residence	Court-placed Aid	Out-of-State Tuition
2025	\$2,493,295,000	\$4,505,000	\$475,000	\$1,844,000	\$40,000	\$250,000
2024	2,293,963,000	3,880,000	432,000	1,597,000	39,000	250,000
2023	1,885,422,000	--	384,000	1,887,000	25,000	250,000
2022	1,744,588,000	--	341,000	1,674,000	0	250,000
2021	1,725,490,000	--	237,000	1,644,000	0	250,000
2020	1,585,929,000	--	284,000	1,489,000	0	250,000

*Includes initial, excess, and cross subsidy special education aid.

House Research Department

American Indian Programs

Minnesota has a variety of programs in place to provide funds for American Indian students and American Indian education programs.

American Indian Education Aid

The American Indian education aid program provides state aid to all school districts, charter schools, and Tribal contract schools operating an American Indian education program and serving more than 20 American Indian students.

To qualify for American Indian education aid, the qualifying school must develop and submit a plan to the Indian education director at the Minnesota Department of Education. American Indian education aid equals the greater of the district's previous grant amount under the American Indian education grant program or the sum of \$40,000 plus \$500 for the 21st and each subsequent enrolled American Indian student. For fiscal year 2025, 163 school districts, four Tribal schools, 20 charter schools, and four cooperative units qualify for aid.

(Minn. Stat. § 124D.81)

Native Language Revitalization Grants to Schools

Beginning in 2024, a school district or charter school may annually apply to the commissioner of education for a grant to support language courses in Dakota, Anishinaabe, or another language indigenous to the United States or Canada. The grant may be used for the costs of teachers, program supplies, and curricular resources.

American Indian Teacher Preparation Grants

The Commissioner of Education makes joint grants to pairs of school districts and postsecondary institutions to assist American Indians in becoming teachers. Grants under this program are statutorily prescribed to: University of Minnesota at Duluth and the Duluth school district; Bemidji State University and the Red Lake school district; Minnesota State Moorhead and a school district located within the White Earth Reservation; and Augsburg College and the Minneapolis and St. Paul school districts. Grant money may be used for programs operated by the paired institutions and student scholarships. Student scholarships must be coordinated with the American Indian Scholarship program under Minnesota Statutes, section 136A.126.

(Minn. Stat. § 122A.63)

Tribal Contract School Aid

The Bureau of Indian Education (BIE) oversees Tribal contract K-12 schools and Tribal colleges and universities and is part of the federal Department of the Interior. The BIE provides federal funding for Minnesota's four K-12 Tribal contract schools including: Bug-O-Nay-Ge-Shig School in Bena (Leech Lake Tribe); Circle of Life School in White Earth (White Earth Tribe); Fond du Lac

Ojibwe School in Cloquet (Fond du Lac Tribe); and Nay-Ah-Shing School in Onamia (Mille Lacs Tribe). These schools are located on reservations, operated by the Tribes, and are designed to provide Indian students with educational services that are responsive to the needs and desires of the Indian communities.

Minnesota pays a supplementary state school aid, called Tribal Contract School Aid, to the four Tribal contract schools. The Tribal contract schools must generally comply with Minnesota's education statutes, and state aid must supplement, not replace, funds provided by the federal government. The state aid is for operating purposes, not facilities needs.

The Tribal Contract School Aid provides state education aid based on the Tribal school's pupil count, after offsetting the federal aid received by the school. Tribal Contract School Aid is calculated as follows:

- 1) Add the sum of: (i) the product of the general education formula allowance and the school's weighted average daily membership (WADM); and (ii) the school's compensatory revenue;
- 2) Subtract from (1) the amount of federal money allocated through the Indian School Equalization Program;
- 3) Divide the result in (2) by the school's Weighted Average Daily Membership (WADM);
- 4) Multiply the school's combined weighted pupil count (pupils plus free or reduced lunch eligible pupil units) by the lesser of (3) 51.17% of the basic formula allowance (\$3,726 for fiscal year 2025).

Tribal contract schools that receive state aid are also eligible for early childhood family education revenue. The revenue equals 1.5 times the statewide average expenditure per ECFE participant times the number of Tribal contract school participants (children and adults). For fiscal year 2025 only, Tribal contract schools also receive general state aid roughly equal to the amount of permanent school fund aid paid to school districts (\$40,000 distributed among the schools on a per pupil basis).

(Minn. Stat. § 124D.83)

Table 32: Tribal Contract School Estimated Enrollment and Initial Estimated Aid for Fiscal Year 25

School Name/#	Bug-O-Nay-Ge-Shig School (#1115)	Fond Du Lac Ojibwe School (#1094)*	Circle of Life Survival School (#1435)	Nay Ah Shing School (#1480)	Statewide Totals
Avg. Daily Membership (ADM)	204	172	122	147	644
Grade-weighted ADM	224	188	134	154	699
Free/Reduced Lunch pupil units	59	61	78	0	198
Total funding pupil units	283	248	212	154	897
Est. Federal Funds (Indian School Equalization Program)	\$1,017,000	\$1,097,000	\$1,496,000	\$1,133,000	\$4,742,000
Est. State Aid	\$949,000	\$625,000	\$0	\$0	\$1,574,000
State Aid per ADM pupil	\$4,660	\$3,631	\$0	\$0	\$2,443
*In some years, Fond Du Lac chooses to have their students counted by the Cloquet school district and enters into a tuition agreement to transfer the funds from Cloquet to the Fond Du Lac school.					

House Research Department

Table 33: Appropriations for American Indian Programs

Fiscal Year	American Indian Education Aid	Tribal Contract School Aid	American Indian Teacher Preparation Grants	Native Language Revitalization Grants	Early Childhood at Tribal Contract Schools
2025	\$19,672,000	\$2,131,000	\$600,000	\$7,500,000	\$68,000
2024	18,005,000	1,533,000	2,210,000	7,500,000	68,000
2023	11,889,000	3,167,000	600,000	--	68,000
2022	11,295,000	2,808,000	600,000	--	68,000
2021	10,814,000	2,161,000	460,000	--	68,000
2020	8,710,000	1,254,000	460,000	--	68,000

House Research Department

Community, Early Childhood, and Adult Education

Community Education

Community education programs are intended to maximize the community’s use of public schools and to expand the involvement of community members who have skills and knowledge to share. Districts establishing a community education program must provide for a citizens’ advisory council to advise the school administration on how best to use school facilities and community resources. Fees may be charged for community education programs.

Districts with a community education program may also prepare a youth development plan to improve coordination of agencies that address the needs and develop the resources of youth in the community. A participating district may also offer a youth service program to provide meaningful opportunities for community involvement and citizenship.

(Minn. Stat. §§ 124D.18-124D.21)

Community Education Revenue. Community education programs are funded through a partially equalized aid and levy. Districts that prepare a youth service program and a youth development plan are eligible for additional revenue. Districts that establish youth after-school enrichment programs are authorized to levy an additional amount.

The basic community education revenue allowance is \$5.42 for years prior to fiscal year 2025 and \$6.35 for fiscal years 2025 and later. Community education revenue, aid, and levy for fiscal year 2025 are computed as follows:

Total Community Education Revenue	=	General Community Education Revenue	+	Youth Service Revenue	+	Youth After-School Enrichment Revenue
General Community Education Revenue	=	\$6.35, times the greater of: (a) 1,335; or (b) population of the district				
Youth Service Revenue	=	\$1.00, times the greater of (a) 1,335; or (b) population of the district				
Youth After-School Enrichment Revenue	=	(1) \$1.85, times the greater of: (a) 1,335; or (b) population of the district not to exceed 10,000; plus (2) \$0.43, times the population of the district in excess of 10,000				
Community Education Levy	=	.0094 times ANTC				
Community Education Aid	=	Total Community Education Revenue	–	Community Education Levy		

The amount of community education aid a district receives is reduced for any district that levies less than the maximum for community education, in proportion to the amount of the underlevy.

Table 34: Community Education Revenue

School Year	Tax Rate	Basic Community Education Revenue per Capita	Youth Service Revenue per Capita	After-School Enrichment Revenue per Capita*	Minimum Revenue per District	Appropriations	Levy	Number of Participating Districts
2024-25	.375%	\$6.35	\$1.00	\$1.85 + 0.43	\$12,282	\$7,857,000	\$38,697,000	N/A
2023-24	.940	5.42	1.00	1.85 + 0.43	11,040	98,000	41,580,000	325/329
2022-23	.940	5.42	1.00	1.85 + 0.43	11,040	175,000	41,544,000	324/329
2021-22	.940	5.42	1.00	1.85 + 0.43	11,040	180,000	40,634,000	324/329
2020-21	.940	5.42	1.00	1.85 + 0.43	11,040	236,000	40,380,000	328/330
2019-20	.940	5.42	1.00	1.85 + 0.43	11,040	321,000	39,989,000	329/331

*After-school enrichment revenue per capita equals \$1.85 times the district’s first 10,000 residents, plus 43 cents per capita for each resident in excess of 10,000.

House Research Department

Programs for Adults with Disabilities. Districts with an approved program may offer programs for adults with disabilities as part of their community education programs. These programs may include outreach activities to identify adults needing service, classes specifically for adults with disabilities, services enabling the adults to participate in community education, and activities to increase public awareness and enhance the role of people with disabilities in the community.

Prior to fiscal year 2025, 77 school districts were eligible for the Adults with Disabilities program revenue. State aid was provided to districts with approval for educational programs for adults with disabilities. State aid equaled the lesser of \$30,000 or one-half of the actual program expenditures. The remainder of a district’s program revenue was composed of funds from other public or private sources, or an optional levy not to exceed \$30,000 or one-half of the approved program budget.

Beginning in fiscal year 2025, all school districts are eligible for Adults with Disabilities revenue. One hundred and fifteen school districts chose to participate in the program for the 2024-25 school year. Adults with Disabilities revenue equals 34 cents times the total population (people of all ages) of the school district. The program is an equalized aid and levy with the tax rate for fiscal year 2025 set at .00006 times the district’s adjusted net tax capacity.

(Minn. Stat. §§ 124D.19, subds. 7, 8; 124D.56)

Table 35: Programs for Adults with Disabilities

Fiscal Year	Appropriations	Levy	Number of Programs
2025*	\$1,520,000	\$507,000	115
2024	703,000	669,000	77
2023	710,000	669,000	77
2022	710,000	667,000	77
2021	710,000	670,000	77
2020	710,000	670,000	77
*Estimated			

House Research Department

Early Childhood Family Education

Districts that provide community education programs may also establish early childhood family education programs (ECFE) for children from birth to kindergarten, for their parents, and for expectant parents. These programs include parent education to promote children’s learning and development. All ECFE programming must require substantial parental involvement.

Districts must appoint an advisory council to assist in planning and implementing ECFE programs. Districts are encouraged to coordinate ECFE programs with their special education and vocational education programs, as well as with other public or nonprofit agencies providing similar services.

As of July 2024, the Department of Children, Youth, and Families (DCYF), rather than MDE, provides state-level administration of the ECFE program.

(Minn. Stat. §§ 142D.10; 142D.11)

Early Childhood Family Education Revenue. ECFE programs are funded through state aid, local levy, and participant fees. The formula for calculating ECFE revenue is based on the district’s population of young children (under the age of five), not the number of children actually served.

The ECFE allowance equals 2.3 percent of the general education basic formula allowance (\$167.46 for fiscal year 2025). ECFE revenue for fiscal year 2025 is calculated as follows:

$$\text{ECFE Revenue} = \$167.46, \text{ times the greater of:}$$

- (a) 150; or
- (b) number of district residents under 5 years old

$$\text{ECFE Levy} = \text{the commissioner must establish a tax rate for ECFE revenue that, when multiplied by each district’s adjusted net tax capacity, raises } \$22,135,000 \text{ statewide (.00199926 for 2025)}$$

$$\text{ECFE Aid} = \text{ECFE Revenue} - \text{ECFE Levy}$$

$$\text{Home-visiting Revenue} = \$3.00 \text{ times the number of district residents under 5 years old}$$

The amount of ECFE aid is reduced for any district that levies less than the maximum early childhood levy allowed to the district, in proportion to the amount of the underlevy.

Since fiscal year 2000, districts are required to charge fees for ECFE programs, but may waive fees for participants who are unable to pay. Districts may also obtain funds from other sources to support early childhood programs. Districts must maintain ECFE funds in a separate account.

Table 36: Early Childhood Family Education Revenue

School Year	ECFE Tax Rate	ECFE Formula Allowance	Appropriations	Levy	Number of Participating Districts
2024-25*	.199926%	\$167.46	\$38,985,000	\$22,165,000	319/329
2023-24	.246993	164.16	37,206,000	23,168,000	319/329
2022-23	.24789	157.85	35,126,000	22,172,000	322/329
2021-22	.258580	154.74	34,158,000	21,958,000	322/329
2020-21	.276411	151.04	33,188,000	22,115,000	324/330
2019-20	.291619	148.07	32,000,000	21,924,000	329/331

*Estimated

House Research Department

Early Childhood Home-visiting Program. A school district participating in a collaborative agreement to provide education services and social services through a home-visiting program is eligible for revenue equal to \$3.00 times the number of district residents under the age of five. The revenue is provided through an equalized aid and levy with the equalizing factor set at \$17,250.

(Minn. Stat. § 142D.10)

Table 37: Early Childhood Home-visiting Program

School Year	Allowance per Child Age 4 or Younger	Appropriation	Levy	Number of Participating Districts
2025	\$3.00	\$300,000	\$764,000	271
2024	3.00	482,000	674,000	278
2023	3.00	426,000	638,000	277
2022	3.00	455,000	608,000	276

School Year	Allowance per Child Age 4 or Younger	Appropriation	Levy	Number of Participating Districts
2021	3.00	481,000	577,000	277
2020	3.00	516,000	539,000	278

House Research Department

Voluntary Prekindergarten/School Readiness Plus Program

Minnesota's voluntary prekindergarten program (VPK) was first created by the 2016 Legislature and began serving 3,160 students in fiscal year 2017. Beginning in fiscal year 2018, another 4,000 students were included for funding and a slightly separate program model, called school readiness plus (SRP), was created as an optional delivery model. Changes enacted by the 2023 and 2024 Legislatures added seats for another 5,200 students beginning in fiscal year 2025.

The VPK/SRP program allocates the seats across five regions. The regions are: (1) the Minneapolis school district; (2) the St. Paul school district; (3) suburban school districts; (4) greater Minnesota school districts; and (5) charter schools (prior to the 2024-25 school year there were four regions as the Minneapolis and St. Paul school districts were combined into one region). The number of seats in each region is allocated proportionately based on that region's share of the overall kindergarten population.

Within each of the five regions, each school site is prioritized for funding based on its percent of free and reduced-price meal eligible kindergarten students at that site. Sites may be prioritized by the distance from early learning sites that have three- or four-star ratings from Parent Aware.

School district and charter school VPK programs are funded by including the prekindergarten pupils in the regular pupil weighting system and incorporating that count in all parts of Minnesota's school finance system. A prekindergarten pupil who attends a VPK/SRP program at a qualifying site generates a pupil weight of 0.6 if that student receives at least 510 hours of instruction during the year. This is the maximum weight allowed to any individual prekindergarten pupil without a disability. Each qualifying site must offer at least 350 hours of instruction during the year. A prekindergarten pupil receiving 350 hours of annual instruction generates a pupil weight of 0.412. For programs offering between 350 and 510 hours of instruction, the voluntary prekindergarten weight equals the ratio of the actual hours of instruction to 850. On average, each VPK student is counted as approximately 0.56 pupil units. For fiscal year 2025, the funding (state aid and local levy) for each VPK student amounts to roughly \$6,900 for each of the 12,360 students or \$12,330 per pupil unit.

VPK programs may be offered in conjunction with other early learning programs; however, students in a VPK program do not qualify for other early learning program funding during the period of time that the student is enrolled in a voluntary prekindergarten program. A school must separately apply for voluntary prekindergarten funding for each qualifying school site. The VPK program must employ qualified instructors, but the instructors need not be licensed

teachers. Class sizes must be limited to no more than ten students to each adult, and no more than 20 students for each qualified instructor.

As of July 2024, DCYF, rather than MDE, provides state-level administration of the VPK and SRP programs.

Table 38: VPK/SRP Students Served

School Year	Initial VPK Students	Added VPK/SRP Students	VPK/SRP Students	Total VPK/SRP Students	Combined Pupil Units*	VPK/SRP Funding (aid and levy)*
2024-25	3,160	4,000	5,200	12,360	6,922	\$85,343,000
2023-24	3,160	4,000	–	7,160	3,987	45,905,000
2022-23	3,160	4,000	–	7,160	3,237	44,140,000
2021-22	3,160	4,000	–	7,160	3,877	49,246,000
2020-21	3,160	4,000	–	7,160	3,425	48,077,000
2019-20	3,160	4,000	–	7,160	3,640	46,875,000
*Estimated						

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(Minn. Stat. §§ 142D.07; 142D.08)

School Readiness

A school district or group of school districts may establish a school readiness program to enable children to enter school with the necessary skills and behavior to succeed. A child may participate in a school readiness program if the child is at least three years old and has had a developmental screening. Children under the age of three-and-one-half years can be enrolled if the district determines that serving young children makes the program more effective.

Districts may establish a sliding fee for school readiness programs. Fees must be waived for participants who are unable to pay. The state also provides state school readiness aid. School readiness aid is calculated as follows:

- (1) the number of eligible 4-year-olds in the district on October 1 of the previous school year
 - (2) the number of students enrolled in the district from families eligible for free and reduced lunch for the second previous school year
- x
- the ratio of 50% of the total aid to the total number of eligible 4-year-olds in the state on October 1 of the previous school year; plus
- x
- the ratio of 50% of the total aid to the total number of students in the state eligible for free and reduced lunch for the second previous school year

Districts must place school readiness aid in a reserve account within the community service fund.

As of July 2024, DCYF, rather than MDE, provides state-level administration of the school readiness program.

(Minn. Stat. §§ 142D.05; 142D.06)

Table 39: School Readiness Aid

Fiscal Year	Appropriations
2025	\$33,683,000
2024	33,683,000
2023	33,683,000
2022	33,683,000
2021	33,683,000
2020	33,683,000

House Research Department

Early Learning Scholarship Program

Minnesota children age four years old and younger may first qualify for an Early Learning Scholarship. The maximum annual scholarship amounts are established by the commissioner according to a schedule depending on the program provider's Parent Aware ranking, age of the scholarship recipient (infant, toddler, preschooler), county-level costs, and type of early learning program (family childcare or center-based care). The annual per child scholarship amounts for the 2024-25 school year range from \$8,060 to \$26,644. The Early Learning Scholarship may be used at an eligible public or private early learning program. For fiscal year 2023, 12,282 children received early learning scholarships totaling \$82.8 million (not all children receive the maximum scholarship amount). An Early Learning Scholarship may be used in combination with other publicly funded programs (e.g., child care assistance payments, school readiness programs, voluntary prekindergarten programs, etc.).

As of July 2024, DCYF, rather than MDE, provides state-level administration of the Early Learning Scholarship program.

Child Eligibility

A child who is not yet five years old on September 1 of the current school year and not yet enrolled in kindergarten is eligible for an Early Learning Scholarship if the child's family meets at least one of three conditions:

- 1) limited family income—the family income is below the statutory maximum limitations. For fiscal year 2024, this means the family income is less than 185

percent of the federal poverty level income. For fiscal year 2025 and later, the family income is:

- (i) equal to or less than 47 percent of the state median income adjusted for family size at the initial eligibility determination, and equal to or less than 67 percent of the state median income at any subsequent eligibility determination, and
 - (ii) beginning July 1, 2025, 85 percent of the state median income adjusted for family size if at least one of the child’s parents is working or attending a job training or education program or if the child is receiving or needs to receive protective services (Minnesota’s state median income for a family of four was \$141,903 for federal fiscal year 2024);
- 2) support program participation—the family documents participation in a qualifying federal school meals program, Head Start, the Minnesota Family Investment Program (MFIP), the Child Care Assistance Program (CCAP), or the Supplemental Nutrition Assistance Program (SNAP); or
 - 3) the child is referred as in need of child protection services or is in foster care.

Pathway I and Pathway II Options

There are two pathways for scholarships. Pathway I scholarships are awarded directly to the families of eligible children. Pathway I scholarships may be used at any Parent Aware-rated program, or a program that has signed a participation agreement. Pathway II scholarships are awarded to qualifying four-star rated programs on behalf of qualifying children.

DCYF divides the annual appropriation for scholarships among economic development regions based on the region’s levels of poverty, number of schools identified as “priority schools” under the state’s accountability system, and number of current scholarship recipients. Since fiscal year 2018, the amount of scholarship money that DCYF can designate for Pathway II scholarships has been capped—the amount cannot exceed the amount that was designated for fiscal year 2017, which was about \$28 million.

In fiscal year 2023, 6,943 Pathway I scholarships were awarded to qualifying families and 5,365 Pathway II scholarship spaces were awarded directly to eligible providers. In fiscal year 2023, about 65 percent of the scholarship money was awarded through the Pathway I option and the other 35 percent was awarded through the Pathway II option.

Program Provider Eligibility

A Minnesota public or private early learning program that has a Parent Aware rating may qualify as an Early Learning Scholarship program provider. These providers include public programs such as school district early education programs and Head Start centers, and private programs such as child care centers and licensed family child care providers.

Program Administration

DCYF contracts with organizations in each economic development region of the state to administer Pathway I scholarships (several of the grant administrators are community action programs). A family that wishes to receive a Pathway I Early Learning Scholarship may apply through the regional administering agency. DCYF administers many aspects of Pathway II scholarships, but DCYF contracts with one organization to provide statewide administration of Pathway II scholarships for child care programs.

Table 40: Early Learning Scholarship Appropriations

Fiscal Year	Appropriation
2025	\$196,738,000
2024	196,737,000
2023	70,709,000
2022	70,709,000
2021	70,709,000
2020	75,209,000

House Research Department

(Minn. Stat. § 142D.25)

Health and Developmental Screening

School districts are required to provide developmental screening for children before they start school, targeting children who are between three and five years old. A screening program must include:

- a developmental assessment;
- a hearing and vision screening or referral;
- an immunization review and referral;
- child's height and weight; and
- an identification of risk factors that may influence learning and referral.

Optional screening components include:

- nutritional, physical, and dental assessments;
- review of family circumstances that affect development; and
- laboratory tests, blood tests, and health history.

All students must be screened prior to enrollment in a public school unless the child's parent provides a signed statement of conscientiously held beliefs against screening. A student may be screened by a school district, or by a public or private health care provider.

Beginning in fiscal year 2024, a district receives \$98 for each three-year-old screened, \$65 for each four-year-old screened, \$52 for each five- or six-year-old screened before enrolling in kindergarten, and \$39 for all other students screened within the first 30 days of kindergarten enrollment. The district may transfer money from the general fund to make up the difference between state aid and the cost of the program.

As of July 2024, DCYF, rather than MDE, provides state-level administration of health and developmental screening.

(Minn. Stat. §§ 142D.09 – 142D.093)

Table 41: Developmental Screening Aid

Fiscal Year	Appropriations
2025	\$4,151,000
2024	4,130,000
2023	3,583,000
2022	3,655,000
2021	3,608,000
2020	3,608,000

House Research Department

Head Start

Head Start is primarily a federally funded program designed to provide a comprehensive family-oriented program that improves school readiness and social competence of children from low-income families. State funds were first appropriated for Head Start programs in fiscal year 1989.

Head Start funds do not flow to school districts but instead to the 33 community organizations that are Minnesota’s Head Start grantees. In Minnesota, the most common type of grantee is a community action program.

As of July 2024, the Head Start State Collaboration Office, which facilitates collaboration between Head Start grantees and the state, is under DCYF rather than MDE.

(Minn. Stat. §§ 142D.12 – 142D.125)

Table 42: Head Start Revenue

Fiscal Year	State Aid	Federal Funds for Head Start (including Early Head Start)
2025	\$35,100,000*	\$170,223,000
2024	35,100,000	167,828,000
2023	25,100,000	170,310,000
2022	25,100,000	148,160,000**
2021	25,100,000	141,696,000**
2020	25,100,000	149,436,000**

*Beginning in fiscal year 2025, 2 percent of the appropriation is retained by the agency for program administration and management.
 **Does not include onetime COVID-19 related funding.

House Research Department

School-age Care

A school district may offer a school-age care program for children in kindergarten through grade six. The program must provide supervised activities during nonschool hours. Programs are primarily funded through participant fees on a sliding-fee scale based on family income. This program was formerly called the extended day program. About one-half of the Minnesota’s school districts participate in the school-age care program.

Districts with school-age care programs receive school-age care revenue for the additional costs of providing services to children with disabilities or children experiencing temporary family or related problems. School-age care aid and levy are calculated as follows:

$$\text{School-age Care Revenue} = \text{Program costs approved by the Department of Education}$$

$$\text{School-age Care Levy} = \text{School-age Care Revenue} \times \begin{matrix} \text{the lesser of:} \\ (1) \text{ one; or} \\ (2) \text{ ANTC/pupil units} \\ \$2,318 \end{matrix}$$

$$\text{School-age Care Aid} = \text{School-age Care Revenue} - \text{School-age Care Levy}$$

Table 43: School-age Care Program

Fiscal Year	Aid	Levy
2025	\$1,000	\$24,339,000
2024	0	22,595,000
2023	1,000	21,880,000
2022	0	20,403,000
2021	1,000	19,759,000
2020	0	18,578,000

House Research Department

(Minn. Stat. §§ 124D.13; 124D.22)

Adult Basic Education

Adult basic education (ABE) programs provide academic instruction for persons who are not subject to the state’s compulsory instruction law and do not otherwise attend school. The purpose of the instruction is to enable students to obtain high school diplomas or equivalency certificates.

The Commissioner of Education must approve a district’s ABE program. The commissioner may also contract with private nonprofit organizations to provide these programs.

A district or an organization offering an ABE program may charge a sliding fee to program participants.

School districts may use funds from the community education levy and state community education aid for ABE programs. In addition, ABE programs are funded with state aid and federal funds. The total amount of funding from all sources must be used to provide adult education programs.

Adult Basic Education Revenue. Minnesota’s ABE funding formula keys off a statewide revenue amount set in statute and is allocated among the state’s ABE programs based on contact hours, population, the enrollment of English learner students, and the number of adults age 25 or older with no diploma residing in a district.

The statewide ABE revenue amount is set in statute as \$52,759,000 for fiscal year 2024. This amount is subject to an annual growth factor. The growth factor for fiscal year 2025 and later equals the lesser of:

- 1) 3 percent per year; or
- 2) the greater of the annual growth in the general education basic formula allowance or the statewide average growth over the last ten years in the number of contact hours.

The program also caps an individual ABE program's annual growth. For years prior to fiscal year 2008, the individual program growth was capped at 8 percent per year. For fiscal year 2008 only, an individual program's growth was entirely uncapped. For fiscal year 2009 and later, an annual cap of 11 percent is imposed on an individual program's growth. For each individual program, the total adult basic aid must not exceed \$30 per prior year contact hour.

For fiscal year 2025, state aid to ABE programs is equal to:

Initial State Total ABE Formula Aid	=	\$52,738,000
ABE Basic Population Aid	=	the greater of: (1) \$3,844; or (2) \$1.73 times the population of the district
Remaining ABE Revenue	=	State Total ABE Aid – ABE Basic Population Aid
ABE Program Revenue	=	(1) ABE Basic Population Aid; plus (2) 84% times Remaining ABE Revenue, times the ratio of contact hours for students participating in the program during the first prior program year to the state total contact hours during the first prior program year; plus (3) 8% times Remaining ABE Revenue, times the ratio of the enrollment of English learner students during the second prior program year to the state total enrollment of English learner students during the second prior program year; plus (4) 8% times Remaining ABE Revenue, times the ratio of the latest federal census count of the number of adults age 25 or older with no diploma residing in the district during the current program year to the state total number of adults age 25 or older with no diploma residing in all participating districts

Three percent of state total ABE aid must be set aside for ABE supplemental service grants.

Each recipient's ABE aid must be proportionately reduced if the appropriation is insufficient to meet the formula amounts.

Minnesota High School Equivalency Test Fees. Minnesota's ABE programs also serve as testing centers for high school equivalency exams. High school equivalency tests, like the general education development (GED), qualify students for a high school equivalency certificate and are available to Minnesota residents over age 19 whether or not the students have taken a refresher course. The state reimburses testing centers for a portion of the costs of administering the GED. For fiscal years 2023 to 2027, subject to the availability of funds, the state aid reimburses the testing center 100 percent of the testing fee for an individual taking the full battery of high school equivalency tests (the GED has four separate tests which are

referred to as the “battery” of tests). For fiscal year 2028 and later, the state reimbursement reverts to not more than the lesser of \$40 per person or 60 percent of the test costs.

(Minn. Stat. §§ 124D.52; 124D.53; 124D.531; 124D.55)

Table 44: Adult Basic Education Programs

Fiscal Year	ABE Appropriations	High School Equivalency Test Reimbursement Appropriation
2025	\$53,684,000	\$125,000
2024	52,566,000	615,000*
2023	51,760,000	125,000
2022	51,764,000	125,000
2021	51,613,000	125,000
2020	50,048,000	245,000
*Fiscal year 2024 appropriation carries forward for four years		

House Research Department

Cooperative Programs

Minnesota's school districts and students participate in a variety of cooperative programs. The programs are of two general types: programs that are provided by groups of school districts and programs that allow student movement.

School District Cooperative Programs

School districts belong to a variety of group organizations in order to both provide expanded educational opportunities for students and to provide support of administrative functions. Membership in most group structures (cooperatives) is voluntary.

Consolidation Transition Revenue. School districts that have reorganized after June 30, 1994, are eligible for consolidation transition revenue. (Consolidation transition revenue replaced cooperation and combination revenue.) Consolidation transition aid is equal to \$200 per pupil in the first year of consolidation and \$100 per pupil in the year after consolidation. Aid is based on a maximum of 1,500 pupils. The revenue must be used to offer early retirement incentives, reduce operating debt, enhance learning opportunities, and for other costs of reorganization. If the aid is insufficient to cover early retirement costs, the district may levy for the additional amount over a three-year period. For consolidations that include one or more districts that have received consolidation transition revenue or cooperation and combination revenue within the previous six years, the basis for calculating aid is the number of pupils in only those districts that have not previously reorganized. If all of the reorganizing districts have received aid within six years, consolidation transition revenue is based on one-fourth of the pupils in the newly created district.

From 1990 until July 1, 2001, more than 150 school districts consolidated using this program or its predecessor, the Cooperation and Combination Program. Since July 1, 2001, 21 school districts have consolidated, including just two groups of two school district consolidations since July 1, 2020.

(Minn. Stat. § 123A.485)

Table 45: Consolidation Transition Revenue

Fiscal Year	Appropriation
2025	\$180,000
2024	6,000
2023	372,000
2022	309,000
2021	270,000
2020	0

House Research Department

Student Movement Programs

Students in Minnesota schools can choose from a variety of programs that offer alternative or expanded educational opportunities. Often these programs are referred to as “choice” programs. These programs include Open Enrollment, the Postsecondary Enrollment Options (PSEO) and other dual enrollment Programs, Area Learning Center Programs, the Graduation Incentives Program, and Charter School programs. Funding for these programs is as follows (charter schools and PSEO are discussed in separate sections).

Open Enrollment Funding. Minnesota’s Open Enrollment program allows students to attend school in districts other than the student’s resident district. A resident district may not prevent a student from leaving the student’s home district, but the potential serving school district is not required to accept nonresident students once the serving district has accepted students equal to 1 percent of its total enrollment. General education revenue automatically follows the pupil from the resident district to the district providing instruction (the serving school district) because the general education program funding is based on students served, not resident students.

Transportation of an open enrollment pupil is the responsibility of the nonresident (serving) district from the nonresident district’s border to the school attended (the resident district has no transportation responsibilities for an open enrollment pupil).

(Minn. Stat. § 127A.47, subd. 7)

Graduation Incentives Program Funding. The Graduation Incentives Program (previously the High School Graduation Incentives Program and renamed the Education Options Program for one year only) allows certain eligible pupils to receive instruction in a variety of alternative settings. A pupil may attend:

- a program approved by the Commissioner of Education or an area learning center;
- a postsecondary institution under the PSEO program;
- any public elementary or secondary education program;
- a nonprofit, nonpublic, and nonsectarian school that has contracted with the district of residence to provide educational services; or
- an adult basic education program operated under the community education program (for pupils ages 17 to 21).

A district may contract with any nonprofit, nonpublic school to provide nonsectarian educational services for certain students who are eligible for the Graduation Incentives Program.

The method of funding students participating in the Graduation Incentive Program depends on the type of program providing educational services. Revenue distribution for students in an area learning center, a public school, an adult basic education course, or in a board-approved program is the same as the funding for open enrollment students. Funding for education option students in PSEO is the same as for other PSEO students. For Graduation Incentives

Program students who receive educational services from a private organization under a contract with a school district, the basic revenue is allocated to both the contracting district and the private organization. The Department of Education pays 90 percent of the revenue generated by an education options student to the private provider and 10 percent to the contracting district. The share of basic revenue is reduced proportionately for part-time students who receive services from a private organization under contract. During the term of the contract, state aid is placed into an account that is reserved for the site providing the alternative education.

(Minn. Stat. §§ 124D.68; 127A.47, subd. 7)

Area Learning Center Program Funding. An area learning center may be established by a school district by itself or in cooperation with a cooperative organization, or other public and private organizations. Area learning centers often operate alternative high schools, summer school programs, and other cooperative activities and serve both resident and nonresident pupils. All area learning centers outside first-class cities must serve at least two school districts. Revenue for nonresident students is transferred from the student's resident district to the district operating the area learning center in the same way revenue is transferred for open enrollment students.

(Minn. Stat. § 123A.08)

Early Graduation Incentives Programs. For fiscal years 2012 and 2013 only, the early graduation incentives program allowed an 11th or 12th grade student who graduated early to apply to the state for an early graduation achievement scholarship. The scholarship equaled \$2,500 if the student graduated one semester early, \$5,000 if the student graduated two semesters early, and \$7,500 if the student graduated three semesters early. The qualifying student could use the scholarship at any accredited postsecondary institution located anywhere in the United States. The same incentive was awarded as cash to a qualifying early-graduating student who enters the military. This program was repealed by the 2013 Legislature.

(Minn. Stat. §§ 120B.08; 120B.081)

Dual Enrollment Programs

Minnesota's extensive dual enrollment programs⁵ (programs that allow a student to receive high school and college course credit for the same class) have evolved over the last 35 years since the postsecondary enrollment options (PSEO) program was first passed by the legislature in 1985. While there is not universal agreement on the terminology, it may be easiest to classify dual enrollment programs as one of three different types: traditional PSEO; courses according to an agreement; and early middle college programs. The following is a brief description of each type of program, a list of student eligibility, and a summary of how the program is funded.

Traditional PSEO

Under the traditional PSEO program, an eligible student leaves the high school and takes a college course taught by a member of the college faculty on the campus of a qualifying postsecondary institution (PSI). In some cases, the student may take the college course online directly from the PSI.

Student Eligibility. All 11th and 12th grade Minnesota pupils (public, nonpublic, and homeschool students), and some Minnesota pupils in 10th grade who have achieved proficiency on the 8th grade Minnesota Comprehensive Assessments (MCAs) and first enroll in a career and technical course at the PSI, may apply to a PSI in order to participate in the traditional PSEO program. A student may participate part-time or full-time in the traditional PSEO program. A public high school may not prohibit a student from participating in the traditional PSEO program.

Qualifying PSI. A qualifying PSI means: a Minnesota public postsecondary institution (University of Minnesota or Minnesota State (formerly MnSCU) institution); a private, residential, two- or four-year, liberal arts, degree-granting college or university with a physical presence in Minnesota (e.g., Bethel University); a nonprofit two-year trade and technical school granting an associate degree (e.g., Dunwoody); or an accredited opportunities industrial center (e.g., Summit Academy OIC). A qualifying PSI sets its own admission requirements for high school students, may choose to limit the number of PSEO students who may enroll in its programs, and may limit the course offerings available to the high school students.

PSEO Funding. Under the traditional PSEO program, for a full-time PSEO student, 88 percent of the basic general education revenue is paid by the Minnesota Department of Education (MDE) directly from the state to the PSI. The public school district in turn counts the student as 0.12 pupils in average daily membership across all school funding formulas. The remaining money

⁵ For a more detailed description of dual enrollment programs, see the MDE document "Postsecondary Enrollment Options (PSEO) Reference Guide" updated August 2019, on MDE's website: https://education.mn.gov/mdeprod/idcplg?ldcService=GET_FILE&dDocName=MDE058445&RevisionSelectionMethod=latestReleased&Rendition=primary.

that would otherwise follow the student (88 percent of all school funding formulas other than the basic general education revenue) is “saved” by the state. For nonpublic pupils, there is no residual payment to the school district of residence—the state simply pays 88 percent of the basic general education revenue directly to the PSI. For each part-time PSEO pupil, the district receives a proportionate share of the total school revenue attributable to that pupil, based on the amount of time that the PSEO pupil attends the high school. The state basic formula payment to the PSI is converted from the general education basic formula allowance to a standard rate per credit hour. For fiscal year 2025, this equals \$160.89 for each quarter credit hour ($[88\% \times (\$7,281 - \$425) \times 1.2]/45$) and \$241.33 for each semester hour ($[88\% \times (\$7,281 - \$425) \times 1.2]/30$). The payment to the PSI may not exceed the lesser of the actual tuition at the college or the standard rate per credit hour.

Program Participation. For fiscal year 2022, 7,955 public school pupils, 1,454 nonpublic pupils, and 1,780 homeschool pupils attended classes at a PSI taking a total of 181,863 credits, and the state aid payments directly to the PSIs through the traditional PSEO funding formula amounted to \$41.317 million.

Courses According to Agreement

An alternative form of PSEO occurs when the school district and the PSI enter into a contract for services for a dual enrollment course. In 1992, the legislature specifically authorized school districts and PSIs to provide PSEO courses taught in the high school. These programs are sometimes referred to as concurrent enrollment programs or by the program name of the institution offering the course (e.g., College in the Schools—University of Minnesota; Seniors to Sophomores (S2S)—St. Cloud State; Program for Advanced College Credit—St. Mary’s University, etc.). Instructors in these programs are most often high school teachers specially trained by the sponsoring postsecondary institution to teach the course using curriculum developed by faculty at the PSI. A contract for a course according to an agreement may be for a concurrent enrollment course offered at the high school or for a course the student attends on the college campus (this option has become more prevalent in the last few years because more funding is generated by the student as a concurrent enrollment student than under the traditional PSEO program).

Student Eligibility. In addition to 11th and 12th grade students and 10th grade students who have taken a career and technical course, public school 9th and 10th grade pupils may participate in a qualifying world language course or another concurrent enrollment course subject to space limitations and the agreement with the partnering PSI.

Funding. Under a concurrent enrollment course or other PSEO course offered through an agreement with a partnering institution, the funding for a participating student is the same as for any other high school student at the school and the aid amounts are paid by MDE directly from the state to the school district. Additionally, if the course qualifies as a concurrent enrollment course, the public school will receive additional aid under the concurrent enrollment aid formula. The contract with the PSI determines how much revenue the school district pays to the PSI for the teacher training, curriculum, and support, and the contract also specifies whether the course will be taught by a college instructor or a high school teacher.

Program Participation. For fiscal year 2022, 32,505 students participated in the concurrent enrollment program taking a total of 75,581 college credit-bearing courses.

Early Middle College Program

The 2014 Legislature established the early middle college program as an option under PSEO. Across the states, early middle college programs may have one of several different forms but they are most often targeted to students who are in the academic “middle” and may not otherwise view college as a viable option. Minnesota’s explicit addition of early middle college programs to the PSEO program is intended to increase participation in PSEO for underserved students. Unlike Minnesota’s traditional PSEO and concurrent enrollment programs, under some circumstances, an early middle college program may allow a student to take developmental coursework as part of the dual enrollment curriculum.

Student Eligibility. An 11th or 12th grade student who qualifies for the graduation incentives program and who is enrolled in a state-approved alternative program, including an alternative learning center (ALC), alternative learning program (ALP), or contract alternative program may participate in PSEO through an early middle college program.

Funding. Some early middle college programs are funded through the traditional PSEO model while other early middle college programs are provided under contract and are funded as courses according to an agreement.

(Minn. Stat. §§ 124D.09; 124D.091)

Table 46: Concurrent Enrollment Aid

Fiscal Year	Concurrent Enrollment Aid	Statutory Aid Per Pupil	Proration Factor	Participating Pupils	# of Participating School Districts and Charters
2025	\$4,000,000	\$150	NA	NA	NA
2024	4,000,000	150	NA	NA	NA
2023	4,000,000	150	33.68%	NA	331
2022	4,000,000	150	35.28	32,505	335
2021	4,000,000	150	33.65	33,156	335
2020	4,000,000	150	34.95	32,905	327

House Research Department

Charter Schools

As of July 15, 2024, there were 178 charter schools operating in Minnesota serving an estimated 71,321 pupils. Charter schools are eligible for general education revenue, special education revenue, building lease revenue, start-up grants, and certain other school district revenue.

General Education Revenue. A charter school earns general education revenue on a per pupil unit basis just as though it were a school district except for approximately \$339 per pupil unit (4.66 percent of the basic formula allowance) for transportation expenses, which the charter school receives only if it provides transportation services. The general education revenue paid to a charter school is paid entirely through state aid. Operating capital revenue received by the charter school may be used for any purpose.

Referendum Revenue. A charter school receives only the aid portion of each enrolling student's referendum revenue based on the student's resident district referendum aid amount.

Special Education Revenue. A charter school receives initial special education revenue as though it were a school district. In addition, for students with an IEP, a charter school bills back to the student's resident school district certain eligible unreimbursed special education costs and 90 percent of the unreimbursed costs are covered through these tuition billbacks.

For years prior to 2015, the charter school billed back to the resident school district 100 percent of eligible unreimbursed costs. For fiscal years 2015 through 2019, for most charter schools, the charter school billed back to the resident school district 90 percent of the eligible unreimbursed costs. For fiscal year 2020, the charter school billed back to the resident school district 85 percent of the eligible unreimbursed costs, and the state directly paid 5 percent of the eligible unreimbursed costs to the charter school. For fiscal year 2021 and later, the charter school bills back to the resident school district 80 percent of the eligible unreimbursed costs, and the state directly pays 10 percent of the eligible unreimbursed costs to the charter school.

However, if at least 70 percent of the charter school's student population qualifies for special education services, the full 100 percent of the eligible unreimbursed costs are billed back to the resident district.

Transportation Revenue. A charter school is eligible for an additional amount of general education revenue of approximately \$339 per pupil unit if it elects to provide transportation services. In the alternative, a charter school may choose to have the school district in which it is located provide transportation services. In this case, the charter school does not receive any transportation funding, and the school district must provide transportation services to the charter school attendees in the same manner as it provides transportation to its resident students and students entering the school district under the enrollment options (open enrollment) program.

Building Lease Aid. A charter school is eligible for building lease aid equal to the lesser of \$1,314 per pupil or 90 percent of the charter school's lease costs.

Integration Revenue. Prior to fiscal year 2004, a charter school was eligible for the aid portion of integration revenue for enrolled students who are residents of a district that is eligible for integration revenue if the enrollment of the pupil in the charter school contributes to integration or desegregation purposes. This aid was separately appropriated and was prorated if the appropriation was insufficient. This revenue was eliminated for fiscal year 2004 and later.

Long-Term Facilities Maintenance Revenue. A charter school is eligible for long-term facilities maintenance aid equal to \$132 per pupil.

Other Aid, Grants, Revenue. A charter school is eligible to receive other aids, grants, and revenue according to the school funding formulas as though it were a school district, unless the receipt of the revenue would require a local property tax levy. A charter school may receive money from any source for capital facilities needs. Any unexpended capital facilities revenue must be reserved and must be expended only for future capital facilities purposes.

Federal Aid. A charter school is eligible for any federal aid received by the state as if the charter school were a school district. A new charter school may apply for federal start-up grants.

Use of State Money. A charter school may not use state aid to purchase land or buildings.

Property Tax Status of Charter Schools. The 2010 Legislature clarified the property tax status of charter schools. Property that is leased to a charter school is exempt from taxation if: (1) the lease is for at least one year; (2) the property is owned by a school, political subdivision, church, or nonprofit; (3) the property is used for instructional and administrative purposes; and (4) the charter school has exclusive use of the facility or has a shared use agreement with a school, church, or political subdivision.

Table 47: Charter School General Education, Special Education, and Building Lease Aid

Fiscal Year	General Education Aid Entitlement*	Special Education Direct Aid*	Building Lease Aid Appropriation
2025	\$722,691,000	\$291,873,000	\$94,906,000
2024	719,108,000	255,337,000	91,328,000
2023	685,857,000	242,845,000	95,819,000
2022	641,198,000	215,173,000	89,868,000
2021	597,663,000	180,098,000	83,778,000
2020	557,776,000	178,951,000	85,332,000

*General education aid and special education aid paid to charter schools are subsumed within the regular appropriations for general education and special education aid.

House Research Department

(Minn. Stat. §§ 124E.01-124E.26; 272.02, subd. 42)

School Desegregation and Integration

Minnesota funds a variety of programs designed to promote integration within and among its school districts.

Integration Revenue

The 2011 Legislature set in motion a process to repeal and replace Minnesota’s integration funding program. A task force formed, convened meetings, and developed and submitted a report to the 2012 Legislature. The 2013 Legislature responded to the report by creating a new funding program called Achievement and Integration for Minnesota (AIM), first effective for the 2013-14 school year. The new program’s language declares the purposes of the law to “pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students’ diverse racial, ethnic, and economic backgrounds in Minnesota public schools.”

School districts that file integration plans with the Department of Education are eligible for AIM revenue. During the 2024-25 school year, 175 school districts are implementing integration plans and are receiving AIM revenue. AIM revenue is provided through a mix of aid and levy, with 70 percent of the revenue provided in state aid and the remaining 30 percent provided through the local levy or other local resources.

Each qualifying district’s AIM revenue equals the sum of: (1) \$350 times the district’s adjusted pupil units times the ratio of the district’s number of students of color to its total enrollment, and (2) the greater of zero or 0.66 times the difference between the district’s integration revenue for fiscal year 2013 and its AIM revenue under clause (1). Additionally, a district may qualify for incentive revenue equal to an additional \$10 per pupil unit.

Table 48: Achievement and Integration Maximum Revenue for Fiscal Year 2025
Selected District Characteristics

District #	District Name	FY 25 Adjusted Pupil Units	Percent Students of Color	Estimated FY 25 AIM Revenue	AIM Revenue Per Pupil	AIM Aid Per Pupil	AIM Levy Per Pupil
13	Columbia Heights	3,754	84.0%	\$1,121,000	\$299	\$209	\$90
625	St. Paul	33,660	77.4	14,268,000	424	297	127
518	Worthington	4,588	81.7	1,334,000	291	204	87
1	Minneapolis	30,392	61.7	13,088,000	431	301	130
535	Rochester	18,398	46.4	3,247,000	176	124	53
284	Wayzata	14,427	41.5	2,485,000	174	122	52
11	Anoka	42,318	41.5	7,882,000	186	130	56
709	Duluth	8,793	22.5	1,666,000	189	133	57

District #	District Name	FY 25 Adjusted Pupil Units	Percent Students of Color	Estimated FY 25 AIM Revenue	AIM Revenue Per Pupil	AIM Aid Per Pupil	AIM Levy Per Pupil
276	Minnetonka	12,404	22.3	0	0	0	0
885	St. Michael-Albertville	7,157	19.1	0	0	0	0
State Total (Districts Only)		856,382	41.0%	\$121,500,000	\$142	\$99	\$43

House Research Department

For fiscal years 2001 to 2013, formula amounts for different types of districts were specified in statute by type of district.

Table 49: Integration Revenue Allowances Per Pupil Fiscal Years 2001 to 2013

Fiscal Year	Minneapolis	St. Paul	Duluth	Eligible District with More than 15% Students of Color	Other Eligible Districts	% of Revenue Paid in State Aid
2004 – 2013	\$445 + \$35 levy	\$445	\$206	\$129	\$92	77%
2003	446 + 35 levy	446	207	130	93	63
2002	446	446	207	130	93	78
2001	536	446	207	130	93	78

House Research Department

(Minn. Stat. §§ 124D.861 and 124D.862)

Table 50: Estimated Appropriations and Levies for Integration Activities Based on 100% Aid Entitlement; Amounts for Aid Fiscal Year

Fiscal Year/ Payable Year	Minneapolis		St. Paul		Duluth		Other Districts		Total	
	Aid	Levy	Aid	Levy	Aid	Levy	Aid	Levy	Aid	Levy
2025/2024	\$9,161,000	\$3,926,000	\$9,988,000	\$4,281,000	\$1,166,000	\$500,000	\$64,735,000	\$27,743,000	\$85,050,000	\$36,450,000
2024/2023	8,922,000	3,942,000	10,047,000	4,306,000	1,151,000	493,000	63,106,000	26,927,000	83,226,000	35,668,000
2023/2022	9,391,000	4,025,000	10,420,000	4,466,000	1,201,000	515,000	62,519,000	26,793,000	83,531,000	35,799,000
2022/2021	9,034,000	3,872,000	10,745,000	4,605,000	1,218,000	522,000	61,120,000	26,194,000	82,117,000	35,193,000
2021/2020	10,152,000	4,351,000	11,188,000	4,795,000	1,236,000	530,000	63,795,000	27,310,000	86,301,000	36,986,000
2020/2019	10,441,000	4,475,000	11,321,000	4,852,000	1,214,000	520,000	58,197,000	24,941,000	81,173,000	34,788,000

House Research Department

Interdistrict Desegregation Transportation

School districts are reimbursed in the form of grants for the costs incurred providing pupil transportation services to students who participate in interdistrict desegregation and integrations efforts, such as The Choice is Yours Program or other interdistrict integration programs.

(Minn. Stat. § 124D.87)

Table 51: Appropriations for Interdistrict Desegregation Grants

Fiscal Year	Interdistrict Integration Transportation
2025	\$16,413,000
2024	14,828,000
2023	10,974,000
2022	9,900,000
2021	15,367,000
2020	14,231,000

House Research Department

Teacher Supply Programs Funded through the K-12 Budget

The Minnesota Legislature provides ongoing K-12 funding to expand the ranks of teachers currently underrepresented in Minnesota’s K-12 teacher workforce. These programs include the Collaborative Urban and Greater Minnesota Educators of Color grant program, Grow Your Own programs, mentoring and retention bonuses, the teacher recruitment and marketing program, special education and support staff pipeline programs, and residency programs.

Collaborative Urban and Greater Minnesota Educators of Color grant program. The Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) grant program was first funded in 1998 and called Collaborative Urban Educator (CUE) program. The CUE program provided grant funding to higher education institutions to expand the pool of underrepresented teachers. Specific teacher preparation programs, each with a different focus, located at Concordia, Hamline, St. Thomas, and Augsburg, were specifically named in the annual appropriations as grant recipients until 2017 when the program was modified. Under the program’s current design, the Professional Educator Licensing and Standards Board (PELSB) awards competitive grants each year to applicant teacher preparation programs. For fiscal year 2022, ten Minnesota postsecondary institutions received grants to help support underrepresented students in their teacher preparation programs.

(Minn. Stat. § 122A.635)

Grow Your Own programs. The Grow Your Own program was first systematically funded by the 2017 Legislature. Grow Your Own programs are typically designed to help nonlicensed school staff, parents, and other interested community members become licensed teachers in the

sponsoring school districts. Some of Minnesota's Grow Your Own programs predated the state's formal statutory program. Minnesota's Grow Your Own program awards two types of grants: grants for programs for adults wishing to become teachers, and grants for programs intended to heighten high school students' interest in the teaching profession. In fiscal year 2022, six districts received grants for their Grow Your Own programs for adults, and five districts received grants for high school student programs. The grants may be up to \$750,000 and the proceeds of the grant may be used over a five-year period. MDE, following the statutory criteria, ranks applicants and awards grants accordingly.

(Minn. Stat. § 122A.73)

Mentoring, Induction, and Retention grants. The teacher mentoring program was first enacted by the 1987 Legislature and initially funded at \$250,000 per year for fiscal years 1988 and 1989. Funds continued to be appropriated through 1995 when the program went dormant. In 2019, the legislature reworked the program and began providing ongoing funding beginning in fiscal year 2020. In its current configuration, school districts are required to develop mentoring programs for teachers new to the district, teachers with special needs, and teachers in need of peer coaching. PELSB awards grants to applicants interested in developing or expanding mentoring programs to: school districts; groups of school districts; coalitions of school districts, teachers, and teacher education institutions; and coalitions of schools, teachers, and nonlicensed educators. For fiscal year 2022, PELSB awarded \$1.925 million in grants to 37 applicants. Common uses of the funds include professional development, affinity group activities, substitute teacher costs for mentors, and stipends to mentors.

(Minn. Stat. § 122A.70)

Teacher Recruitment Marketing grants. Beginning in fiscal year 2022, ongoing funding of \$250,000 per year is appropriated to PELSB for grants for outreach and marketing to elevate the teaching profession and to recruit teachers. The law requires the marketing to be directed at two groups: (1) American Indian students and students of color who attend high school or college and who have not yet chosen a career path; and (2) adults from racial or ethnic groups underrepresented in the teaching workforce who may be seeking to change careers.

(Laws 2021, 1st spec. sess. ch. 13, art. 3, § 8, subd. 4)

Special Education Teacher Pipeline. A school district, charter school, or cooperative unit may apply for a grant to support qualifying individuals wishing to become a Tier 3 or Tier 4 special education teacher. The grant applicant must partner with an approved teacher preparation program to operate its special education teacher pipeline program. An individual participating in the program may be a Tier 1 or Tier 2 licensed special education teacher, or a paraprofessional or other unlicensed staff person interested in becoming a special education teacher. The grant recipient may use funds to pay tuition and stipends for program participants, to provide mentoring, technology support, and licensure test preparation, and to recruit program participants.

(Minn. Stat. § 122A.731)

Student Support Personnel Pipeline. The 2023 Legislature established funding of \$5 million per year for grants to increase the numbers of student support personnel in Minnesota. Student support personnel include school psychologists, school nurses, school counselors, and school social workers.

(Laws 2023, ch. 55, art. 5 § 64, subd. 15)

Teacher Residency Program. The 2023 Legislature established funding of \$3 million per year for teacher residency programs conforming to the programs authorized in Minnesota Rules, part 8500.2100. A residency program is one offered in partnership with a designated school partner that provides a year-long clinical experience integrating learning opportunities and student teaching. A residency program pairs candidates (residents) with cooperating teachers. The resident must co-teach and participate in professional development for at least 80 percent of the contracted school week. The resident may receive a stipend, salary, or other form of financial support during the residency program.

(Laws 2023, ch. 55, art. 5 § 64, subd. 16)

Table 52: Appropriations for Teacher Supply Programs

Fiscal Year	Collaborative Educator Grants	Grow Your Own Programs	Special Education Teacher Pipeline	Student Support Personnel Pipeline	Teacher Residency Program	Mentoring and Retention Grants	Come Teach In Minnesota Bonuses	Teacher Recruitment Marketing
2025	\$5,440,000	\$25,000,000	\$20,000,000	\$5,000,000	\$3,000,000	\$3,500,000	\$400,000	\$500,000
2024	5,440,000	25,000,000	10,000,000	5,000,000	3,000,000	3,500,000	200,000	500,000
2023	1,000,000	6,500,000	--	--	--	2,996,000	200,000	250,000
2022	1,000,000	6,500,000	--	--	--	3,004,000	200,000	250,000
2021	1,000,000	1,500,000	--	--	--	750,000	--	--
2020	1,099,000	1,500,000	--	--	--	750,000	--	--

House Research Department

Inactive and Repealed Integration Funding Programs

Magnet School Grants. Metropolitan magnet schools were eligible for grants to help operate the magnet programs. Grants could be used for teachers, aides, instructional services, equipment, field trips, and other programs designed to enhance metropolitan integration. Beginning in fiscal year 2001, start-up grants were also available to a metropolitan magnet school program for its first two years of operation. Start-up cost aid equaled \$500 times the magnet school’s pupil units served for that year. Capital funding has also been provided to help construct metropolitan magnet school facilities. This program was repealed for the 2011-12 school year and later years.

(Minn. Stat. § 124D.88)

Other Former Integration Programs. Other former integration programs included minority fellowship grants, the minority teacher incentives program, teachers of color program grants, and cultural exchange grants. These programs have not been funded since fiscal year 2003.

(Minn. Stat. §§ 122A.64; 122A.65; 124D.89; Laws 1994, ch. 647, art. 8, § 29)

Career and Technical Education

Career and Technical Revenue

Career and technical education services include courses that were formerly called vocational programs and include agricultural, business, technology, and health occupations courses. A district that offers career and technical programming is eligible for revenue under this program.

Career and technical revenue is an equalized aid and levy. Each school district’s career and technical revenue equals 35 percent of the district’s approved expenditures on career and technical programming. The revenue cannot be less than the revenue authority for the previous year, provided that the revenue does not exceed 100 percent of the district’s career and technical expenditures for that year. The career and technical levy is 100 percent forward-shifted, meaning that the levy for taxes payable in 2024 is recognized as revenue in fiscal year 2024.

$$\text{Career and Technical Revenue} = .35 \times \text{Approved Program Expenditures}$$

$$\text{Career and Technical Levy} = \text{Career and Technical Revenue} \times \frac{\text{District's ANTC per pupil unit}}{\$7,612}$$

$$\text{Career and Technical Aid} = \text{Career and Technical Revenue} - \text{Career and Technical Levy}$$

Table 53: Funding Formulas for Career and Technical Revenue

Fiscal Year	Revenue Formula	Aid	Levy
2015 and later	35% of approved expenditures but not less than previous years’ revenue	Equalized	Levy equalized and uncapped
2014	35% of approved expenditures but not less than previous years’ revenue	Equalized	Levy equalized but capped at \$20.65 million
2012 through 2013	Previous year’s revenue adjusted to match statewide levy cap	No aid	All levy; capped at \$17.85 million for FY 12 and \$15.52 million for FY 13
2008 through 2011	Lesser of (1) \$80 per pupil in grades 10 to 12, (2) 25% of approved career and tech expenditures, (3) \$10,000, or (4) previous years’ levy	No aid	All levy
2001 through 2007	NA	No aid	All levy
Prior to 2001	Formula driven-based on previous years’ program spending	All aid	No levy

House Research Department

Table 54: Career and Technical Revenue

Fiscal Year	Payable Year	Aid	Levy
2025*	2025	\$874,000	\$47,233,000
2024	2024	1,671,000	42,080,000
2023	2023	1,980,000	36,301,000
2022	2022	2,560,000	35,912,000
2021	2021	3,233,000	32,657,000
2020	2020	3,867,000	30,347,000
*Estimated. Levy 100% forward shifted.			

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(Minn. Stat. § 124D.4531)

ServeMinnesota Aid

ServeMinnesota is the name of a state grant program designed to work in concert with federal youth service programs. Prior to 2011, this program was called “Youth Works.” In Minnesota, ServeMinnesota is the statutorily designated recipient of federal Americorps funds. Youth service programs are generally designed to provide the participant with skills and training while creating an opportunity for the participant to perform tasks that benefit the community. The ServeMinnesota program awards grants to program providers on a competitive-grant basis. The program provider combines the state grant money with federal money and provides the participants with living expenses or a stipend, health insurance, child care if needed, and a postservice educational award of up to \$7,395 for the 2024-25 school year, which may be used for higher education costs or to repay student loans. The maximum postservice award is the same as the maximum for the Pell Grant program.

ServeMinnesota programs are encouraged to channel participants into tutoring and other children’s literacy and numeracy programs. Other program activities include working on affordable housing projects, family stability programs, environmental restoration projects, and disaster relief programs.

Early Childhood Literacy and Numeracy Programs

State aid is appropriated for grants for early childhood literacy and numeracy programs. These grants may be awarded to the Minnesota Reading Corps and Minnesota Math Corps, which are programs operated by ServeMinnesota.

Table 55: Appropriations for ServeMinnesota and the Minnesota Reading and Math Corps

Fiscal Year	ServeMinnesota Aid	Early Childhood Literacy Program Grants	Minnesota Math Corps	Federal Operating Funds for Reading Corps*	Federal Funds Scholarship*
2025	\$900,000	\$7,950,000	\$1,000,000	\$22,337,000	\$7,644,000
2024	900,000	7,950,000	1,000,000	25,564,000**	8,244,000
2023	900,000	7,950,000	1,000,000	23,867,000***	7,703,000
2022	900,000	7,950,000	1,000,000	21,355,000****	7,287,000
2021	900,000	7,950,000	500,000	14,343,000	6,677,000
2020	900,000	7,950,000	500,000	14,684,000	6,500,000

*Amounts leveraged by state appropriation for ServeMinnesota Americorps programs.

**Includes \$4.819 million from the American Relief Plan (ARP) Act.

***Includes \$7.419 million from the ARP Act.

****Includes \$4.392 million from the ARP Act.

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(Minn. Stat. §§ 124D.37-124D.45)

State Academies

Minnesota State Academies for the Deaf and Blind

Minnesota operates two residential academies for deaf and blind students in Faribault. The academies are both public schools and state institutions and annually serve students through residential programs, summer school, preschool programs, and outreach efforts. In the fall of 2023, the Minnesota State Academy for the Blind enrolled 40 pupils, and the Minnesota State Academy for the Deaf enrolled 82 pupils.

The budget for the Minnesota State Academy for the Deaf and Blind (MSA) is primarily funded through direct state appropriations, but also includes funding from some other school finance formulas as well. The MSA counts its students for purposes of compensatory revenue and this amount is paid directly from MDE to the MSA. The MSA also receives funding for the costs of one-to-one instructional staff (aides or licensed staff) from the state special education formula and uses the tuition bill-back formula to charge any unreimbursed costs for the one-to-one staff back to the resident district. If the MSA's student enrollment exceeds 175 students, the MSA receives the general education basic formula allowance for each student in excess of 175 students. For fiscal year 2024, the MSA is expected to receive about \$17.8 million in direct appropriations of state aid, \$2.2 million in special education revenue, \$238,000 in compensatory revenue, and \$727,000 in transfers from school districts. The federal funds for fiscal year 2024 are estimated at \$258,000.

The resident school district of a student attending the MSA counts the student in its pupil count and receives revenue for that student as if the student were attending the resident district, except for the general education basic revenue attributable to that student, which is subtracted from the amount paid to the resident district and the compensatory revenue for that student, which is calculated at the site the student actually attends (MSA). The resident school district is responsible for the cost of transporting academy students to and from the academies on weekends during the school year and includes these costs in the resident district's special education funding requests. The resident district's special education funding is reduced by the amount of any unreimbursed special education costs for the one-to-one staff processed through the tuition bill-back formula.

Table 56: Direct Appropriations for the Minnesota State Academies for the Deaf and Blind

Fiscal Year	Direct Line Item Appropriation
2025	\$17,189,000
2024	17,766,000
2023	14,317,000
2022	14,056,000
2021	13,787,000

Fiscal Year	Direct Line Item Appropriation
2020	13,746,000

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(Minn. Stat. §§ 125A.61-125A.72)

Perpich Center for Arts Education

The 1985 Legislature established the Minnesota School of the Arts and Resource Center. In 1987, the legislature explicitly expanded the center’s mission to include operating an 11th and 12th grade arts high school. In the mid-1990s, the center was renamed the Lola and Rudy Perpich Center for Arts Education, and in 1999, the name was shortened to the Perpich Center for Arts Education. The center’s mission includes arts outreach activities, professional development opportunities, and operating the arts high school. The center is located in Golden Valley on the former campus of Golden Valley Lutheran College and is funded through direct state appropriations. Students enrolled in the center’s arts high school do not generate general education aid for either the arts high school or for their home school districts.

Governance and management. The center is governed by an independent board appointed by the governor. The 16-member board includes the Commissioner of Education as an ex officio member. The board manages and controls the center. The board appoints the center’s director who must hold a superintendent’s license.

Students served. The arts high school is limited by statute to serving not more than 310 students in grades 11 and 12. The arts high school enrolled 144 11th and 12th grade students during the 2023-24 school year. Students from across the state attend the arts high school. The arts high school provides room and board to students and may charge a reasonable fee for the room and board. Approximately 56 percent of the arts high school students live in the dorms on campus.

Funding. The center, including the arts high school, is funded through a direct state appropriation. Students enrolled in the center’s arts high school do not generate general education aid for either the arts high school or for their home school districts.

(Minn. Stat. § 129C.10)

Table 57: Minnesota Center for Arts Education

Fiscal Year	Total Direct Appropriation
2025	\$8,435,000
2024	9,243,000
2023	7,527,000
2022	7,406,000

Fiscal Year	Total Direct Appropriation
2021	7,283,000
2020	7,292,000

House Research Department

Residential Academies

In fiscal year 1999, \$12 million was appropriated to fund capital and start-up costs for residential academies. Two grants for residential academies were awarded. One grant was to Catholic Charities in an amount of \$5,840,810. The Catholic Charities facility was located in Faribault, Minnesota. The second grant was to Synergy (which was located in Minneapolis) in an amount of \$6,159,190.

Enrollment at a residential academy was voluntary and was available to students in grades four through 12 who were either performing below suitable performance levels or who experienced homelessness or an unstable family environment. A parent, county worker, health care provider, school employee, or judicial employee recommended a student for admission to a residential academy. Educational and social service funding for a student attending the academy was deemed to follow the student from the student's school district or county of residence to the residential academy, as provided by law.

Each residential academy determined that the most effective way to provide educational services to the children placed at the residential facility would be to affiliate the residential academy with a specific charter school. Harvest Preparatory Academy provided educational services for residents of Synergy Academy. Synergy Residential Academy closed in 2003 due to a lack of funding for noneducational costs. Since that time, the facility has been used for early childhood educational services by Seed Academy, a preschool affiliated with Harvest Preparatory Academy.

Covenant Academy Charter School provided educational services to residents of the Catholic Charities facility, which was named Covenant Residential Academy. On June 30, 2005, the Covenant Residential Academy suspended residential services. Covenant Academy Charter School renamed itself Discovery Public School of Faribault and is currently providing services to about 65 students from the Faribault area. The facility that initially housed Covenant Academy was sold in 2009 to Shattuck-St. Mary's School, and the net proceeds of the sale (\$775,000) were returned to the state treasury.

(Laws 1998, ch. 398, art. 5, § 46)

Miscellaneous Funds for Education

Alternative Compensation (Q-Comp) Revenue

Alternative compensation revenue was added to the general education program by the 2005 Legislature as a funding mechanism for the alternative teacher professional pay system. Beginning in fiscal year 2015, Q-Comp was removed from general education revenue and became a separate categorical revenue program. The alternative teacher professional pay system, referred to as Q-comp (short for quality compensation), often requires participating school districts and their teachers to develop an educational improvement plan and an alternative teacher pay system. A school district's alternative teacher compensation plan must be approved by the Commissioner of Education before a school district can access alternative compensation revenue. As of July 15, 2024, the Commissioner of Education had approved Q-comp plans for 109 school districts, 73 charter schools, and two cooperative units. Q-comp revenue is capped; 13 school districts, 12 charter schools, and two cooperative units are on the waiting list and approved for funding if the legislature increases the program's total revenue.

Revenue Calculation. A school district that has an approved alternative compensation plan is eligible for alternative compensation revenue. The statewide amount of aid for the program is capped at \$88.118 million. The revenue program consists of a basic revenue amount provided entirely in state aid plus an equalized aid and levy. The basic revenue amount is \$169 per enrollee and the equalized aid and levy makes up the remaining \$91 per enrollee unit. An intermediate school district or other cooperative unit qualifies for aid equal to \$3,000 times the number of licensed teachers employed by the cooperative.

Table 58: Q-Comp Revenue

Fiscal Year	Aid Entitlement	Levy	No. of Participating Districts	No. of Participating Charters
2025*	\$89,612,000	\$40,287,000	109	73
2024	88,727,000	39,506,000	109	73
2023	88,453,000	39,969,000	109	73
2022	88,559,000	41,440,000	109	72
2021	88,851,000	40,826,000	109	72
2020	89,166,000	39,948,000	109	72
*Estimated				

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$$\begin{aligned} \text{Alternative Compensation Revenue} &= \$260 \times \text{the number of enrollees at the participating site} \\ \text{Alternative Compensation Levy} &= (\$91 \times \text{number of enrollees}) \times \text{the lesser of:} \\ &\quad (1) \text{ one; or} \\ &\quad (2) (\text{ANTC/adjusted pupil units})/\$6,100 \\ \text{Alternative Compensation Aid} &= \text{Alternative Compensation Revenue} - \text{Alternative Compensation Levy} \end{aligned}$$

(Minn. Stat. §§ 122A.413-122A.415)

Literacy Incentive Aid

Beginning in fiscal year 2013, school districts and charter schools qualify for literacy incentive aid. The aid consists of two parts, Proficiency Aid and Growth Aid, which are both based on 3rd and 4th grade students’ performance on the state reading test called the Minnesota Comprehensive Assessment (MCA).

Proficiency Aid rewards schools based on the percentage of their 3rd grade students that meet or exceed proficiency levels on the reading MCA. Aid equals \$530 times the average number of 3rd grade students meeting or exceeding proficiency levels on the MCA during the past three years.

$$\text{Proficiency Aid} = \$530 \times \text{average number of 3rd grade students at the school meeting or exceeding proficiency}$$

Growth Aid rewards districts based on the three-year average number of 4th grade students who make medium or high growth on the 4th grade reading MCA. Aid equals \$530 times the average number of 4th graders making medium or high growth on the reading MCA.

$$\text{Growth Aid} = \$530 \times \text{average number of 4th grade students at the school making growth standards}$$

$$\text{Literacy Incentive Aid} = \text{Proficiency Aid} + \text{Growth Aid}$$

Note: For fiscal years 2020 and 2021, the literacy aid amounts are adjusted to match the program’s February 2020 Forecast appropriations level because of MCA testing canceled due to COVID-19.

Table 59: Literacy Incentive Aid

Fiscal Year	Appropriation
2025	\$41,588,000
2024	41,071,000
2023	45,968,000

Fiscal Year	Appropriation
2022	45,075,000
2021	44,658,000
2020	44,976,000

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(Minn. Stat. § 124D.98)

Abatement Aid

Abatement adjustments occur when the tax capacity of any school district is lowered after the property taxes for the year have been spread by the county auditor. An abatement adjustment is different from the authority a school district has to levy for economic development abatement activities. If a school district is subject to an abatement adjustment, the district receives an aid payment from the state for the major equalized programs. The aid entitlement is computed as follows:

$$\text{Abatement Aid Entitlement} = \frac{\text{net revenue loss as certified by the county auditor}}{\text{district's total certified equalized levies}} \times \text{district's total certified levy for that year}$$

In essence, the purpose of the formula is to compensate school districts for the loss of tax base with additional state aid payments for the portion of the district's levy share attributable to equalized school levies.

The district is allowed to make a levy for the remainder of the revenue loss and any interest owed on abatements. A school district may levy for each year's abatement loss over a three-year period.

(Minn. Stat. §§ 126C.46; 127A.49, subd. 2)

Table 60: Abatement Aid and Levy

Fiscal Year	Appropriation	Levy
2025	\$2,516,000	\$11,261,000
2024	2,318,000	12,209,000
2023	2,003,000	7,760,000
2022	2,042,000	9,083,000
2021	2,595,000	10,400,000
2020	1,770,000	12,116,000

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A district may levy for the portion of abatement aid owed but not paid by the state because of aid proration.

Excess Tax Increment Payments

Tax increment districts capture the growth in tax capacity values for property within the tax increment district. If the tax increment project generates excess tax increment, and if that excess is returned to a school district, the district's aid is reduced by the following subtraction:

$$\begin{array}{l} \text{Excess Tax} \\ \text{Increment} \\ \text{Subtraction} \end{array} = \begin{array}{l} \text{the amount of the excess} \\ \text{tax increment payment} \end{array} \times \frac{\text{district's total certified equalized levies}}{\text{district's total certified levy for that year}}$$

The purpose of this calculation is to allocate excess tax increment payments between state aid and the local property tax levies that would otherwise have been larger had that portion of the property tax increment value been included in the district's property tax base.

(Minn. Stat. § 127A.49, subd. 3)

Aid for Nonpublic School Students

For the 2023-24 school year, 73,142 students attended traditional nonpublic schools (e.g., Cretin-Derham Hall) and 29,062 students were homeschooled.

Books, Materials, Tests, Health Services, Guidance, and Counseling. School districts are required to provide nonpublic school pupils with textbooks, individualized instructional materials, and standardized tests, all of which must be secular in nature and cannot be used for religious instruction or worship. In addition, a district must provide the same health services to pupils of nonpublic schools as it provides to public school pupils. Nonpublic secondary pupils must also be offered guidance and counseling services by the public secondary schools. The state reimburses districts for their costs up to the amount of the statewide average expenditure per pupil (determined as of February 1 of the preceding school year) times the number of nonpublic school pupils served, with an inflation adjustment equal to the percent of increase in the general education revenue program formula allowance from the second preceding school year. For fiscal year 2025, the reimbursement rates are set at 100 percent of the statewide average expenditures per pupil unit, which are as follows: for textbooks, \$120.97; for pupil health services, \$81.07; and for secondary guidance and counseling, \$339.53.

(Minn. Stat. §§ 123B.40-123B.43)

Table 61: Nonpublic School Student Aid

Fiscal Year	Appropriation
2025	\$24,478,000
2024	20,864,000
2023	19,029,000
2022	16,919,000
2021	18,918,000
2020	17,925,000

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If the state appropriation for nonpublic pupil aid is insufficient to cover school districts’ expenditures, the districts may correspondingly reduce their expenditures to the amount of aid actually provided by the state.

Shared Time Programs. Nonpublic school pupils may be admitted by school districts to public school programs for part of the school day. A district that admits nonpublic pupils receives general education basic revenue for these pupils in an amount proportional to the time the pupils spend in the public schools. The appropriation for shared time programs is included in the regular appropriation for general education aid.

(Minn. Stat. §§ 126C.01, subds. 6-8; 126C.19)

Table 62: Shared Time Programs

Fiscal Year	Estimated Shared Time Weighted Pupil Count	Aid Entitlement*
2025	594	\$4,321,000
2024	578	4,127,000
2023	543	3,724,000
2022	531	3,572,000
2021	550	3,417,000
2020	544	3,508,000

*Appropriation included in general education appropriation.

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Shared Time Special Education. School districts are required to provide special education programs for children with disabilities. (See page 59 for description of program requirements.) These programs must be made available to disabled nonpublic school pupils, and the district receives shared time general education aid for these pupils (as well as special education aid). For the 2023-24 school year, about one-third of the total shared time average daily membership was for students with an IEP.

(Minn. Stat. § 125A.18)

Transportation. School districts are also required to provide equal transportation for nonpublic school pupils. This means that the district within which a nondisabled pupil resides must provide transportation for the pupil to a nonpublic school within the district if he or she lives at least the same distance from the nonpublic school as public school students in the district who are transported to school. Public schools are also permitted to transport nonpublic school pupils to regular shared time programs and must transport disabled nonpublic school pupils to and from the facility where special education is provided. Public schools must also provide nonpublic school pupils with transportation within the district boundaries between the nonpublic school and public school or neutral site⁶ for the purpose of receiving health and guidance and counseling services. State transportation aid is available for all of these transportation services to nonpublic school pupils.

Prior to fiscal year 1998, the appropriation for the transportation of nonpublic school pupils was contained in the transportation aid appropriation. For fiscal year 1998 and later, there is a line-item appropriation for nonpublic pupil transportation.

Nonpublic pupil transportation aid equals the sum of:

- 1) the product of the district’s actual expenditures in the second preceding year for all pupils transported in the regular and excess categories, the number of nonpublic pupils receiving those services in the current year, and the ratio of the formula allowance in the current year to the allowance for the second previous year; and
- 2) the district’s actual expenditure for nonpublic, nonregular transportation in the second preceding year times the ratio of the formula allowance in the current year to the allowance for the second preceding year.

(Minn. Stat. §§ 123B.84-123B.87; 123B.92, subd. 9)

Table 63: Nonpublic Pupil Transportation

Fiscal Year	Appropriations
2025	\$27,177,000
2024	22,979,000
2023	19,796,000
2022	19,050,000
2021	20,100,000
2020	19,079,000

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⁶ Neutral site is defined by Minnesota Statutes, section 123B.41, subdivision 13, and means a public center, a nonsectarian, nonpublic school, a mobile unit located off the nonpublic school premises, or any other location off the nonpublic school premises that is neither physically nor educationally identified with the functions of the nonpublic school.

Education for English Language Learners. The English Language Learners Act requires districts providing state-funded English learning programs to offer nonpublic school pupils access to the same programs on the same terms as public school pupils. (See page 29 for additional information on English learners programs.) In addition to counting nonpublic school pupils for purposes of English learners funding, those pupils may also be counted by the district serving them for purposes of shared time general education aid.

(Minn. Stat. §§ 124D.65, subd. 6; 124D.58-124D.64)

Nutrition Programs

The National School Lunch Program, first established in 1946, provides federal meal assistance to students in public and private schools. The program provides nutritional standards and funding for school lunch and breakfast programs. The federally assisted meal programs are administered by the Minnesota Department of Education under the rules established by the United States Department of Agriculture (USDA). The federal government sets reimbursement levels for each meal served based on a student’s family income. Minnesota has supplemented federal school meals funds with state aid payments for many years.

Federal Reimbursement. The federal government sets its meal reimbursement rates each year. The meal reimbursement rates vary based upon whether the school site is serving a high need or “severe” need population and by the student’s family income. Qualifying family income is based on the federal poverty guidelines and falls into one of three categories:

- **Free Meal Eligibility**—a student is considered a free meal eligible student if the student’s family income is less than or equal to 130 percent of the federal poverty guideline (FPG), which is adjusted by family size. For the 2023-24 school year, for a family of four, 130 percent of the FPG is \$39,000.
- **Reduced Meal Eligibility**—a student is considered eligible for a reduced-price meal if the student’s family income is between 130 percent and 185 percent of the FPG. For the 2023-24 school year, for a family of four, 185 percent of the FPG is \$55,500.
- **Fully Paid**—a student is considered a fully paid student if the student’s family income is in excess of 185 percent of the FPG.

A family may qualify for eligibility through a direct match, where participation in other income support programs like Medicaid or Supplemental Nutrition Assistance Program (SNAP), automatically qualifies income-eligible families, or through an application process (often associated with the paper forms sent home by schools at the beginning of each school year).

**Table 64: Federal and State Reimbursement Rates
Per Meal for Lunch and Breakfast
2024-25 School Year**

Program and Funding Source	Fully Paid	Reduced-Price Meals	Free Meals
Lunch - Federal	\$.42*	\$4.03*	\$4.43*
Lunch - Federal; Performance Incentive	\$.09	\$.09	\$.09
Lunch - State Aid	\$4.135	\$.525	\$.125
Lunch - Total Funding per meal served	\$4.645*	\$4.645*	\$4.645*
Breakfast - Federal	\$.39	\$2.07**	\$2.37*
Breakfast - State Aid	\$1.98***	\$.30	\$0
Breakfast Total Funding per meal served	\$2.37***	\$2.37**	\$2.37**
<p>*A school district where more than 60 percent of the students qualify for free lunch receives an extra 2 cents per lunch from the federal government. **A “severe need” school (where more than 40 percent of the students qualify for free meals) receives an extra 47 cents per free or reduced-price breakfast from the federal government. ***A severe need school serving a fully paid breakfast receives an extra 47 cents of state aid for that breakfast.</p>			

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Community Eligibility Provision. The federal government also has a program called the Community Eligibility Provision (CEP). CEP provides additional federal funding to schools that participate in the program. A school that participates in CEP agrees to provide all meals served at that site at no cost, regardless of the student’s family income. The reimbursement is such that any school with more than 62.5 percent free lunch eligible students has the full cost of its meals covered by the federal government. For the 2022-23 school year, a school could participate in CEP if the school had at least 40 percent of its students qualify for free meals and would receive 60 percent more funding if free meals were offered to all students. For the 2023-24 school year and later, the USDA has lowered the minimum CEP eligibility percentage from 40 percent to 25 percent.

COVID-19 School Meals Policy. During the COVID-19 pandemic, the federal government funded free school meals for all students, regardless of the student’s family income status.

Free School Meals for Kids. Beginning with the 2023-24 school year, Minnesota is providing additional state funding so that every student, regardless of income, attending a school participating in the federal school meals program is eligible for one free breakfast and one free lunch every school day. The state aid equals the difference between the applicable federal reimbursement rate at that school site for a free meal, as determined annually by the USDA, and the actual federal reimbursement received by the participating school for the breakfast or lunch served to the student, including any CEP reimbursements. A school site with more than 62.5 percent of its students eligible for a free meal must participate in the federal Community Eligibility Provision (CEP) program. Other school sites eligible for the CEP program are

encouraged to participate in the program to leverage federal funding and reduce the cost to the state of the free school meals for kids program.

Supplemental School Lunch aid. The state pays an additional state aid of 12.5 cents per student lunch served to help support school lunch programs.

Kindergarten Milk. The state pays 20 cents for each half-pint of milk that is served to kindergarten students outside of the breakfast or lunch programs.

(Minn. Stat. §§ 124D.111-124D.119)

Table 65: State and Federal Funds for School Nutrition Programs

Fiscal Year	State Appropriations for School Lunch Aid	State Appropriations for School Breakfast Aid	State Appropriations Kindergarten Milk (not included in school breakfast amount)	Federal Funds for School Nutrition Programs
2025	\$238,987,000	\$48,334,000	\$428,000	NA
2024	218,801,000	44,178,000	428,000	NA
2023*	14,090,000	10,054,000	428,000	327,475,000
2022*	14,187,000	20,000	566,000	364,396,000**
2021*	4,796,000	3,242,000	494,000	365,000,000**
2020	16,245,000	8,047,000	457,000	335,490,000**

*Estimated
**Reflects significant increases in federal funding due to COVID

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Library Funding

The state K-12 budget provides funding for a categorical pupil-based aid designed to support school libraries as well as funding for the regional public library system.

School libraries. Minnesota statutes define the characteristics of a school library and media center. Beginning in fiscal year 2024, each school district's library aid equals \$16.11 times the district's adjusted pupil units for that year, with a minimum amount of no less than \$40,000 per school district and \$20,000 per charter school. School library aid must be reserved and used for directly funding the costs of a school library including the salaries and benefits of a school library media specialist, equipment and IT costs, electronic materials, furniture, and supplies.

Table 66: School Library Funding

Fiscal Year	School Library Aid Allowance per pupil	School District Minimum per District	Charter School Minimum per Charter School	School Library Appropriation
2025	\$16.11	\$40,000	\$20,000	\$23,903,000
2024	16.11	40,000	20,000	21,586,000
2023	–	–	–	–
2022	–	–	–	–
2021	–	–	–	–
2020	–	–	–	–

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(Minn. Stat. §§ 124D.991, 134.356)

Regional Library Funding. Minnesota’s public libraries are generally operated by cities or counties and are primarily funded through local property taxes. The 12 regional public library systems are joint powers agreements among cities and counties that cooperate to provide shared and reciprocal library services broadening access to public library services and resources within each region and statewide. The seven multicounty, multitype library systems expand library services by facilitating cooperation among academic libraries, public libraries, school libraries/media centers, and special libraries.

The K-12 education finance budget provides state aid for: the regional public library systems; regional libraries telecommunications aid; multicounty, multitype library systems; and certain electronic library materials. Public libraries may also receive money from arts and cultural heritage grants which are provided through the legacy budget.

Table 67: Regional Library Funding

Regional Library Appropriations by Program by Fiscal Year	Regional Library Basic Support Grants	Multicounty Multitype Library Grants	Electronic Library for Minnesota	Regional Library Telecommunications
2025	\$17,570,000	\$2,000,000	\$900,000	\$2,300,000
2024	17,570,000	2,000,000	900,000	2,300,000
2023	13,570,000	1,300,000	900,000	2,300,000
2022	13,570,000	1,300,000	900,000	2,300,000
2021	13,570,000	1,300,000	900,000	–
2020	13,570,000	1,300,000	900,000	–

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(Minn. Stat. §§ 124D.991, 124D.992)

Safe Schools Levy

The safe schools levy, formerly known as the crime levy, allows school districts to levy for costs associated with student and staff safety issues. Eligible expenses include:

- police liaison services;
- drug abuse prevention programs (DARE);
- gang resistance education training;
- school security;
- the other crime prevention and student and staff safety measures; and
- counseling, social working, and chemical dependency services provided by licensed professionals.

The safe schools levy equals \$36 per pupil for each school district. A school district that is a member of an intermediate school district may levy up to \$15 per pupil unit for safe schools activities at the intermediate school district and must transfer that portion of the levy proceeds to the intermediate school district.

Table 68: Safe Schools Levy

Fiscal Year	School District Safe Schools Per Pupil Allowance	Allowance for Member of Intermediate School Districts Per Pupil	Total Levy Amount	Included Intermediate School District Levy Amounts
2025	\$36	\$15	\$34,396,000	\$4,000,000
2024	36	15	34,277,000	3,971,000
2023	36	15	34,772,000	4,009,000
2022	36	15	35,324,000	4,060,000
2021	36	15	34,604,000	3,845,000
2020	36	15	35,500,000	3,845,000

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(Minn. Stat. § 126C.44)

Miscellaneous Levies

The following is a list of miscellaneous levies that have been statutorily authorized.

Liabilities of dissolved districts. A district that has had attached to it a portion of a dissolved district may levy for any liabilities of the dissolved district. This levy has not been used in the last decade.

(Minn. Stat. §§ 123A.67; 126C.43)

Transition expenses of a district created by consolidation. A consolidated district may levy for certain reorganization operating debt levies, severance pay, and early retirement expenses.

(Minn. Stat. §§ 123A.73; 126C.43)

Judgments. A district may levy the amount necessary to pay judgments from lawsuits.

(Minn. Stat. § 126C.43)

Unemployment (reemployment) insurance. A district may levy an amount to pay the unemployment insurance costs of its licensed teachers and full-year employees. Unemployment insurance for paraprofessionals and other school workers not employed during the summer term are excluded from the unemployment insurance levy and are instead eligible for reimbursement under a special funding program.

(Minn. Stat. §§ 126C.43, subd. 2; 268.052, subd. 1; 268.085)

Swimming pool levy. School districts have the authority to levy for swimming pool operating costs, as long as the school district is located in a county that: borders Canada; has a population density of less than ten persons per square mile; and includes portions of more than one school district. These current eligibility restrictions limit the levy's availability to just four school districts: International Falls, Warroad, Lake of the Woods, and Roseau.

(Minn. Stat. § 126C.455)

Ice arena levy. A school district that operates and maintains an ice arena may levy for the net operational costs of the ice arena.

(Minn. Stat. § 126C.45)

Tree Growth replacement revenue. Prior to 2001, certain forested properties were exempt from the ad valorem property tax and instead made an annual payment to local governments based on the yield and stumpage of the property. In 2002, this form of taxation was eliminated and the property was included in the tax base used for calculating property taxes. Because the payments were revenue to school districts, a special levy was created to replace the loss in tree growth revenue. Since that time, a school district may levy for an amount equal to its miscellaneous revenue for tree growth revenue for taxes payable in 2001.

(Minn. Stat. § 126C.445)

Economic development abatements. A school district may participate with a county or city in abating taxes for an economic development-related project. To replace the revenue that would

otherwise be lost to the economic development abatement, a school district may separately levy for this amount.⁷

Table 69: Miscellaneous Levy Amounts

Payable Year	Reorganization/ Consolidation Expenses	Judgment	Unemployment Insurance	Swimming Pool Levy	Ice Arena Levy	Tree Growth Levy	Economic Development Abatements*
2024	\$0	\$674,000	\$8,801,000	\$626,000	\$3,464,000	\$695,000	\$663,000
2023	0	447,000	6,834,000	890,000	3,397,000	679,000	743,000
2022	413,000	363,000	6,775,000	652,000	3,264,000	680,000	347,000
2021	268,000	490,000	14,823,000	642,000	2,968,000	694,000	893,000
2020	0	75,000	5,217,000	682,000	2,184,000	694,000	1,249,000
2019	0	1,068,000	4,867,000	633,000	2,117,000	667,000	1,510,000

*Note that the economic development abatement levy does not include amounts in a district's debt service fund attributable to parking lot repairs.

House Research Department

⁷ For more information, see *Economic Development Property Tax Abatement*, House Research Department, January 2023.

Income Tax Subtraction and Credit

Minnesota offers both an income tax subtraction (deduction) and an income tax credit to help families offset K-12 education expenses. A Minnesota income taxpayer may subtract certain K-12 education expenses from the taxpayer's state income tax. A subtraction from income reduces the taxpayer's taxable income while a tax credit directly offsets tax liability (taxes owed). All taxpayers with qualifying education expenses may claim the subtraction. The K-12 credit is available only to filers with limited family income. Taxpayers may not claim the deduction and credit for the same expenses. Parents who qualify for both the deduction and credit receive the greatest benefit by first claiming up to the maximum allowable under the credit, and then claiming any remaining expenses under the deduction. A qualifying taxpayer may assign all or a part of an anticipated income tax refund to a financial institution or a tax-exempt organization.

Education Income Tax Credit

Minnesota enacted an education tax credit in the first special session of 1997, with the credit first available in tax year 1998. Parents may claim the credit for all education-related expenses that qualify for the dependent education expense deduction, except nonpublic school tuition. Thus, the credit is allowed for transportation, tuition for academic summer school and summer camps, tutoring, and textbooks, defined to include instructional materials and equipment, including up to \$200 per family of computer hardware and educational software. The credit equals 75 percent of the amount of qualified education-related expenses.

The 2023 Legislature expanded the credit by increasing the maximum credit, increasing the income limitations on the credit, and simplifying the income measure used to determine eligibility. Beginning in taxable year 2023, the maximum credit is \$1,500 per child. The credit is refundable. Any amount that exceeds tax liability is paid to the claimant as a refund. Claimants with adjusted gross incomes under \$70,000 may claim the full credit. The maximum credit is phased out for claimants with household income above \$70,000 by \$1 for each \$4 of income for a family with one child and by \$2 for each \$4 of income for a family with two or more children for whom the credit is claimed.

In tax year 2023, based on returns filed through late October 2024, about 44,600 returns claimed \$15.1 million in credits.

(Minn. Stat. § 290.0674)

Education Income Tax Subtraction

For state income tax purposes, taxpayers may subtract from adjusted gross income the amounts they spend for tuition, secular textbooks, tutoring, academic summer school and camps, up to \$200 of the costs of a computer or education-related software, and transportation of dependents attending public or nonpublic elementary or secondary schools in Minnesota, North Dakota, South Dakota, Iowa, or Wisconsin. The maximum subtraction is \$1,625 per

dependent in grades kindergarten through six, and \$2,500 per dependent in grades seven through 12. In tax year 2023, based on returns filed through late October 2024, about 124,900 income tax returns claimed some amount as part of the K-12 education income tax subtraction.

A subtraction reduces the amount of income subject to tax; the benefit a taxpayer receives equals the taxpayer's marginal tax rate times the amount of the subtraction. For many Minnesota taxpayers, the subtraction against income falls to the second tier income tax bracket which has a rate of 6.8 percent, where a \$2,500 deduction decreases state income taxes by \$170 (.068 x \$2,500).

The constitutionality of this tax deduction was upheld in 1983 by the U.S. Supreme Court in the case of *Mueller v. Allen*. In a 5-4 decision affirming the lower courts' decisions, the Supreme Court held that the tuition tax deduction statute did not violate the establishment clause of the First Amendment.

(Minn. Stat. § 290.01, subd. 19b)

Table 70: Estimated Cost to State in Foregone Tax Revenue

Fiscal Year (Tax Year)	Tax Expenditure Amount for Credit	Tax Expenditure Amount for Deduction
2025 (2024)	\$18,600,000	\$16,100,000
2024 (2023)	18,000,000	15,800,000
2023 (2022)	6,700,000	16,500,000
2022 (2021)	7,200,000	16,700,000
2021 (2020)	8,600,000	16,700,000
2020 (2019)	9,000,000	16,500,000

Source: Minnesota Department of Revenue tax expenditure estimates

House Research Department

Taconite Revenue for School Districts

There are 14 school districts in northern Minnesota located in the taconite relief area—the part of the state where taconite ore is mined and concentrated. The finances of these school districts, along with the finances of the area’s other municipalities, are affected by the state treatment of taconite because the taconite industry is generally exempt from local property taxes. As a result, Minnesota’s municipal funding formulas have special aid adjustments to compensate for the loss of this potential tax base through formulas that provide both additional property tax relief and additional revenue.

What follows is a brief summary of taconite taxes and the distribution of taconite revenue to school districts. For more complete information on taconite revenues and the interrelationship between school districts and taconite revenue see the *Minnesota Mining Tax Guide*, published annually by the Department of Revenue (online at www.revenue.state.mn.us/minnesota-mining-tax-guides).

Taconite Taxes Affecting School Districts

The taconite industry is generally exempt from local property taxes and, instead, is subject to a series of taxes including production taxes, occupation taxes, excise taxes, and royalty taxes. The majority of mining industry revenues are received through the taconite production tax and nearly all the school district taconite revenue is provided through the production tax.

The overall taconite production tax rate is set in statute. For concentrate produced in 2022, the rate is \$3.063 per ton. The production tax rate is inflated each year by multiplying the production tax rate for 2013 times the change in the implicit price deflator since that time.

Taconite Revenue Programs for Schools

The proceeds of the taconite production tax are required by statute to be deposited into a variety of funds, and state statutes also contain formulas to provide for the distribution of revenues, primarily to local units of government, including school districts. School districts located in the taconite relief area received about \$19.2 million out of a total of \$110.2 million raised by the production tax for production year 2022 (distributed in 2023). Minnesota Statutes require school districts to use some of the taconite revenue for property tax relief, and the remainder of the taconite revenue is set aside as additional revenue for the school districts.

Taconite Revenue—Regular School Fund 24.72 Cents per Ton—\$9.187 Million

Regular School Fund Added Aid. Taconite area school districts receive some taconite aid that may be used for any spending purpose. For fiscal year 2014 and later, of the 24.72 cents per ton of taconite production tax revenue in the regular school fund, 11 cents per ton is distributed to all school districts located in the taconite relief area as additional revenue and may be used for any purpose.

Regular School Fund Property Tax Relief. The remainder of the regular school fund taconite revenue is used for direct school district property tax relief. This portion is determined by calculating an index for each district equal to its pupil units, times the ratio of the average adjusted net tax capacity per pupil unit for all districts in the taconite relief area to the district’s adjusted net tax capacity per pupil unit. This amount then reduces the districts’ school levies.

Table 71: Estimated Taconite Revenue Used to Reduce School District Levies

Payable Year	Levy Reduction
2024	\$8,274,000
2023	8,395,000
2022	8,353,000
2021	10,219,000
2020	8,995,000
2019	7,851,000

House Research Department

Taconite Referendum Fund—\$6.179 Million

In 1981, the legislature acted to allow taconite revenue to be used to equalize referendum levies in taconite districts. A taconite district receives an additional \$175 per pupil unit if the district has passed a referendum levy or had a referendum in place prior to the 2001 legislative session. Taconite referendum revenue essentially “equalizes” a qualifying school district’s referendum levy. The lower the district’s tax base, the higher the amount of taconite referendum revenue. The district receives additional taconite revenue according to the following formula:

$$\begin{aligned}
 &\text{Taconite} \\
 \text{Referendum Revenue} &= [(\$175 \times \text{Pupil Units}) - (1.8\% \times \text{ANTC})] \times \text{the lesser of:} \\
 &\quad (1) \text{ one; or} \\
 &\quad (2) \text{ referendum levy certified in the previous year} \\
 &\hspace{15em} 1.8\% \times \text{ANTC}
 \end{aligned}$$

For purposes of the above calculation, the number of pupil units in the district in 1983-84 is used if that number is higher than the number of pupil units in the current year, and beginning in fiscal year 2015, the adjusted net tax capacity is fixed at the amount for 2011.

Beginning in fiscal year 2015, a second set of calculations is added to this formula to distribute additional taconite aid to school districts. This formula is as follows, relying on the districts’ referendum allowances from fiscal year 2015, the districts’ pupil units from fiscal year 2012, and the districts’ tax base from assessment year 2011:

$$\text{Added Taconite Referendum Revenue} = 22.5\% \times [(\$415 + \text{Referendum Allowance for FY15}) \times \text{FY12 Pupil Units}] - (1.8\% \times 2011 \text{ ANTC})$$

Table 72: Estimated Taconite Revenue Used to Equalize Referendum Levies

Fiscal Year	Equalization Revenue
2025	\$6,179,000
2024	6,179,000
2023	6,179,000
2022	6,179,000
2021	6,179,000
2020	6,179,000

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(Minn. Stat. §§ 126C.48, subd. 8; 298.28, subds.3, 4; 477A.15)

Taconite Money for Facilities Purposes

A portion of the taconite production tax is used for school facilities purposes through a couple of different programs.

Building Maintenance Fund—\$1.343 Million. Annually, 4 cents per ton of the production tax is reserved for building maintenance and repairs and is distributed to the school districts where the taconite facilities are located. For taconite facilities with more than one district listed, the 4 cents per ton is distributed among the school districts based on each district’s share of enrollment.

Table 73: Taconite Revenue for Building Maintenance: 4.0 Cents per Ton

School District	Amount Distributed 2022 Production Year	Producer
ISD #316, Greenway	\$115,919	U.S. Steel-Keewatin Taconite
ISD #319, Nashwauk-Keewatin	48,651	U.S. Steel-Keewatin Taconite
ISD #381, Lake Superior	55,705	Northshore Mining

School District	Amount Distributed 2022 Production Year	Producer
ISD #695, Chisholm	63,259	Hibbing Taconite
ISD #701, Hibbing	183,733	Hibbing Taconite
ISD #712, Mountain Iron-Buhl	98,052	Minorca/U.S. Steel-Minntac
ISD #2142, St. Louis County	164,788	Northshore/United Taconite
ISD #2711, Mesabi East	144,383	Minorca/U.S. Steel-Minntac
ISD #2909, Rock Ridge	468,719	Minorca/U.S. Steel-Minntac/United Taconite

Source: Mining Tax Guide 2022

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Iron Range schools and community development account. The 2014 Legislature charged the Department of Iron Range Resources and Rehabilitation (IRRR), formerly called the Iron Range Resources and Rehabilitation Board (IRRRB) with the task of administrating the newly created Iron Range school consolidation and cooperatively operated school account. The 2024 Legislature changed the name of this program to the Iron Range schools and community development account. Taconite tax proceeds are transferred into the account, and the IRRR is responsible for determining the application process, approving qualifying projects, and allocating the funds to qualifying school district projects. The revenue and expenditures were first available for production year 2014.

Revenue

The Iron Range schools and community development account is funded through taconite production and occupation taxes. The proceeds into the account include:

- 1) 10 cents per ton of the production tax under Minnesota Statutes, section 298.24;
- 2) an amount equal to 6 cents per ton of the proceeds that would otherwise have been distributed according to the occupation tax;
- 3) beginning with production year 2022, \$3,500,000 per year from the Douglas J. Johnson Economic Protection Trust Fund; and
- 4) any other amounts authorized by law (including the transfer of taconite funds that were previously used to repay other school district bonds that have been repaid).

Table 74: Iron Range School Account

	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24
Balance Forward In	\$17,272,000	\$24,110,000	\$29,338,000	\$17,160,000	\$16,597,000	\$16,597,000
Taconite Revenue In	\$11,235,000	\$9,583,000	\$8,314,000	\$8,403,000	\$8,353,000	\$8,353,000

	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24
School Account Aid to Districts	\$4,397,000	\$4,355,000	\$20,492,000	\$8,966,000	\$15,666,000	\$15,666,000

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Expenditures

Expenditures may be made from the Iron Range schools and community development account for the reduction in school district bond payments that are being made for a qualifying school project or for other school projects as determined by the IRRR. A qualifying school project is a school facility project that was approved by the voters after April 3, 2006, received a positive review and comment from the Commissioner of Education, and is located in the taconite assistance area. At least seven members of the IRRR must approve any expenditure from the account.

Table 75: Iron Range Schools and Community Development Account Distributions Awarded to School Districts

Date of Award	Recipient Name	Estimated FY 25 Annual Amount	Duration in Years	Total Amount Approved	Purpose
Feb. 2016	St Louis County School District	\$2,000,000	12	\$28,000,000	Reduce tax impact of existing building bonds
Feb. 2016	Mesabi East School District	\$500,000	10	\$5,000,000	Reduce tax impact of existing building bonds
Feb. 2016	Mountain Iron-Buhl School District	\$1,577,800	20	\$31,184,000	Reduce tax impact of newly issued building bonds
Feb. 2016	STEM initiative; Itasca Community College and Nashwauk-Keewatin, Greenway, and Grand Rapids school districts	\$0	3 Fully distributed	\$2,505,000	Three-phased Science, Technology, Engineering, and Math (STEM) initiative
Feb. 2016	Applied Learning Institute (ALI); Aitkin, Crosby-Ironton, and Cook County school districts	\$0	Onetime FY 17 Fully distributed	\$500,000	Upgrading shop facilities in each district and accessing additional instructional and curriculum development assistance necessary to bring the classes online through ALI

Date of Award	Recipient Name	Estimated FY 25 Annual Amount	Duration in Years	Total Amount Approved	Purpose
Oct. 2017	Education Innovation Partners (EIP)	\$0	Onetime FY 18 Fully distributed	\$2,000,000	Initiating and supporting regional multidistrict high-quality education and training initiatives for students, teachers and communities and to assist EIP members with technology equipment infrastructure upgrades
Jan. 2018	Grand Rapids School District	\$0	Onetime FY 19 Fully distributed	\$4,700,000	Demolition and infrastructure needs of the Grand Rapids school district on a onetime basis
Aug. 2018	Mt. Iron-Buhl School District	\$0	1 Fully distributed	\$25,000	Expanding Chinese language instruction to include students from other Range districts
Aug. 2018	Chisholm School District and Deer River School District	\$0	4 Fully distributed	\$700,000	4-year project to provide one-to-one devices and to connect homeschool students and poor attendance students to school
Aug. 2018	Virginia and Eveleth-Gilbert School Districts	\$0	1 Fully distributed	\$100,000	Feasibility study for cooperative academy-style high school
Feb. 2019	Virginia and Eveleth-Gilbert School Districts	\$4,900,000	20	\$98,000,000	Reduce tax impact of newly issued building bonds
June 2019	Hibbing, Chisholm, St. Louis County, Mt. Iron-Buhl, Mesabi East, and Ely Districts	\$0	1 Fully distributed	\$350,000	6-District Innovative Summer STEAM programming
Dec. 2019	Education Innovation Partners	\$0	1 Fully distributed	\$350,000	Distance Learning Project
March 2020	Ely School District	\$0	1 Fully distributed	\$7,000,000	School renovations
Dec. 2021	Nashwauk-Keewatin School District	\$720,000	25	\$23,400,000	Reduce tax impact of newly issued building bonds
Dec. 2022	Rock Ridge School District	\$4,700,000	1 Fully distributed	\$4,700,000	Short-term cash infusion for higher construction costs
Dec. 2022	Ely	\$2,000,000	1 Fully distributed	\$2,000,000	Short-term cash infusion for higher construction costs
	Totals	\$16,397,800		\$210,514,000	

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(Minn. Stat. § 298.28, subd. 7a)

Taconite School Bond Payments. Over the 40 years prior to the creation of the Iron Range schools and community development account, the legislature occasionally authorized in session law the use of taconite production tax revenue for the full or partial repayment of locally issued school building bonds. In most of these cases, the legislation named the school districts, specified the approved bonding authority, and set the share of the bond repayment coming from the taconite production tax.

These school bond payments have been satisfied for all the recipient school districts. The Lake Superior School District received a final payment from taconite proceeds of \$177,339 in 2023 for its last bond payment under this program.

On four occasions (including in 2024), the legislature authorized the IRRR to issue revenue bonds backed by a portion of the production tax for school projects. The legislature has also authorized repayment of existing bonded indebtedness to certain taconite-area school districts.

Table 76: School District Taconite Assistance through Bonding Provided by Enacted Laws

Year of Legislation	Amount Authorized	Type of Assistance Supported by Production Tax	Citation
2024	\$39,000,000	IRRR revenue bonds for 2025, \$7.38 million for 4 school district projects	Chapter 107, article 69, section 16
2024	\$42,000,000	IRRR revenue bonds for 2024 \$2 million for 4 school district projects	Chapter 107, article 69, section 15
2023	\$42,000,000	IRRR revenue bonds	Chapter 64, article 6, section 13
2013	38,000,000	IRRRB revenue bonds	Chapter 143, article 11, section 11
2008	15,250,000	Reduction to existing bonds	Chapter 154, article 8, section 18
2005	15,000,000	IRRRB revenue bonds	Chapter 152, article 1, section 39
2000	12,750,000	Locally issued bonds	Chapter 490, article 5, sections 24 to 26
1998	5,300,000	Locally issued bonds	Chapter 398, article 4, sections 17 and 18
1996	31,940,000	Locally issued bonds	Chapter 412, article 5, sections 20 to 24
1992	11,379,500	Locally issued bonds	Chapter 499, article 5, section 29
1990	12,500,000	Locally issued bonds	Chapter 604, article 8, section 13
1989	1,000,000	Locally issued bonds	Chapter 329, article 5, section 20
1988	9,000,000	Locally issued bonds	Chapter 718, article 2, sections 62 and 63
1982	6,000,000	Reduction to existing bonds	Chapter 523, article 30, section 4
1982	6,330,000	Locally issued bonds	Chapter 523, article 30, section 3

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Tax Relief Aids and Aids in Lieu of Taxes

Property taxes have traditionally provided the revenue necessary to operate local governments and provide services at the local (city, town, county, or school district) level. Prior to taxes payable in 2002, nearly all tax proceeds remained at the local level. The reforms instituted by the 2001 Legislature created a statewide property tax paid by commercial/industrial and cabin property owners. In addition to direct state aids for specific programs, the state also provides general property tax relief for certain classes of property through property tax aids, credits, refunds (like the property tax refund), and reimbursements.⁸ State aid payments are primarily from revenue raised by income and sales and use taxes and are used to reduce the property taxes that would otherwise be necessary to fund the specified levels of local services.

For school districts, a number of state aids are paid either to provide tax relief or to compensate for the presence in the district of particular types of property—property that is not taxable or that is taxed in some way by the state. The amounts of these tax relief aids and aids in lieu of taxes are deducted from local levies so that districts receiving these aids do not have excessive funds available beyond the amount provided by the general education aid formula.

The property tax aids and credits to school districts were significantly altered for fiscal year 2003 due to the state taking over the general education revenue program. Two large credits that were applied to school district levies, the education homestead credit and the education agricultural credit, have been eliminated and replaced with two smaller credits called the homestead market value credit and the agricultural market value credit, and beginning for taxes payable in 2012, the homestead market value exemption replaces the homestead market value credit.

School Building Bond Agricultural Credit

For information about the school building bond agricultural credit, see page 50.

Agricultural Market Value Credit

The agricultural market value credit is a property tax credit first effective for taxes payable in 2002. Each property classified as an agricultural homestead will receive the credit. The credit is computed as a percentage of the property's market value; it excludes the market value of the house, garage, and surrounding one acre of land. The formula is a sliding scale that reduces credit as a property's market value is higher. The formula for determining each property's credit is 0.3 percent of the property's market value, to a maximum of \$345. The maximum credit of \$345 is reached at a market value of \$115,000. As the market value increases above

⁸ A property tax aid is a state payment to a local unit of government to help pay for services. A property tax credit is defined as a reduction in a taxpayer's property tax payment, and the taxing jurisdiction receives payment from the state to make up for the tax reduction. A property tax reimbursement is a payment in lieu of taxes from the state to the local unit of government for a piece of property that would not normally generate property tax revenue.

\$115,000, the credit is reduced by .05 percent of the amount between \$115,000 and \$345,000 of value; until for properties in excess of \$345,000, the credit's maximum is \$230.

The credit is subtracted from each property's net tax capacity tax (which is determined by multiplying the property's net tax capacity by the local tax rate of each jurisdiction with taxing authority over the property). The credit subtraction is distributed across taxing jurisdictions in proportion to each jurisdiction's share of the net tax capacity tax. The state makes a payment to each taxing jurisdiction in the state to compensate for the reduction in each taxpayer's tax resulting from the credit in the calendar year in which the taxes are paid.

(Minn. Stat. § 273.1384, subd. 2)

Disparity Reduction Aid

Disparity reduction aid was designed to provide property tax relief to taxing areas that have relatively high tax rates. Disparity aid is calculated on the basis of unique taxing areas (UTAs) based on taxes payable in 1988 property tax characteristics. Disparity reduction aid serves to reduce the total tax rate of UTAs that have relatively high tax rates.

Disparity reduction aid is equal to the previous year's disparity reduction aid multiplied by the ratio of:

- 1) the area's tax capacity using class rates for taxes payable in the year for which aid is being computed, to
- 2) its tax capacity using the class rates for taxes payable in the prior year, both based upon market values for taxes payable in the prior year.

Disparity reduction aid is calculated on the basis of unique taxing areas. The amount of disparity reduction aid allocated to each local unit of government is in proportion to that unit of government's gross taxes payable to total gross taxes payable.

(Minn. Stat. § 273.1398, subd. 3)

Taconite Homestead Credit

Homeowners in a taconite property tax relief area have their property taxes reduced by the taconite homestead credit. The taconite homestead credit is subtracted from each homestead taxpayer's gross property tax. For taxes payable in 2002 and later, the definition of "taconite tax relief area" was amended to exclude a school district whose boundaries are more than 20 miles from a taconite mine or plant. This definition excludes the Aitkin, Crosby-Ironton, and Grand Rapids school districts from receiving taconite property tax relief under this program. However, taxpayers in these districts continue to receive the same amount of relief through a state-funded program called the "supplemental homestead credit."

For homestead property located in a city or town that has a taconite facility, taconite power plant, or on which more than 40 percent of its valuation in 1941 was iron ore, the taconite homestead credit is 66 percent of the tax on the property, up to a maximum credit of \$315.10.

For homestead property located outside such a city or town, but located within a school district that contains a taconite city or town, the taconite homestead credit is 57 percent of the tax on the property, up to a maximum credit of \$289.80.

For taxes payable in 2023, the taconite homestead and supplemental credit reduced school district property taxes by \$2,287,000.

(Minn. Stat. §§ 273.134; 273.135)

Other Property Tax Aids, Credits, and Reimbursements

There are a variety of other property tax credits and reimbursements that are authorized by statute. These property tax aids and credits include county conservation credit, disaster reduction credit, disparity reduction credit, powerline credit, and agricultural preserves.

Table 77: Property Tax Credits Reducing School District Levies for Taxes Payable in 2023 (Fiscal Year 2024)

Tax Credits Affecting School Levies	State Aid and Credit Amount
School Building Bonding Ag Credit	\$87,596,000
Disparity Reduction Aid	7,875,000
Agricultural Homestead Market Value Credit	7,305,000
Disparity Reduction Credit	2,730,000
Taconite Homestead Credit	2,287,000
Local Option Disaster Credit	32,000
Agricultural Preserves/County Conservation Credit	109,000
Homestead Disaster Credit	33,000
Local Option Disaster Abatement	0
Disaster Credit	0
Prior Year Adjustments	108,000
School Share; Total All State Credits	\$108,075,000

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(Minn. Stat. §§ 473H.10, 273.119 – Ag Preserves; 273.123 – Homestead Disaster; 273.124 – Local Option Disaster Credit; 273.1398 – Disparity Reduction Credit; 273.1384 – Agricultural Market Value Homestead Credit; 273.1398 – Disparity Reduction Aid; 273.1387 – School Building Bonding Agricultural Credit; 273.1233 – Local Optional Disaster Abatement)

Teacher Retirement

Teachers, administrators, nurses, librarians, social workers, counselors, and other professional personnel employed in Minnesota's public schools, including charter schools, are provided retirement benefits through two teacher retirement fund associations. The larger of the funds is the statewide Teachers Retirement Association (TRA). The smaller fund is a separate retirement fund association for teachers employed by the St. Paul school district.

Prior to fiscal year 1987, the state paid all employer obligations to the teacher retirement funds and Social Security. For fiscal years 1987 and 1988, a new state aid formula for teacher retirement was instituted that required school districts to make employer contributions for amounts in excess of the state aid payments. Since fiscal year 1989, school districts have been required to make all employer contributions for teacher retirement and Social Security directly from their undesignated general fund revenue. Additionally, special state aid is paid from the state to the statewide retirement fund for teachers employed by Minneapolis and Duluth and to the St. Paul retirement fund, to reduce the unfunded liability accrued by those funds.⁹

Minneapolis Teacher Retirement Fund

The 2006 Legislature abolished the Minneapolis teacher retirement fund and transferred its employees, retirees, assets, and liabilities to the statewide teacher retirement fund effective July 1, 2006. The Minneapolis school district continues to pay a higher employer contribution rate into the fund, but its teacher employees are now covered and will receive their retiree benefits from the statewide teacher retirement fund.

Duluth Teacher Retirement Fund

The 2014 Legislature consolidated the Duluth teacher retirement fund into the statewide teacher retirement fund effective July 1, 2015.

Employer Contributions

Prior to the 1987 changes, the employer's share of retirement contributions on behalf of all TRA members had been paid by the state since the establishment of the fund in 1915. Employer contributions for teachers employed in first-class cities had been solely the state's responsibility since 1975, although state aid for first-class city teacher retirement costs began in 1968. The state had also paid employer contributions to Social Security for all members of coordinated retirement plans (a coordinated plan is a plan that also provides Social Security benefits upon retirement). Coordinated plans include Social Security coverage; employer contributions to Social Security are required. Basic plans do not include Social Security coverage and, therefore, require higher employer contribution rates to the retirement fund. Since 1959, all new

⁹ Additional information on Minnesota's teacher retirement plans can be found on the websites of the Minnesota Teacher Retirement Association (TRA) at <https://MinnesotaTRA.org> and the St. Paul Teacher Retirement Fund Association (SPTRFA) at <https://sptrfa.org/>.

members of the statewide TRA have been required to be covered under the coordinated plan. Minneapolis and St. Paul offered coordinated plans beginning July 1, 1978, and teachers first hired after that date are in the coordinated plans. The St. Paul School District no longer has any active employees in its basic plan. Minneapolis has one part-time basic active employee.

Employer contributions to the retirement funds are calculated as a percentage of each employee’s total qualifying payroll. These rates are recommended by the Legislative Commission on Pensions and Retirement and are set in statute. The following tables show the number of active members for whom employer contributions are made, the fund assets and liabilities, and the employer and employee contribution rates.

(Minn. Stat. §§ 354.42; 354.43; 354.435; 354.436; 355.01-355.08 (Statewide TRA); 354A.12 (St. Paul; Cities of the First Class))

Table 78: Membership Counts, Fund Assets, and Liabilities by Retirement Plan

Fund	July 1, 2023 Active Membership	July 1, 2023 Actuarial Assets	July 1, 2023 Liabilities	Ongoing Annual Special State Aid Payments
Statewide TRA active members*	84,893	\$26,904,000,000	\$35,008,000,000	\$15,454,000*** 14,377,000****
St. Paul TRFA active members**	3,456	\$1,234,000,000	\$1,892,000,000	\$14,827,000

Note: As of June 30, 2006, the Minneapolis teacher retirement fund was combined into the statewide TRA fund. As of July 1, 2015, the Duluth teacher retirement fund was consolidated into the statewide TRA fund.
 *The “basic” active members in the statewide TRA plan are Minneapolis teachers formerly covered by the Minneapolis TRFA plan. As of July 1, 2023, one part-time basic active member remained employed by the Minneapolis schools.
 **As of July 1, 2019, there are no active basic members in St. Paul TRFA.
 ***This amount includes \$2,500,000 in matching aid for contributions by the city and school district and \$12,954,000 on behalf of the former Minneapolis Teacher Retirement Fund Association.
 ****This annual aid payment is on behalf of the former Duluth Teacher Retirement Fund Association.
 Source: Legislative Commission on Pensions and Retirement, valuation reports

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Table 79: Employee and Employer Coordinated Plan Contribution Rates (Fiscal Years)

TRA Fund or District	Fiscal Year Contribution Rates																
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027 & later
Statewide TRA																	
School District (Employers other than Mpls or Duluth)	5.5	6.0	6.5	7.0	7.5	7.5	7.5	7.5	7.71	7.92	8.13	8.34	8.55	8.75	8.75	9.5	9.5
Minneapolis School District Employer*	9.14	9.64	10.14	10.64	11.14	11.14	11.14	11.14	11.35	11.56	11.77	11.98	12.19	12.39	12.39	13.14	13.14
Duluth School District Employer**	5.79	6.29	6.79	7.29	7.5	7.5	7.5	7.5	7.71	7.92	8.13	8.34	8.55	8.75	8.75	9.5	9.5
Employees	5.5	6.0	6.5	7.0	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.75	7.75	8.0	8.0
St. Paul TRFA																	
Employer	8.34	8.59	8.84	9.09	9.34	9.84	10.09	10.34	11.175	12.01	12.22	12.43	12.64	12.84	12.84	13.59	13.59
Employee	5.5	5.75	6.0	6.25	6.5	7.0	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.75	7.50	8.75	9.0
*Beginning June 30, 2006, Minneapolis teachers are members of the statewide Teacher Retirement Association (TRA) and pay the same employee contribution rates as all other teachers in TRA. **Beginning July 1, 2015, Duluth teachers are members of the statewide TRA and pay the same employee contribution rates as all other teachers in TRA.																	

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Social Security and Medicare

The employer’s (school district’s) Social Security contribution is determined by Congress. The maximum salary base subject to the Medicare rate is greater than the maximum salary base subject to the Social Security contribution rate. Congress both establishes the rates of taxation and specifies the maximum amount of an employee’s salary that is subject to the taxes. The following contribution rates apply to all employers. The school districts’ Social Security contributions are made on behalf of employees in coordinated plans.

Employees pay a matching amount for Social Security and Medicare, and employees with higher incomes (over \$200,000 for single filers and over \$250,000 for married filers) pay an additional Medicare tax of 0.9 percent (as a part of the Affordable Care Act) on the amount of income in excess of the limit.

Table 80: Social Security and Medicare Employer Contribution Rates

Calendar Year	Social Security Contribution Rate	Medicare Contribution Rate	Social Security Maximum Salary	Medicare Maximum Salary
2025	6.2%	1.45%	\$176,100	Unlimited
2024	6.2	1.45	167,700	Unlimited
2023	6.2	1.45	160,200	Unlimited
2022	6.2	1.45	147,000	Unlimited
2021	6.2	1.45	142,800	Unlimited
2020	6.2	1.45	137,700	Unlimited

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Postemployment Benefits

Many Minnesota school districts have offered a number of postemployment benefits to their employees. These benefits are in addition to the employee pension benefits provided by the teacher retirement systems for licensed staff (teachers and other licensed staff) and the Public Employee Retirement Association (PERA) for nonlicensed staff. The largest share of these benefits consists of promises to pay certain health costs of retired employees. OPEB is an acronym that stands for Other Postemployment Benefits, which are benefits that give rise to a liability under the Governmental Accounting Standards Board (GASB), and in Minnesota, generally refers to retiree health benefits.

Other Postemployment Benefits (OPEB)

The 2008 Legislature passed a law that authorized municipalities, including school districts, to determine their outstanding OPEB liability and then issue bonds, without voter approval, to fund a trust up to the amount of the OPEB liability. School districts may then levy to repay these bonds as a part of the annual levy needed to make bond payments (nearly all other school district bonds are for capital purposes). Since school districts are limited in their levy authority, without this law, school districts could neither sell the bonds without voter approval nor make an annual levy to pay for the OPEB costs. Specifically, the 2008 law:

- created the authority for municipalities to determine their OPEB liability and establish either an irrevocable or a revocable trust to pay the postemployment benefits (see Minn. Stat. § 471.6175);
- authorized municipalities to bond for actuarial liabilities to pay postemployment benefits to employees after their termination of service (Minn. Stat. § 475.52, subd. 6); and
- exempted the OPEB bond sales from voter approval (Minn. Stat. § 475.58, subd. 1).

The 2009 Legislature narrowed municipalities' OPEB authority. The 2009 changes kept the ability for municipalities to create trusts, but eliminated the ability to sell bonds for this purpose for municipalities other than school districts. For school districts, beginning October 1, 2009, bonding for OPEB liabilities may occur only after the school district has received voter approval.

(Minn. Stat. §§ 471.6175; 475.51, subd. 4; 475.52, subds. 1 and 6; 475.58, subd. 1)

Retired Employee Health Benefits Levy

Another part of the 2009 legislative changes was to expand the retired employee health benefits levy. Prior to the 2008 legislative session, a school district could levy for up to \$600,000 per year for the retired employee health insurance costs required by a collective bargaining agreement in place prior to March 30, 1992. This was for those employees who had retired prior to July 1, 1992.

The 2008 Legislature kept the \$600,000 district cap, but allowed a district to include in its levy the costs for those employees who had retired between July 1, 1992, and July 1, 1998, so long as the provisions in their collective bargaining agreements that had given rise to the employee obligation had been sunset.

The 2009 Legislature expanded the retired employee health benefits levy as a part of the package of changes to the OPEB statutes. The 2009 changes allow a school district, upon school board approval, to levy for OPEB costs that are actually incurred in the previous year as long as the district's contract has sunset certain provisions that gave rise to OPEB obligations.

(Minn. Stat. § 126C.41, subd. 2)

Added retirement. The Minneapolis and St. Paul school districts must levy for a portion of certain costs associated with higher required employer contribution rates to their respective teacher retirement funds and for additional required contributions to the funds for nonteaching employees.

(Minn. Stat. § 126C.41, subd. 3)

Severance pay obligations, St. Paul. The St. Paul school district may levy up to 0.34 percent of ANTC for payment of certain severance pay obligations.

(Minn. Stat. § 126C.41, subd. 5)

Table 81: Postemployment Benefit Levies

Payable Year	OPEB Bonded Debt Levy	OPEB Annual Levy	Retired Employee Health Benefits Levy	Added Retirement Levy	St. Paul Severance Levy
2024	\$35,460,000	\$41,254,000	\$1,231,000	\$28,094,000	\$1,603,000
2023	46,531,000	39,354,000	1,388,000	28,644,000	1,445,000
2022	41,612,000	45,553,000	1,251,000	26,812,000	1,110,000
2021	43,522,000	44,041,000	1,235,000	26,046,000	1,110,000
2020	57,377,000	43,207,000	1,411,000	24,222,000	1,110,000
2019	68,795,000	40,147,000	1,515,000	25,761,000	1,110,000

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School District Accounting

Two aspects of school district accounting are of major significance to the legislature: the accounting system that school districts are required to use, because it provides an important view of school districts' financial status; and the accounting methods that the legislature uses to pay or meter revenue to school districts, because it provides a way to carefully manage the state's payment of funds to the local school districts.

School District Accounting System

Uniform Financial Accounting and Reporting Standards. The legislature requires school districts to adopt and use a uniform system of records and accounting for public schools. The adopted system, a modified accrual accounting system, is known as Uniform Financial Accounting and Reporting Standards (UFARS). UFARS is important because it provides a uniform basis for comparing and evaluating school district revenue and expenditures. Under UFARS, every district must maintain at least the following funds.

Table 82: School Funds

Fund Number	Operating Funds	Common Purposes
01	General	Money used to pay general operating costs, such as teacher salaries, administrative costs, and to purchase textbooks and equipment
02	Food Service	Money for nutrition programs—primarily school lunch and breakfast
04	Community Service	Money for community education programs
Fund Number	Nonoperating Funds	Common Purposes
06	Building Construction	Proceeds of bond sales used to pay contractors for building projects
07	Debt Redemption	Money necessary to repay bond holders
47	Postemployment Benefits Debt Service Fund	Money from levy proceeds to repay OPEB bonds
Fund Number	Fiduciary Funds	Common Purposes
08	Trust	Money held in trust for others
18	Custodial	Fiduciary activities not reported elsewhere for the benefit of others
45	Postemployment Benefits Irrevocable Trust Fund	Money held in an irrevocable trust for postemployment benefits

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(Minn. Stat. §§ 123B.75-123B.83)

The UFARS statute (Minn. Stat. § 123B.79) generally prohibits a district from permanently transferring money from an operating fund to a nonoperating fund, although a procedure is set forth in statute for the Commissioner of Education to approve transfers in exceptional circumstances. Also, the creation by the 1995 Legislature of operating capital revenue accounts in the general fund means that districts can spend any undesignated or unreserved general fund money for capital equipment and facilities purposes. Additionally, almost every year the legislature approves specific fund transfers for individual school districts.

In contrast to the usual limitations on fund transfers, the 1991 Legislature authorized two types of fund transfers:

- **Reorganization Fund Transfers:** A school district that has reorganized may make permanent transfers between any of the funds in the newly created or enlarged district, with the exception of the debt redemption fund. These fund transfers may be made only during the fiscal year following the effective date of the district's reorganization.
- **Nonoperating Fund Transfer:** On June 30, 1992, a school district could transfer money from its capital expenditure fund and from its debt redemption fund (to the extent the funds are not needed to make debt service payments) to the transportation fund, capital fund, or debt redemption fund.

The UFARS statute also prescribes the fiscal years when revenues and expenditures are to be recognized on district books. The legislature uses these recognition provisions to distribute state aid payments to school districts and to balance the state budget. The revenue recognition procedures established by the legislature determine a district's operating debt and expenditure limitations.

Statutory Operating Debt. Operating debt is defined as the net negative unappropriated fund balance on June 30 of any year in all of the school district's operating funds. Districts for which the operating debt is greater than 2.5 percent of the expenditures in operating funds in the most recent fiscal year are considered to be in statutory operating debt. At the close of fiscal year 2023, eight school districts and five operating charter schools were in statutory operating debt. Three other charter schools in statutory operating debt as of June 30, 2023, closed during that fiscal year.

Statutory Operating Debt Levies. A series of levies were approved in 1977, 1983, 1985, and 1992 that allowed districts to pay off past statutory operating debt amounts. The authority under each of these levies has now expired.

Expenditure Limitations. A school district in statutory operating debt must limit its expenditures in each subsequent fiscal year such that its statutory operating debt is not increasing. A district in statutory operating debt must submit a special operating plan to reduce its deficit expenditures to the Commissioner of Education for approval. If the plan is disapproved, the district receives no state aid until a plan is approved.

(Minn. Stat. § 123B.83)

Temporary Waiver of Fund Transfer Limits. For fiscal years 2012 through 2017, a school district could transfer money from any account or fund (except the community service and food service fund) to any other account or fund as long as that transfer did not affect the school district’s state aid or local levy.

For fiscal years 2020 and 2021, a school district could transfer moneys from any operating account or fund to another to adjust the district’s budget in response to COVID-19.

State Accounting Measures

Aid Payment Percentage. The state aid share of school district revenue that is promised to the school district through Minnesota’s school finance formulas is called the “aid entitlement.” The amount paid to school districts by the state during each fiscal year is called the “appropriation.” Since school districts use the accrual method of accounting, the full amount of the aid entitlement owed to the district for a fiscal year is booked as revenue for that year, regardless of when the state aid is actually received. On the other hand, for budgetary purposes, the state uses a cash-based system of accounting, not an accrual system of accounting. As a result, the “cost” to the state is only the actual appropriation for a particular school year, not the aid entitlement.

Minnesota statutorily sets the portion of state aid that is paid to a school district for a specific fiscal year. This percentage is sometimes called the “aid payment percentage.” In a year in which the aid payment percentage is lowered, the state “saves” money through an accounting shift because the appropriation is smaller than the aid entitlement. For this reason, the shift tends to be used in years when desired state revenues are below desired program funding levels. For fiscal year 2014 and later, the current year aid payment percentage is set equal to 90 percent. The remaining portion, often referred to as the “cleanup payment,” is paid during the subsequent fiscal year. This means that the state paid school districts 90 percent of their current year aid entitlement and 10 percent of the previous year’s aid entitlement in that year.

Table 83: Aid Payment Percentage

Fiscal Year of Entitlement	Current Year Aid Payment Percentage	Previous Year Aid Payment Percentage	Appropriation Cost to State
2015 – 2025	90.0%	10.0%	100.0%
2014	90.0	13.6	103.6
2013	86.4	35.7	122.1
2012*	64.3	30.0	94.3
2011	70.0	27.0	97.0
2010	73.0	10.0	83.0
2009 – 2007	90.0	10.0	100.0

Fiscal Year of Entitlement	Current Year Aid Payment Percentage	Previous Year Aid Payment Percentage	Appropriation Cost to State
2006	90.0	15.7	105.7
2005	84.3	20.0	104.3
2004	80.0	17.0	97.0
2003	83.0	10.0	93.0
2002 – 1999	90.0	10.0	100.0
1998	90.0	15.0	105.0
1983 – 1997	85.0	15.0	100.0

*Note: During the 2011 special session, the legislature and the governor agreed to set the aid payment percentage at 60, but the allocation of the February 2012 budget surplus restored \$314 million to increase the aid payment percentage to 64.3.

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The following example shows how the aid payment percentage shift defers a portion of any state aid entitlement increase into the next fiscal year.

Table 84: Example of Appropriation Payments

(Figures are hypothetical for illustrative purposes only and expressed as \$ in millions)

Appropriation	State Fiscal Year									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
(a) Aid entitlement	\$4,000	\$4,200	\$4,500	\$4,800	\$5,000	\$5,200	\$5,500	\$6,000	\$6,500	\$7,000
(b) Percent share owed for previous fiscal year	30%	35.7%	13.6%	10%	10%	10%	10%	10%	10%	10%
(c) Share still owed for previous fiscal year	\$1,140	\$1,499	\$571	\$480	\$480	\$500	\$520	\$550	\$600	\$650
(d) Percent share owed for current fiscal year	64.3%	86.4%	90%	90%	90%	90%	90%	90%	90%	90%
(e) Share of entitlement paid during the current fiscal year	\$2,572	\$3,629	\$4,050	\$4,320	\$4,500	\$4,680	\$4,950	\$5,400	\$5,850	\$6,300

Appropriation	State Fiscal Year									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Appropriation for the current fiscal year (c) + (e)	\$3,712	\$5,128	\$4,621	\$4,800	\$4,980	\$5,180	\$5,470	\$5,950	\$6,450	\$6,950

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Property Tax Shift and Levy Recognition. The property tax early recognition shift alters the way school property taxes are recognized for state accounting purposes. Because the state uses a cash system of accounting when paying school districts, and school districts use an accrual system of accounting when receiving state aids, a change in the recognition of the property taxes that are paid to school districts by the county treasurer in June of each year allows the state to delay a certain portion of state aid payments to school districts until after July 1. This procedure allows the state to balance its books in a current fiscal year by postponing an aid payment to a school district until the following fiscal year (through fiscal year 2009).

The property tax shift was first enacted in 1982. The property tax recognition shift percentage was increased and decreased a number of times until 1998, when it was eliminated. The 2003 Legislature reinstated the property tax recognition shift for fiscal years 2004 and 2005 and beginning in fiscal year 2006, the property tax recognition shift was again eliminated through fiscal year 2009. The 2010 Legislature statutorily implemented the property tax recognition shift beginning in fiscal year 2010.

Prior to the creation of the property tax recognition shift, the full amount of the first-half property tax payment, received by school districts in late May and early June, was revenue attributable to the following fiscal year (which begins July 1). As a result of the shift, the state delays paying a portion of the aid payments to school districts, and instead, requires the school districts to “borrow” or recognize early, the statutorily specified portion of the June property tax payment instead of receiving the state aid payments. The shift is a onetime savings to the state, unless the shift percentage is increased or the total amount of net school levy increases. The net effect for most school districts is that the state aid payments promised for the late spring (primarily April, May, and June) are delayed until the following fiscal year, and the district instead relies on the May and June property tax payments from the county to meet its financial obligations during the late spring. Because of the property tax recognition shift, many school districts engage in short-term borrowing in order to meet their cash flow needs during the late spring. Since the shift was instituted in fiscal year 1983, the shift percentage has fluctuated greatly.

The property tax recognition shift percentage was set at 48.6 percent for fiscal years 2004 and 2005 and was eliminated for fiscal years 2006 through 2010. For fiscal year 2011 and later, the governor proposed an unallotment of state aid designed to mimic the property tax recognition shift at 49.1 percent. This action never took effect because the 2010 Legislature statutorily

implemented the property tax recognition shift at 48.6 percent. Sufficient state funds existed in the fund balance following the 2013 legislative session such that the property tax recognition shift was eliminated for fiscal year 2014 and later.

Table 85 shows the amount of the shift percentage for each of the years since its inception and the relationship among the years for the assessment valuation and the certification, collection, and use of levies.

Table 85: Relationship Among the Years

Assessment Year	December When Levy is Certified	Calendar Year When Levy is Collected	Fiscal Year		School Year When Levy is Used (Percent Shifted is in bold)
1980	1981	1982	FY 1983	=	1982-83 school year
1981	1982	1983	FY 1983 FY 1984	= =	1982-83 school year: 32% of levy 1983-84 school year: 68% of levy
1982	1983	1984	FY 1984 FY 1985	= =	1983-84 school year: 32% of levy 1984-85 school year: 68% of levy
1983	1984	1985	FY 1985 FY 1986	= =	1984-85 school year: 24% of levy 1985-86 school year: 76% of levy
1984	1985	1986	FY 1986 FY 1987	= =	1985-86 school year: 24% of levy 1986-87 school year: 76% of levy
1985	1986	1987	FY 1987 FY 1988	= =	1986-87 school year: 24% of levy 1987-88 school year: 76% of levy
1986	1987	1988	FY 1988 FY 1989	= =	1987-88 school year: 27% of levy 1988-89 school year: 73% of levy
1987	1988	1989	FY 1989 FY 1990	= =	1988-89 school year: 27% of levy 1989-90 school year: 73% of levy
1988	1989	1990	FY 1990 FY 1991	= =	1989-90 school year: 31% of levy 1990-91 school year: 69% of levy
1989	1990	1991	FY 1991 FY 1992	= =	1990-91 school year: 31% of levy 1991-92 school year: 69% of levy
1990	1991	1992	FY 1992 FY 1993	= =	1991-92 school year: 37% of levy 1992-93 school year: 63% of levy
1991	1992	1993	FY 1993 FY 1994	= =	1992-93 school year: 50% of levy 1993-94 school year: 50% of levy
1992	1993	1994	FY 1994 FY 1995	= =	1993-94 school year: 37.4% of levy 1994-95 school year: 63.6% of levy
1993	1994	1995	FY 1995 FY 1996	= =	1994-95 school year: 37.4% of levy 1995-96 school year: 81% of levy
1994	1995	1996	FY 1996 FY 1997	= =	1995-96 school year: 19% of levy 1996-97 school year: 93% of levy

Assessment Year	December When Levy is Certified	Calendar Year When Levy is Collected	Fiscal Year		School Year When Levy is Used (Percent Shifted is in bold)
1995	1996	1997	FY 1997 FY 1998	= =	1996-97 school year: 7% of levy 1997-98 school year: 93% of levy
1996	1997	1998	FY 1998 FY 1999	= =	1997-98 school year: 7% of levy 1998-99 school year: 100% of levy
1997	1998	1999	FY 1999 FY 2000	= =	1998-99 school year: 0% of levy 1999-00 school year: 100% of levy
1998	1999	2000	FY 2000 FY 2001	= =	1999-00 school year: 0% of levy 2000-01 school year: 100% of levy
1999	2000	2001	FY 2001 FY 2002	= =	2000-01 school year: 0% of levy 2001-02 school year: 100% of levy
2000	2001	2002	FY 2002 FY 2003	= =	2001-02 school year: 0% of levy 2002-03 school year: 100% of levy
2001	2002	2003	FY 2003 FY 2004	= =	2002-03 school year: 0% of levy 2003-04 school year: 100% of levy
2002	2003	2004	FY 2004 FY 2005	= =	2003-04 school year: 47% of levy 2004-05 school year: 53% of levy
2003	2004	2005	FY 2005 FY 2006	= =	2004-05 school year: 48.6% of levy 2005-06 school year: 51.4% of levy
2004	2005	2006	FY 2006 FY 2007	= =	2005-06 school year: 0% of levy 2006-07 school year: 100% of levy
2005	2006	2007	FY 2007 FY 2008	= =	2006-07 school year: 0% of levy 2007-08 school year: 100% of levy
2006	2007	2008	FY 2008 FY 2009	= =	2007-08 school year: 0% of levy 2008-09 school year: 100% of levy
2007	2008	2009	FY 2009 FY 2010	= =	2008-09 school year: 0% of levy 2009-10 school year: 100% of levy
2008	2009	2010	FY2010 FY2011	= =	2009-10 school year: 48.6% of levy 2010-11 school year: 51.4% of levy
2009	2010	2011	FY2011 FY2012	= =	2010-11 school year: 48.6% of levy 2011-12 school year: 51.4% of levy
2010	2011	2012	FY2012 FY2013	= =	2011-12 school year: 48.6% of levy 2012-13 school year: 51.4% of levy
2011	2012	2013	FY2013 FY2014	= =	2012-13 school year: 48.6% of levy 2013-14 school year: 51.4% of levy
2012	2013	2014	FY2014 FY2015	= =	2013-14 school year: 0% of levy 2014-15 school year: 100% of levy
2013 and later	2014 and later	2015 and later	First year Second year	= =	First year: 0% of levy Second year: 100% of levy

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Metered Payments. State aid payments are metered to school districts on the basis of a statutory schedule. School districts receive bimonthly state aid payments from the Department of Education. The metering schedule is an accounting tool designed to help the state avoid short-term borrowing by providing school districts' state aid payments on a schedule that is supposed to reflect the average school district's cash flow needs. The same cumulative percentage is used for each district regardless of that district's particular cash flow needs. Each school district is guaranteed the cumulative percentage of its revenue.

(Minn. Stat. § 127A.45)

School districts receive state aid payments and property tax payments as shown in the following table (school district fiscal years are the same as state fiscal years and run from July 1 to June 30).

Table 86: Metered Payments

Payment Date	Cumulative Aid Percentage	Comments
July 15	5.5%	—
July 30	8.0	—
August 15	17.5	—
August 30	20.0	—
September 15	22.5	—
September 30	25.0	—
October 15	27.0	—
October 30	30.0	District receives second half of property tax receipts from county treasurer in October and early November with a small cleanup payment in December
November 15	32.5	—
November 30	36.5	—
December 15	42.0	—
December 30	45.0	—
January 15	50.0	—
January 30	54.0	—
February 15	58.0	—
February 28	63.0	—
March 15	68.0	—
March 30	74.0	—
April 15	78.0	—
April 30	85.0	—

Payment Date	Cumulative Aid Percentage	Comments
May 15	90.0	—
May 30	95.0	Districts receive first half of property tax receipts in late May and early June with a small cleanup payment in July
June 20	100.0%	—

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Metered payments distribute 90 percent of the aid entitlement to the school districts during the current fiscal year. In the following fiscal year, the remaining 10 percent is paid to school districts. These payments are often referred to as the “cleanup” payments.

There are four cleanup payments for a school district:

- August 15: for the final adjustment for state paid property tax credits
- August 30: 30 percent of the remaining aid payments for the previous fiscal year
- September 30: 40 percent of the remaining aid payments for the previous fiscal year
- October 30: 30 percent of the remaining aid payments for the previous fiscal year

Charter School Metered Payments. In an effort to speed up cash flow to charter schools, the legislature has modified the aid payment and metering schedule for charter schools in three ways:

- 1) In any year where the aid payment percentage is less than 90, the full amount of the current year payment to charter schools must be paid in the July through February payments (this gives charter schools the current year payments earlier, but means charter schools won't receive any state aid payments during March, April, May, and June).
- 2) In any year where the aid payment percentage is less than 90, the cleanup payment for charter schools is also accelerated. Seventy-five percent of the cleanup payment is made on July 15, and the remainder (25 percent) is paid on October 30.
- 3) A charter school where at least 90 percent of the students are eligible for special education services has its special education payments made on a 90/10 basis regardless of the general statutory aid payment percentage.

Appendix

The appendix includes historical funding information about certain school finance programs where funding levels may not be easily found elsewhere. It includes information on the general education program, capital projects, integration programs, and school safety funding.

General Education Program

The uniform general education levy was a major part of the funding for general education revenue from 1989 to 2000. Table 87 shows the general education levy, tax rate, equalizing factor, and dollars raised statewide by the levy.

Table 87: General Education Levy

Year Certified	Year Levy Paid	Fiscal year	Adjusted Net Tax Capacity Rate	Dollars Raised Statewide	Equalizing Factor
2017 and later	2018	2019	0.00%	\$0	—
2016	2017	2018	0.16	10,000,000	—
2015	2016	2017	0.30	20,000,000	—
2014	2015	2016	0.33	20,000,000	—
2013*	2014	2015	0.35	20,000,000	—
2000**	2001	2002	32.38	1,330,000,000	\$12,242
1999	2000	2001	35.78	1,330,000,000	10,970
1998	1999	2000	36.58	1,285,500,000	9,650
1997	1998	1999	36.9	1,292,000,000	9,704
1996	1997	1998	37.4	1,359,000,000	9,372
1995	1996	1997	40.8	1,359,000,000	8,591
1994	1995	1996	34.2	1,055,000,000	9,211
1993	1994	1995	34.9	1,044,000,000	9,025
1992	1993	1994	30.7	969,800,000	9,935
1991	1992	1993	27.9	916,000,000	11,051
1990	1991	1992	26.4	840,000,000	11,553
1989	1990	1991	26.3	792,000,000	11,228
1988	1989	1990	29.3***	1,100,580,000	—

*There was no general education levy for taxes payable in 2002 through taxes payable in 2013.

**The general education equalizing factor was based on the general education levy for taxes payable from 1990 to 2001. It was eliminated for subsequent years.

***Adjusted gross tax capacity

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Capital Projects

The following six tables show historical data affecting capital projects including the debt service aid and levy over time (Table 88), health and safety revenue (now subsumed into the long-term facilities maintenance revenue – LTFMR; Table 89), alternative facilities revenue (subsumed into LTFMR; Table 90), maximum effort bond sales (Table 91), cooperative facilities grants (Table 92), and building lease restrictions (Table 93).

**Table 88: Total Statewide Debt Service Amounts;
Regular and Enhanced Equalization Aid**

School Year	Debt Service Aid Entitlement	Net Debt Service Fund Levy Certified
2022-23	\$21,297,000	\$1,043,149,000
2021-22	21,939,000	1,110,113,000
2020-21	25,398,000	1,107,409,000
2019-20	20,684,000	998,302,000
2018-19	22,920,000	916,368,000
2017-18	25,092,000	840,765,000
2016-17	23,244,000	847,542,000
2015-16	20,060,000	797,305,000
2014-15	22,950,000	801,610,000
2013-14	19,778,000	810,155,000
2012-13	17,627,000	810,779,000
2011-12	14,029,000	804,305,000
2010-11	8,679,000	773,012,000
2009-10	7,884,000	763,638,000
2008-09	9,109,000	737,982,000
2007-08	14,393,000	711,525,000
2006-07	18,410,000	665,485,000
2005-06	27,206,000	627,052,000
2004-05	37,575,000	631,000,000
2003-04	34,500,000	572,000,000
2002-03	29,960,000	510,000,000
2001-02	25,987,000	489,000,000
2000-01	29,286,000	423,000,000
1999-00	32,629,000	380,000,000
1998-99	38,193,000	335,000,000

School Year	Debt Service Aid Entitlement	Net Debt Service Fund Levy Certified
1997-98	35,480,000	345,000,000
1996-97	37,320,000	339,000,000
1995-96	30,054,000	296,000,000
1994-95	27,521,000	267,000,000
1993-94	14,000,000	241,000,000
1992-93	6,000,000	217,000,000
1991-92	0	167,000,000

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Table 89: Health and Safety Revenue

Fiscal Year	State Aid Appropriation	Levy
2017	\$57,000*	—
2016	588,000	\$61,603,000
2015	651,000	57,720,000
2014	471,000	51,445,000
2013	157,000	53,731,000
2012	98,000	53,332,000
2011	135,000	58,003,000
2010	132,000	62,763,000
2009	103,000	67,759,000
2008	254,000	72,497,000
2007	352,000	73,199,000
2006	823,000	87,974,000
2005	2,099,000	89,326,000
2004	5,322,000	127,277,000
2003	5,494,000	122,776,000
2002	11,437,000	76,623,000
2001	14,920,000	75,569,000
2000	14,202,000	67,508,000
1999	14,179,000	62,242,000
1998	14,081,000	51,643,000

*Ten percent cleanup payment; future amounts in long-term facilities maintenance revenue.

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Table 90: Alternative Facilities Revenue

Fiscal Year	State Aid	Pay-as-you-go Alternative Facilities Levy	Alternative Facilities Bonded Debt Levy	Alternate Facilities Health & Safety Levy
2017	\$0	\$0	\$0	\$0
2016	19,287,000	81,086,000	80,185,000	48,119,000
2015	19,287,000	80,816,000	77,473,000	43,214,000
2014	19,982,000	52,227,000	91,208,000	40,242,000
2013	19,287,000	50,901,000	62,117,000	36,779,000
2012	18,187,000	60,320,000	44,469,000	32,722,000
2011	18,708,000	60,957,000	45,469,000	27,016,000
2010	16,008,000	54,671,000	45,469,000	15,137,000
2009	19,287,000	51,169,000	48,187,000	15,137,000
2008	19,287,000	58,928,000	45,469,000	15,137,000
2007	19,287,000	53,636,000	42,274,000	14,976,000
2006	20,387,000	56,399,000	40,643,000	8,223,000
2005	19,287,000	44,868,000	37,080,000	4,356,000
2004	18,708,000	37,105,000	42,151,000	—
2003	17,937,000	36,853,000	35,309,000	—
2002	19,279,000	24,439,000	18,871,000	—
2001	16,303,000	22,341,000	10,874,000	—
2000	19,624,000	18,627,000	8,151,000	—
1999	17,426,000	16,978,000	0	—
1998	—	8,420,000	16,456,000	—

House Research Department

Table 91: Maximum Effort Bond Sales

Year Authorized	Amount of Bonds Authorized
2018	\$14,000,000
2014	5,491,000
2006	10,700,000
2005	18,000,000
2002	12,400,000
2001	19,000,000
2000	44,030,000
1995	23,670,000

Year Authorized	Amount of Bonds Authorized
1994	2,967,000
1993	5,000,000
1991	45,065,000
1990	23,300,000
1988	22,000,000
1980	20,000,000
1969	20,000,000
1967	2,800,000
1965	10,400,000
1963	16,000,000
1961	2,500,000
1959	2,500,000
Total	\$319,823,000

House Research Department

Table 92: Cooperative Facilities Grants

High School Name	Member School Districts*	State CSF Grant Amount	Year of Grant Approval	School Year Facility Opened
ACGC High School	Atwater; Cosmos; Grove City	\$6,000,000	1994	1995-96
Grant County High School	Elbow Lake; Barrett; Hoffman; Kensington	6,000,000	1993	1995-96
Blue Earth High School	Blue Earth-Winnebago; Delavan; Elmore	5,800,000	1992	1994-95
Minnewaska High School	Glenwood; Starbuck; Villard	6,000,000	1989	1990-91
Lac Qui Parle Valley High School	Madison-Marietta-Nassau; Appleton; Milan	8,000,000	1988	1989-90

*Since receiving the CSF grant, each of these groups of districts have consolidated into a single district.

House Research Department

Table 93: Building Lease Levy Restrictions

Applicable School Years	Payable Year First Effective	Permitted Uses/Limitations
2015-16 and later	Pay 15 and later	Sets the maximum lease amount at the lesser of the lease’s actual costs or \$212 per pupil unit. Allows a district that is a member of an intermediate school district to

Applicable School Years	Payable Year First Effective	Permitted Uses/Limitations
		levy an additional \$65 per pupil unit for lease costs faced by the intermediate school district.
2014-2015	Pay 14	Sets the maximum lease amount at the lesser of the lease's actual costs or \$162 per pupil unit. Allows a district that is a member of an intermediate school district to levy an additional \$46 per pupil unit for lease costs faced by the intermediate school district.
2009-10 to 2013-14	Pay 09 to Pay 13	Sets the maximum lease amount at the lesser of the lease's actual costs or \$150 per pupil unit. Allows a district that is a member of an intermediate school district to levy an additional \$43 per pupil unit for lease costs faced by the intermediate school district.
2006-07	Pay 06 to 08	Sets the maximum lease amount at the lesser of the lease's actual costs or \$100 per pupil unit. Allows a district that is a member of an intermediate school district to levy an additional \$25 per pupil unit for lease costs faced by the intermediate school district.
2004-05 to 2005-06	Pay 04 and 05	Limits the maximum per pupil lease for a school district to the lesser of 90 percent of the actual lease costs or \$90 per pupil unit. Allows a district that is a member of an intermediate school district to levy an additional \$22.50 per pupil for lease expenses.
2002-03 to 2003-04	Pay 02 and 03	Sets the maximum per pupil levy for a school district that is a member of an intermediate school district at \$125 per pupil unit.
1999-2000	Pay 99	Excludes expenditures for sports stadiums from the definition of "instructional space."
1998-99	Pay 98	For agreements finalized after July 1, 1997, no district may have a lease levy in excess of \$100 per pupil unit and no district may use the lease levy for a "newly constructed building for regular kindergarten, elementary, or secondary space."
1992-93	Pay 92	Upon approval of commissioner when economically advantageous for instructional purposes. Broadens scope to land as well as facilities.
1991-92	Pay 91	Upon approval of commissioner when economically advantageous for instructional purposes. Future lease purchase agreements are no longer eligible.
1990-91	Pay 90	Upon approval of commissioner when economically advantageous for instructional purposes.
1989-90	Pay 89	Upon approval of commissioner when economically advantageous for secondary vocational programs only.
1988-89	Pay 88	The leased facilities levy was repealed. However, a special levy allowed a district to levy the amount that would have been authorized in 1987 if the levy had not been repealed.
1987-88	Pay 87	Upon approval of commissioner when economically advantageous for instructional purposes.

House Research Department

Charter Schools

Table 94: Charter School General Education, Special Education, and Building Lease Aid

Fiscal Year	General Education Aid Entitlement*	Special Education Direct Aid*	Building Lease Aid Appropriation	Start-up Aid Appropriation
2025	\$722,691,000	\$291,873,000	\$94,906,000	\$0
2024	719,108,000	255,337,000	91,328,000	0
2023	685,857,000	242,845,000	95,819,000	0
2022	641,198,000	215,173,000	89,868,000	0
2021	597,663,000	180,098,000	83,778,000	0
2020	557,776,000	178,951,000	85,332,000	0
2019	539,034,000	166,743,000	78,223,000	0
2018	494,356,000	140,396,000	74,038,000	0
2017	461,475,000	122,273,000	68,969,000	0
2016	438,130,000	100,080,000	63,718,000	0
2015	410,026,000	84,486,000	60,327,000	0
2014	346,109,000	79,310,000	52,704,000	0
2013	323,015,000	63,395,000	49,124,000	22,000
2012	297,639,000	56,703,000	46,869,000	161,000
2011	279,960,000	47,963,000	43,176,000	743,000
2010	264,342,000	39,377,000	41,015,000	1,218,000
2009	247,483,000	34,070,000	37,376,000	1,987,000
2008	213,448,000	26,225,000	32,602,000	1,801,000
2007	172,401,000	21,520,000	27,803,000	2,347,000
2006	142,488,000	8,735,000	24,253,000	1,291,000
2005	116,385,000	7,459,000	20,634,000	156,000
2004	93,689,000	6,416,000	17,542,000	829,000
2003	79,661,000	5,287,000	15,625,000	1,215,000
2002	61,850,000	3,739,000	12,272,000	2,026,000
2001	52,741,000	4,278,000	10,667,000	2,664,000

*General education aid and special education aid paid to charter schools are subsumed within the regular appropriations for general education and special education aid.

House Research Department

Integration Programs

Tables 94 and 95 show funding for integration activities over time.

**Table 95: Estimated Appropriations and Levies for Integration Activities
Based on 100% Aid Entitlement; Amounts for Aid Fiscal Year**

Fiscal Year/ Payable Year	Minneapolis		St. Paul		Duluth		Other Districts		Total	
	Aid	Levy	Aid	Levy	Aid	Levy	Aid	Levy	Aid	Levy
2023/2022	\$9,842,000	\$4,218,000	\$11,101,000	\$4,757,000	\$1,222,000	\$524,000	\$63,631,000	\$27,271,000	\$85,796,000	\$36,770,000
2022/2021	10,032,000	4,299,000	11,087,000	4,752,000	1,226,000	525,000	61,000,000	26,143,000	83,345,000	35,719,000
2021/2020	10,152,000	4,351,000	11,188,000	4,795,000	1,236,000	530,000	63,795,000	27,310,000	86,301,000	36,986,000
2020/2019	10,441,000	4,475,000	11,321,000	4,852,000	1,214,000	520,000	58,197,000	24,941,000	81,173,000	34,788,000
2019/2018	10,732,000	4,600,000	11,417,000	4,893,000	1,178,000	505,000	50,494,000	21,640,000	73,822,000	31,638,000
2018/2017	10,964,000	4,699,000	11,462,000	4,912,000	1,171,000	502,000	48,589,000	20,824,000	72,185,000	30,936,000
2017/2016	10,680,000	4,577,000	11,351,000	4,759,000	1,159,000	494,000	43,573,000	18,900,000	66,763,000	28,730,000
2016/2015	10,877,000	4,662,000	11,751,000	5,036,000	1,140,000	488,000	44,189,000	18,936,000	67,952,000	29,122,000
2015/2014	11,013,000	4,720,000	11,677,000	5,005,000	1,139,000	488,000	42,713,000	18,301,000	66,532,000	28,514,000
2014/2013	8,895,000	6,300,000	10,718,000	5,763,000	931,000	614,000	38,651,000	15,836,000	59,195,000	28,513,000
2013/2012	11,218,000	7,313,000	13,890,000	5,739,000	1,414,000	606,000	37,716,000	16,164,000	63,739,000	29,822,000
2012/2011	11,385,000	6,563,000	13,526,000	5,795,000	1,461,000	627,000	39,383,000	15,196,000	65,755,000	28,181,000
2011/2010	11,422,000	6,587,000	13,154,000	5,637,000	1,450,000	621,000	38,495,000	14,807,000	64,521,000	27,652,000
2010/2009	11,524,000	6,648,000	13,616,000	5,835,000	1,516,000	649,000	34,862,000	13,233,000	61,518,000	26,365,000
2009/2008	11,686,000	6,743,000	13,708,000	5,875,000	1,555,000	666,000	33,884,000	12,787,000	60,833,000	26,071,000
2008/2007	11,875,000	6,866,000	14,081,000	6,035,000	1,629,000	698,000	31,458,000	11,705,000	59,043,000	25,304,000
2007/2006	12,405,000	7,171,000	14,393,000	6,168,000	1,662,000	712,000	30,011,000	11,008,000	58,471,000	25,059,000
2006/2005	12,956,000	7,492,000	14,652,000	6,279,000	1,692,000	725,000	29,716,000	9,511,000	56,016,000	24,007,000
2005/2004	13,599,000	7,866,000	14,688,000	6,295,000	1,748,000	749,000	24,274,000	8,365,000	54,309,000	23,275,000
2004/2003	15,780,000	6,866,000	16,580,352	4,953,000	1,997,000	596,000	25,830,000	5,563,000	60,187,000	17,978,000
2003/2002	13,522,000	10,383,000	14,576,000	8,560,000	1,715,000	1,007,000	19,045,000	8,036,000	48,858,000	28,694,000
2002/2001	23,602,000	6,428,000	18,160,000	5,183,000	2,216,000	622,000	19,127,000	4,441,000	63,105,000	16,765,000
2001/2000	23,704,000	6,520,000	18,343,000	5,223,000	2,276,000	634,000	8,842,000	196,000	53,165,000	12,583,000
2000/1999	20,015,000	9,735,000	15,587,000	7,508,000	1,993,000	966,000	—	—	37,755,000	18,527,000
1999/1998	15,751,000	13,122,000	12,325,000	10,113,000	1,605,000	1,826,000	—	—	30,161,000	24,830,000
1998/1997	9,368,300	10,176,000	8,090,700	9,627,000	1,385,000	1,537,000	—	—	18,844,000	21,340,000
1997/1996	9,368,300	10,168,000	8,090,700	9,588,000	1,385,000	1,406,000	—	—	18,844,000	21,162,000
1996/1995	9,368,300	10,041,000	8,090,700	9,461,000	1,385,000	1,344,000	—	—	18,844,000	20,967,000
1995/1994	9,638,000	9,560,000	8,090,500	8,540,000	1,385,000	1,091,000	—	—	18,844,000	19,191,000
1994/1993	9,638,300	7,308,000	8,090,500	6,620,000	1,385,000	696,000	—	—	18,844,000	14,625,000
1993/1992	7,782,300	8,439,000	6,676,500	6,899,000	1,385,200	625,000	—	—	15,844,000	15,963,000

Fiscal Year/ Payable Year	Minneapolis		St. Paul		Duluth		Other Districts		Total	
	Aid	Levy	Aid	Levy	Aid	Levy	Aid	Levy	Aid	Levy
1992/1991	7,782,300	8,071,000	6,676,500	6,599,000	1,385,200	598,000	—	—	15,844,000	15,268,000
1991/1990	7,382,300	7,772,000	6,276,000	6,312,000	1,285,200	572,000	—	—	14,944,000	14,603,000
1990/1989	7,382,300	7,012,000	6,276,000	3,943,000	1,285,200	664,000	—	—	14,944,000	11,618,000
1989/1988	5,950,300	3,177,000	5,081,400	3,837,000	981,800	—	—	—	12,013,600	7,313,000
1988/1987	5,677,700	—	4,766,500	1,958,000	1,123,100	—	—	—	11,557,300	1,958,000

House Research Department

Table 96: Appropriations for Other Integration Funding Programs

Fiscal Year	Magnet School Operating Grants	Magnet School Capital Grants*	Magnet School Start-up Aid	Interdistrict Integration Transportation	Other Integration Programs
2021	\$0	\$0	\$0	\$14,962,000	\$0
2020	0	0	0	14,231,000	0
2019	0	0	0	13,193,000	0
2018	0	0	0	14,328,000	0
2017	0	0	0	15,193,000	0
2016	0	0	0	14,423,000	0
2015	0	0	0	14,248,000	0
2014	0	0	0	13,521,000	0
2013	0	0	0	13,966,000	0
2012	0	0	0	13,362,000	0
2011	750,000	0	0	13,743,000	0
2010	750,000	0	0	12,342,000	0
2009	750,000	0	0	11,881,000	0
2008	750,000	0	0	9,901,000	0
2007	750,000	0	0	10,134,000	0
2006	750,000	1,083,000	0	6,032,000	0
2005	750,000	0	454,000	8,401,000	0
2004	750,000	0	37,000	5,796,000	0
2003	1,052,000	0	230,000	3,101,000	1,076,000
2002	448,000	1,700,000	431,000	0	924,000
2001	1,750,000	16,500,000	225,000	970,000	1,000,000
2000	1,750,000	0	0	970,000	1,000,000
1999	1,750,000	0	0	970,000	1,000,000

Fiscal Year	Magnet School Operating Grants	Magnet School Capital Grants*	Magnet School Start-up Aid	Interdistrict Integration Transportation	Other Integration Programs
1998	5,750,000	22,200,000**	0	800,000	1,000,000
1997	1,500,000	0	0	630,000	1,000,000
1996	1,500,000	0	0	300,000	1,000,000
1995	1,500,000	0	0	0	752,000
1994	0	20,000,000	0	0	1,035,000

*Appropriations are from state bond proceeds.

**\$1,893,000 of this appropriation was cancelled back to the general fund.

House Research Department

School Safety

Table 96 shows the safe schools revenue and the accompanying revenue restrictions over time.

Table 97: Safe Schools Levy

Fiscal Year	School District Safe Schools Per Pupil Allowance	Allowance for Member of Intermediate School Districts Per Pupil	Revenue Restrictions	Total Levy Amount	Included Intermediate School District Levy Amounts
2023	\$36	\$15	None	\$34,772,000*	\$4,009,000*
2022	36	15	None	35,324,000	4,060,000
2021	36	15	None	34,604,000	3,845,000
2020	36	15	None	35,500,000	3,845,000
2019	36	15	None	35,410,000	3,845,000
2018	36	15	None	34,680,000	3,689,000
2017	36	15	None	34,592,000	3,128,000
2016	36	15	None	33,963,000	3,149,000
2015	36	10	None	33,180,000	2,424,000
2014	30	10	None	28,730,000	2,778,000
2013	30	10	None	—	—
2012	30	10	None	28,560,000	2,641,000
2011	30	10	Minimum maintenance of effort required for school counselors, school nurses, school social workers, and	28,371,000	2,638,000

Fiscal Year	School District Safe Schools Per Pupil Allowance	Allowance for Member of Intermediate School Districts Per Pupil	Revenue Restrictions	Total Levy Amount	Included Intermediate School District Levy Amounts
			chemical dependency program staff		
2010	30	10	See above	28,262,000	2,651,000
2009	30	10	—	26,262,000	2,671,000
2008	27	10	—	24,148,000	2,651,000
2007	27	—	—	24,055,000	—
2006	27	—	—	24,196,000	—
2005	27	—	—	24,395,000	—
2004	30	—	—	27,615,000	—
2003	11	—	—	10,066,000	—
2002	11	—	—	9,985,000	—
2001	1.50 per capita	—	—	6,590,000	—
2000	1.50 per capita	—	5	6,256,000	—
*Estimated					

House Research Department



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SECURITIES

January 2025

2024 PMA Minnesota School District Referendum Report

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Referendum Report Overview

Each year public school districts across the State of Minnesota seek additional funding from voters through three types of school tax elections. This report offers a snapshot of the results for elections in calendar year 2024 along with statewide summary data for school districts across Minnesota. As a leading financial advisor, strategy builder and storyteller for school districts in Minnesota, we also provide our commentary on trends and patterns for each type of referendum.

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School Building Bond Referendums

2024 School Building Bond Election Results Overview

Calendar year 2024 turned out to have fewer ballot questions and mixed results for districts that sought bonding authority from voters. This may be the result of a complicated political environment in 2024 due to the presidential election as well as limited appetite for passing tax increases as a result of a challenging economic environment from persistent inflation.

In 2023, 53 Districts presented ballot questions to voters with 36 questions passing. In 2024 we saw only 26 ballots put to voters with 23 of 39 total questions passing. Two districts posed questions to their voters (Pine City and Fergus Falls) at more than one election. Although many more questions were presented in 2023, the percentage of passage held relatively stable, with 54 percent passing in 2024, versus 49 percent in the prior year.

Summary of 2024 School Building Bond Elections

	# of Districts	# of Questions	# of Pass	% Pass	# of Fail	% Fail
February	1	3	0	0%	3	100%
April	3	5	5	100%	0	0%
May	5	7	4	57%	3	43%
August	4	5	3	60%	2	40%
November	13	19	9	47%	10	53%
Totals	26	39	21	54%	18	46%

The following page provides detailed result data for each question.

2024 School Building Bond Results

	ISD #	School District	Amount	Yes	% Yes	No	% No	Pass/Fail
February y 13, 2024	578	Pine City Question 1	37,600,000	801	49%	821	51%	Fail
	578	Pine City Question 2	3,100,000	609	38%	996	62%	Fail
	578	Pine City Question 3	8,600,000	491	31%	1,110	69%	Fail
April 9, 2024	581	Edgerton Question 1	13,500,000	427	70%	187	30%	Pass
	581	Edgerton Question 2	2,800,000	413	69%	189	31%	Pass
	508	St. Peter	10,965,000	911	57%	685	43%	Pass
	914	Ulen-Hitterdal Question 1	4,310,000	211	65%	116	35%	Pass
	914	Ulen-Hitterdal Question 2	1,630,000	182	56%	141	44%	Pass
May 14, 2024	514	Ellsworth	5,000,000	191	81%	44	19%	Pass
	544	Fergus Falls	54,820,000	1,341	37%	2,262	63%	Fail
	2448	Martin County West Question 1	64,700,000	966	52%	901	48%	Pass
	2448	Martin County West Question 2	2,040,000	881	48%	969	52%	Fail
	2215	Norman County East Question 1	5,500,000	354	77%	108	23%	Pass
	2215	Norman County East Question 2	1,500,000	341	74%	122	26%	Pass
	578	Pine City	42,950,000	865	42%	1,196	58%	Fail
August 13, 2024	361	International Falls Question 1	13,900,000	1,097	57%	823	43%	Pass
	361	International Falls Question 2	4,480,000	972	51%	917	49%	Pass
	2769	Morris Area	12,720,000	797	52%	740	48%	Pass
	578	Pine City	36,500,000	888	39%	1,387	61%	Fail
	518	Worthington	15,300,000	623	31%	1,357	69%	Fail
November 5, 2024	686	Badger Question 3	15,230,000	239	40%	358	60%	Fail
	727	Big Lake Question 3	29,000,000	4,230	40%	6,215	60%	Fail
	2860	Blue Earth Area	66,845,000	1,655	39%	2,605	61%	Fail
	166	Cook County Question 1	24,175,000	1,904	54%	1,649	46%	Pass
	166	Cook County Question 2	9,155,000	1,677	48%	1,847	52%	Fail
	166	Cook County Question 3	3,450,000	1,504	43%	1,993	57%	Fail
	544	Fergus Falls Question 1	48,840,000	4,599	42%	6,304	58%	Fail
	544	Fergus Falls Question 2	910,000	4,234	40%	6,417	60%	Fail
	14	Fridley Question 2	30,000,000	4,390	57%	3,245	43%	Pass
	2859	Glencoe-Silver Lake	10,900,000	3,570	51%	3,418	49%	Pass
	2137	Kingsland Question 1	8,900,000	1,625	54%	1,398	46%	Pass
	2137	Kingsland Question 2	11,500,000	1,258	42%	1,750	58%	Fail
	2071	Lake Crystal-Wellcome Memorial	6,500,000	1,926	55%	1,565	45%	Pass
	390	Lake of the Woods Question 2	4,000,000	844	42%	1,156	58%	Fail
	857	Lewiston-Altura Question 2	1,950,000	1,178	52%	1,097	48%	Pass
	659	Northfield Question 1	95,380,000	10,067	59%	6,855	41%	Pass
	659	Northfield Question 2	18,725,000	8,991	54%	7,767	46%	Pass
	659	Northfield Question 3	6,975,000	9,445	56%	7,290	44%	Pass
2902	Russell-Tyler-Ruthton	20,000,000	888	44%	1,128	56%	Fail	

Source: Minnesota Secretary of State Website



Key Update for School Building Bonds - Review and Comment Timelines

School districts across the state had to adjust their planning timelines to accommodate new review and comment legislation in recent years. Prior to going out to voters for most building bond requests, a school district must submit information to the Minnesota Department of Education (MDE) and allow them to respond after their review of the project. This response now must be published at least 48 but not more than 70 days prior to the referendum. MDE has 60 days by statute to provide each district a response from the time of submission. To allow for some time to get the response published in the official newspaper, school districts need to have a project defined with the review and comment documents submitted to MDE at least four months prior to the targeted referendum date.

Why would the state make this change? The answer has to do with the timelines for absentee voting. Minnesota election laws allow absentee ballots to be cast 46 days prior to the referendum date. This change to the review and comment law requires that the state response is published in advance of the first opportunity to vote. This is an important change to keep in mind as it requires the project and bond proposals to be ready for state submission earlier than prior law required.

Below is an election timeline for the eligible 2025 referendum dates that includes these changes:

Election Calendar for:	February 11, 2025	April 8, 2025	May 13, 2025	August 12, 2025	November 4, 2025
	No Later than:	No Later than:	No Later than:	No Later than:	No Later than:
Finalize Project Scope and Finance Plan	September / October 2024	November / December 2024	December 2024 / January 2025	March / April 2025	June / July 2025
School Board approval and Submittal of Review and Comment	October 14, 2024	December 9, 2024	January 13, 2025	April 14, 2025	July 7, 2025
Adopt Resolution Calling for Election	November 19, 2024	January 14, 2025	February 18, 2025	May 20, 2025	August 12, 2025
Publication of Review and Comment Response	December 25, 2024	February 19, 2025	March 26, 2025	June 25, 2025	September 17, 2025
Absentee Ballots Available (Voting Begins)	December 27, 2024	February 21, 2025	March 28, 2025	June 27, 2025	September 19, 2025
Conduct Election	February 11, 2025	April 8, 2025	May 13, 2025	August 12, 2025	November 4, 2025

Notes:

The steps identified in blue require action by the school board.

Election law includes several other notices and actions. This list is not intended to be comprehensive but rather to provide a broad outline of the key dates. Please consult District legal counsel for a comprehensive review of election laws and requirements.

Operating Referendums

Operating Referendum Importance and Impact

Many school districts across the state continue to rely on operating referendums to balance budgets and maintain school district programming. Over the years we have seen both the number of districts with referendums, and the average amount per pupil of operating referendums, rise. We finish calendar year 2024 by increasing the number of districts with a referendum by one for a total of 237 out of 329 public school districts. The average amount per pupil has risen to \$781 statewide with the amount ranging from \$24 to \$5,200 per pupil. Below is a summary of the data after including the election results from the fall of 2024.

Operating Referendum Summary				
	FY 2025		FY 2026	
Districts with Operating Referendum	236	72%	237	72%
Districts without Operating Referendum	93	28%	92	28%
Average (mean) Amount per pupil	\$736		\$781	
Median Amount per pupil	\$521		\$544	
Number with Inflationary Increase FY 26	114			
Pay 2024 Average Tax on \$300,000 Home	\$301			

If we take a closer look at only the districts with a substantial portion of their tax base in the seven-county metropolitan area (Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, and Washington counties) we see that the averages are higher for operating referendum amounts. For fiscal year (FY) 2026, 53 of 57 districts in the metro have an operating referendum, or 93% of districts. The four districts that do not have an operating referendum are Belle Plaine, Jordan, Randolph, and St. Francis. Below is a chart summarizing the operating referendum average per pupil and tax impact on a \$300,000 home for these 57 districts in the seven-county metropolitan area.

Voter Approved Operating Referendum Amount and Cost Seven County Metro Public School Districts

	FY 2025 per Pupil Referendum	Tax Impact on \$300,000 home	FY 2026 per Pupil Referendum	Amount change from FY 25 to FY 26
Average (mean)	1,370	342	1,443	74
Median	1,466	337	1,576	44
Total without Operating Referendum	4		4	
Total Number of Districts Included	53		53	

The following page provides the detail on operating referendum election results in 2024.



2024 Operating Referendum Results

In total, 30 Districts had operating referendum questions in 2024, with 12 of 32 (38 percent) questions passing. The 12 passing questions included two districts that revoked and replaced a prior levy with a higher amount. These results mirror the 2023 election for operating referendums. In 2023, out of 31 districts, 12, or 39 percent, passed.

Notably, there were not any districts in 2024 that went to voters to simply renew a current referendum authority. All referendum questions on the ballot sought an increase of their current authority. This is a significant change because of the legislation passed in 2023 that allows school boards to renew referendum authority through board action one time for the same amount of time and same pupil amount. Below are the 2024 operating referendum election results:

ISD # School District	Net Increase Amount	# of Years	CPI?	Yes	% Yes	No	% No	Pass/Fail
2889 Lake Park Audubon	610	10	Yes	401	44%	519	56%	Fail
2683 Greenbush-Middle River	925	10	No	632	63%	371	37%	Pass
876 Annandale	750	10	Yes	3,211	46%	3,779	54%	Fail
676 Badger Question1	967	10	Yes	327	54%	281	46%	Pass
676 Badger Question2	1,934	10	Yes	271	45%	329	55%	Fail
146 Barnesville Question 1	500	5	No	1,065	39%	1,665	61%	Fail
146 Barnesville Question 2	750	5	No	993	37%	1,665	63%	Fail
727 Big Lake Question 2	400	10	Yes	4,714	45%	5,823	55%	Fail
531 Byron	800	10	Yes	2,283	42%	3,159	58%	Fail
252 Cannon Falls	750	10	No	2,196	47%	2,477	53%	Fail
391 Cleveland	750	10	No	810	45%	1,000	55%	Fail
2888 Clinton-Graceville-Beardsley Question 2	580	10	No	612	47%	699	53%	Fail
81 Comfrey	700	10	Yes	338	56%	270	44%	Pass
182 Crosby-Ironton	1,500	10	Yes	3,113	46%	3,630	54%	Fail
378 Dawson-Boyd	1,040	10	Yes	525	33%	1,067	67%	Fail
533 Dover-Eyota	950	10	Yes	917	36%	1,635	64%	Fail
192 Farmington	860	10	Yes	8,421	41%	12,152	59%	Fail
2198 Fillmore Central	835	10	Yes	1,143	42%	1,574	58%	Fail
600 Fisher	1,271	10	No	259	48%	284	52%	Fail
14 Fridley Question 1	424	10	Yes	4,376	57%	3,277	43%	Pass
447 Grygla Question 2	1,715	10	Yes	344	60%	226	40%	Pass
199 Inver Grove Heights	627	10	Yes	8,613	54%	7,350	46%	Pass
2171 Kittson Central	1,000	10	Yes	677	63%	393	37%	Pass
194 Lakeville	300	10	Yes	17,880	47%	19,795	53%	Fail
857 Lewiston-Altura Question 1	708	10	Yes	1,245	55%	1,032	45%	Pass
173 Mountain Lake	591	10	Yes	754	52%	685	48%	Pass
815 Prinsburg		4	No	412	80%	100	20%	Pass
719 Prior Lake-Savage	1,179	10	Yes	12,215	44%	15,293	56%	Fail
535 Rochester	1,133	10	Yes	39,837	57%	30,057	43%	Pass
682 Roseau	1,050	10	Yes	1,460	39%	2,307	61%	Fail
564 Thief River Falls	900	10	Yes	3,821	55%	3,099	45%	Pass
803 Wheaton Question 1	830	10	Yes	538	47%	609	53%	Fail

Source: Minnesota Secretary of State Website



Historical Statewide Operating Referendum Election Results

Passing an operating referendum has not been consistently successful or unsuccessful. In the last thirty years, passage rates have ranged from 90 percent in 2015, to a new low of 38 percent in 2024. One trend that has remained consistent, though, is that in a presidential election year, the pass rate has been lower compared to the years immediately surrounding that election. Interestingly, political parties at the national level have not had a large effect on local operating referendum passage. Since 1991, passage rates have been 66 percent with a democratic president, and 64 percent with a republican. That is also true of the more recent history. Over the past ten years, 61 percent of the operating referendums have passed under a democratic president, and 68 percent with a republican in leadership.

Operating Referendum Results Results By Year of Election

	Pass	Fail	Total	All ?s % Pass	Renewal % Pass	Increase % Pass
2015	57	6	63	90%	100%	85%
2016	24	10	34	71%	100%	50%
2017	51	11	62	82%	100%	74%
2018	26	15	41	63%	100%	55%
2019	41	12	53	77%	100%	72%
2020	20	20	40	50%	100%	26%
2021	42	17	59	71%	100%	61%
2022	26	17	43	60%	93%	45%
2023	12	19	31	39%	100%	34%
2024	12	20	32	38%	NA	38%
Total	311	147	458	68%	99%	60%

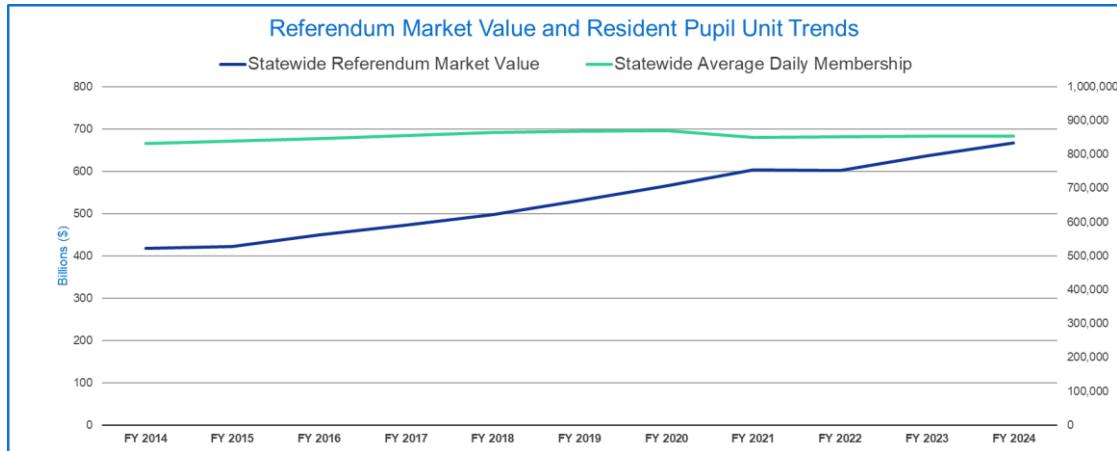
Results Since 1991

	Pass	Fail	Total	% Pass
Odd Years	1,052	394	1,446	72.8%
Presidential	259	225	484	53.5%
Other Even Years	311	256	567	54.9%

Source: Minnesota Department of Education Website

Operating Referendum State Aid Trends

Declining state equalization on operating referendums is a key trend impacting many school districts across the state. The state has long supported districts with lower property wealth by paying for a portion of the authorized operating referendum amount thereby reducing the local property tax impact of operating referendum questions. The state aid amount is calculated based on the total property wealth per pupil, as defined as referendum market value per resident pupil unit. In recent years referendum market values have been rising quickly and pupil counts have been declining. The chart below illustrates these trends.

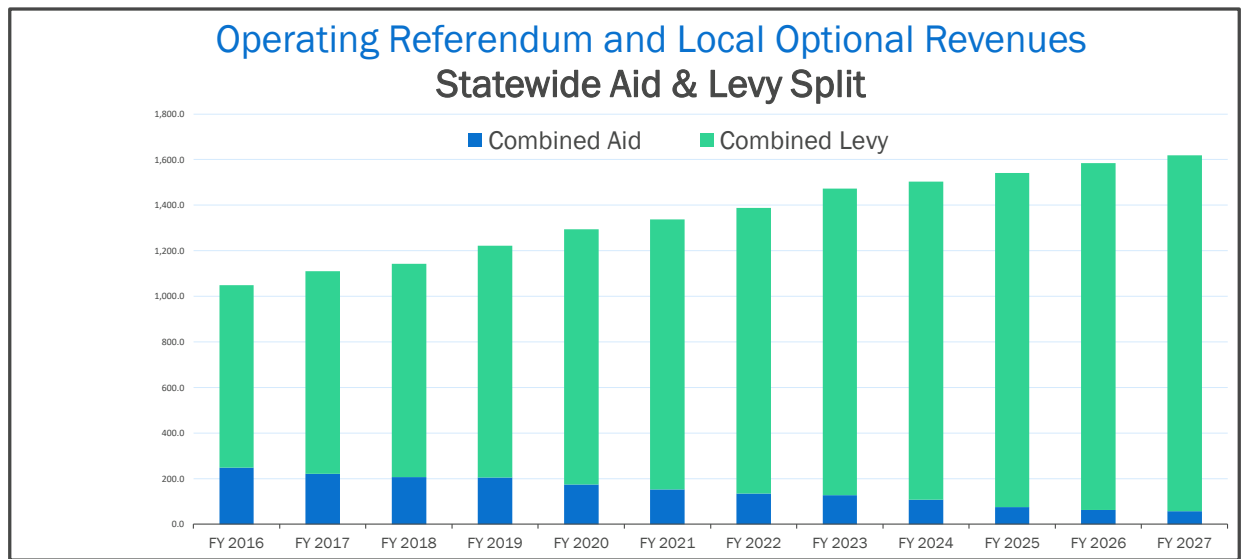


As property valuations rise and pupil counts decline, the formulas determine that districts are becoming wealthier. This creates a decline in state aid support for operating referendums. As a result, local property taxes on current operating referendums rise and makes the resulting tax impact on new referendums larger for districts seeking to get authority for the first time, as well as for those who are seeking to increase the current authority.

The decrease in state aid support creates a challenging environment for public school districts as they rely more than ever on operating referendums. The lower passage rates as seen in the chart on the previous page may be partially a result of these lower contributions from the state. The declining support pushes tax impacts higher, increasing the challenge in areas of the state where few districts can pass operating referendums due to a tax sensitive political environment. Over time, this is creating larger gaps between those districts with an operating referendum in place and those without this voter approved revenue.

The Minnesota Department of Education publishes revenue trend data that illustrates historical as well as projected revenue trends. This data includes individual districts and statewide figures providing insight on the total amount revenue from operating referendums as well as the mix of state aid versus local property tax levy. For our analysis, we are also including local optional revenues as that revenue has replaced voter approved operating referendums in historic legislation.

The data clearly illustrates the decline in state aid for these revenues over time. Since FY 2016, the total amount of revenue has increased from \$1.05 billion to \$1.54 billion. The total state contribution has decreased from \$248 million (24% of total revenue) in FY 2016 to \$75 million (5% of total revenue) in FY 2025. The declines are projected to continue unless state laws change. The chart below illustrates the decline in state aid equalization.



(In millions)	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Combined Levy	800.6	890.6	937.2	1,017.4	1,119.8	1,184.6	1,253.4	1,345.8	1,395.8	1,466.0	1,521.1	1,563.7
Combined Aid	248.4	220.0	205.6	204.4	174.4	152.4	134.1	126.5	106.9	75.0	62.9	56.0
Combined Revenue*	1,049.0	1,110.7	1,142.8	1,221.8	1,294.2	1,337.0	1,387.5	1,472.2	1,502.8	1,541.0	1,584.0	1,619.7
% Aid	24%	20%	18%	17%	13%	11%	10%	9%	7%	5%	4%	3%
% Levy	76%	80%	82%	83%	87%	89%	90%	91%	93%	95%	96%	97%

* Includes Referendum and Local Optional Revenues
 Source: MDE General Fund State Aid and Levy Revenues, FY 2003 to FY 2027 EOS2023 Spreadsheet 07.25.2023

Capital Project Levies

Capital Projects Levy Overview

Capital project levy referendums have become an important tool for funding Minnesota school districts. The funding can be used for a wide range of purposes including capital projects, technology expenses including technology personnel, and other capital purchases such as curriculum and school vehicles. The funds cannot be used for general operations, but many districts use this revenue source to pay for capital or technical expenditures currently being funded by the General Fund.

Minnesota school districts had 17 capital project levy ballot questions in 2024. While schools can hold referendums in February, April, May, August, and November, 15 were on the November ballot. Only one district had more than one question. While it appears that the number of districts with capital project levy authority remained the same, there were a couple of small changes. For fiscal year 2026, two districts have new levies (Brooklyn Center and Ely), and two districts had levies fall off (Clinton-Graceville-Beardsley and Henning), with the total number of districts with a capital project levy staying at 62 for another year. Minneapolis Public School District voted to revoke and replace the existing capital project levy expiring after taxes payable in 2025 with a new levy for taxes payable 2025 amounting to an additional \$20 million in revenue. Below is a summary of the current statewide capital projects levy status.

Capital Projects Referendum Summary				
	FY 2025		FY 2026	
Districts with Capital Projects Referendum	62	19%	62	19%
Districts without Capital Projects Referendum	267	81%	267	81%
Average (mean) Amount per pupil	\$612		\$691	
Median Amount per pupil	\$527		\$582	
Pay 2024 Average Tax on \$300,000 Home	\$96			

While the funds generated from a capital projects levy cannot be used for general operations like an operating referendum, we have seen increasing interest in using a capital projects levy as an alternative to operating referendums.

The primary advantages of capital project levies as compared to operating referendums are twofold. First, the tax is levied on net tax capacity which includes all taxable property in any given district. This includes residential, agricultural, commercial and industrial properties, and seasonal recreational cabins. Operating referendums are taxed on referendum market value which excludes seasonal recreational (cabin) properties as well as agricultural land and buildings. For districts with many lake homes or high value land, using referendum market value excludes a major portion of the tax base making the burden higher on everyone else.

The second key advantage to capital project levy referendums is the inflation protection it provides. The levy is authorized as a tax rate (percentage of net tax capacity). As property values change over time, the amount of revenue from the capital projects levy also increases or decreases. In times of high inflation like we have seen in recent years, property values often rise quickly generating significant increases to the capital project levy revenue for a district with the authority in place.

2024 Capital Project Levy Election Results Overview

Unlike the operating referendum and building bond results, the 2024 capital project levy results did not mirror the 2023 election. In 2023, 75 percent of the questions posed to voters succeeded in passing, while only 59 percent were successful in 2024. Below is the detail for each capital project referendum held in 2024 as well as in 2023, for comparison.

2024	ISD # School District	Year 1 Amount	Type	# of Years	Yes	% Yes	No	% No	Pass/Fail
May	709 Duluth	5,290,456	Increase	10	5,007	48%	5,460	52%	Fail
August	741 Paynesville Area	435,300	Renewal	10	770	65%	409	35%	Pass
November	146 Barnesville Question 3	300,000	Increase	10	978	37%	1,673	63%	Fail
	727 Big Lake Question 1	930,816	Renewal	10	5,591	53%	4,921	47%	Pass
	286 Brooklyn Center	700,000	Increase	10	1,503	53%	1,311	47%	Pass
	191 Burnsville-Eagan-Savage	4,696,768	Renewal	10	21,823	66%	11,362	34%	Pass
	2888 Clinton-Graceville-Beardsley Question 1	356,942	Renewal	10	588	45%	713	55%	Fail
	696 Ely	350,000	Increase	10	1,623	53%	1,447	47%	Pass
	447 Grygla Question 1	156,642	Renewal	10	401	69%	181	31%	Pass
	447 Grygla Question 3	100,000	Increase	10	353	62%	219	38%	Pass
	390 Lake of the Woods Question 1	400,000	Increase	10	791	39%	1,236	61%	Fail
	1 Minneapolis	38,142,202	Increase	10	126,924	66%	64,366	34%	Pass
	152 Moorhead	4,315,000	Increase	10	10,475	49%	11,090	51%	Fail
	281 Robbinsdale	6,995,074	Renewal	10	37,736	74%	12,938	26%	Pass
	883 Rockford Area	900,000	Increase	10	2,848	46%	3,365	54%	Fail
	720 Shakopee	6,215,800	Renewal	10	14,974	62%	9,010	38%	Pass
803 Wheaton	175,000	Increase	10	514	46%	594	54%	Fail	

Source: Minnesota Secretary of State Website

2023	ISD # School District	Year 1 Amount	Type	# of Years	Yes	% Yes	No	% No	Pass/Fail
May	414 Minneota	(250,000)	Revoke	10	324	85%	57	15%	Pass
	2169 Murray County Central	530,000	Increase	10	375	65%	203	35%	Pass
November	511 Adrian	300,000	Increase	10	179	68%	83	32%	Pass
	13 Columbia Heights	1,994,898	Renewal	10	1,907	73%	706	27%	Pass
	709 Duluth	5,290,456	Increase	10	14,443	50%	14,734	50%	Fail
	200 Hastings	2,000,000	Increase	10	3,535	53%	3,089	47%	Pass
	318 Itasca County (Grand Rapids)	2,500,000	Increase	7	1,736	23%	5,970	77%	Fail
	2149 Minneswaska Q1	380,315	Renewal	10	1,008	77%	293	23%	Pass
	2149 Minneswaska Q2	500,000	Increase	10	905	69%	399	31%	Pass
	276 Minnetonka	92,400,000	Increase	10	6,237	64%	3,577	36%	Pass
	186 Pequot Lakes	500,000	Increase	10	925	46%	1,070	54%	Fail
	280 Richfield	4,777,993	Renewal	10	3,456	81%	794	19%	Pass
	535 Rochester	10,150,000	Increase	10	10,930	49%	11,248	51%	Fail
	833 South Washington County	5,000,000	Increase	10	11,478	52%	10,726	48%	Pass
	282 St. Anthony-New Brighton	989,913	Renewal	10	2,116	71%	861	29%	Pass
	15 St. Francis	880,000	Increase	10	1,456	37%	2,458	63%	Fail
	284 Wayzata	5,669,883	Renewal	10	6,723	79%	1,793	21%	Pass
	2342 West Central Area	300,000	Increase	10	536	61%	343	39%	Pass
	197 West St. Paul-Mendota Heights- Eagan	2,365,440	Renewal	10	4,198	67%	2,090	33%	Pass
277 Westonka	2,575,178	Renewal	10	3,237	63%	1,881	37%	Pass	

Source: Minnesota Secretary of State Website

Statewide Referendum Inventory

Attached to this report is an inventory including the operating referendum and capital project levy data for every school district across the State of Minnesota. It includes information on the pupil authority for FY 2025 and FY 2026, as well as the tax impact on a \$300,000 home. Our analysis also shows a combined pupil amount to illustrate the funding that each district receives from these two sources together.

The data tells an interesting story highlighting the reliance on these revenue sources for many districts, as well as the significant disparities across the state in per pupil funding. We hope you find it useful as you understand the situation of your school district and build strategies to adequately fund the programs that allow your organization to educate the children of Minnesota.

About PMA

The Minnesota office of PMA Financial Network is a top financial services provider for public entities across the state. We serve over 200 Minnesota public school districts and have managed over \$10 billion of Minnesota school district bond proceeds. PMA provides cash flow services to approximately 100 Minnesota districts, as well as prepares debt issuances with an experienced team of Municipal Advisors.

PMA expertly guides Minnesota public school districts through the referendum process for operating, capital project, and bond referendums. We help develop financial strategies that meet the unique needs of each school district client and prepare financial information to aid you in telling your district's story to the public.

Firmwide, PMA provides financial services to more than 4,000 municipalities, including school districts, across 12 states and has approximately \$50 billion of assets under management. PMA has been assisting school districts with their financial service needs for over 40 years.

For more information, please call or email any member of the PMA Referendum Assistance team below.



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Important Disclaimer

This report is intended for illustrative and informational purposes only. This report has been generated based on information sourced from the Minnesota Department of Education and the Minnesota Secretary of State websites. PMA has not independently verified the accuracy of the data published by these entities. Reasonable efforts and generally accepted methods of calculation have been incorporated into the report. Changes made to the information on the Minnesota Department of Education or Minnesota Secretary of State websites may change the accuracy of this report.

Minnesota School District Voter Approved Operating Referendum & Capital Project Levies

#	District Name	FY 2025 Authority per Pupil	Inflation (Yes/No)	Tax Impact on \$300,000 home	FY 2026 Authority per Pupil	Change from FY 25 to FY 26	FY 2025 Capital Projects Levy (\$)	Pay 2024 Tax Rate	Tax Impact on \$300,000 Home	FY 2026 Capital Projects Levy (\$)	*Amount per Pupil	Combined FY 2026 Amount per Pupil
2396	A.C.G.C. Public School District	505	N	236	505	-	-	0.00%	-	-	-	505
2910	Ada-Borup West Public	286	N	151	286	-	-	0.00%	-	-	-	286
511	Adrian Public School District	1,039	Y	772	1,064	25	300,000	2.19%	63	426,596	753	1,791
1	Aitkin Public School District	-	-	-	-	-	1,272,702	4.01%	116	1,453,043	1,428	1,428
745	Albany Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
241	Albert Lea Public School District	615	Y	337	630	15	-	0.00%	-	-	-	615
242	Alden-Conger Public School District	1,400	Y	1,802	1,429	29	-	0.00%	-	-	-	1,400
206	Alexandria Public School District	595	N	158	595	-	-	0.00%	-	-	-	595
876	Annandale Public School District	79	N	29	79	-	-	0.00%	-	-	-	79
11	Anoka-Hennepin Public School Dist.	1,127	Y	369	1,154	27	5,989,152	1.45%	42	6,392,831	169	1,296
261	Ashby Public School District	603	N	392	603	-	-	0.00%	-	-	-	603
492	Austin Public School District	513	N	263	513	-	-	0.00%	-	-	-	513
676	Badger Public School District	1,170	N	1,041	2,137	967	68,063	3.97%	115	87,787	408	1,579
162	Bagley Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
146	Barnesville Public School Dist.	252	N	133	252	-	-	0.00%	-	-	-	252
91	Barnum Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
542	Battle Lake Public School District	400	N	62	400	-	477,842	2.12%	61	513,272	1,246	1,646
726	Becker Public School District	1,028	Y	401	1,060	32	608,881	1.76%	51	634,028	228	1,255
2364	Belgrade-Broten-Elrosa School Dist	797	Y	355	816	19	-	0.00%	-	-	-	797
716	Belle Plaine Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
31	Bemidji Public School District	180	N	63	180	-	-	0.00%	-	-	-	180
777	Benson Public School District	654	Y	288	670	16	-	0.00%	-	-	-	654
786	Bertha-Hewitt Public School Dist.	460	N	199	460	-	-	0.00%	-	-	-	460
727	Big Lake Public School District	682	Y	284	702	20	851,190	2.93%	85	930,816	290	972
2534	Bird Island-Olivia-Lake Lillian	635	N	304	635	-	-	0.00%	-	-	-	635
32	Blackduck Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
756	Bloomington Public School Dist	424	Y	275	441	18	-	0.00%	-	-	-	424
271	Bloomington Public School District	2,160	Y	418	2,219	60	11,325,642	5.65%	164	11,763,555	1,156	3,316
2860	Blue Earth Area Public School	787	Y	432	806	19	-	0.00%	-	-	-	787
314	Braham Public School District	460	N	174	460	-	-	0.00%	-	-	-	460
181	Brainerd Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
2908	Brandon-Evansville Public Schools	470	Y	204	488	19	-	0.00%	-	-	-	470
846	Breckenridge Public School District	679	Y	287	683	4	-	0.00%	-	-	-	679
286	Brooklyn Center School District	259	Y	143	265	6	-	0.00%	-	700,000	321	580

Minnesota School District Voter Approved Operating Referendum & Capital Project Levies

# Distric Name	FY 2025 Authority per Pupil	Inflation (Yes/No)	Tax Impact on \$300,000 home	FY 2026 Authority per Pupil	Change from FY 25 to FY 26	FY 2025 Capital Projects Levy (\$)	Pay 2024 Tax Rate	Tax Impact on \$300,000 Home	FY 2026 Capital Projects Levy (\$)	*Amount per Pupil	Combined FY 2026 Amount per Pupil
787 Browerville Public School District	-		-	-	-	-	0.00%	-	-	-	-
801 Browns Valley Public School Dist.	735	N	752	735	-	-	0.00%	-	-	-	735
2159 Buffalo Lk-Hector-Stewart Public Sc	1,534	N	669	1,534	-	-	0.00%	-	-	-	1,534
877 Buffalo-Hanover-Montrose Public	750	N	238	750	-	-	0.00%	-	-	-	750
191 Burnsville Public School District	2,289	Y	522	2,345	56	4,351,374	3.32%	96	4,696,768	610	2,899
836 Butterfield Public School District	1,794	N	1,240	1,794	-	-	0.00%	-	-	-	1,794
531 Byron Public School District	-		-	-	-	-	0.00%	-	-	-	-
299 Caledonia Public School District	460	N	201	460	-	-	0.00%	-	-	-	460
911 Cambridge-Isanti Public School Dist	686	N	292	686	-	-	0.00%	-	-	-	686
852 Campbell-Tintah Public School Dist.	2,329	N	975	2,329	-	-	0.00%	-	-	-	2,329
891 Canby Public School District	676	N	428	676	-	-	0.00%	-	-	-	676
252 Cannon Falls Public School District	500	N	144	500	-	476,216	2.88%	84	518,379	491	991
93 Carlton Public School District	813	N	128	813	-	-	0.00%	-	-	-	813
115 Cass Lake-Bena Public Schools	-		-	-	-	-	0.00%	-	-	-	-
2754 Cedar Mountain School District	959	Y	657	982	23	-	0.00%	-	-	-	959
12 Centennial Public School District	953	Y	355	972	19	-	0.00%	-	-	-	953
108 Central Public School District	771	Y	195	790	19	529,289	3.30%	96	556,554	611	1,382
227 Chatfield Public Schools	476	N	230	476	-	-	0.00%	-	-	-	476
2144 Chisago Lakes School District	225	N	64	225	-	-	0.00%	-	-	-	225
695 Chisholm Public School District	251	N	64	251	-	-	0.00%	-	-	-	251
771 Chokio-Alberta Public School Dist.	5,200	N	2,514	5,200	-	-	0.00%	-	-	-	5,200
2311 Clearbrook-Gonvick School District	364	N	89	364	-	-	0.00%	-	-	-	364
391 Cleveland Public School District	512	N	258	512	-	-	0.00%	-	-	-	512
592 Climax-Shelly Public Schools	898	N	602	898	-	-	0.00%	-	-	-	898
2888 Clinton-Graceville-Beardsley	873	N	398	873	-	226,177	1.71%	49	-	-	873
94 Cloquet Public School District	-		-	-	-	-	0.00%	-	-	-	-
13 Columbia Heights Public School Dist	827	Y	260	847	20	1,994,898	5.70%	165	2,085,551	605	1,432
81 Comfrey Public School District	1,405	Y	427	2,147	700	-	0.00%	-	-	-	1,405
166 Cook County Public Schools	800	N	71	800	-	-	0.00%	-	-	-	800
95 Cromwell-Wright Public Schools	-		-	-	-	-	0.00%	-	-	-	-
593 Crookston Public School District	523	N	224	523	-	-	0.00%	-	-	-	523
182 Crosby-Ironton Public School Dist.	-		-	-	-	329,515	0.86%	25	358,351	356	356
466 Dassel-Cokato Public School Dist.	789	Y	428	808	19	-	0.00%	-	-	-	789
378 Dawson-Boyd Public School District	460	N	282	460	-	-	0.00%	-	-	-	460

Minnesota School District Voter Approved Operating Referendum & Capital Project Levies

# Distric Name	FY 2025 Authority per Pupil	Inflation (Yes/No)	Tax Impact on \$300,000 home	FY 2026 Authority per Pupil	Change from FY 25 to FY 26	FY 2025 Capital Projects Levy (\$)	Pay 2024 Tax Rate	Tax Impact on \$300,000 Home	FY 2026 Capital Projects Levy (\$)	*Amount per Pupil	Combined FY 2026 Amount per Pupil
317 Deer River Public School District	-		-	-	-	-	0.00%	-	-	-	-
879 Delano Public School District	619	Y	208	634	15	-	0.00%	-	-	-	619
22 Detroit Lakes Public School Dist.	-		-	-	-	-	0.00%	-	-	-	-
2164 Dilworth-Glyndon-Felton	-		-	-	-	-	0.00%	-	-	-	-
533 Dover-Eyota Public School District	-		-	-	-	-	0.00%	-	-	-	-
709 Duluth Public School District	647	N	160	647	-	-	0.00%	-	-	-	647
2580 East Central School District	-		-	-	-	-	0.00%	-	-	-	-
595 East Grand Forks Public School	-		-	-	-	-	0.00%	-	-	-	-
112 Eastern Carver County Public School	1,561	Y	337	1,576	14	6,426,000	4.71%	136	6,766,611	738	2,300
272 Eden Prairie Public School District	2,125	Y	458	2,177	52	9,415,721	6.09%	176	10,093,029	1,118	3,244
463 Eden Valley-Watkins School	460	Y	247	471	11	-	0.00%	-	-	-	460
581 Edgerton Public School District	473	Y	359	492	19	-	0.00%	-	-	-	473
273 Edina Public School District	2,200	Y	462	2,261	61	8,476,346	5.47%	159	9,184,594	1,070	3,270
728 Elk River Public School District	1,466	Y	515	1,502	36	-	0.00%	-	-	-	1,466
514 Ellsworth Public School District	2,144	Y	1,357	2,160	16	-	0.00%	-	-	-	2,144
696 Ely Public School District	320	Y	88	328	8	-	0.00%	-	350,000	665	986
99 Esko Public School District	-		-	-	-	-	0.00%	-	-	-	-
2752 Fairmont Area School District	301	N	148	301	-	-	0.00%	-	-	-	301
656 Faribault Public School District	982	Y	322	1,006	24	-	0.00%	-	-	-	982
192 Farmington Public School District	678	Y	280	702	24	-	0.00%	-	-	-	678
544 Fergus Falls Public School District	-		-	-	-	-	0.00%	-	-	-	-
599 Fertile-Beltrami School District	492	N	269	492	-	-	0.00%	-	-	-	492
2198 Fillmore Central	464	N	196	464	-	-	0.00%	-	-	-	464
600 Fisher Public School District	161	N	7	161	-	316,469	5.84%	169	378,918	1,602	1,763
698 Floodwood Public School District	1,920	Y	241	1,967	47	-	0.00%	-	-	-	1,920
51 Foley Public School District	-		-	-	-	-	0.00%	-	-	-	-
831 Forest Lake Public School District	987	N	200	987	-	-	0.00%	-	-	-	987
601 Fosston Public School District	436	N	213	436	-	-	0.00%	-	-	-	436
323 Franconia Public School District	2,068	Y	297	2,118	50	-	0.00%	-	-	-	2,068
23 Frazee-Vergas Public School Dist.	-		-	-	-	-	0.00%	-	-	-	-
14 Fridley Public School District	599	Y	202	1,023	424	1,272,850	5.22%	151	1,346,895	501	1,101
505 Fulda Public School District	2,300	N	1,147	2,300	-	-	0.00%	-	-	-	2,300
2365 G.F.W.	992	Y	336	1,017	24	-	0.00%	-	-	-	992
2859 Glencoe-Silver Lake School District	554	Y	187	568	13	-	0.00%	-	-	-	554

Minnesota School District Voter Approved Operating Referendum & Capital Project Levies

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2886	Glenville-Emmons School District	2,144	Y	1,019	2,134	(10)	-	0.00%	-	-	-	2,144
253	Goodhue Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
561	Goodridge Public School District	1,627	N	2,102	1,627	-	-	0.00%	-	-	-	1,627
2536	Granada Huntley-East Chain	2,909	N	1,508	2,909	-	-	0.00%	-	-	-	2,909
495	Grand Meadow Public School District	792	Y	549	818	27	-	0.00%	-	-	-	792
318	Grand Rapids Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
2683	Greenbush-Middle River School Dist.	1,206	N	440	2,131	925	-	0.00%	-	-	-	1,206
316	Greenway Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
447	Grygla Public School District	460	N	271	2,175	1,715	138,071	5.54%	161	256,642	1,942	2,402
768	Hancock Public School District	471	Y	382	483	11	-	0.00%	-	-	-	471
200	Hastings Public School District	1,667	Y	436	1,707	41	2,000,000	3.39%	98	2,150,880	528	2,195
150	Hawley Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
203	Hayfield Public School District	595	Y	248	609	14	-	0.00%	-	-	-	595
402	Hendricks Public School District	3,096	Y	1,560	3,171	75	-	0.00%	-	-	-	3,096
545	Henning Public School District	535	N	176	535	-	360,031	4.39%	127	-	-	535
264	Herman-Norcross School District	2,937	N	315	2,937	-	69,504	1.05%	30	80,950	881	3,819
700	Hermantown Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
330	Heron Lake-Okabena School District	1,303	N	694	1,303	-	-	0.00%	-	-	-	1,303
701	Hibbing Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
2	Hill City Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
671	Hills-Beaver Creek School District	919	Y	489	941	22	-	0.00%	-	-	-	919
2165	Hinckley-Finlayson School District	-	-	-	-	-	-	0.00%	-	-	-	-
738	Holdingford Public School District	200	N	113	200	-	-	0.00%	-	-	-	200
270	Hopkins Public School District	2,258	Y	312	2,320	62	14,690,864	8.23%	239	15,545,820	2,282	4,541
294	Houston Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
2687	Howard Lake-Waverly-Winsted	600	Y	205	615	15	-	0.00%	-	-	-	600
423	Hutchinson Public School District	311	N	130	311	-	-	0.00%	-	-	-	311
361	International Falls School District	728	Y	282	753	25	-	0.00%	-	-	-	728
199	Inver Grove Heights Schools	710	Y	165	1,361	627	1,041,928	2.05%	59	1,104,497	325	1,035
473	Isle Public School District	521	N	158	521	-	329,396	3.51%	102	363,724	874	1,395
403	Ivanhoe Public School District	2,162	Y	770	2,214	53	-	0.00%	-	-	-	2,162
2895	Jackson County Central School Dist.	460	N	217	460	-	-	0.00%	-	-	-	460
2835	Janesville-Waldorf-Pemberton	1,311	N	539	1,311	-	-	0.00%	-	-	-	1,311
717	Jordan Public School District	-	-	-	-	-	-	0.00%	-	-	-	-

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204	Kasson-Mantorville School District	-		-	-	-	-	0.00%	-	-	-	-
36	Kelliher Public School District	-		-	-	-	-	0.00%	-	-	-	-
2172	Kenyon-Wanamingo School District	1,005	Y	345	1,029	24	-	0.00%	-	-	-	1,005
775	Kerkhoven-Murdock-Sunburg	-		-	-	-	-	0.00%	-	-	-	-
739	Kimball Public School District	678	Y	285	702	24	-	0.00%	-	-	-	678
2137	Kingsland Public School District	842	N	314	842	-	-	0.00%	-	-	-	842
2171	Kittson Central School District	3,546	N	465	4,546	1,000	-	0.00%	-	-	-	3,546
300	La Crescent-Hokah School District	1,048	Y	376	1,073	25	-	0.00%	-	-	-	1,048
2853	Lac Qui Parle Valley School Dist.	566	N	235	566	-	-	0.00%	-	-	-	566
404	Lake Benton Public School District	2,332	Y	972	2,396	64	-	0.00%	-	-	-	2,332
813	Lake City Public School District	970	Y	356	1,001	31	-	0.00%	-	-	-	970
2071	Lake Crystal-Wellcome Memorial	46	N	19	46	-	341,409	1.85%	54	397,633	416	461
390	Lake Of The Woods School District	24	N	8	24	-	-	0.00%	-	-	-	24
2889	Lake Park Audubon School District	195	N	47	195	-	-	0.00%	-	-	-	195
381	Lake Superior Public School Dist.	-		-	-	-	-	0.00%	-	-	-	-
2167	Lakeview School District	-		-	-	-	-	0.00%	-	-	-	-
194	Lakeville Public School District	1,774	Y	582	1,817	43	3,920,410	2.77%	80	4,222,311	357	2,131
356	Lancaster Public School District	3,219	Y	4,154	3,298	78	132,495	7.07%	205	71,687	405	3,624
229	Lanesboro Public School District	-		-	-	-	-	0.00%	-	-	-	-
306	Laporte Public School District	-		-	-	-	-	0.00%	-	-	-	-
2397	Le Sueur-Henderson School District	290	N	96	290	-	-	0.00%	-	-	-	290
499	Leroy-Ostrander Public Schools	2,332	Y	1,096	2,396	64	-	0.00%	-	-	-	2,332
424	Lester Prairie Public School Dist.	694	N	285	694	-	-	0.00%	-	-	-	694
857	Lewiston-Altura Public School Dist.	52	N	25	760	708	-	0.00%	-	-	-	52
465	Litchfield Public School District	753	Y	307	771	18	-	0.00%	-	-	-	753
482	Little Falls Public School District	224	N	103	224	-	-	0.00%	-	-	-	224
362	Littlefork-Big Falls School Dist.	-		-	-	-	-	0.00%	-	-	-	-
2753	Long Prairie-Grey Eagle School Dist	458	N	162	458	-	-	0.00%	-	-	-	458
2184	Luverne Public School District	463	N	230	463	-	-	0.00%	-	-	-	463
497	Lyle Public School District	1,024	Y	942	1,049	25	-	0.00%	-	-	-	1,024
415	Lynd Public School District	748	N	433	748	-	-	0.00%	-	-	-	748
2180	M.A.C.C.R.A.Y. School District	1,225	Y	746	1,236	10	-	0.00%	-	-	-	1,225
238	Mabel-Canton Public School Dist.	1,213	N	514	1,213	-	-	0.00%	-	-	-	1,213
837	Madelia Public School District	746	N	393	746	-	-	0.00%	-	-	-	746

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432 Mahnomon Public School District	-		-	-	-	-	0.00%	-	-	-	-
832 Mahtomedi Public School District	1,295	N	381	1,570	275	976,109	2.55%	74	1,044,879	332	1,627
77 Mankato Public School District	593	Y	197	615	22	-	0.00%	-	-	-	593
881 Maple Lake Public School District	740	Y	252	758	18	-	0.00%	-	-	-	740
2135 Maple River School District	268	N	113	268	-	-	0.00%	-	-	-	268
441 Marshall County Central Schools	707	N	341	707	-	-	0.00%	-	-	-	707
413 Marshall Public School District	-		-	-	-	-	0.00%	-	-	-	-
2448 Martin County West School District	685	N	252	685	-	-	0.00%	-	-	-	685
4 Mcgregor Public School District	-		-	-	-	-	0.00%	-	-	-	-
763 Medford Public School District	-		-	-	-	-	0.00%	-	-	-	-
740 Melrose Public School District	200	N	91	200	-	-	0.00%	-	-	-	200
821 Menahga Public School District	-		-	-	-	-	0.00%	-	-	-	-
2711 Mesabi East School District	-		-	-	-	-	0.00%	-	-	-	-
912 Milaca Public School District	302	Y	130	310	7	-	0.00%	-	-	-	302
635 Milroy Public School District	4,063	Y	1,472	4,169	106	-	0.00%	-	-	-	4,063
1.2 Minneapolis Public School Dist.	2,314	Y	273	2,377	64	17,114,245	2.11%	61	38,142,202	1,348	3,662
414 Minneota Public School District	-		-	-	-	250,000	2.50%	72	334,550	695	695
276 Minnetonka Public School District	2,333	Y	658	2,397	64	9,240,571	6.04%	175	10,049,125	893	3,226
2149 Minnewaska School District	268	Y	76	275	7	345,741	1.24%	36	923,316	712	980
129 Montevideo Public School District	157	N	80	157	-	-	0.00%	-	-	-	157
882 Monticello Public School District	675	Y	246	699	24	-	0.00%	-	-	-	675
152 Moorhead Public School District	224	N	106	224	-	-	0.00%	-	-	-	224
97 Moose Lake Public School District	-		-	-	-	-	0.00%	-	-	-	-
332 Mora Public School District	-		-	-	-	-	0.00%	-	-	-	-
2769 Morris Area Public Schools	284	Y	137	291	7	-	0.00%	-	-	-	284
621 Mounds View Public School District	2,091	Y	536	2,141	51	-	0.00%	-	-	-	2,091
712 Mountain Iron-Buhl School District	-		-	-	-	-	0.00%	-	-	-	-
173 Mountain Lake Public Schools	1,396	Y	924	2,028	591	-	0.00%	-	-	-	1,396
2169 Murray County Central School Dist.	626	N	277	626	-	530,000	2.56%	74	726,001	1,006	1,632
319 Nashwauk-Keewatin School District	669	Y	211	685	16	-	0.00%	-	-	-	669
707 Nett Lake Public School District	1,731	Y	1,475	1,777	46	-	0.00%	-	-	-	1,731
308 Nevis Public School District	-		-	-	-	-	0.00%	-	-	-	-
345 New London-Spicer School District	1,020	N	343	1,020	-	-	0.00%	-	-	-	1,020
721 New Prague Area Schools	247	N	97	247	-	-	0.00%	-	-	-	247

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88	New Ulm Public School District	798	Y	305	817	19	-	0.00%	-	-	-	798
553	New York Mills Public School Dist.	-		-	-	-	-	0.00%	-	-	-	-
507	Nicollet Public School District	1,241	Y	453	1,252	10	-	0.00%	-	-	-	1,241
2215	Norman County East School District	1,564	N	629	1,564	-	-	0.00%	-	-	-	1,564
138	North Branch Public Schools	-		-	-	-	974,390	2.87%	83	1,086,537	414	414
622	North St Paul-Maplewood Oakdale	1,000	Y	245	1,019	19	-	0.00%	-	-	-	1,000
659	Northfield Public School District	2,126	Y	774	2,184	59	1,906,488	4.22%	122	2,122,886	559	2,685
118	Northland Community Schools	-		-	-	-	-	0.00%	-	-	-	-
2168	NRHEG School District	-		-	-	-	-	0.00%	-	-	-	-
333	Ogilvie Public School District	737	Y	354	755	18	-	0.00%	-	-	-	737
480	Onamia Public School District	-		-	-	-	-	0.00%	-	-	-	-
278	Orono Public School District	2,185	Y	389	2,246	60	1,507,673	2.25%	65	1,703,026	593	2,778
2903	Ortonville Public Schools	567	Y	255	581	14	-	0.00%	-	-	-	567
213	Osakis Public School District	-		-	-	-	-	0.00%	-	-	-	-
279	Osseo Public School District	2,177	Y	561	2,230	53	13,493,345	4.43%	128	14,400,497	705	2,882
761	Owatonna Public School District	543	Y	258	556	13	-	0.00%	-	-	-	543
309	Park Rapids Public School District	-		-	-	-	-	0.00%	-	-	-	-
547	Parkers Prairie Public School Dist.	361	N	154	361	-	167,332	2.43%	70	191,017	357	718
741	Paynesville Public School District	460	N	185	460	-	383,003	2.88%	83	435,301	487	947
548	Pelican Rapids Public School Dist.	315	N	82	315	-	-	0.00%	-	-	-	315
186	Pequot Lakes Public Schools	-		-	-	-	-	0.00%	-	-	-	-
549	Perham-Dent Public School District	-		-	-	-	-	0.00%	-	-	-	-
484	Pierz Public School District	-		-	-	-	-	0.00%	-	-	-	-
116	Pillager Public School District	-		-	-	-	-	0.00%	-	-	-	-
578	Pine City Public School District	154	N	56	154	-	-	0.00%	-	-	-	154
255	Pine Island Public School Dist.	-		-	-	-	-	0.00%	-	-	-	-
25	Pine Point Public School District	-		-	-	-	-	0.00%	-	-	-	-
2174	Pine River-Backus School District	-		-	-	-	-	0.00%	-	-	-	-
2689	Pipestone Area School District	474	N	177	474	-	-	0.00%	-	-	-	474
2899	Plainview-Elgin-Milville	-		-	-	-	-	0.00%	-	-	-	-
477	Princeton Public School District	-		-	-	-	-	0.00%	-	-	-	-
815	Prinsburg Public School District	-	N	760	-	-	-	0.00%	-	-	-	-
719	Prior Lake-Savage Area Schools	624	N	190	624	-	-	0.00%	-	-	-	624
704	Proctor Public School District	-		-	-	-	-	0.00%	-	-	-	-

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195 Randolph Public School District	-		-	-	-	-	0.00%	-	-	-	-
2906 Red Lake County Central Public Sch	785	N	219	785	-	-	0.00%	-	-	-	785
630 Red Lake Falls Public School Dist.	1,700	N	1,200	1,700	-	-	0.00%	-	-	-	1,700
38 Red Lake Public School District	1,421	Y	372	1,455	35	-	0.00%	-	-	-	1,421
2884 Red Rock Central School District	700	N	263	700	-	-	0.00%	-	-	-	700
256 Red Wing Public School District	1,650	N	400	1,650	-	-	0.00%	-	-	-	1,650
2897 Redwood Area School District	460	N	201	460	-	-	0.00%	-	-	-	460
2890 Renville County West School Dist.	1,558	N	768	1,558	-	-	0.00%	-	-	-	1,558
280 Richfield Public School District	2,203	Y	375	2,256	54	4,777,993	6.29%	182	4,982,132	1,232	3,435
281 Robbinsdale Public School District	2,151	Y	488	2,211	60	6,642,660	4.00%	116	6,995,074	650	2,801
535 Rochester Public School District	944	Y	267	2,103	1,133	-	0.00%	-	-	-	944
2909 Rock Ridge Public School District	190	N	71	190	-	-	0.00%	-	-	-	190
883 Rockford Public School District	911	Y	258	933	22	-	0.00%	-	-	-	911
750 Rocori Public School District	-		-	-	-	407,625	1.71%	50	437,830	185	185
682 Roseau Public School District	227	N	94	227	-	-	0.00%	-	-	-	227
196 Rosemount-Apple Valley-Eagan	1,887	Y	646	1,933	46	8,534,727	2.89%	84	9,092,497	315	2,203
623 Roseville Public School District	1,986	Y	504	2,034	48	-	0.00%	-	-	-	1,986
850 Rothsay Public School District	260	N	178	260	-	-	0.00%	-	-	-	260
2907 Round Lake-Brewster Public Schools	765	N	726	765	-	-	0.00%	-	-	-	765
485 Royaltown Public School District	-		-	-	-	-	0.00%	-	-	-	-
2902 Rtr Public Schools	-		-	-	-	-	0.00%	-	-	-	-
139 Rush City Public School District	900	N	313	900	-	-	0.00%	-	-	-	900
239 Rushford-Peterson Public Schools	531	Y	275	544	13	-	0.00%	-	-	-	531
748 Sartell-St. Stephen School District	460	N	222	460	-	-	0.00%	-	-	-	460
743 Sauk Centre Public School District	1,162	Y	468	1,190	28	313,009	1.99%	58	359,185	316	1,478
47 Sauk Rapids-Rice Public Schools	-		-	-	-	-	0.00%	-	-	-	-
820 Sebeka Public School District	133	N	67	133	-	-	0.00%	-	-	-	133
720 Shakopee Public School District	1,339	Y	361	1,372	33	5,352,619	5.25%	152	6,215,800	794	2,133
2310 Sibley East School District	-		-	-	-	-	0.00%	-	-	-	-
84 Sleepy Eye Public School District	-		-	-	-	-	0.00%	-	-	-	-
363 South Koochiching School District	-		-	-	-	-	0.00%	-	-	-	-
6 South St. Paul Public School Dist.	1,990	Y	621	2,038	48	940,514	3.53%	102	988,603	338	2,328
833 South Washington County School	1,996	Y	615	2,044	49	5,000,000	2.36%	68	5,672,480	302	2,298
500 Southland Public School District	1,695	Y	868	1,743	48	-	0.00%	-	-	-	1,695

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297 Spring Grove School District	918	N	519	918	-	-	0.00%	-	-	-	918
16 Spring Lake Park Public Schools	194	N	57	194	-	1,813,614	2.62%	76	2,038,720	340	534
85 Springfield Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
282 St. Anthony-New Brighton Schools	930	N	598	1,820	890	989,914	6.06%	175	1,031,760	572	1,502
858 St. Charles Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
75 St. Clair Public School District	529	Y	398	542	13	-	0.00%	-	-	-	529
742 St. Cloud Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
15 St. Francis Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
840 St. James Public School District	504	N	220	504	-	-	0.00%	-	-	-	504
2142 St. Louis County School District	-	-	-	-	-	-	0.00%	-	-	-	-
283 St. Louis Park Public School Dist.	2,225	Y	349	2,286	61	3,946,886	4.09%	119	4,145,195	944	3,169
885 St. Michael-Albertville School Dist	-	-	-	-	-	-	0.00%	-	-	-	-
625 St. Paul Public School District	1,132	Y	273	1,167	35	-	0.00%	-	-	-	1,132
508 St. Peter Public School District	410	N	197	410	-	-	0.00%	-	-	-	410
2170 Staples-Motley School District	186	Y	61	191	5	-	0.00%	-	-	-	186
2856 Stephen-Argyle Central Schools	1,771	N	392	1,771	-	-	0.00%	-	-	-	1,771
534 Stewartville Public School District	246	N	136	246	-	-	0.00%	-	-	-	246
834 Stillwater Area Public School Dist.	1,796	Y	298	1,839	44	6,319,386	3.56%	103	7,186,623	882	2,677
486 Swanville Public School District	460	N	232	460	-	101,241	2.65%	77	117,547	344	804
564 Thief River Falls School District	-	-	-	900	900	-	0.00%	-	-	-	-
2904 Tracy Area Public School District	637	Y	253	660	23	-	0.00%	-	-	-	637
2905 Tri-City United School District	-	-	1	-	-	-	0.00%	-	-	-	-
2358 Tri-County School District	2,476	N	1,380	2,476	-	-	0.00%	-	-	-	2,476
2125 Triton School District	750	N	281	750	-	-	0.00%	-	-	-	750
458 Truman Public School District	2,414	N	863	2,414	-	147,933	1.43%	41	202,905	901	3,315
914 Ulen-Hitterdal Public School Dist	1,463	N	786	1,463	-	-	0.00%	-	-	-	1,463
550 Underwood Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
2134 United South Central School Dist.	1,327	Y	843	1,359	32	-	0.00%	-	-	-	1,327
487 Upsala Public School District	207	N	37	207	-	-	0.00%	-	-	-	207
818 Verndale Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
811 Wabasha-Kellogg Public School	837	N	218	837	-	-	0.00%	-	-	-	837
640 Wabasso Public School District	329	N	156	329	-	-	0.00%	-	-	-	329
110 Waconia Public School District	1,098	Y	333	1,125	27	-	0.00%	-	-	-	1,098
2155 Wadena-Deer Creek School District	563	N	240	563	-	-	0.00%	-	-	-	563

Minnesota School District Voter Approved Operating Referendum & Capital Project Levies

# Distric Name	FY 2025 Authority per Pupil	Inflation (Yes/No)	Tax Impact on \$300,000 home	FY 2026 Authority per Pupil	Change from FY 25 to FY 26	FY 2025 Capital Projects Levy (\$)	Pay 2024 Tax Rate	Tax Impact on \$300,000 Home	FY 2026 Capital Projects Levy (\$)	*Amount per Pupil	Combined FY 2026 Amount per Pupil
113 Walker-Hackensack-Akeley Schl.	-	-	-	-	-	291,517	0.85%	25	336,282	468	468
2176 Warren-Alvarado-Oslo School Dist.	1,900	N	497	1,900	-	-	0.00%	-	-	-	1,900
690 Warroad Public School District	471	Y	229	483	11	-	0.00%	-	-	-	471
829 Waseca Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
111 Watertown-Mayer Public School Dist.	593	Y	159	607	14	-	0.00%	-	-	-	593
2143 Waterville-Elysian-Morristown	1,127	N	305	1,127	-	-	0.00%	-	-	-	1,127
435 Waubun-Ogema-White Earth	-	-	-	-	-	-	0.00%	-	-	-	-
284 Wayzata Public School District	2,166	Y	461	2,226	60	10,934,348	4.53%	131	12,105,615	988	3,154
2342 West Central Area	1,551	Y	748	1,551	-	300,000	1.77%	51	353,558	457	2,008
197 West St. Paul-Mendota Hts.-Eagan	2,158	Y	380	2,210	52	2,200,410	2.00%	58	2,411,890	479	2,637
2898 Westbrook-Walnut Grove Schools	1,450	N	603	1,450	-	-	0.00%	-	-	-	1,450
277 Westonka Public School District	2,092	Y	243	2,142	51	2,362,549	3.07%	89	2,632,093	1,091	3,183
803 Wheaton Area Public School District	1,293	Y	1,021	1,306	14	-	0.00%	-	-	-	1,293
624 White Bear Lake School District	1,568	Y	328	1,613	45	2,731,164	2.03%	59	2,981,618	359	1,927
347 Willmar Public School District	45	N	353	750	705	-	0.00%	-	-	-	45
577 Willow River Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
177 Windom Public School District	613	N	305	613	-	-	0.00%	-	-	-	613
2609 Win-E-Mac School District	656	Y	286	680	23	-	0.00%	-	-	-	656
861 Winona Area Public School District	1,228	N	251	1,228	-	1,000,000	2.16%	63	1,000,000	422	1,650
518 Worthington Public School District	500	N	302	500	-	-	0.00%	-	-	-	500
100 Wrenshall Public School District	-	-	-	-	-	-	0.00%	-	-	-	-
2190 Yellow Medicine East	1,305	Y	482	1,341	37	-	0.00%	-	-	-	1,305
2805 Zumbrota-Mazeppa School District	1,241	Y	584	1,279	37	-	0.00%	-	-	-	1,241

Data sourced from MDE Pay 2024 School Tax Report and MDE Referendum Phaseout JUN24 for posting 07.11.2024

* Based on FY 2023 Final ADM

January 13, 2025

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:

<u>CHECK NO.</u>	<u>VENDOR</u>	<u>UFARS CODE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
16319	AT & T MOBILITY	E 01 005 690 000 000 320	Comm Telephone	\$1,190.28
16319	AT & T MOBILITY	E 01 005 690 000 000 320	Comm Telephone	\$603.29
16319 Total				<u>\$1,793.57</u>
16320	CENTURY LINK	E 01 005 605 000 311 320	Communications Srv	\$109.22
16320	CENTURY LINK	E 01 005 605 000 311 320	Communications Srv	\$109.22
16320 Total				<u>\$218.44</u>
16321	GILBERT WATER & LIGHT DEPT	E 03 005 760 000 720 320	Comm Telephone	\$697.00
16321 Total				<u>\$697.00</u>
16322	MINNESOTA ENERGY RESOURCES	E 03 005 760 000 720 440	Fuel For Buildings	\$245.73
16322 Total				<u>\$245.73</u>
16323	SCAN AIR FILTER INC	E 01 101 810 000 000 350	Filters Laurentian	\$431.71
16323 Total				<u>\$431.71</u>
16324	VIRGINIA PUBLIC UTILITITES	E 01 005 810 000 000 334		\$566.46
16324	VIRGINIA PUBLIC UTILITITES	E 01 116 810 000 000 332		\$250.00
16324	VIRGINIA PUBLIC UTILITITES	E 01 116 810 000 000 333		\$568.32
16324	VIRGINIA PUBLIC UTILITITES	E 01 116 810 000 000 331		\$2,991.49
16324	VIRGINIA PUBLIC UTILITITES	E 01 116 810 000 000 440		\$1,573.11
16324	VIRGINIA PUBLIC UTILITITES	E 01 117 810 000 000 440		\$3,395.61
16324	VIRGINIA PUBLIC UTILITITES	E 01 117 810 000 000 331		\$2,993.55
16324	VIRGINIA PUBLIC UTILITITES	E 01 117 810 000 000 333		\$359.72
16324	VIRGINIA PUBLIC UTILITITES	E 01 117 810 000 000 332		\$165.00
16324	VIRGINIA PUBLIC UTILITITES	E 01 117 810 000 000 334		\$390.96
16324	VIRGINIA PUBLIC UTILITITES	E 01 005 810 000 000 334		\$16.26
16324	VIRGINIA PUBLIC UTILITITES	E 01 005 810 000 000 440		\$326.52
16324	VIRGINIA PUBLIC UTILITITES	E 01 005 810 000 000 333		\$109.40
16324	VIRGINIA PUBLIC UTILITITES	E 01 005 810 000 000 331		\$61.60
16324	VIRGINIA PUBLIC UTILITITES	E 01 005 810 000 000 332		\$63.00
16324 Total				<u>\$13,831.00</u>
16325	WEST MUSIC	E 05 101 258 000 302 530	203777 PRIMARY GPXP 1-1 XYLO; BASS; RSWD	\$1,160.25
16325	WEST MUSIC	E 05 101 258 000 302 530	203786 PRIMARY AGP-A, GLOCK; ALTO	\$151.30
16325	WEST MUSIC	E 05 101 258 000 302 530	203785 PRIMARY SGP-1 GLOCK; SOP	\$142.80
16325	WEST MUSIC	E 05 101 258 000 302 530	261019 BASIC BEAT BBPG MALLETS; PLASTIC; H	\$12.60
16325	WEST MUSIC	E 05 101 258 000 302 530	203789 PRIMARY KSP 60 X G BASS BAR; CONTR	\$280.50
16325	WEST MUSIC	E 05 101 258 000 302 530	203787 PRIMARY KSP 60 X F BASS BAR; CONTR	\$280.50
16325	WEST MUSIC	E 01 116 258 000 000 430	Instruct Supplies	\$356.82
16325	WEST MUSIC	E 05 101 258 000 302 530	206626 SONOR SMART RSWD XYLO SET, 3 PC; S	\$5,074.50
16325 Total				<u>\$7,459.27</u>
16326	PACESETTERS SPORTS	E 04 500 560 704 321 401	General Supplies	\$780.00
16326 Total				<u>\$780.00</u>
16327	BERGLUND THOMAS	E 01 005 810 000 000 350	Repairs Maint Serv	\$3,646.00
16327 Total				<u>\$3,646.00</u>
16328	EARTHLINK BUSINESS	E 01 005 606 000 000 320		\$164.00
16328	EARTHLINK BUSINESS	E 01 005 810 000 000 320		\$492.01
16328	EARTHLINK BUSINESS	E 02 005 770 000 701 320		\$43.74

16328	EARTHLINK BUSINESS	E	03	005	760	000	720	320		\$87.47
16328	EARTHLINK BUSINESS	E	01	300	050	000	000	320		\$43.74
16328	EARTHLINK BUSINESS	E	01	112	203	000	000	320		\$43.74
16328	EARTHLINK BUSINESS	E	01	117	810	000	000	320		\$43.74
16328	EARTHLINK BUSINESS	E	04	500	505	000	321	320		\$43.74
16328	EARTHLINK BUSINESS	E	01	005	020	000	000	320		\$43.74
16328	EARTHLINK BUSINESS	E	01	300	211	000	000	320		\$87.47
16328 Total										<u>\$1,093.39</u>
16329	MINNESOTA POWER	E	01	300	810	000	000	331	Electricity	\$614.54
16329 Total										<u>\$614.54</u>
16330	SCHROEDER ALICIA	E	01	005	203	051	000	430	Instructional Supply	\$854.54
16330 Total										<u>\$854.54</u>
16331	ACME TOOLS	E	01	300	211	226	000	401	General Supplies	\$409.03
16331	ACME TOOLS	E	01	300	211	226	000	401	General Supplies	\$839.00
16331	ACME TOOLS	E	01	300	211	226	000	401	General Supplies	\$658.00
16331	ACME TOOLS	E	01	300	211	226	000	401	General Supplies	\$825.44
16331 Total										<u>\$2,731.47</u>
16332	AIKEY ELECTRIC LLC	E	03	005	760	000	720	350	Repairs Maint Serv	\$520.24
16332	AIKEY ELECTRIC LLC	E	01	005	810	000	000	350	Repairs Maint Serv	\$7,956.52
16332 Total										<u>\$8,476.76</u>
16333	ALBIN ACQUISITION CORP	E	01	005	110	000	000	314	Background Checks for November 2024	\$914.00
16333 Total										<u>\$914.00</u>
16334	AMAZON CAPITAL SERVICES INC	E	01	101	203	000	000	401	General Supplies	\$47.39
16334	AMAZON CAPITAL SERVICES INC	E	01	101	203	404	000	430	Instructional Supply	\$157.17
16334	AMAZON CAPITAL SERVICES INC	E	01	116	420	000	740	433	Sup/Mat Indiv Instr	\$13.02
16334	AMAZON CAPITAL SERVICES INC	E	01	300	620	000	000	401	General Supplies	\$117.87
16334	AMAZON CAPITAL SERVICES INC	E	01	300	420	000	740	433	Ind Instructnl Mtrls	\$454.63
16334	AMAZON CAPITAL SERVICES INC	E	01	300	296	702	000	430	Instruct Supplies	\$379.62
16334	AMAZON CAPITAL SERVICES INC	E	01	300	296	702	000	430	Instruct Supplies	\$219.72
16334	AMAZON CAPITAL SERVICES INC	E	01	116	203	404	000	430	Instruct Supplies	\$254.58
16334	AMAZON CAPITAL SERVICES INC	E	01	300	420	000	740	433	Ind Instructnl Mtrls	\$48.85
16334	AMAZON CAPITAL SERVICES INC	E	01	116	420	000	740	433		\$65.98
16334	AMAZON CAPITAL SERVICES INC	E	01	300	420	000	740	433		\$798.70
16334	AMAZON CAPITAL SERVICES INC	E	01	112	203	000	000	401	General Supplies	\$144.61
16334	AMAZON CAPITAL SERVICES INC	E	01	300	420	000	740	433	Ind Instructnl Mtrls	\$308.39
16334	AMAZON CAPITAL SERVICES INC	E	01	116	620	000	000	401	General Supplies	\$35.67
16334	AMAZON CAPITAL SERVICES INC	E	01	116	420	000	740	433	Sup/Mat Indiv Instr	\$787.35
16334	AMAZON CAPITAL SERVICES INC	E	01	116	420	000	740	433	Sup/Mat Indiv Instr	\$81.93
16334	AMAZON CAPITAL SERVICES INC	E	01	300	420	000	740	433	Ind Instructnl Mtrls	\$16.98
16334	AMAZON CAPITAL SERVICES INC	E	01	005	420	000	740	433	Sup/Mat Indiv Instr	\$979.71
16334	AMAZON CAPITAL SERVICES INC	E	01	101	203	000	000	401	General Supplies	\$441.64
16334	AMAZON CAPITAL SERVICES INC	E	01	116	420	000	740	433	Sup/Mat Indiv Instr	\$109.99
16334	AMAZON CAPITAL SERVICES INC	E	01	300	298	000	000	899	Misc Expense	\$78.00
16334	AMAZON CAPITAL SERVICES INC	E	01	005	420	000	740	433		\$479.21
16334	AMAZON CAPITAL SERVICES INC	E	01	116	420	000	740	433		\$852.62
16334	AMAZON CAPITAL SERVICES INC	E	01	116	420	000	740	433	Sup/Mat Indiv Instr	\$141.60
16334	AMAZON CAPITAL SERVICES INC	E	01	101	203	000	000	401	General Supplies	\$49.38
16334 Total										<u>\$7,064.61</u>
16335	ANDERSON DAKOTAH	E	01	300	296	710	000	305	Consulting Fees	\$207.00
16335	ANDERSON DAKOTAH	E	01	300	296	710	000	305	Consulting Fees	\$180.00
16335	ANDERSON DAKOTAH	E	01	300	296	710	000	305	Consulting Fees	\$117.00
16335 Total										<u>\$504.00</u>

16336	ANDRIE JADE	E	01	300	250	7000	000	430	Instruct Supplies	\$470.73
16336 Total										<u>\$470.73</u>
16337	ANDY MARK	E	01	300	294	709	000	305	Consulting Fees	\$180.00
16337 Total										<u>\$180.00</u>
16338	APG MEDIA OF MN	E	01	005	010	000	000	380	Print-Publish	\$2,901.37
16338 Total										<u>\$2,901.37</u>
16339	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	Repairs Maint Serv	\$1,545.80
16339	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	Repairs Maint Serv	\$861.64
16339	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	Repairs Maint Serv	\$523.79
16339	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	Repairs Maint Serv	\$312.30
16339	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	Repairs Maint Serv	\$383.76
16339 Total										<u>\$3,627.29</u>
16340	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	\$10,934.59
16340 Total										<u>\$10,934.59</u>
16341	BANDHUIN CHRISTOPHER	E	01	300	296	709	000	305	Consulting Fees	\$135.00
16341 Total										<u>\$135.00</u>
16342	BARBER GRAPHICS INC	E	04	500	560	000	321	430	Instruct Supplies	\$1,228.80
16342 Total										<u>\$1,228.80</u>
16343	BENDA JAMES	E	01	300	296	710	000	305	Consulting Fees	\$117.00
16343	BENDA JAMES	E	01	300	296	710	000	305	Consulting Fees	\$8.00
16343	BENDA JAMES	E	01	300	294	710	000	305	Consulting Fees	\$207.00
16343	BENDA JAMES	E	01	300	294	710	000	305	Consulting Fees	\$207.00
16343 Total										<u>\$539.00</u>
16344	BENZ DENNIS	E	01	300	294	711	000	430	Instruct Supplies	\$430.94
16344	BENZ DENNIS	E	01	300	294	711	000	430	Instruct Supplies	\$195.88
16344 Total										<u>\$626.82</u>
16345	BERG ROY ALLEN	E	01	300	259	001	000	350	Repairs Maint Serv	\$116.00
16345 Total										<u>\$116.00</u>
16346	BIALKE ALYSON MARIE	E	04	701	590	000	350	311	Prof Tech Services	\$230.00
16346 Total										<u>\$230.00</u>
16347	BIO CORPORATION	E	01	005	105	004	000	401	Sheep Eye Vacuum Packed (Offer Product: 363	\$11.40
16347	BIO CORPORATION	E	01	005	105	004	000	401	Sheep Brain - In Dura Vacuum Packed (Offer Pi	\$158.40
16347	BIO CORPORATION	E	01	005	105	004	000	401	Fetal Pigs 5" - 7" / Plain / Vacuum Sealed (Off	\$79.80
16347	BIO CORPORATION	E	01	300	260	000	000	430	Shipping	\$49.42
16347 Total										<u>\$299.02</u>
16348	BOBCAT OF DULUTH INC	E	05	005	850	000	302	530	Equip Purchased	\$8,189.00
16348 Total										<u>\$8,189.00</u>
16349	BSN SPORTS LLC	E	01	300	294	709	000	430	Instruct Supplies	\$1,656.00
16349 Total										<u>\$1,656.00</u>
16350	CELLEY DAVE	E	03	005	750	000	720	311	Prof Tech Services	\$100.00
16350 Total										<u>\$100.00</u>
16351	CHRISTIAN EGGERT VIOLINS LTD	E	01	300	259	001	000	350	String Bass Repair	\$484.00
16351 Total										<u>\$484.00</u>
16352	CITY OF VIRGINIA - IRON TRAIL MOTORS EVENT	E	05	005	850	040	302	335		\$1,452.00
16352	CITY OF VIRGINIA - IRON TRAIL MOTORS EVENT	E	05	005	850	040	302	335		\$8,223.00
16352	CITY OF VIRGINIA - IRON TRAIL MOTORS EVENT	E	05	005	850	040	302	335		\$7,491.00
16352 Total										<u>\$17,166.00</u>
16353	COOLE SCHOOL	E	01	005	107	050	000	401	AS PER ATTACHED QUOTE FORM #CS-24496	\$914.40
16353	COOLE SCHOOL	E	01	005	107	050	000	401	AS PER ATTACHED QUOTE FORM #CS-24497	\$989.20
16353 Total										<u>\$1,903.60</u>
16354	COSTIN GROUP INC	E	01	005	010	000	000	311	Prof Tech Services	\$3,500.00
16354 Total										<u>\$3,500.00</u>

16355	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	410	Custodial Supplies	\$25.50
16355	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$101.50
16355	DAHLHEIMER BEVERAGE	E	01	005	810	000	000	410	Custodial Supplies	\$40.00
16355	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$71.50
16355	DAHLHEIMER BEVERAGE	E	01	118	810	000	000	332	Water	\$11.00
16355	DAHLHEIMER BEVERAGE	E	03	005	760	000	720	332	Water	\$9.00
16355	DAHLHEIMER BEVERAGE	E	01	300	810	000	000	332	Water	\$9.00
16355	DAHLHEIMER BEVERAGE	E	01	101	810	000	000	410	Custodial Supplies	\$4.32
16355	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$25.92
16355	DAHLHEIMER BEVERAGE	E	01	005	810	000	000	401	General Supplies	\$77.76
16355	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$41.50
16355	DAHLHEIMER BEVERAGE	E	01	116	810	000	000	332	Water	\$38.00
16355 Total										<u>\$455.00</u>
16356	DINCAU VENDING INC	E	01	300	214	038	000	401	General Supplies	\$697.00
16356	DINCAU VENDING INC	E	01	300	214	038	000	401	General Supplies	\$876.00
16356 Total										<u>\$1,573.00</u>
16357	DOMINO'S PIZZA	E	01	005	107	050	000	401	General Supplies	\$199.18
16357 Total										<u>\$199.18</u>
16358	DRAMATIC PUBLISHING	E	01	300	298	000	000	430	Aunt Leaf one act scripts	\$79.60
16358	DRAMATIC PUBLISHING	E	01	300	298	000	000	430	Royalties	\$80.00
16358	DRAMATIC PUBLISHING	E	01	300	298	000	000	430	Shipping	\$15.44
16358 Total										<u>\$175.04</u>
16359	EDUCATORS BENEFIT CONSULTANTS	E	01	005	110	000	000	311	Prof Tech Services	\$254.70
16359 Total										<u>\$254.70</u>
16360	EDWARDS OIL COMPANY	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$19,007.05
16360 Total										<u>\$19,007.05</u>
16361	EMC INSURANCE COMPANIES	E	01	005	940	000	000	341		\$2,680.55
16361	EMC INSURANCE COMPANIES	E	01	005	940	000	000	340		\$31,894.09
16361	EMC INSURANCE COMPANIES	E	03	005	760	000	720	340		\$4,569.00
16361 Total										<u>\$39,143.64</u>
16362	ENDRESEN SOUND COMPANY	E	01	005	810	000	000	350	Central monitoring 1404 Building	\$678.00
16362 Total										<u>\$678.00</u>
16363	ESSENTIA HEALTH	E	03	005	750	000	720	311	DOT Physical & Drug Testing Lyn Nelson	\$115.00
16363 Total										<u>\$115.00</u>
16364	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	334		\$705.00
16364	EVELETH PUBLIC UTILITIES	E	01	101	810	000	000	330		\$70.75
16364	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	334		\$1,650.25
16364	EVELETH PUBLIC UTILITIES	E	01	300	810	000	000	333		\$1,405.40
16364	EVELETH PUBLIC UTILITIES	E	01	300	810	000	000	332		\$920.50
16364	EVELETH PUBLIC UTILITIES	E	01	302	810	000	000	332		\$79.50
16364	EVELETH PUBLIC UTILITIES	E	01	302	810	000	000	333		\$106.10
16364	EVELETH PUBLIC UTILITIES	E	03	005	760	000	720	332		\$84.00
16364	EVELETH PUBLIC UTILITIES	E	03	005	760	000	720	333		\$127.40
16364	EVELETH PUBLIC UTILITIES	E	01	119	810	000	000	333		\$28.00
16364	EVELETH PUBLIC UTILITIES	E	01	119	810	000	000	332		\$21.00
16364	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	334		\$22.54
16364	EVELETH PUBLIC UTILITIES	E	01	118	810	000	000	332		\$105.00
16364	EVELETH PUBLIC UTILITIES	E	01	118	810	000	000	333		\$78.45
16364	EVELETH PUBLIC UTILITIES	E	01	118	810	000	000	334		\$110.87
16364	EVELETH PUBLIC UTILITIES	E	01	300	810	000	000	331	Electricity	\$305.90
16364	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	332	Water	\$94.00
16364 Total										<u>\$5,914.66</u>

16365	FACTS EDUCATION SOLUTIONS LLC	E	01	798	216	000	401	304	Purchased Services	\$1,539.60
16365 Total										<u>\$1,539.60</u>
16366	FLOERSHEIM WILLIAM	E	01	300	294	709	000	305	Consulting Fees	\$180.00
16366	FLOERSHEIM WILLIAM	E	01	300	294	709	000	305	Consulting Fees	\$35.00
16366 Total										<u>\$215.00</u>
16367	FLOOR TO CEILING	E	01	112	810	000	000	350	Repairs Maint Serv	\$216.00
16367	FLOOR TO CEILING	E	01	112	810	000	000	350	Repairs Maint Serv	\$1,933.36
16367 Total										<u>\$2,149.36</u>
16368	FOOTPRINT PROMOTIONAL ADVERTISING	E	01	005	107	050	000	401	General Supplies	\$1,052.01
16368 Total										<u>\$1,052.01</u>
16369	FOSSLAND VICTORIA	E	01	300	294	710	000	305	Consulting Fees	\$90.00
16369	FOSSLAND VICTORIA	E	01	300	294	710	000	305	Consulting Fees	\$180.00
16369 Total										<u>\$270.00</u>
16370	FRABONI	E	01	300	214	038	000	401	General Supplies	\$38.84
16370 Total										<u>\$38.84</u>
16371	FRIEDLIEB JACE	E	01	300	296	710	000	305	Consulting Fees	\$207.00
16371	FRIEDLIEB JACE	E	01	300	296	710	000	305	Consulting Fees	\$180.00
16371	FRIEDLIEB JACE	E	01	300	294	710	000	305	Consulting Fees	\$207.00
16371 Total										<u>\$594.00</u>
16372	GEAR UP	E	04	500	560	709	321	401	General Supplies	\$1,277.45
16372 Total										<u>\$1,277.45</u>
16373	GRANDE ACE HARDWARE	E	01	112	810	000	000	350	Repairs Maint Serv	\$4.17
16373	GRANDE ACE HARDWARE	E	01	005	810	000	000	350	Repairs Maint Serv	\$95.90
16373	GRANDE ACE HARDWARE	E	01	116	810	000	000	350	Repairs Maint Serv	\$699.00
16373	GRANDE ACE HARDWARE	E	01	300	810	000	000	350	Repairs Maint Serv	\$249.99
16373 Total										<u>\$1,049.06</u>
16374	GREENWAY BASKETBALL BOOSTERS	E	01	300	294	709	000	364	Entry Fees/Student Travel	\$175.00
16374 Total										<u>\$175.00</u>
16375	H2I GROUP INC	E	01	101	810	000	000	350	Basketball hoop adjustment Laurentian gym	\$5,500.00
16375 Total										<u>\$5,500.00</u>
16376	HAINNEY CASSANDRA	E	01	005	107	050	000	401	General Supplies	\$181.67
16376	HAINNEY CASSANDRA	E	01	005	107	050	000	365	Transportation Chargeback	\$24.93
16376 Total										<u>\$206.60</u>
16377	HAWKINS INC	E	01	300	810	000	000	350	Repairs Maint Serv	\$1,719.51
16377	HAWKINS INC	E	01	300	810	000	000	350	Repairs Maint Serv	\$3,281.24
16377 Total										<u>\$5,000.75</u>
16378	HILLYARD / HUTCHINSON	E	01	300	810	000	000	410	Custodial Supplies	\$247.71
16378	HILLYARD / HUTCHINSON	E	01	101	810	000	000	350	Repair & Maint Service	\$393.83
16378	HILLYARD / HUTCHINSON	E	01	116	810	000	000	350	Repairs Maint Serv	\$3,880.21
16378 Total										<u>\$4,521.75</u>
16379	HIRSCH DEREK	E	01	300	294	710	000	305	Consulting Fees	\$207.00
16379	HIRSCH DEREK	E	01	300	294	710	000	305	Consulting Fees	\$24.00
16379 Total										<u>\$231.00</u>
16380	HOGLUND BUS CO INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$92.19
16380	HOGLUND BUS CO INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$113.43
16380	HOGLUND BUS CO INC	E	03	005	760	000	720	420	Repair Supplies	\$243.56
16380	HOGLUND BUS CO INC	E	03	005	760	000	720	420	Repair Supplies	\$617.48
16380	HOGLUND BUS CO INC	E	03	005	760	000	720	420	Repair Supplies	\$454.73
16380 Total										<u>\$1,521.39</u>
16381	HOLMSTROM TIMOTHY	E	01	300	296	709	000	305	Consulting Fees	\$180.00
16381 Total										<u>\$180.00</u>
16382	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$138.38
16382	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$41.00

16382	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$138.38
16382	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$123.00
16382	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$300.00
16382	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$138.38
16382	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$41.00
16382	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$650.00
16382	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$138.38
16382	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$138.38
16382 Total										<u>\$1,846.90</u>
16383	IMPERIAL DADE	E	01	112	810	000	000	410	Custodial Supplies	\$445.88
16383 Total										<u>\$445.88</u>
16384	IMSE	E	01	005	030	000	000	460	AS PER ATTACHED QUOTE #324225	\$418.13
16384	IMSE	E	01	005	030	000	000	460	AS PER ATTACHED QUOTE #324134	\$1,611.23
16384	IMSE	E	01	005	030	000	000	406	AS PER ATTACHED QUOTE #324324	\$125.00
16384 Total										<u>\$2,154.36</u>
16385	INAC INC	E	02	005	770	000	701	401		\$7,069.85
16385	INAC INC	E	02	005	770	000	701	495		\$12,343.31
16385	INAC INC	E	02	005	770	000	701	319		\$38,404.71
16385	INAC INC	E	02	005	770	000	701	490		\$74,444.95
16385	INAC INC	E	02	005	770	000	701	311		\$9,543.19
16385 Total										<u>\$141,806.01</u>
16386	INFINITY ONLINE	E	01	300	690	000	000	390	Pmt Educ Pur MN Dist	\$4,675.00
16386 Total										<u>\$4,675.00</u>
16387	INSTRUMENTL	E	01	005	110	000	000	311	Prof Tech Services	\$5,444.00
16387 Total										<u>\$5,444.00</u>
16388	INTER CITY OIL INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$134.86
16388 Total										<u>\$134.86</u>
16389	ISD #113	E	01	300	294	711	000	364	Entry Fees/Student Travel	\$275.00
16389 Total										<u>\$275.00</u>
16390	ISD #2	E	01	300	361	958	428	303	Purchased Services	\$563.25
16390 Total										<u>\$563.25</u>
16391	ISD #317	E	01	300	294	709	000	364	Entry Fees/Student Travel	\$350.00
16391 Total										<u>\$350.00</u>
16392	ISD #318	E	01	300	294	709	000	364	Entry Fees/Student Travel	\$125.00
16392 Total										<u>\$125.00</u>
16393	ISD #695	E	01	300	294	709	000	364	Entry Fees/Student Travel	\$150.00
16393 Total										<u>\$150.00</u>
16394	ISD #696	E	01	300	361	953	428	303	Purchased Services	\$4,769.92
16394 Total										<u>\$4,769.92</u>
16395	ISD #709	E	01	300	294	706	000	364	Entry Fees/Student Travel	\$165.00
16395 Total										<u>\$165.00</u>
16396	I-STATE TRUCK CENTERS	E	03	005	760	000	720	350	Repairs Maint Serv	\$145.43
16396 Total										<u>\$145.43</u>
16397	IVANCICH FRANK	E	01	300	294	709	000	305	Consulting Fees	\$35.00
16397	IVANCICH FRANK	E	01	300	294	709	000	305	Consulting Fees	\$180.00
16397 Total										<u>\$215.00</u>
16398	JAY'S PAC-N-SHIP	E	01	005	810	000	000	401	General Supplies	\$60.00
16398 Total										<u>\$60.00</u>
16399	KANGAS KATHERINE	R	04	500	560	000	321	050	Fees from Patrons	\$85.00
16399 Total										<u>\$85.00</u>
16400	KEN WASCHKE AUTO PLAZA	E	03	005	760	000	720	350	Repairs Maint Serv	\$287.55
16400 Total										<u>\$287.55</u>

16401	KING KIM	E	04	500	560	000	321	430	Instruct Supplies	\$192.00
16401 Total										<u>\$192.00</u>
16402	KNUTSON STEVE	E	01	300	296	709	000	305	Consulting Fees	\$180.00
16402	KNUTSON STEVE	E	01	300	296	709	000	305	Consulting Fees	\$80.00
16402 Total										<u>\$260.00</u>
16403	KRALICH JESSICA	E	04	500	560	000	321	430	Instruct Supplies	\$400.00
16403 Total										<u>\$400.00</u>
16404	KRAUS-ANDERSON	E	06	005	870	000	000	311	Prof Tech Services	\$62,816.75
16404 Total										<u>\$62,816.75</u>
16405	KREEGIER ROBERT	E	01	005	640	000	316	366	Travel	\$532.58
16405	KREEGIER ROBERT	E	01	005	606	000	000	401	General Supplies	\$108.99
16405	KREEGIER ROBERT	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$116.45
16405 Total										<u>\$758.02</u>
16406	KUSH-JEFFERY SHANON	E	04	500	580	000	325	401	General Supplies	\$102.86
16406 Total										<u>\$102.86</u>
16407	L & M SUPPLY INC	E	01	300	211	226	000	401	General Supplies	\$99.00
16407	L & M SUPPLY INC	E	01	300	255	000	000	430	Instruct Supplies	\$129.17
16407	L & M SUPPLY INC	E	01	300	211	226	000	401	General Supplies	\$1,116.97
16407	L & M SUPPLY INC	E	01	300	211	226	000	401	General Supplies	\$120.69
16407	L & M SUPPLY INC	E	01	005	810	000	000	350	Repairs Maint Serv	\$19.98
16407	L & M SUPPLY INC	E	01	005	810	000	000	350	Repairs Maint Serv	\$17.99
16407	L & M SUPPLY INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$49.88
16407 Total										<u>\$1,553.68</u>
16408	LAKESHORE LEARNING MATERIALS	E	01	005	420	000	740	433	GG901, MONEY HANDS-ON TEACHING KIT	\$980.40
16408 Total										<u>\$980.40</u>
16409	LCS COACHES INC	E	01	300	296	710	733	361	Private Trans Cont	\$2,942.22
16409	LCS COACHES INC	E	01	300	294	710	733	361	Hockey to Brainerd 11/21	\$1,703.03
16409 Total										<u>\$4,645.25</u>
16410	LINDE GAS & EQUIPMENT INC	E	01	005	810	000	000	350	tank rental for welding 10/20-11/20 Eveleth G:	\$93.34
16410	LINDE GAS & EQUIPMENT INC	E	01	300	255	000	000	430	Instruct Supplies	\$131.04
16410	LINDE GAS & EQUIPMENT INC	E	01	300	810	000	000	350	Tank rental welding HS 10/20-11/20	\$93.34
16410	LINDE GAS & EQUIPMENT INC	E	01	005	810	000	000	350	tank rental for welding 10/20-11/20 Gilbert Ga	\$72.27
16410 Total										<u>\$389.99</u>
16411	LOEFFLER WAYNE	E	01	300	296	709	000	305	Consulting Fees	\$135.00
16411 Total										<u>\$135.00</u>
16412	LUTZKA STEPHANIE	E	01	116	420	000	740	433	Sup/Mat Indiv Instr	\$84.99
16412 Total										<u>\$84.99</u>
16413	MACKIN EDUCATIONAL RESOURCES	E	01	300	620	000	000	470	Library Books	\$584.81
16413 Total										<u>\$584.81</u>
16414	MARIUCCI VIDEO PRODUCTION INC	E	19	005	105	000	000	401		\$100.00
16414	MARIUCCI VIDEO PRODUCTION INC	E	19	005	105	000	000	401		\$2,000.00
16414	MARIUCCI VIDEO PRODUCTION INC	E	19	005	105	000	000	401		\$97.50
16414 Total										<u>\$2,197.50</u>
16415	MCEA	E	04	500	560	000	321	430	Instruct Supplies	\$1,335.00
16415 Total										<u>\$1,335.00</u>
16416	MENARDS	E	01	300	211	226	000	401	General Supplies	\$532.93
16416	MENARDS	E	01	300	211	226	000	401	General Supplies	\$154.59
16416	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$186.75
16416	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$31.33
16416	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$105.66
16416	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$33.88
16416	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$13.98
16416	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$79.94

16416	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$75.58
16416	MENARDS	E	01	116	810	000	000	350	Repairs Maint Serv	\$119.80
16416	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$89.76
16416	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$86.45
16416	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$44.95
16416	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$295.98
16416	MENARDS	E	01	300	211	226	000	401	General Supplies	\$454.30
16416 Total										<u>\$2,305.88</u>
16417	MESABI SIGN CO INC	E	01	005	810	000	000	350	2lb sign posts	\$150.00
16417 Total										<u>\$150.00</u>
16418	METRO SALES INC	E	05	005	850	000	302	335	Short Term Lease	\$890.40
16418 Total										<u>\$890.40</u>
16419	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$75.71
16419	MINER'S INC	E	01	005	107	050	000	401	General Supplies	\$36.70
16419	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$85.60
16419	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$23.98
16419	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$244.50
16419	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$15.53
16419	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$12.93
16419	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$9.80
16419	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$42.87
16419	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$119.33
16419	MINER'S INC	E	01	005	107	050	000	401	General Supplies	\$313.22
16419	MINER'S INC	E	01	005	107	050	000	401	General Supplies	\$17.93
16419	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$134.51
16419	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$23.85
16419	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$123.46
16419	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$6.00
16419	MINER'S INC	E	01	300	260	000	000	430	Instruct Supplies	\$83.21
16419	MINER'S INC	E	01	005	107	050	000	401	General Supplies	\$25.57
16419	MINER'S INC	E	01	005	107	050	000	401	General Supplies	\$93.41
16419	MINER'S INC	E	04	500	580	000	325	401	General Supplies	\$34.49
16419	MINER'S INC	E	04	500	580	000	325	401	General Supplies	\$23.93
16419	MINER'S INC	E	01	005	107	050	000	401	General Supplies	\$29.12
16419 Total										<u>\$1,575.65</u>
16420	MINNEAPOLIS OXYGEN COMPANY	E	01	300	255	000	000	430	Instruct Supplies	\$150.59
16420 Total										<u>\$150.59</u>
16421	MINNESOTA ENERGY RESOURCES	E	03	005	760	000	720	440	Fuel For Buildings	\$288.80
16421 Total										<u>\$288.80</u>
16422	MINNESOTA TELECOMMUNICATIONS	E	04	500	505	000	321	320		\$77.10
16422	MINNESOTA TELECOMMUNICATIONS	E	03	005	760	000	720	320		\$488.30
16422	MINNESOTA TELECOMMUNICATIONS	E	01	300	211	000	000	320		\$154.20
16422	MINNESOTA TELECOMMUNICATIONS	E	01	112	203	000	000	320		\$77.10
16422	MINNESOTA TELECOMMUNICATIONS	E	01	101	203	000	000	320		\$554.00
16422	MINNESOTA TELECOMMUNICATIONS	E	02	005	770	000	701	320		\$77.10
16422	MINNESOTA TELECOMMUNICATIONS	E	01	302	810	000	000	320		\$77.10
16422	MINNESOTA TELECOMMUNICATIONS	E	01	117	810	000	000	320		\$77.10
16422	MINNESOTA TELECOMMUNICATIONS	E	01	116	203	000	000	320		\$1,050.00
16422	MINNESOTA TELECOMMUNICATIONS	E	01	005	810	000	000	320		\$1,182.20
16422	MINNESOTA TELECOMMUNICATIONS	E	03	005	760	000	720	320		\$175.00
16422	MINNESOTA TELECOMMUNICATIONS	E	01	005	606	000	000	320		\$282.70
16422	MINNESOTA TELECOMMUNICATIONS	E	01	005	020	000	000	320		\$77.10

16422	MINNESOTA TELECOMMUNICATIONS	R	01	005	000	000	000	099	Miscellaneous	\$2,974.30
16422 Total										<u>\$7,323.30</u>
16423	MYERS MAGDALEN	E	01	005	107	050	000	365	Transportation Chargeback	\$1,416.00
16423 Total										<u>\$1,416.00</u>
16424	NANAS PAINT NOOK LLC	E	04	500	560	000	321	430	Instruct Supplies	\$810.00
16424 Total										<u>\$810.00</u>
16425	NASCO	E	01	300	260	000	000	430	Instruct Supplies	\$11.86
16425	NASCO	E	01	300	260	000	000	430	Instruct Supplies	\$177.90
16425 Total										<u>\$189.76</u>
16426	NICHOLS TROY	E	01	300	294	710	000	305	Consulting Fees	\$117.00
16426	NICHOLS TROY	E	01	300	296	710	000	305	Consulting Fees	\$117.00
16426 Total										<u>\$234.00</u>
16427	NORTHEAST SERVICE COOPERATIVE	E	01	005	640	000	316	366	Travel	\$750.00
16427	NORTHEAST SERVICE COOPERATIVE	E	01	300	298	000	000	364	Entry Fees/Student Travel	\$380.00
16427	NORTHEAST SERVICE COOPERATIVE	E	01	300	298	000	000	364	Entry Fees/Student Travel	\$200.00
16427 Total										<u>\$1,330.00</u>
16428	ODC INC	E	03	005	760	000	720	420	Repair Supplies	\$25.25
16428	ODC INC	E	03	005	760	000	720	401	General Supplies	\$25.25
16428	ODC INC	E	03	005	760	000	720	401	General Supplies	\$25.25
16428 Total										<u>\$75.75</u>
16429	OJA JILL	E	01	005	640	000	316	366	Travel	\$35.96
16429 Total										<u>\$35.96</u>
16430	ONEILL THOMAS	E	01	300	296	709	000	305	Consulting Fees	\$110.00
16430 Total										<u>\$110.00</u>
16431	OTT ROBERT	E	01	300	296	709	000	305	Consulting Fees	\$180.00
16431	OTT ROBERT	E	01	300	296	709	000	305	Consulting Fees	\$50.00
16431 Total										<u>\$230.00</u>
16432	PASTIKA JASON	E	01	300	294	710	000	305	Consulting Fees	\$27.00
16432	PASTIKA JASON	E	01	300	294	710	000	305	Consulting Fees	\$117.00
16432	PASTIKA JASON	E	01	300	294	710	000	305	Consulting Fees	\$115.00
16432 Total										<u>\$259.00</u>
16433	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$70.76
16433	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$48.00
16433	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$68.53
16433	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$44.00
16433	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$44.00
16433	PER MAR SECURITY SERVICES	E	05	005	865	000	363	311	Prof Tech Services	\$44.00
16433 Total										<u>\$319.29</u>
16434	PETERSEN WILLIAM	E	03	005	760	000	720	401	General Supplies	\$79.00
16434 Total										<u>\$79.00</u>
16435	PETERSON LINDA E	E	04	701	590	000	350	311	Prof Tech Services	\$1,950.00
16435 Total										<u>\$1,950.00</u>
16436	QUADIENT FINANCE	E	01	005	105	000	000	329	Postage	\$1,500.00
16436 Total										<u>\$1,500.00</u>
16437	RANGE PAPER CORPORATION	E	01	112	810	000	000	410	Custodial Supplies	\$124.62
16437	RANGE PAPER CORPORATION	E	01	112	810	000	000	410	Custodial Supplies	\$1,000.87
16437	RANGE PAPER CORPORATION	E	01	300	810	000	000	410	Custodial Supplies	\$1,080.74
16437 Total										<u>\$2,206.23</u>
16438	REMEDIA PUBLICATIONS	E	01	005	420	000	740	433	REM 601D, DRIVE-THRU MENU MATH: CLASSR	\$671.88
16438	REMEDIA PUBLICATIONS	E	01	005	420	000	740	433	REM 103A, REAL LIFE MATH SERIES: MENU MA	\$471.92
16438	REMEDIA PUBLICATIONS	E	01	005	420	000	740	433	REM 111B, MENU MATH FOR BEGINNERS (6 EX	\$71.92
16438	REMEDIA PUBLICATIONS	E	01	005	420	000	740	433	REM 602B, DRIVE-THRU MENU MATH: INTERM	\$71.92
16438 Total										<u>\$1,287.64</u>

16439	SAHR JARED N	E	01	300	296	710	000	305	Consulting Fees	\$180.00
16439	SAHR JARED N	E	01	300	296	710	000	305	Consulting Fees	\$30.00
16439 Total										<u>\$210.00</u>
16440	SAVVAS LEARNING COMPANY LLC	E	01	005	030	000	000	460	AS PER ATTACHED QUOTE NO. 264795-3	\$2,500.00
16440 Total										<u>\$2,500.00</u>
16441	SCHMITT MUSIC CENTER	E	01	300	259	001	000	430	Invoice 6233439 5 foam shoulder rests	\$11.92
16441	SCHMITT MUSIC CENTER	E	01	116	258	000	000	430	15 shoulder pads for violins and violas Inv # 61	\$35.58
16441	SCHMITT MUSIC CENTER	E	01	116	258	000	000	430	Viola book 1 Essential Elements for Strings Inv	\$12.99
16441	SCHMITT MUSIC CENTER	E	01	300	259	001	000	430	Invoice 6209042	\$7.50
16441	SCHMITT MUSIC CENTER	E	01	300	258	003	000	430	6144455	\$375.35
16441 Total										<u>\$443.34</u>
16442	SCHOLASTIC INC	E	01	005	030	000	000	460	AS PER ATTACHED QUOTATION	\$2,642.29
16442	SCHOLASTIC INC	E	01	005	030	000	000	460	Outstanding Balance 23-24 School Year	\$99.90
16442 Total										<u>\$2,742.19</u>
16443	SCHOOL NURSE SUPPLY	E	04	701	590	000	350	401	22058, 5 OZ. PAPER CUPS	\$22.00
16443	SCHOOL NURSE SUPPLY	E	04	701	590	000	350	401	12846, 5" x 7" COLDSTAR INSULATED COLD PAC	\$59.90
16443	SCHOOL NURSE SUPPLY	E	04	701	590	000	350	401	12841, 6" x 8-1/2" COLDSTAR INSULATED COLD	\$33.00
16443	SCHOOL NURSE SUPPLY	E	04	701	590	000	350	401	22275, PAPER PILLOW CASES	\$52.95
16443	SCHOOL NURSE SUPPLY	E	04	701	590	000	350	401	22012, TRIPLE ANTIBIOTIC OINTMENT, 144/BOX	\$25.95
16443 Total										<u>\$193.80</u>
16444	SCHOOL SPECIALTY LLC	E	01	300	256	000	000	430	Instruct Supplies	\$300.04
16444	SCHOOL SPECIALTY LLC	E	01	300	212	000	000	430	Instruct Supplies	\$416.82
16444	SCHOOL SPECIALTY LLC	E	01	300	256	000	000	430	Instruct Supplies	\$21.64
16444 Total										<u>\$738.50</u>
16445	SCUFFY CRYSTAL	E	01	112	408	000	740	433	Ind Instructnl Mtrls	\$111.00
16445 Total										<u>\$111.00</u>
16446	SEPPALA NICHOLAS	E	01	300	294	710	000	305	Consulting Fees	\$180.00
16446	SEPPALA NICHOLAS	E	01	300	294	710	000	305	Consulting Fees	\$34.00
16446 Total										<u>\$214.00</u>
16447	SHI	E	01	005	110	000	000	401	AS PER ATTACHED QUOTATION # 25497685	\$427.00
16447	SHI	E	01	005	606	000	000	401	AS PER ATTACHED QUOTATION # 25518043	\$685.00
16447 Total										<u>\$1,112.00</u>
16448	SHRED-N-GO_ 446138	E	01	300	211	000	000	401		\$78.93
16448	SHRED-N-GO_ 446138	E	01	112	203	000	000	401		\$78.93
16448	SHRED-N-GO_ 446138	E	01	005	110	000	000	401		\$78.93
16448	SHRED-N-GO_ 446138	E	01	116	203	000	000	401		\$78.93
16448	SHRED-N-GO_ 446138	E	01	101	203	000	000	401		\$78.93
16448 Total										<u>\$394.65</u>
16449	SODREN BRIAN	E	01	300	296	720	000	366	Travel	\$32.14
16449 Total										<u>\$32.14</u>
16450	SPELTS WILLIE	E	01	005	640	000	316	366	Travel	\$474.39
16450 Total										<u>\$474.39</u>
16451	SPRY BOBBIE	E	01	116	620	000	000	401	General Supplies	\$75.20
16451 Total										<u>\$75.20</u>
16452	SQUIRES, WALDSPURGER & MACE PA	E	01	005	150	000	000	311	Prof Tech Services	\$8,735.31
16452 Total										<u>\$8,735.31</u>
16453	ST LOUIS COUNTY	E	01	005	107	050	000	401	General Supplies	\$125.00
16453 Total										<u>\$125.00</u>
16454	STRUKEL JASON	E	01	300	294	710	000	305	Consulting Fees	\$180.00
16454	STRUKEL JASON	E	01	300	296	710	000	305	Consulting Fees	\$207.00
16454 Total										<u>\$387.00</u>
16455	SURLA LARRY W	E	01	112	810	000	000	350	Repairs Maint Serv	\$1,610.00
16455 Total										<u>\$1,610.00</u>

16456	TACONITE TIRE SERVICE	E	03	005	760	000	720	350	Repairs Maint Serv	\$82.49
16456	TACONITE TIRE SERVICE	E	03	005	760	000	720	350	Repairs Maint Serv	\$930.22
16456	TACONITE TIRE SERVICE	E	03	005	760	000	720	350	Repairs Maint Serv	\$956.20
16456 Total										<u>\$1,968.91</u>
16457	TAUS DAVID	E	01	300	296	709	000	305	Consulting Fees	\$135.00
16457 Total										<u>\$135.00</u>
16458	TAYLOR MUSIC, INC.	E	01	300	259	001	000	430	Taylor Universal Tuba/Sousa 24AW Mouthpiec	\$156.00
16458	TAYLOR MUSIC, INC.	E	01	300	259	001	000	430	Universal SP10 Sousaphone Pouch	\$33.00
16458 Total										<u>\$189.00</u>
16459	TEACHERS ON CALL	E	04	500	581	000	344	305	Subs	\$194.78
16459	TEACHERS ON CALL	E	01	101	640	000	000	303	Subs	\$194.78
16459	TEACHERS ON CALL	E	01	101	203	000	000	305	Subs	\$2,227.00
16459	TEACHERS ON CALL	E	01	116	203	000	000	305	Subs	\$376.57
16459	TEACHERS ON CALL	E	01	112	203	000	000	305	Subs	\$733.67
16459	TEACHERS ON CALL	E	01	300	420	000	740	307	Subs	\$785.60
16459	TEACHERS ON CALL	E	01	300	211	949	000	305	Subs	\$168.81
16459	TEACHERS ON CALL	E	01	300	211	000	000	305	Subs	\$1,642.62
16459	TEACHERS ON CALL	E	04	500	581	000	344	305	Laurentian ECFE/SR Paras	\$263.78
16459	TEACHERS ON CALL	E	01	101	420	000	740	307	Laurentian Paras	\$989.18
16459	TEACHERS ON CALL	E	01	116	420	000	740	307	North Star Paras	\$1,768.55
16459	TEACHERS ON CALL	E	04	500	581	000	344	305	Parkview ECFE/SR Paras	\$1,073.11
16459	TEACHERS ON CALL	E	01	112	420	000	740	307	Parkview Paras	\$1,420.84
16459	TEACHERS ON CALL	E	01	300	420	000	740	307	Rock Ridge High School Paras	\$2,793.68
16459	TEACHERS ON CALL	E	04	500	581	000	344	305	Laurentian ECFE/SR Paras	\$143.88
16459	TEACHERS ON CALL	E	01	101	420	000	740	307	Laurentian Paras	\$437.64
16459	TEACHERS ON CALL	E	01	116	420	000	740	307	North Star Paras	\$1,840.49
16459	TEACHERS ON CALL	E	04	500	581	000	344	305	Parkview ECFE/SR Paras	\$959.20
16459	TEACHERS ON CALL	E	01	112	420	000	740	307	Parkview Paras	\$2,104.30
16459	TEACHERS ON CALL	E	01	300	420	000	740	307	Rock Ridge High School Paras	\$1,576.69
16459	TEACHERS ON CALL	E	04	500	581	000	344	305	Subs	\$175.30
16459	TEACHERS ON CALL	E	01	101	203	000	000	305	Subs	\$1,103.74
16459	TEACHERS ON CALL	E	01	116	640	000	000	303	Subs	\$733.67
16459	TEACHERS ON CALL	E	01	116	420	000	740	307	Subs	\$194.78
16459	TEACHERS ON CALL	E	01	116	203	000	000	305	Subs	\$1,058.30
16459	TEACHERS ON CALL	E	01	112	203	000	000	305	Subs	\$181.79
16459	TEACHERS ON CALL	E	01	300	211	949	000	305	Subs	\$357.09
16459	TEACHERS ON CALL	E	01	300	361	000	428	185	Subs	\$181.79
16459	TEACHERS ON CALL	E	01	300	420	000	740	307	Subs	\$357.09
16459	TEACHERS ON CALL	E	01	300	211	000	000	305	Subs	\$2,045.15
16459	TEACHERS ON CALL	E	04	500	581	000	344	305	Laurentian ECFE/SR Paras	\$239.80
16459	TEACHERS ON CALL	E	01	101	420	000	740	307	Laurentian Paras	\$479.60
16459	TEACHERS ON CALL	E	01	116	420	000	740	307	North Star Paras	\$713.41
16459	TEACHERS ON CALL	E	04	500	581	000	344	305	Parkview ECFE/SR Paras	\$407.66
16459	TEACHERS ON CALL	E	01	112	420	000	740	307	Parkview Paras	\$1,456.81
16459	TEACHERS ON CALL	E	01	300	420	000	740	307	RRHS Paras	\$947.22
16459 Total										<u>\$32,328.37</u>
16460	THYEN SARAH	E	01	116	620	000	000	401	General Supplies	\$113.98
16460 Total										<u>\$113.98</u>
16461	TRANSFINDER	E	03	005	760	000	720	305	Transfinder annual Technical Support 2/6/25-2/	\$3,500.00
16461 Total										<u>\$3,500.00</u>
16462	UTILITY SYSTEMS OF AMERICA	E	01	300	810	000	000	350	Repairs Maint Serv	\$3,109.00
16462 Total										<u>\$3,109.00</u>
16463	VAKE TRAVIS	E	01	300	294	709	000	305	Consulting Fees	\$180.00

16463 Total										<u>\$180.00</u>
16464	VLATKOVICH JEFFERY M	E	01	300	294	709	000	305	Consulting Fees	\$180.00
16464 Total										<u>\$180.00</u>
16465	W A FISHER COMPANY	E	01	005	010	000	000	380	Print-Publish	\$440.00
16465	W A FISHER COMPANY	E	01	005	010	000	000	380	Print-Publish	\$100.00
16465	W A FISHER COMPANY	E	01	300	297	000	000	430	Instruct Supplies	\$195.00
16465	W A FISHER COMPANY	E	01	005	107	050	000	401	General Supplies	\$265.00
16465	W A FISHER COMPANY	E	01	005	010	000	000	380	Print-Publish	\$505.00
16465	W A FISHER COMPANY	E	01	005	010	000	000	380	Print-Publish	\$65.00
16465 Total										<u>\$1,570.00</u>
16466	WHITE KEVIN	E	01	300	296	709	000	305	Consulting Fees	\$180.00
16466	WHITE KEVIN	E	01	300	296	709	000	305	Consulting Fees	\$40.00
16466 Total										<u>\$220.00</u>
16467	WORLD CUP SUPPLY INC	E	01	300	296	707	000	430	AS PER ATTACHED QUOTE #43763	\$1,140.75
16467	WORLD CUP SUPPLY INC	E	01	300	294	707	000	430	AS PER ATTACHED QUOTE #43763	\$1,140.76
16467 Total										<u>\$2,281.51</u>
16468	ZUEHLKE ROBERT D JR	E	01	300	294	710	000	305	Consulting Fees	\$115.00
16468	ZUEHLKE ROBERT D JR	E	01	300	294	710	000	305	Consulting Fees	\$71.00
16468 Total										<u>\$186.00</u>
16469	AXELSON ISABELLA	R	01	005	000	000	000	099	PAYROLL 121324	\$656.22
16469 Total										<u>\$656.22</u>
16470	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	\$73.48
16470 Total										<u>\$73.48</u>
16471	MINNESOTA ENERGY RESOURCES	E	01	302	810	000	000	330	Utilities	\$1,054.81
16471	MINNESOTA ENERGY RESOURCES	E	01	101	810	000	000	330	Utilities	\$2,685.09
16471 Total										<u>\$3,739.90</u>
16472	MINNESOTA POWER	E	01	101	810	000	000	350	Repair & Maint Service	\$4,892.18
16472	MINNESOTA POWER	E	01	118	810	000	000	331	Electricity	\$3,939.05
16472 Total										<u>\$8,831.23</u>
16473	NORTHSTAR STUDENT TRANSPORTATION	E	03	005	760	000	723	361	Private Trans Cont	\$13,771.65
16473	NORTHSTAR STUDENT TRANSPORTATION	E	03	005	760	000	723	361	Private Trans Cont	\$126,360.03
16473 Total										<u>\$140,131.68</u>
16474	VERIZON	E	01	005	690	000	000	320	Comm Telephone	\$105.14
16474 Total										<u>\$105.14</u>
16475	WEST MUSIC	E	05	101	258	000	302	530	203793 PRIMARY KSP 100 X C BASS BAR; SUB C	\$493.00
16475 Total										<u>\$493.00</u>
16476	MINNESOTA ENERGY RESOURCES	E	01	119	810	000	000	440	Fuel for Buildings	\$218.35
16476	MINNESOTA ENERGY RESOURCES	E	01	119	810	000	000	440	Fuel for Buildings	\$466.91
16476	MINNESOTA ENERGY RESOURCES	E	01	118	810	000	000	440	Fuel for Buildings	\$1,094.50
16476 Total										<u>\$1,779.76</u>
16477	MINNESOTA POWER	E	03	005	760	000	720	331	Electricity	\$283.74
16477	MINNESOTA POWER	E	01	302	810	000	000	331	Electricity	\$1,329.08
16477	MINNESOTA POWER	E	03	005	760	000	720	331	Electricity	\$178.36
16477 Total										<u>\$1,791.18</u>
16478	AIM ELECTRONICS INC	E	05	300	850	000	302	530	AS PER ATTACHED QUOTATION	\$1,026.00
16478	AIM ELECTRONICS INC	E	01	005	105	005	000	401	AS PER ATTACHED QUOTATION	\$8,564.00
16478 Total										<u>\$9,590.00</u>
16479	AMAZON CAPITAL SERVICES INC	E	01	005	606	000	000	401	General Supplies	\$220.86
16479	AMAZON CAPITAL SERVICES INC	E	01	300	420	000	740	433	Ind Instructnl Mtrls	\$322.00
16479	AMAZON CAPITAL SERVICES INC	E	04	500	580	000	325	430	Instructional Supply	\$391.95
16479	AMAZON CAPITAL SERVICES INC	E	01	101	203	000	000	401	General Supplies	\$49.78
16479	AMAZON CAPITAL SERVICES INC	E	01	112	620	000	000	401	General Supplies	\$28.97
16479	AMAZON CAPITAL SERVICES INC	E	01	005	030	000	000	460	Textbooks/Workbooks	\$49.95

16479	AMAZON CAPITAL SERVICES INC	E	01	101	620	000	000	401	General Supplies	\$173.95
16479 Total										<u>\$1,237.46</u>
16480	ANDERSON INDUSTRIAL SCALES INC	E	01	300	294	711	000	430	Instruct Supplies	\$140.00
16480 Total										<u>\$140.00</u>
16481	ANDRIE JADE	E	01	300	250	000	000	430	Instruct Supplies	\$297.13
16481 Total										<u>\$297.13</u>
16482	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	Repairs Maint Serv	\$3,268.69
16482	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	Repairs Maint Serv	\$486.40
16482	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	Repairs Maint Serv	\$599.47
16482 Total										<u>\$4,354.56</u>
16483	ATK ENTERPRISES INC	E	06	116	870	000	000	520	Bldg Improvements	\$840.00
16483 Total										<u>\$840.00</u>
16484	AUTISM PRODUCTS LLC	E	01	300	420	000	740	433	ADVANTAGE LINE PLATFORM SWING	\$329.00
16484	AUTISM PRODUCTS LLC	E	01	300	420	000	740	433	BEAR HUG X-LARGE	\$129.99
16484	AUTISM PRODUCTS LLC	E	01	300	420	000	740	433	POPPIN' PEEPER FROG FIDGET TOY	\$13.77
16484	AUTISM PRODUCTS LLC	E	01	300	420	000	740	433	SENSORY PLAYTIVITY SQUICHY SENSORY DISCS	\$17.49
16484	AUTISM PRODUCTS LLC	E	01	300	420	000	740	433	SENSORY PEA POD GIANT/XL 80" BLUE	\$119.00
16484	AUTISM PRODUCTS LLC	E	01	300	420	000	740	433	FUN FIDGET SQUEEZE BALLS SET OF 5	\$26.99
16484	AUTISM PRODUCTS LLC	E	01	300	420	000	740	433	WATER WIGGLIES SHARKS	\$15.78
16484	AUTISM PRODUCTS LLC	E	01	300	420	000	740	433	Freight	\$29.00
16484 Total										<u>\$681.02</u>
16485	BALLARD KYLE	E	01	300	294	711	000	305	Consulting Fees	\$500.00
16485 Total										<u>\$500.00</u>
16486	CARDMEMBER SERVICE	E	01	005	606	000	000	430	Instruct Supplies	\$1,626.52
16486 Total										<u>\$1,626.52</u>
16487	CHAD SAMANTHA	E	01	300	155	043	000	401	General Supplies	\$39.95
16487 Total										<u>\$39.95</u>
16488	CIELUCH PETER	E	01	300	296	709	000	305	Consulting Fees	\$180.00
16488	CIELUCH PETER	E	01	300	296	709	000	305	Consulting Fees	\$45.00
16488 Total										<u>\$225.00</u>
16489	CREATIVE TEACHNING PRESS	E	01	005	420	000	740	433	SKU: 2636, MATH MINUTES, 8TH GRADE	\$159.92
16489	CREATIVE TEACHNING PRESS	E	01	005	420	000	740	433	SKU: 2634, MATH MINUTES, 6TH GRADE	\$159.92
16489	CREATIVE TEACHNING PRESS	E	01	005	420	000	740	433	SKU: 2587, MATH MINUTES, 5TH GRADE	\$159.92
16489	CREATIVE TEACHNING PRESS	E	01	005	420	000	740	433	SKU: 2635, MATH MINUTES, 7TH GRADE	\$159.92
16489	CREATIVE TEACHNING PRESS	E	01	005	420	000	740	433	SKU: 2585, MATH MINUTES, 3RD GRADE	\$159.92
16489	CREATIVE TEACHNING PRESS	E	01	005	420	000	740	433	SKU: 2584, MATH MINUTES, 2ND GRADE	\$159.92
16489	CREATIVE TEACHNING PRESS	E	01	005	420	000	740	433	SKU: 2583, MATH MINUTES, 1ST GRADE	\$159.92
16489	CREATIVE TEACHNING PRESS	E	01	005	420	000	740	433	SKU: 2586, MATH MINUTES, 4TH GRADE	\$159.92
16489	CREATIVE TEACHNING PRESS	E	01	005	420	000	740	433	SHIPPING	\$191.90
16489 Total										<u>\$1,471.26</u>
16490	CULLIGAN WATER CONDITIONING	E	01	101	203	000	000	401	invoice 425X02075204	\$178.95
16490 Total										<u>\$178.95</u>
16491	DECA INC	E	01	300	215	000	000	430	Instruct Supplies	\$13.00
16491 Total										<u>\$13.00</u>
16492	DINCAU VENDING INC	E	01	300	214	038	000	401	General Supplies	\$734.00
16492	DINCAU VENDING INC	E	01	300	214	038	000	401	General Supplies	\$45.00
16492 Total										<u>\$779.00</u>
16493	DIRTY DOG PRODUCTIONS LLC	E	01	300	296	720	000	432	Unifroms	\$17.50
16493 Total										<u>\$17.50</u>
16494	DONAIIS AARON	E	01	300	296	709	000	305	Consulting Fees	\$180.00
16494	DONAIIS AARON	E	01	300	296	709	000	305	Consulting Fees	\$35.00
16494 Total										<u>\$215.00</u>

16495	ERZAR JAMES	E	01	300	296	709	000	305	Consulting Fees	\$180.00
16495	ERZAR JAMES	E	01	300	296	709	000	305	Consulting Fees	\$80.00
16495 Total										<u>\$260.00</u>
16496	FENWORKS INC	E	01	005	203	051	000	430	Instructional Supply	\$1,000.00
16496 Total										<u>\$1,000.00</u>
16497	FIRST TECHNOLOGIES INC	E	01	300	255	000	000	430	AS PER ATTACHED QUOTE # 24-3266	\$292.60
16497	FIRST TECHNOLOGIES INC	E	01	300	255	000	000	430	AS PER ATTACHED QUOTATION # 24-3518	\$448.38
16497 Total										<u>\$740.98</u>
16498	FLOSPORTS INC	E	01	300	294	711	000	430	Instruct Supplies	\$123.35
16498 Total										<u>\$123.35</u>
16499	FRABONI	E	01	300	214	038	000	401	General Supplies	\$106.10
16499 Total										<u>\$106.10</u>
16500	FRIEDLIEB JACE	E	01	300	294	710	000	305	Consulting Fees	\$180.00
16500 Total										<u>\$180.00</u>
16501	GRAINGER	E	01	112	810	000	000	350	Repairs Maint Serv	\$243.88
16501 Total										<u>\$243.88</u>
16502	HALLBERG ENGINEERING	E	06	116	870	000	000	311	Prof Tech Services	\$1,500.00
16502 Total										<u>\$1,500.00</u>
16503	HALLSTROM BOB	E	03	005	750	000	720	311	Prof Tech Services	\$56.00
16503 Total										<u>\$56.00</u>
16504	HAWK RIDGE BIRD OBSERVATORY	E	01	116	620	000	000	401	General Supplies	\$540.00
16504 Total										<u>\$540.00</u>
16505	HILLYARD / HUTCHINSON	E	01	300	810	000	000	410	Custodial Supplies	\$1,175.74
16505	HILLYARD / HUTCHINSON	E	01	116	810	000	000	410	Custodial Supplies	\$753.75
16505	HILLYARD / HUTCHINSON	E	01	300	810	000	000	350	Repairs Maint Serv	\$38.75
16505 Total										<u>\$1,968.24</u>
16506	HIRSCH DEREK	E	01	300	296	710	000	305	Consulting Fees	\$180.00
16506 Total										<u>\$180.00</u>
16507	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$1,300.00
16507	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$51.25
16507	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$138.38
16507	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$184.50
16507	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$138.38
16507	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$179.00
16507	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$138.38
16507 Total										<u>\$2,129.89</u>
16508	HORIZON EQUIPMENT LLC	E	06	116	870	000	000	520	Bldg Improvements	\$5,326.50
16508 Total										<u>\$5,326.50</u>
16509	HUNT ELECTRIC CORPORATION	E	06	116	870	000	000	520	Bldg Improvements	\$44,041.96
16509 Total										<u>\$44,041.96</u>
16510	HYPERICE	E	01	300	296	702	000	430	AS PER ATTACHED QUO-16660-K6L8Z7	\$167.00
16510	HYPERICE	E	01	300	294	702	000	430	AS PER ATTACHED QUO-16660-K6L8Z7	\$167.00
16510	HYPERICE	E	01	005	105	004	000	401	AS PER ATTACHED QUO-16660-K6L8Z7	\$500.00
16510 Total										<u>\$834.00</u>
16511	IMPERIAL DADE	E	01	112	810	000	000	350	Repairs Maint Serv	\$187.00
16511 Total										<u>\$187.00</u>
16512	INAC INC	E	02	005	770	000	701	319	Other Personal Srvc	\$31,628.82
16512 Total										<u>\$31,628.82</u>
16513	I-STATE TRUCK CENTERS	E	03	005	760	000	720	420	Repair Supplies	\$78.36
16513 Total										<u>\$78.36</u>
16514	IVANCICH FRANK	E	01	300	296	709	000	305	Consulting Fees	\$180.00
16514 Total										<u>\$180.00</u>

16515	JAY'S PAC-N-SHIP	E	01	005	606	000	000	401	General Supplies	\$110.00
16515 Total										<u>\$110.00</u>
16516	JOHNSON PHILLIP S	E	01	300	296	709	000	305	Consulting Fees	\$180.00
16516 Total										<u>\$180.00</u>
16517	KRAUS-ANDERSON	E	06	005	870	000	000	311	Prof Tech Services	\$8,319.94
16517	KRAUS-ANDERSON	E	06	116	870	000	000	311	Prof Tech Services	\$29,065.65
16517 Total										<u>\$37,385.59</u>
16518	KUSH-JEFFERY SHANON	E	04	500	580	000	325	401	General Supplies	\$342.13
16518 Total										<u>\$342.13</u>
16519	KY INTERPRETING SERVICES INC	E	01	116	405	000	740	399	Spec Purchased Services	\$11,750.00
16519 Total										<u>\$11,750.00</u>
16520	L & M SUPPLY INC	E	03	005	760	000	720	420	Repair Supplies	\$33.48
16520	L & M SUPPLY INC	E	01	101	810	000	000	350	Repair & Maint Service	\$45.34
16520	L & M SUPPLY INC	E	01	005	810	000	000	350	Repairs Maint Serv	\$121.93
16520	L & M SUPPLY INC	E	01	005	810	000	000	350	Repairs Maint Serv	\$109.81
16520 Total										<u>\$310.56</u>
16521	LAKE SUPERIOR COLLEGE	E	01	300	211	000	000	394	To Non-Ed Agency	\$3,000.00
16521 Total										<u>\$3,000.00</u>
16522	LCS COACHES INC	E	01	300	294	710	733	361	Boys Hockey to Denfeld	\$1,475.34
16522	LCS COACHES INC	E	01	300	294	709	733	361	Boys Basketball to Greenway 12/6	\$1,396.95
16522	LCS COACHES INC	E	01	300	296	710	000	366	Girls Hockey to Intl Falls 12/10	\$1,504.70
16522 Total										<u>\$4,376.99</u>
16523	LEMIEUX STEPHEN	E	01	112	715	000	342	555	Technology Equip	\$382.50
16523 Total										<u>\$382.50</u>
16524	LEVOIR JOSHUA	E	01	300	294	711	000	305	Consulting Fees	\$500.00
16524 Total										<u>\$500.00</u>
16525	LYRIC OPERA OF THE NORTH	E	01	116	620	000	000	401	General Supplies	\$1,250.00
16525 Total										<u>\$1,250.00</u>
16526	MARC	E	01	300	810	000	000	410	Custodial Supplies	\$536.00
16526 Total										<u>\$536.00</u>
16527	MARCELLA JOHN	E	01	300	294	710	000	305	Consulting Fees	\$90.00
16527 Total										<u>\$90.00</u>
16528	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$80.31
16528	MENARDS	E	01	005	606	000	000	401	General Supplies	\$12.11
16528	MENARDS	E	01	300	810	000	000	350	Repairs Maint Serv	\$15.87
16528	MENARDS	E	01	005	690	000	510	401	General Supplies	\$360.27
16528	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$128.97
16528	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$31.74
16528	MENARDS	E	03	005	760	000	720	420	Repair Supplies	\$19.94
16528	MENARDS	E	01	300	211	226	000	401	General Supplies	\$30.91
16528	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$153.78
16528	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$64.54
16528	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$14.96
16528	MENARDS	E	05	300	865	000	347	401	General Supplies	\$299.00
16528	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$119.78
16528	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$15.98
16528 Total										<u>\$1,348.16</u>
16529	METRO SALES INC	E	05	005	850	000	302	335	Short Term Lease	\$60.00
16529	METRO SALES INC	E	05	005	850	000	302	335	Short Term Lease	\$5,971.07
16529 Total										<u>\$6,031.07</u>
16530	MILESTONES & MEMORIES LLC	E	01	005	690	000	510	401	General Supplies	\$272.95
16530 Total										<u>\$272.95</u>

16531	MINER'S INC	E	01	300	260	000	000	430	Instruct Supplies	\$12.57
16531	MINER'S INC	E	04	500	580	000	325	401	General Supplies	\$37.00
16531	MINER'S INC	E	04	500	580	000	325	401	General Supplies	\$11.94
16531	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$123.18
16531	MINER'S INC	E	01	300	260	000	000	430	Instruct Supplies	\$24.76
16531	MINER'S INC	E	01	005	690	000	510	366	Travel	\$61.35
16531	MINER'S INC	E	01	005	690	000	510	366	Travel	\$211.95
16531	MINER'S INC	E	01	005	690	000	510	366	Travel	\$370.87
16531 Total										<u>\$853.62</u>
16532	MN DEPT OF LABOR & INDUSTRY	E	01	101	810	000	000	350	Boiler	\$20.00
16532	MN DEPT OF LABOR & INDUSTRY	E	01	116	810	000	000	350	Elevator Annual Oper	\$100.00
16532 Total										<u>\$120.00</u>
16533	MOTHERWAY MARK	E	01	300	294	711	000	305	Consulting Fees	\$195.00
16533	MOTHERWAY MARK	E	01	300	294	711	000	305	Consulting Fees	\$80.00
16533 Total										<u>\$275.00</u>
16534	NICHOLS TROY	E	01	300	294	710	000	305	Consulting Fees	\$117.00
16534	NICHOLS TROY	E	01	300	296	710	000	305	Consulting Fees	\$117.00
16534 Total										<u>\$234.00</u>
16535	NORTHLAND FIRE & SAFETY INC	E	01	112	810	000	000	420	Alarm Parts Tamper Covers	\$690.00
16535 Total										<u>\$690.00</u>
16536	NTS	E	06	005	870	000	000	311	Prof Tech Services	\$1,918.00
16536 Total										<u>\$1,918.00</u>
16537	OES INC	E	01	005	606	000	000	430	AS PER ATTACHED QUOTE NO. 43744-P	\$1,000.00
16537 Total										<u>\$1,000.00</u>
16538	PEP'S BAKE SHOP	E	01	005	690	000	510	401	General Supplies	\$76.50
16538 Total										<u>\$76.50</u>
16539	PETRICH MIKE	E	01	300	294	709	000	305	Consulting Fees	\$180.00
16539	PETRICH MIKE	E	01	300	294	709	000	305	Consulting Fees	\$70.00
16539	PETRICH MIKE	E	01	300	296	710	000	305	Consulting Fees	\$180.00
16539 Total										<u>\$430.00</u>
16540	PIERCE WILLIAM	E	01	300	294	711	000	305	Consulting Fees	\$500.00
16540 Total										<u>\$500.00</u>
16541	RAM	B	01	215	270				Payroll Deductions-WC	\$9,641.41
16541 Total										<u>\$9,641.41</u>
16542	RANGE COOPERATIVE INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$969.00
16542 Total										<u>\$969.00</u>
16543	RANGE PAPER CORPORATION	E	01	300	211	000	000	401	General Supplies	\$1,548.40
16543	RANGE PAPER CORPORATION	E	01	116	810	000	000	410	Custodial Supplies	\$3,331.87
16543 Total										<u>\$4,880.27</u>
16544	RESILITE SPORTS PRODUCTS INC	E	01	300	810	000	000	410	AS PER ATTACHED QUOTE # 54108	\$670.00
16544 Total										<u>\$670.00</u>
16545	ROEN ALEXANDER	E	01	300	296	709	000	305	Consulting Fees	\$270.00
16545 Total										<u>\$270.00</u>
16546	RYDEL JOSEPH	E	01	300	294	711	000	305	Consulting Fees	\$500.00
16546 Total										<u>\$500.00</u>
16547	SCAIA TODD	E	01	300	296	710	000	305	Consulting Fees	\$207.00
16547	SCAIA TODD	E	01	300	296	710	000	305	Consulting Fees	\$24.00
16547 Total										<u>\$231.00</u>
16548	SCHNEIDER RONALD	E	01	300	294	711	000	305	Consulting Fees	\$500.00
16548 Total										<u>\$500.00</u>
16549	SCHOOL HEALTH CORPORATION	E	01	005	105	004	000	401	66773PS Slot Cones Activity-6 each of cones & i	\$104.39
16549	SCHOOL HEALTH CORPORATION	E	01	005	105	004	000	401	21217PS Slot Cones Set of 6 Slot Cones	\$60.89
16549 Total										<u>\$165.28</u>

16550	SCHOOL SPECIALTY LLC	E	01	300	212	000	000	430	Instruct Supplies	\$12.41
16550	SCHOOL SPECIALTY LLC	E	01	300	212	000	000	430	Instruct Supplies	\$283.04
16550 Total										<u>\$295.45</u>
16551	SHI	E	01	005	606	000	000	401	AS PER ATTACHED QUOTATION # 25586521	\$900.00
16551 Total										<u>\$900.00</u>
16552	SOHM VIRGIL	E	01	005	690	000	510	303	Purchased Services	\$100.00
16552 Total										<u>\$100.00</u>
16553	ST LOUIS COUNTY AUDITOR	E	01	005	110	000	000	311	Prof Tech Services	\$2,311.14
16553 Total										<u>\$2,311.14</u>
16554	STRATEGIC STAFFING SOLUTIONS	E	01	005	640	000	316	366	Travel	\$600.00
16554 Total										<u>\$600.00</u>
16555	STRUKEL JASON	E	01	300	294	701	000	305	Consulting Fees	\$207.00
16555 Total										<u>\$207.00</u>
16556	SWANSON & YOUNGDALE INC	E	06	116	870	000	000	520	Bldg Improvements	\$26,566.73
16556 Total										<u>\$26,566.73</u>
16557	SYSCO MINNESOTA	E	01	300	250	000	000	430	Instruct Supplies	\$616.19
16557 Total										<u>\$616.19</u>
16558	TACONITE TIRE SERVICE	E	03	005	760	000	720	350	Repairs Maint Serv	\$54.00
16558 Total										<u>\$54.00</u>
16559	TEACHERS ON CALL	E	01	101	203	000	000	305	Subs	\$1,097.25
16559	TEACHERS ON CALL	E	01	116	640	000	000	303	Subs	\$178.55
16559	TEACHERS ON CALL	E	01	116	203	000	000	305	Subs	\$629.78
16559	TEACHERS ON CALL	E	01	112	203	000	000	305	Subs	\$895.98
16559	TEACHERS ON CALL	E	01	300	420	000	740	307	Subs	\$363.59
16559	TEACHERS ON CALL	E	01	300	211	000	000	305	Subs	\$1,090.75
16559	TEACHERS ON CALL	E	04	500	581	000	344	305	Laurentian ECFE/SR Paras	\$95.92
16559	TEACHERS ON CALL	E	01	101	420	000	740	307	Laurentian Paras	\$665.46
16559	TEACHERS ON CALL	E	01	116	420	000	740	307	North Star Paras	\$2,332.08
16559	TEACHERS ON CALL	E	04	500	581	000	344	305	Parkview ECFE/SR Paras	\$143.88
16559	TEACHERS ON CALL	E	01	112	420	000	740	307	Parkview Paras	\$1,966.40
16559	TEACHERS ON CALL	E	01	300	211	000	000	305	RR Support Services	\$143.88
16559	TEACHERS ON CALL	E	01	300	420	000	740	307	RRHS Paras	\$3,626.98
16559	TEACHERS ON CALL	E	01	116	420	000	740	307	Subs	\$512.92
16559	TEACHERS ON CALL	E	01	101	203	000	000	305	Subs	\$1,580.95
16559	TEACHERS ON CALL	E	01	101	420	000	740	307	Subs	\$370.08
16559	TEACHERS ON CALL	E	01	101	640	000	000	303	Subs	\$389.56
16559	TEACHERS ON CALL	E	01	116	640	000	000	303	Subs	\$194.78
16559	TEACHERS ON CALL	E	01	116	203	000	000	305	Subs	\$1,090.76
16559	TEACHERS ON CALL	E	01	112	640	000	000	305	Subs	\$558.37
16559	TEACHERS ON CALL	E	01	112	203	000	000	305	Subs	\$266.20
16559	TEACHERS ON CALL	E	01	300	420	000	740	307	Subs	\$759.64
16559	TEACHERS ON CALL	E	01	300	640	000	000	303	Subs	\$538.88
16559	TEACHERS ON CALL	E	01	300	211	000	000	305	Subs	\$1,330.99
16559	TEACHERS ON CALL	E	01	101	420	000	740	307	Subs	\$370.08
16559	TEACHERS ON CALL	E	01	101	203	000	000	305	Subs	\$2,379.55
16559	TEACHERS ON CALL	E	01	116	420	000	740	307	Subs	\$194.78
16559	TEACHERS ON CALL	E	01	116	203	000	000	305	Subs	\$827.81
16559	TEACHERS ON CALL	E	01	112	203	000	000	305	Subs	\$876.51
16559	TEACHERS ON CALL	E	01	300	420	000	740	307	Subs	\$545.38
16559	TEACHERS ON CALL	E	01	300	211	000	000	305	Subs	\$1,538.75
16559 Total										<u>\$27,556.49</u>
16560	THE MARKETING TEACHER	E	01	005	030	000	000	401	SCHOOL-BASED ENTERPRISE: ACTIVITIES AND A	\$29.95
16560 Total										<u>\$29.95</u>

16561	TNT CONSTRUCTION GROUP LLC	E	06	116	870	000	000	520	Bldg Improvements	\$152,928.88
16561	TNT CONSTRUCTION GROUP LLC	E	06	116	870	000	000	520	Bldg Improvements	\$14,824.86
16561	TNT CONSTRUCTION GROUP LLC	E	06	116	870	000	000	520	Bldg Improvements	\$13,142.74
16561 Total										<u>\$180,896.48</u>
16562	TOTAL TESTING	E	01	005	110	000	000	311	Prof Tech Services	\$1,125.00
16562 Total										<u>\$1,125.00</u>
16563	TRIMARK INDUSTRIAL	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$403.07
16563 Total										<u>\$403.07</u>
16564	TWIG EDUCATION	E	01	005	030	000	000	460	AS PER ATTACHED QUOTE NO. Q-72559	\$880.00
16564 Total										<u>\$880.00</u>
16565	TWIN PORTS PAPER & SUPPLY INC	E	01	101	810	000	000	350	Supplies	\$1,852.65
16565 Total										<u>\$1,852.65</u>
16566	UHL COMPANY INC	E	06	116	870	000	000	520	Bldg Improvements	\$16,813.47
16566 Total										<u>\$16,813.47</u>
16567	ULINE	E	01	116	810	000	000	350	Wire racks/rolling racks for student cleaning	\$354.00
16567	ULINE	E	01	116	810	000	000	350	Freight	\$124.41
16567 Total										<u>\$478.41</u>
16568	US BANK EQUIPMENT FINANCE	E	05	005	850	000	302	335	Short Term Lease	\$1,226.67
16568 Total										<u>\$1,226.67</u>
16569	VIA ACTUARIAL SOLUTIONS	E	01	005	110	000	000	311	Prof Tech Services	\$8,400.00
16569 Total										<u>\$8,400.00</u>
16570	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334		\$917.46
16570	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	333		\$610.04
16570	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	332		\$267.00
16570	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	331		\$7,354.18
16570	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	440		\$3,760.03
16570	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	331	Electricity	\$57.86
16570	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334		\$70.97
16570	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	333		\$78.11
16570	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	332		\$50.25
16570	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	331		\$417.43
16570	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	440		\$936.60
16570	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	331		\$29,564.99
16570	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440		\$15,297.70
16570	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	331	Electricity	\$317.96
16570 Total										<u>\$59,700.58</u>
16571	WETZEL JAY	E	01	300	294	709	000	305	Consulting Fees	\$180.00
16571 Total										<u>\$180.00</u>
16572	BLUE CROSS / BLUE SHIELD OF MN	E	01	300	211	000	000	291	RETIREE INSURANCE	\$19,678.00
16572	BLUE CROSS / BLUE SHIELD OF MN	E	01	300	211	000	000	291	RETIREE INSURANCE	\$5,734.60
16572 Total										<u>\$25,412.60</u>
16573	MADISON NATIONAL LIFE	B	01	215	003				LIFE	\$1,818.83
16573	MADISON NATIONAL LIFE	B	01	215	004				LTD	\$2,443.46
16573 Total										<u>\$4,262.29</u>
16574	MEDICAREBLUE RX	E	01	300	211	000	000	291	RETIREE INSURANCE	\$28,426.20
16574	MEDICAREBLUE RX	E	01	300	211	000	000	291	RETIREE INSURANCE	\$1,643.20
16574 Total										<u>\$30,069.40</u>
16575	NORTHEAST SERVICE COOPERATIVE	B	01	215	001				MEDICAL	\$268,916.36
16575 Total										<u>\$268,916.36</u>
16576	NORTHERN MN DENTAL INC	B	01	215	002				DENTAL	\$3,590.00
16576	NORTHERN MN DENTAL INC	B	01	215	002				DENTAL	\$3,303.20
16576 Total										<u>\$6,893.20</u>

16577	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	\$603.29
16577	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	\$5,475.93
16577	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	\$1,190.28
16577 Total										<u>\$7,269.50</u>
16578	BOBCAT OF DULUTH INC	E	01	005	810	000	000	350	Repairs Maint Serv	\$1,258.85
16578	BOBCAT OF DULUTH INC	E	01	005	810	000	000	350	Repairs Maint Serv	\$18.88
16578 Total										<u>\$1,277.73</u>
16579	CAROUSEL DIGITAL SIGNAGE	E	01	005	606	000	000	311	Prof Tech Services	\$3,400.00
16579 Total										<u>\$3,400.00</u>
16580	CENTURY LINK	E	01	005	605	000	311	320	Communications Srv	\$109.22
16580	CENTURY LINK	E	01	005	605	000	311	320	Communications Srv	\$109.22
16580 Total										<u>\$218.44</u>
16581	GEAR UP	E	04	500	560	704	321	401		\$1,822.50
16581	GEAR UP	E	04	500	560	709	321	401		\$93.67
16581 Total										<u>\$1,916.17</u>
16582	GILBERT WATER & LIGHT DEPT	E	03	005	760	000	720	320	Comm Telephone	\$845.34
16582 Total										<u>\$845.34</u>
16583	IXL LEARNING	E	01	005	606	000	000	430	Instruct Supplies	\$13,150.00
16583 Total										<u>\$13,150.00</u>
16584	MINNESOTA ENERGY RESOURCES	E	03	005	760	000	720	440	Fuel For Buildings	\$847.16
16584 Total										<u>\$847.16</u>
16585	TACONITE TIRE SERVICE	E	01	005	810	000	000	350	Repairs Maint Serv	\$488.30
16585	TACONITE TIRE SERVICE	E	01	005	810	000	000	350	Repairs Maint Serv	\$27.95
16585	TACONITE TIRE SERVICE	E	01	005	810	000	000	350	Repairs Maint Serv	\$35.87
16585	TACONITE TIRE SERVICE	E	01	005	810	000	000	350	Repairs Maint Serv	\$57.99
16585 Total										<u>\$610.11</u>
16586	ZANER-BLOSER INC	E	01	101	203	404	000	430	9781453124208 Alphabet Wall Strips Manuscri	\$40.00
16586	ZANER-BLOSER INC	E	01	101	203	404	000	430	Freight	\$5.00
16586 Total										<u>\$45.00</u>
291190-291191	PAYROLL 12/13/24									\$883,737.23
	OASDI									\$52,203.54
	MEDICARE									\$12,350.61
	PERA									\$22,245.93
	TRA									\$50,342.67
	TSA MATCH									\$5,645.31
291199-291203	PAYROLL 12/31/24									\$887,301.31
	OASDI									\$52,300.81
	MEDICARE									\$12,372.62
	PERA									\$22,987.43
	TRA									\$49,581.83
	TSA MATCH									\$5,645.31
TOTAL DISBURSEMENTS & PAYROLLS										<u>\$3,639,029.77</u>

Seconded by

that the above resolution be adopted.

Resolution adopted January 13, 2025.

Clerk

Chairperson

Courses removed from HS course offering for 25-26		New Courses Added	
INTRODUCTION TO TEACHING	Will run 26-27	ENGLISH CONCEPTS 10	
HONORS LITERATURE & COMMUNICATION		MEDIA STUDIES	Not New (was not offered in 24-25)
ENGLISH CONCEPTS FOR BUSINESS, COMMUNICATIONS, AND ARTS I		LITERARY STUDIES	
ENGLISH CONCEPTS FOR ENGINEERING, AND NATURAL RESOURCES I		AMERICAN PERSPECTIVES	
ENGLISH CONCEPTS FOR HEALTH AND HUMAN SERVICES I		Apparel Design and Construction	NAME CHANGE
THE ART OF PERSUASION	Will run 26-27	Child Development and Behavior	NAME CHANGE
ENGLISH CONCEPTS FOR BUSINESS, COMMUNICATIONS, AND ARTS II		Unified PE Level I	NAME CHANGE
ENGLISH CONCEPTS FOR HEALTH AND HUMAN SERVICES II		Unified PE Level II	NAME CHANGE
ENGLISH CONCEPTS FOR ENGINEERING AND NATURAL RESOURCES II		MINNESOTA & IRON RANGE HISTORY	Name Change (Did not run 24-25)
HOUSING AND INTERIOR DESIGN	Will run 26-27	Social Skills	Special Education
COMMUNITY AND WELLNESS WITH CPR, AED, AND FIRST AID	Will run 26-27	INTEGRATED SOCIAL SCIENCE EXPLORATION	Special Education
INTRO TO MILLWRIGHT & MINING	Will run 26-27		
PROBABILITY & STATISTICS	Did not run 24-25		
INTRO TO FORENSIC BIOLOGY:	Will run 26-27		
MINNESOTA HERITAGE	Did not run 24-25		
HISTORY OF MODERN MUSIC	Did not run 24-25		
SPORTS HISTORY	Did not run 24-25		
CO-TAUGHT ALGEBRA II	Special Education		
CO-TAUGHT GEOMETRY	Special Education		
CO-TAUGHT SENIOR HIGH MATH TOPICS	Special Education		
MATH/ENGLISH LAB	Special Education		
WORK EXPERIENCE	Special Education		
RECREATIONAL FITNESS	Name change		
ADVANCED RECREATIONAL FITNESS	Name change		
CO-TAUGHT INTRODUCTION TO PHYSICS	Special Education		
CO-TAUGHT U.S. HISTORY	Special Education		
CO-TAUGHT WORLD HISTORY	Special Education		
Honors English 7			
Honors English 8			



2025-2026

COURSE DESCRIPTION BOOKLET

GRADES 7-8





LEARNER PROGRAMS

REACH A&B Relationships, Education, Accountability, Character, Hard work.

Course Number: 16220A & 16220B

Grade Level: 7-8

Credits: 1 Credit

Prerequisite: None

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

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 may be assigned either semester depending on 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

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

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

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 (Required for all 7th graders)

Course Number: 05004A & 05004B

Grade Level: 7

Credits: 1 Credit

Prerequisite: None

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.

ENGLISH 8 (Required for all 8th graders)

Course Number: 05010A & 05010B

Grade Level: 8

Credits: 1 Credit

Prerequisite: None

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.

JUNIOR HIGH ENGLISH CONCEPTS (ELECTIVE)

Course Number: 05000A & 05000B

Grade Level: 7-8

Credits: 1 Credit

Prerequisite: None

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.

FAMILY & CONSUMER SCIENCE COURSES

7th GRADE INTRODUCTION TO FAMILY AND CONSUMER SCIENCE (FCS)

Course Number: 06000

Grade Level: 7

Credits: .5 Credit

Prerequisite: None

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 project of the student's design. The Housing unit includes basic design, and color schemes planning skills, and students will design a bedroom. The Finance unit covers budgeting and personal finance skills. The Child Development unit involves safe and fun ways to care for young children. 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

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

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

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

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.

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" or "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

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

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.

MUSIC COURSES

CHOIR 7

Course Number: 10107A & 10107B

Grade Level: 7

Credits: 1 Credit

Prerequisite: None

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

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.

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.

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.

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.

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: 12007A & 12007B

Grade Level: 7

Credits: .5 Credit

Prerequisite: None

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: 12008A & 12008B

Grade Level: 8

Credits: .5 Credit

Prerequisite: None

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

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

Required for all 7th graders unless taking Honors Integrated Science 7.

The integrated science 7 course puts exploration at the heart of science. Students will begin the year exploring the world outside of their classroom windows. As the weather gets colder, students will begin their exploration into a world unseen by the naked eye. With the new year, students will begin exploring their own world, the world of the human body. As the weather warms, students will explore the range that helped build a nation. Finally, as the flowers begin to bloom, students will explore a technology that etched the names of Westinghouse, Edison, and Tesla into the fabric of American industrialism. 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 6, 7, and 8. Whenever possible, real-world topics with an emphasis on health sciences will be integrated into the curriculum.

HONORS INTEGRATED SCIENCE 7

Course Number: 13007A & 13007B

Grade Level: 7

Credits: 1 Credit

Prerequisite: None

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 Costa's level 3 critical thinking skills to include analysis, synthesis, problem-solving, and writing skills. The primary focus of science 7, course 2 will be the acquisition of skills for future success in the courses of biological sciences to include standard and advanced biology, high school and advanced anatomy and physiology, high school zoology, high school botany, high school environmental science, high school and advanced microbiology, and advanced health sciences with an emphasis on clinical theory and practice. This primary focus constitutes 65-75% of course's total content. In addition, science 7, course 2 will have a reduced focus on natural resource development as it relates to the Iron Range and on high school physical science topics limited to wave energy, light, electricity, and magnetic forces. This secondary focus constitutes approximately 25-30% of the course's total content. Approximately one quarter of this course will involve a PBL project focused on the school's forest ecology. An additional, but much shorter, PBL project focused on regional natural resource exploration and development will take place at the end of the course.

INTEGRATED SCIENCE 8

Course Number: 13008A & 13008B

Grade Level: 8

Credits: 1 Credit

Prerequisite: None

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

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

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

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

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

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

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

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

FUNCTIONAL 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 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 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 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.

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

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.

This course is not offered in 25-26, it may be offered again in 26-27

SPECIAL EDUCATION LIFE SKILLS COURSES

UNIFIED PE LEVEL I

Course Number: 19610

Grade Level: IEP Determined

Credits: IEP Determined

This course covers the PE graduation requirement.

Earn your Physical Education credit while developing important communication and leadership skills required to work successfully with students and peers with cognitive and physical disabilities. This course is designed for students who want to be a leader and mentor in the area of physical education and work with students with special needs. This will be an integrated Adapted Physical Education class with an inclusive mindset. Students will learn how to modify activities to meet the needs of all the students in the class. Students will have an opportunity to participate in physical education activities in a whole new way. Students will work together to support students with special needs, while at the same time participating in PE. This class will focus on community building, inclusion, and leadership through the lens of physical education. **Students need approval from the guidance office before registering for this course.**

UNIFIED PE LEVEL II

Course Number: 19612

Grade Level: IEP Determined

Credits: IEP Determined

This course covers the PE graduation requirement.

Earn your Physical Education credit while developing important communication and leadership skills required to work successfully with students and peers of all abilities. This course is designed for students who want to be a leader and mentor in the area of physical education and work with students with special needs. This will be an integrated class that will include students of all abilities. Students will have an opportunity to participate in physical education activities in a whole new way. Students will work together to support students with special needs, while at the same time participating in PE. This class will focus on community building, inclusion, and leadership through the lens of physical education. **Students need approval from the guidance office before registering for this course.**

RESOURCE 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.



2025-2026



COURSE DESCRIPTION BOOKLET • GRADES 9 - 12



Updated 1/10/2025

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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.

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.

INFOGRAPHIC KEY


CREDITS




CHEMISTRY
CREDIT




FINE ARTS
CREDIT



HEALTH
CREDIT




PHY. ED.
CREDIT




SCIENCE
CREDIT


COLLEGE IN SCHOOL (CIS)



ADVANCED PLACEMENT (A.P.)



**CAREER TECHNICAL
EDUCATION (CTE)**



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

Initial-Eligibility Standards

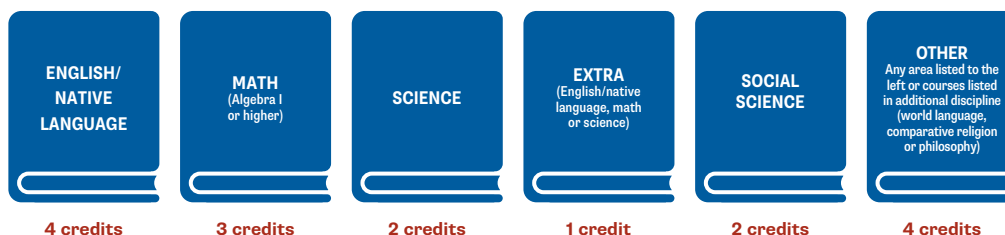
If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before year nine of secondary school. For more information on registration, visit on.ncaa.com/RegChecklist.

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

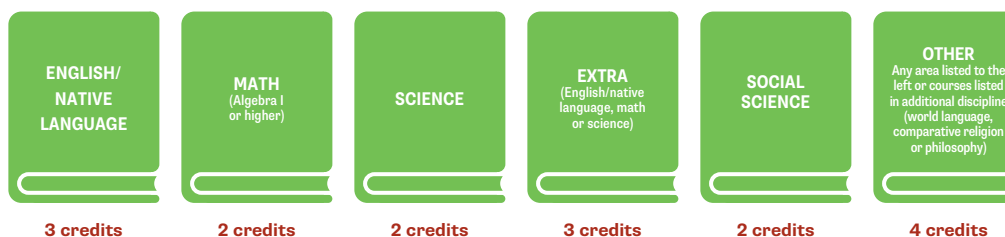
1. Earn 16 NCAA-approved core-course credits in the following areas:



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.

Pay attention to college deadlines. The high school deadline is ???

Under the Concurrent Enrollment option, high school students stay on site at their local high school where high school teachers work collaboratively with the 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:

- Child Development and Learning
- Certified Nursing Assistant/Home Health Aide
- Introduction to Teaching **Not offered for 2025-2026**
- 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 integrate 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
Child Development and Learning	ECED 1202	Minnesota North	GPA Requirement		3	.75
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
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 Not offered in 25-26	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) English Concepts 10	Literature & Communication (1.0) English Concepts 10
		English Electives (2.0)	English Electives (2.0)
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 <i>or</i> 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	<ul style="list-style-type: none"> • Literature & 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
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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 • Food and Nutrition
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	<ul style="list-style-type: none"> • Geometry or Honors Algebra II
	LANGUAGE ARTS 4 Credits 9-12	<ul style="list-style-type: none"> • Honors Global and Intercultural Literature (10) • English Concepts 10
	SOCIAL STUDIES 3.5 credits 9-12	<ul style="list-style-type: none"> • World History (10) • Honors World History (10)
	SCIENCE 3 credits 9-12	<ul style="list-style-type: none"> • Biology (10) • AP Biology (10)

11TH GRADE

Required Courses	MATH 3 credits 9-12	<ul style="list-style-type: none"> • HS Algebra II (11) • Math Applications (11)
	LANGUAGE ARTS 4 Credits 9-12	<ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 2 English Electives
	SOCIAL STUDIES 3.5 credits 9-12	<ul style="list-style-type: none"> • US History 11 (11) • American Hist-1877 CIS (11-12) • Amer. Hist 1877-Present CIS (11-12)
	SCIENCE 3 credits 9-12	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • HS Algebra II (11) • Math Applications (11)
	LANGUAGE ARTS 4 Credits 9-12	<ul style="list-style-type: none"> • Introduction to Communication (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) <ul style="list-style-type: none"> • 2 English Electives
	SOCIAL STUDIES 3.5 credits 9-12	<ul style="list-style-type: none"> • American Government (11-12) • AP American Government (11-12)
	SCIENCE 3 credits 9-12	<ul style="list-style-type: none"> • HS Chemistry (11-12) • Food Chemistry (11-12) • CIS Chemistry (11-12) • CIS Physics (11-12)

ACADEMIES

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 • Apparel Design and Construction
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 • Child Development and Learning • 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 • Child Development and Learning • 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 • Child Development and Learning • 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 • Child Development and Learning • 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
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ENGLISH/LANGUAGE ARTS REQUIREMENT

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

FINE ARTS REQUIREMENT

	Fine Arts Elective	9, 10, 11, 12
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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
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

05111	American Literature Beginning – Civil War	11, 12
05112	America Literature 1865 – Present	11, 12

NEEDS

NEEDS #	Media Studies	11, 12
NEEDS #	Literary Studies	11, 12
NEEDS #	American Perspectives	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
06500	Apparel Design and Construction	9, 10, 11, 12
06300	Culinary Arts I	10, 11, 12
06400	Child Development and Learning	10, 11, 12
06301	Culinary Arts II	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
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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
09212 A & 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
09308 A & B	Informal Geometry	10, 11, 12
09213 A & 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 9 th Phy Ed	9
12108	Everyday Recreation 9 th	9
12142	Advanced Strength & Conditioning	10, 11, 12
12150	Coaching / Leadership	10, 11, 12
12101	Mixed PE	10, 11, 12
12122	Racquet / Lifetime Sports	10, 11, 12
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

14240 A & B	Introduction to Anishinaabe Studies A & B	9, 10, 11, 12
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
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
14710	The World Wars	11, 12
14302	AP Economics	12
14307	AP United States Government & Politics	12
14305	Government	12

ELECTIVES – WORLD LANGUAGE

18335 A & B	Anishinaabe Language I A & B	9, 10, 11, 12
18337 A & B	Anishinaabe Language II A & B	10, 11, 12
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
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, Education, Accountability, Character, Hard 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

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.

This course is not offered in 25-26, it may be offered again in 26-27.

AVID 11**Course Number:** 16330A & 16330B**Grade Level:** 11**Credits:** 1 Credit**Prerequisite:** None

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.

This course is not offered in 25-26, it may be offered again in 26-27.

AVID 12**Course Number:** 16335A & 16335B**Grade Level:** 12**Credits:** 1 Credit**Prerequisite:** None

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.

This course is not offered in 25-26, it may be offered again in 26-27.

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

ADOBE 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.



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.



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 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.



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.



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

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.



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!



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!



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.



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.



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 than 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.

Not offered for 2025-2026 but may return for 2026-2027.

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

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	
10	English Concepts 10	Honors Global and Intercultural Literature 10
11	Journalism I Media Studies Literary Studies American Perspectives Professional Communication & Writing <i>(rotating and not offered for 25-26)</i> Authors and Authorship <i>(rotating and not offered for 25-26)</i> The Art of Persuasion <i>(rotating and not offered for 25-26)</i>	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	Journalism I Journalism II Media Studies Literary Studies American Perspectives Professional Communication & Writing <i>(rotating and not offered for 25-26)</i> Authors and Authorship <i>(rotating and not offered for 2025-2026)</i> The Art of Persuasion <i>(rotating and not offered for 2025-2026)</i>	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

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.

ENGLISH CONCEPTS 10

Course Number: NEED

Grade Level: 10

Credits: 1 Credit

Prerequisite: None

Duration: 1 Hour • 1 Year

English Concepts 10 is a course designed for learners to explore the ideas of the three academies 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

Course Number: 05500

Grade Level: 11-12

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.

LITERARY STUDIES

Course Number: **NEED**

Grade Level: 11-12

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.

AMERICAN LITERATURE:

BEGINNING 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.



AMERICAN PERSPECTIVES

Course Number: **NEED**

Grade Level: 11-12

Credits: .5 Credit

Prerequisite: None

Duration: 1 Hour • 1 Semester

Explore the complexities of right and wrong by delving into how authors use storytelling to grapple with ethical dilemmas, moral ambiguity, and the consequences of human choice. Emphasis is placed on introspection, connection to the world around you, and understanding others' motivations and viewpoints. Learners will read a diverse selection of nonfiction and literary works, examining how real-life people and characters deal with conflict, societal values, themes, and personal beliefs through discussion, analysis, writing, reading, and projects based on their career academy.

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 and College Composition I

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.



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.

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 II

Course Number: 05552A & 05552B

Grade Level: 12

Credits: 1 Credit

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.

THE ART OF PERSUASION

Course Number: 05810

Grade Level: 11-12

Credits: .5 Credit (Elective Credit)

Prerequisite: None

Duration: 1 Hour • 1 Quarter

This course is designed to give learners a more in depth understanding of the similarities between marketing and persuasion. Learners will explore the principles of persuasion through units such as persuasive rhetoric and argumentation, 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.

This course is not offered in 25-26, but it may be offered again in 26-27.

PROFESSIONAL WRITING AND COMMUNICATION

Course Number:

Grade Level: 11-12

Credits: .5 Credit

Prerequisite: None

Duration: 1 Hour • 1 Semester

In this class learners will cover the topics of career and professional 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 nonfiction as well as work on projects, writing tasks, and presentations that adhere to their career academy.

This course is not offered in 25-26, but it may be offered again in 26-27.

AUTHORS AND AUTHORSHIP

Course Number:

Grade Level: 11-12

Credits: .5 Credit

Prerequisite: None

Duration: 1 Hour • 1 Semester

Authors and Authorship explores the art of storytelling through in-depth study of novel(s), examining how writers craft compelling narratives, develop memorable characters, and explore universal themes. Learners will have options to choose from novel(s) that reflect their career academy of choice to read and analyze while exploring the techniques and intentions of the author while also considering their own interpretations and responses as readers. Learners will also embark on their own creative writing journey, experimenting with various genres and styles to find their unique voice and perspective.

This course is not offered in 25-26, but it may be offered again in 26-27.

FAMILY & CONSUMER SCIENCE COURSES

Unless otherwise noted these courses count as elective credits.

CULINARY ARTS I

Course Number: 06300

Grade Level: 10-12

Credits: 1 Credit

Prerequisite: Foods and Nutrition or Instructor Approval

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. Full participation in labs, including cleaning is required.



APPAREL DESIGN AND CONSTRUCTION

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. Full participation in labs, including cleaning is required. Students will explore careers related to nutrition and food preparation and service.



CULINARY ARTS II

Course Number: 06301

Grade Level: 11-12

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. Experience in catering and competitions may also be a part of this course. 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. Full participation in labs, including cleaning is required.

CHILD DEVELOPMENT AND BEHAVIOR

Course Number: 06400

Grade Level: 10-12

Credits: .5 Credit

Prerequisite: CS Eligibility

Duration: 1 Hour • 1 Semester

Do you like children? Are you thinking about a career involving children such as teaching, childcare, social work, law enforcement, or anything in the medical field? Do you hope to be a parent in the future? If so, this is the class for you. Not only will you learn about children, but you will work directly with children in the classroom. (Instructor and administration approval may be required). This course explores the developmental stages of children, prenatal through age eight. Developmentally appropriate practices as they relate to the social-emotional, communication, motor, and cognitive domains are taught. Students are introduced to sociocultural, cognitive, psychosocial, psychosexual, attachment and behavioral child development theories and salient theorists. Strategies for developing, maintaining, and sustaining culturally responsive partnerships between teachers, children, and families are addressed.

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

Students may earn 3 college credits through Minnesota North College in ECED 1202 Child Development and Learning. To earn college credits, a student must pass this course with a grade of C or higher and complete 16 documented hours of working with young children.



HOUSING AND INTERIOR DESIGN

Course Number: 06310

Grade Level: 9-12

Credits: .5 Credit

Prerequisite: None

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.)

Course not offered in 25-26. May be offered again in 26-27.



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.



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.



COMMUNITY AND WELLNESS WITH CPR, AED, AND FIRST AID

Course Number: 07215

Grade Level: 10-12

Credits: .5 Credit

Prerequisite: Personal Health Studies

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.

This course is not offered in 25-26, it may be offered again in 26-27.

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.

This course is not offered in 25-26 but may be offered again in 26-27.



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 recommended to register for Robotics I and II in the same year but not required.

This course is not offered in 25-26 but may be offered again in 26-27.



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, troubleshooting, 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.



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.



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



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.



ENGINEERING II

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 be using the 3D printers for rapid prototyping of our designs.

This course is not offered in 25-26, it may be offered again in 26-27.



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.

This course is not offered in 25-26 but may be offered again in 26-27.



INTRO TO MACHINING & MANUFACTURING

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.

This course is not offered in 25-26 but may be offered again in 26-27.



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.

**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.

**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 economic 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.



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 (Not offered 25-26)	College Trigonometry (CIS) College Algebra (CIS)
12	Any Math Elective	Calculus (CIS) Technical Math (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: 09212A & 09212B

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.

This course is not offered in 25-26, it may be offered in 26-27.

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 1, 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

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 I 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.

This course is not offered in 25-26, it may be offered in 26-27.

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: 09308A & 09308B

Grade Level: 10-12

Credits: 1 Credit

Prerequisite: Informal High School Algebra I or High School Algebra I

Duration: 1 Hour • 1 Year

Note: Requires instructor approval.

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 HIGH SCHOOL ALGEBRA II

Course Number: 09213A & 09213B

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. Requires instructor approval.

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 (YEAR-LONG)

Course Number: 09235A & 09235B

Grade Level: 11-12

Credits: 1 Credit

Prerequisite: High School Algebra II with at least a "C" average. CIS eligibility

Duration: 1 Hour • 1 Year

Note:

This is NOT a pre-calculus course. This course is the CIS College Algebra class offered over a full year instead of a semester. This course should be taken by any student who plans to continue their education beyond high school, either at a college or vocational school. If college credit is received and is accepted, this class meets most math requirements for college graduation requirements.

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.



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

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.

This course is not offered for 25-26 but may be offered in 26-27.

PROBABILITY & STATISTICS

Course Number: 09512

Grade Level: 11-12

Credits: .5 Credit

Prerequisite: None

Duration: 1 Hour • 1 Semester

Probability and Statistics 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.

This course is not offered for 25-26 but may be offered in 26-27.

CALCULUS

Course Number: 09650A & 09650B

Grade Level: 12

Credits: 1 Credit

Prerequisite: CIS Eligibility / College Trigonometry & College Algebra

Duration: 1 Hour • 1 Year

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

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.

This course is not offered for 25-26 but may be offered in 26-27.

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.

This course is not offered for 25-26 but may be offered in 26-27.

TECHNICAL MATH

Course Number: 09505A & 09505B

Grade Level: 12

Credits: 1 Credit

Prerequisite: CIS Eligibility / High School Algebra II

Duration: 1 Hour • 1 Year

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

Course Number: 10500A & 10500B

Grade Level: 9

Credits: 1 Credit

Prerequisite: Band 8 or explicit approval of director.

Duration: 1 Hour • 1 Year

This 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.



BEL CANTO

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.



10-12 BAND

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.



KANTOREI

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

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.

This course is not offered in 25-26 but may be offered in 26-27.



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	General 9 th Phy Ed <i>or</i> Everyday Recreation 9th

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.



ATHLETIC TRAINING

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.



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.



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.

This course is not offered in 25-26 but may be offered in 26-27.



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.



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.



RACQUET/LIFETIME SPORTS

Course Number: 12122

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.



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

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 Zoology	General Biology (CIS) Introduction to General Chemistry I (CIS) Introduction to Physics (CIS) Human Anatomy & Physiology I (CIS) Human Anatomy & Physiology II (CIS) Introduction to Forensic Biology (CIS) not offered 25-26 Microbiology (CIS)
12	Botany Environmental Science Food Chemistry High School Chemistry Zoology	General Biology (CIS) Introduction to General Chemistry I (CIS) Introduction to Physics (CIS) Human Anatomy & Physiology I (CIS) Human Anatomy & Physiology II (CIS) Introduction to Forensic Biology (CIS) not offered 25-26 Microbiology (CIS)

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.

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 AP 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.

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

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.



INTRODUCTION TO 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

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 indicate 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.

This course is not offered in 25-26 but may be offered in 26-27.



INTRO TO PHYSICS

Course Number: 13550A & 13550B

Grade Level: 11-12

Credits: .5 Credit

Prerequisite: CIS Eligibility / Biology or AP Biology / C-, or higher in Algebra 2

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

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 bacterium 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.

This course is not offered in 25-26 but it may be offered again in 26-27.



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. 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	Social Studies Foundations 9	Honors Social Studies Foundations 9
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
12	Economics (Graduation Class of 2027 and after)	

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.

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.

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.

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.



LAW AND CRIMINAL JUSTICE

Course Number: 14400

Grade Level: 10-12

Credits: .5 Credit

Prerequisite: None

Duration: 1 Hour • 1 Semester • Runs every other year

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.

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.



MINNESOTA & IRON RANGE HISTORY

Course Number: 14222

Grade Level: 10-12

Credits: .5 Credit

Prerequisite: None

Duration: 1 Hour • 1 Semester • Runs every other year

Note: Running for 2026-2027 year and every other year after.

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.

Running for 26-27 year and every other year after.

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.

ECONOMICS

Course Number: 14300

Grade Level: 12

Credits: .5 Credit

Prerequisite: None

Duration: 1 Hour • 1 Semester

Note: Required Unless taking AP Economics for the graduating classes of 2027 and beyond.

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.

This course is an ELECTIVE option for seniors for 25-26.

AP ECONOMICS

Course Number: 14302

Grade Level: 12

Credits: .5 Credit

Prerequisite: None

Duration: 1 Hour • 1 Semester

Note: Required Unless taking Economics for the graduating classes of 2027 and beyond.

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.



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.

ANISHINAABE LANGUAGE I

Course Number: 18335 & B

Grade Level: 9-12

Credits: 1 Credit

Prerequisite: None

Duration: 1 Hour • 1 Year

This course will introduce students to the Anishinaabe language. Conversational Anishinaabe and writing skills will be learned leading to an oral presentation. Analysis of sentence structure will be utilized in attaining an understanding of the complexity and beauty of the Anishinaabe language. Students will also study the culture and history of the Anishinaabe.

Sending District: International Falls / **Instructor:** Tim Vollum:

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:** Tom Vollum

ANISHINAABE LANGUAGE II

Course Number: 18337 & B

Grade Level: 10-12

Credits: 1 Credit

Prerequisite: Anishinaabe Language I

Duration: 1 Hour • 1 Year

This course will continue to reinforce the conversational and writing skill which began in Anishinaabe Language I. New vocabulary, grammatical concepts, and utilization of acquired skill will be emphasized.

Sending District: International Falls / **Instructor:** Tim Vollum:

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:** Tom Vollum

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.

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Functional English (7-12) • Intermediate English (7-12) • Resource English I (7-12) • Resource English II (7-12) • Resource English III (7-12) • Resource English IV (7-12)
	SOCIAL STUDIES	<ul style="list-style-type: none"> • Everyday Economics (9-12) • Everyday Social Studies (7-12)
	SCIENCE	<ul style="list-style-type: none"> • Science Lab (7-12)
	ELECTIVES	<ul style="list-style-type: none"> • Career Seminar II (11-12) • 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

FUNCTIONAL 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

Resource English 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.

SOCIAL SKILLS

Course Number: NEED

Grade Level: IEP Determined

Credits: IEP Determined

Social Skills 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.

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 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 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 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 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.

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.

SPECIAL EDUCATION PHYSICAL EDUCATION COURSES

UNIFIED PE LEVEL I

Course Number: 19610

Grade Level: IEP Determined

Credits: IEP Determined

Note: This course covers the PE graduation requirement.

Earn your Physical Education credit while developing important communication and leadership skills required to work successfully with students and peers with cognitive and physical disabilities. This course is designed for students who want to be a leader and mentor in the area of physical education and work with students with special needs. This will be an integrated Adapted Physical Education class with an inclusive mindset. Students will learn how to modify activities to meet the needs of all the students in the class. Students will have an opportunity to participate in physical education activities in a whole new way. Students will work together to support students with special needs, while at the same time participating in PE. This class will focus on community building, inclusion, and leadership through the lens of physical education.

Students need approval from the guidance office before registering for this course.



UNIFIED PE LEVEL II

Course Number: 19612

Grade Level: IEP Determined

Credits: IEP Determined

Note: This course covers the PE graduation requirement.

Earn your Physical Education credit while developing important communication and leadership skills required to work successfully with students and peers of all abilities. This course is designed for students who want to be a leader and mentor in the area of physical education and work with students with special needs. This will be an integrated class that will include students of all abilities. Students will have an opportunity to participate in physical education activities in a whole new way. Students will work together to support students with special needs, while at the same time participating in PE. This class will focus on community building, inclusion, and leadership through the lens of physical education.

Students need approval from the guidance office before registering for this course.



SPECIAL EDUCATION 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 seem students will take this as a replacement for science.

INTEGRATED SOCIAL SCIENCE EXPLORATION

Course Number: **NEED**

Grade Level: IEP Determined

Credits: IEP Determined

This course offers an engaging blend of social studies and science, designed to foster curiosity and critical thinking in a supportive learning environment. Students will explore the connections between human societies, cultures, and the natural world through hands-on activities, interactive projects, and real-world applications. Topics may include geography, history, environmental science, and the impact of scientific discoveries on society. Lessons are tailored to accommodate diverse learning needs, using visual aids, cooperative learning, and individualized supports to ensure all students can participate and succeed. This course encourages students to build life skills, develop a deeper understanding of the world, and become active problem-solvers in their communities.

Case manager approval is required for students with a current IEP to register.

SPECIAL EDUCATION SOCIAL STUDIES COURSES

EVERYDAY ECONOMICS AND GOVERNMENT

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.

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.



St. Louis County Family Services Collaborative Grant Application

PARTNERSHIP OPPORTUNITY

The Family Services Collaborative of St. Louis County is looking to partner with nonprofits, private businesses, and government agencies that reside in St. Louis County. Ideal partners will carry out programming that aligns with the Collaborative's Mission.

MISSION and GOALS

The St. Louis County Family Services Collaborative brings service systems together to coordinate and integrate resources and services for children, youth, and families.

The collaborative's goal is to assist youth and their families in developing their:

- sense of safety and structure.
- sense of belonging and membership.
- sense of self-worth and social contribution.
- sense of independence and control over one's life; and
- sense of closeness in interpersonal relationships.

WE CAN NOT FUND

- Capital campaigns or capital expenditures
- Administrative or indirect expenditures (e.g., staff time for preparation of program plans, budgets, and schedules; time spent for financial services; costs of goods for managers (supplies, equipment, postage, etc.))
- Lobbying or political activities
- Ongoing program funding
- Agencies whose main office is not in St. Louis County

GRANT APPLICATION DETAILS

- Send any questions to the Director at Director@fscmn.org,
- The level of information contained in the application should be reflective of the dollar amount requested.
- An agency may have multiple applications for their various programs. Submit only one application per program.
- The Collaborative has the right to deny or partially fund any application.
- Email applications to info@fscmn.org

Grant Amount Requested	Grant Length	Frequency of Approval	Approval Authority	Review Process	Number of Grants Available
Up to \$3,000	One year or less	Rolling basis	Director and Board Chair	Grant Review	Many
Between \$3,001 and \$25,000	One year or less	Monthly	Grant Committee	Grant Review	Many
Between \$25,001 and \$50,000	Up to two years	Quarterly	Board of Directors	Grant Review; possible 15-minute Board Presentation	Few
Above \$50,000	Up to Three Years	Quarterly	Board of Directors	Grant Review; 15-minute Board Presentation; Possible site visit	Few

IF APPROVED

- Your agency must sign a Community Grant Agreement. _
- The Collaborative will reimburse the agency for program expenditures with appropriate receipts/ invoices/documentation.
- An agency may receive an advance with a written request on company letterhead/email detailing the intended expenditure(s); and submit receipts when available and before another advance.
- Your agency must complete a Grant Evaluation by January 31st of each year of the grant and at the end of the Community Grant Agreement.
- These documents can be found on our website: FSCMN.org

PROGRAM SUMMARY

Program Name	Check & Connect Mentor
Amount Requested	January 1, 2025 – December 31, 2025 = \$48,975 January 1, 2026 – June 10, 2026 = \$27,775 Grand Total = \$76,750
Program Dates	January 1, 2025 – June 10, 2026
Target Population	K-2 Student at Rock Ridge’s Parkview Elementary and Their Families
Number of persons served	Anticipated 50+ Students and 100+ Caregivers
Program Summary (250 word maximum)	<p>Check & Connect is an evidenced based intervention used with K-12 students and/or families who show warning signs of disengagement with school and is based on a trusting relationship between the student and a trained mentor who both advocates for and challenges the student. Mentors are expected to dedicate at least one hour per week to each student and his/her family; however, it is common to dedicate much more. Check & Connect (C&C) mentors have helped keep thousands of students on track toward and it is not only the only dropout prevention intervention listed on the IES What Works Clearinghouse found to have positive effects on staying in school, but it is also listed as a level 4 – high impact intervention supporting On Their Way Home by the California Clearinghouse for Child Welfare.</p> <p>CHECK Refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades, or connections to the school community) , and</p> <p>CONNECT Refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance achievement. Mentors work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships.</p> <p>This specific grant request is necessary because we found the need within Rock Ridge to be higher than expected. We currently have 4 mentors within the district who are all tapped at capacity (2 @ Rock Ridge High School, 1 @ Northstar, and 1 @ Laurentian). We tried to go without a mentor at Parkview but have found that we cannot meet the full needs of the youth and families without additional support. Our prior implementation of Check & Connect was successful, so we would like to bring it back to our campus. Unfortunately, St. Louis County no longer has funding to provide the support on our campus.</p>

Describe the need this program fills for the community?

(250 word maximum)

Through the intentional pairing of students and mentors, Check and Connect focuses on the development of at risk youth that are *not otherwise served in existing school interventions*. Most often, these mentors build trusting relationships in which students and families get the support needed to ask for and accept support in youth mental health, substance abuse, housing and food stability, transportation, academic achievement, behavior management and much more.

29% of students participating in the Minnesota Student Survey in Grades 8, 9, and 11 in the Rock Ridge District reported experiencing 2 or more adverse childhood experiences. While these are high school students rather than the elementary students that will be served by this mentor, it is indicative of community need to address the root cause of concerns.

In 2023, caregivers participating in a Community Needs Assessment also identified social-emotional supports for youth, caregivers, and families as one of the most frequently identified needs in the Quad Cities area.

Current Parkview data shows that 16% of students are already over the federal recommendation(10%) for absenteeism this year and nearly 10% of students have exceeded the federal recommendation for behavior referrals (3+ separate instances). We would like to intentionally partner a mentor with the student and families to address the root cause of the concerns and increase the protective factors for each family unit.

PROGRAM OUTCOMES

The Collaborative is looking for outcomes, not outputs. An outcome is: the level of achievement that occurred because of the program; the change that is expected because of the program; and a measure for effectiveness. Achievements/changes/effectiveness can be in individuals, systems, policies, or institutions. They may reflect shifts in relationships, knowledge, awareness, capabilities, attitudes, and/or behaviors. An output only tells the story of what is produced or an activity.

<p align="center">Outcome (50 word maximum per cell)</p>	<p align="center">Measure (50 word maximum per cell)</p>	<p align="center">Target</p>
<p>2-Gen Support to Build Protective Factors</p>	<p>Families will participate in skill building activities that strengthen the family unit.</p>	<p>80% of families will accept family strengthening support.</p>
<p>Students enrolled in the program will show a decrease in absenteeism, truancy, and tardies.</p>	<p>Student data will be entered from the entire school year to gauge improvement in attendance.</p>	<p>70% of students working on attendance concerns will improve their attendance.</p>
<p>Students enrolled in the program will show a decrease in behavioral referrals.</p>	<p>Student data will be entered from the entire school year to gauge improvement in observable behavior concerns.</p> <p>The school will work to document internalized behaviors that may be contributing factors.</p>	<p>60% of students working on behavior concerns will improve their behavior.</p>
<p>Students enrolled in the program will show an increase in individualized support for students and report they have a trusted school adult to help guide their growth.</p>	<p>Minutes will be tracked regarding time spent in relationships, skill building, and family engagement.</p>	<p>100% of students will show an average of at least 60 minutes per week of individualized time spent with the mentor.</p>

Community Impact

The collaborative assists youth and their families in developing their:

- sense of safety and structure.
- sense of belonging and membership.
- sense of self-worth and social contribution.
- sense of independence and control over one's life; and
- sense of closeness in interpersonal relationships.

Answer the questions that best fits your program (1,000-word max.)

- How does the program decrease risk factors and increase protective factors for children (birth to 21)?
- How does the program increase access to professional support and services for children (birth to 21) experiencing difficulties with mental wellbeing?
- How does the program create or expand community support for children?

The mentoring program utilizes a 2-Gen approach that requires individual support for the student as well as intentional support for the family.

Every week the mentor is not only required to meet with students for intentional support and relationship building, but they also must participate in one-way communication with families every week. These one way messages are meant to be positive and personalized messages home to begin repairing the home/school relationship and provide a positive without any negative attached each week.

Every month the mentor is required to add in a two-way conversation, which is preferred as a face to face meeting with the family to deepen relationships, share students' strengths, growth, and strategies for improvement, and ultimately encourage families to ask for and accept additional community support.

Four times per year, family strengthening activities are required that focus especially on knowledge of child development and knowledge of social-emotional supports for the youth and families.

Through this barrier free mentoring (no insurance, no socio-economic, no demographic guidelines, for example), students that are identified as at-risk can be enrolled in the program within 1 week of identification because after two active attempts for consent, a letter is mailed home as passive consent and asks the family to contact the mentor to end services. This expedient access to support quickly supports a student either as the main support or the stop gap while awaiting deeper mental health connections with community partners.

BUDGET DETAILS

- List total expenditure details (program funding from other sources will be subtracted from the total).
- Add more lines if needed
- Expenditures must be for children and/or their caregivers, professional education, community improvement
- Indirect and administrative expenditures are not permitted
- Capital Expenditures are not permitted

Salary & Benefits January 1, 2025 – December 31, 2025	\$47,556	
Salary & Benefits January 1, 2026-June 10, 2026	\$27,056	
	\$	
	\$	
	\$	
Subtotal: Staff Salaries & Benefits (must work directly with children & families)		\$74,612
Data Application / Onboarding Fees 2025	\$719	
Supplies 2025 [Games, Art Materials, School Supplies]	\$700	
Data Application 2026	\$419	
Supplies 2026 [Games, Art Materials, School Supplies]	\$300	
	\$	
Subtotal: General Supplies		\$2138.00
Provided by United Way Grant Funds	\$	
Snacks for Office 2025	\$ 600	
Snacks for Office 2026	\$ 200	
	\$	
	\$	
Subtotal: Beverages & Food (list program events in need of food and beverages)		\$800.00
Family Engagement Funds Provided by United Way	\$	
Mileage / Concrete Family Support 2025	\$500	
Family Engagement Activities 2025	\$600	
Mileage Student / Concrete Family Support 2026	\$200	
Family Engagement Activities 2026	\$500	
Subtotal: Other		\$1800.00
GRAND TOTAL		\$79,350

Collaboration

List all entities that are partnering in this effort (groups, schools, agencies, foundations, etc.)

Check & Connect is a partnership between 17 school districts throughout St. Louis, Cook, and Koochiching County. Most districts receive 70% funding from funding partner St. Louis County for 2024-2025 and 30% funding for 2025-2026; however, this is an expansion beyond the original allocation due to needs at Parkview, so all funds are the responsibility of the school district.

A primary benefit of this collaboration is that all student transfers from one district to another result in a warm handoff to a new mentor at the welcoming site and a transfer of data related to the Check & Connect program. Intentional transitions are started weeks before the transition to ensure the student and family are supported immediately rather than waiting to react to data in a few months.

Mentors also work closely with St. Louis County Social Workers, participate in joint training on Motivational Interviewing with the county, and are expected to create partnerships with other community agencies to support the family.

OTHER PROGRAM FUNDING SOURCES (if applicable)		
	NAME (provide additional comments as needed)	Amount for Program
1.	United Way 2025	1700.00
2.	United Way 2026 (Anticipated)	900.00
3.		
4.		
5.		
TOTAL		\$2600.00

CONTACT INFORMATION			
Program Lead	Sheena Stefanich	Title	Principal
Agency	Parkview Elementary		
Mailing Address	506 9th Ave West	City, Zip Code	Virginia, MN 55792
Email Address	sheena.stefanich@rrps.org	Phone	218-994-2133
Fiscal Agent	St. Louis County Public Schools	Title	
Agency	Check & Connect		
Mailing Address	1701 North 9th Avenue	City, Zip Code	Virginia, MN 55792
Email Address	kjohnson@isd2142.k12.mn.us	Phone	(218) 749-8130
List employer identification number (EIN):			



**COMMUNITY GRANT
MEMORANDUM OF AGREEMENT
BETWEEN
ST LOUIS COUNTY FAMILY SERVICES COLLABORATIVE
523 Highland Drive Hibbing, MN 55746
AND
Rock Ridge Public Schools
1405 Progress Parkway
Virginia, MN 55792**

THIS AGREEMENT, by and between the governing board of the St. Louis County Family Services Collaborative (referred herein as “Governing Board”) and **Rock Ridge Public Schools** (referred herein as “Provider”).

WHEREAS, the Governing Board administers the Local Collaborative Time Study and receives dollars from the Federal Government. LCTS funds received by collaboratives have been designated by state statute for use in the expansion of early intervention and prevention services in Minnesota communities.

NOW THEREFORE, the Governing Board and the Provider agree to Exhibit A (grant application).

THE EFFECTIVE DATES of this **January 1, 2025 – June 10, 2026**.

1. COST OF SERVICES shall not exceed **\$76,750**.
 - a. The provider must complete a Reimbursement Request to receive reimbursement.
 - i. Attach itemized receipts to receive funds/reimbursement or a detailed invoice to pay a third-party vendor (copies accepted).
 - ii. Food reimbursements requests must include a purpose and number of people attending.
 - iii. Gift cards, gifts, prizes reimbursements must include a log of the recipients’ name, address, and signature.
 - b. The provider may receive an advance with a written request on letterhead or email detailing the intended expenditure(s). The provider must submit itemized receipts documenting the expenditure of the advance prior to receiving any additional funds. The maximum advance is half of the total grant.
 - c. Budget modifications up to 10 percent of the original budget may occur; modifications more than 10 percent require Finance Committee approval.
 - d. The Governing Board financials are subject to St. Louis County audits -- Provider should keep electronic or paper expenditure documentation for 10 years.
 - e. Email documents to director@fscmn.org.

CONDITIONS OF THE PARTIES OBLIGATIONS

- a. This is a one-time grant and not designed to sustain programming for the long-term.
- b. The Provider will provide a program evaluation to the Governing Board. The evaluation includes an outline of actual expenditures, outcome data, and narrative on outcome achievement. Photos of the event are also appreciated. The evaluation is due January 31st or the end of the Agreement, whichever comes first. The Provider will complete an evaluation each year funds are received.
- c. Credit St. Louis County Family Services Collaborative for funding the event in any media coverage.

CANCELLATION, DEFAULT, AND REMEDY

- a. The Agreement shall remain in effect until the expiration date or termination by either party. A 30-day written notice delivered to the other party at the address provided above can terminate the Agreement.
- b. Legislative or guideline changes by the State may require the Governing Board to renegotiate terms or cancel the Agreement without a 30-day advance notice.

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

DATA PRIVACY. The Provider agrees to comply in all respects with the Minnesota Government Data Practices Act (MN Statute Chapter 13) and further agrees to comply with any requests of the Governing Board that are necessitated by the Governing Board’s obligation under said Act.

COMPLIANCE. The Provide shall abide by Federal, State, and local laws, statutes, ordinances, rules, and regulations now in effect or hereinafter adopted pertaining to this Agreement or the facilities, programs, and staff for which the Provider is responsible.

IN WITNESS WHEREOF, the parties have executed this agreement.

Sheena Stefanich, Principal, Rock Ridge Parkview Elementary

Date

Alicia Dick, Chairperson, St. Louis County Family Services Collaborative

Date

EASEMENT

THIS INDENTURE is made and entered into this ____ day of _____, 2024, between Independent School District # 2909, a Minnesota body politic, hereinafter referred to as “Grantor”, and the COUNTY OF SAINT LOUIS, Minnesota, a municipal corporation, hereinafter referred to as “Grantee”.

WITNESSETH:

WHEREAS, said Grantor is the owner of real property situated in St. Louis County, Minnesota, described as follows, to-wit:

That part of the NE1/4 of SE1/4 and the SE1/4 of NE1/4 of Section 29 Township 58 Range 17 West of the Fourth Principal Meridian described as follows: Commencing at the center of Section 29, thence on an assumed bearing of South 89 degrees 25 minutes 58 seconds East, along the South line of the NE1/4 of said Section 29 a distance of 1267.56 feet to the NW corner of the NE1/4 of the SE1/4 of said Section 29 which is the POINT OF BEGINNING; thence North 13 degrees 25 minutes 32 seconds East a distance of 669.86 feet; thence North 64 degrees 39 minutes 55 seconds East a distance of 596.31 feet; thence South 76 degrees 34 minutes 28 seconds East a distance of 90.00 feet; thence South 13 degrees 25 minutes 32 seconds West a distance of 922.14 feet; thence along a non-tangential curve, concave to the SW, having a central angle of 19 degrees 18 minutes 56 seconds a radius of 540.00 feet, an arc length of 182.04 feet, the chord which bears North 81 degrees 52 minutes 19 seconds West for 181.18 feet; thence South 88 degrees 28 minutes 14 seconds West a distance of 123.45 feet; thence along a tangential curve, concave to the SW, having a central angle of 18 degrees 34 minutes 02 seconds a radius of 840.00 feet, an arc length of 272.21 feet; the chord of which bears South 79 degrees 11 minutes 13 seconds West for 271.02 feet; thence North 01 degree 31 minutes 03 seconds East a distance of 39.66 feet to the POINT OF BEGINNING and there terminating.

(As currently embodied in Certificate of Title # 350351)

(Parcel Identification Numbers 090-0194-00206 & 040-0206-00056)

WHEREAS, Grantor has agreed to grant Grantee an easement for highway purposes across said property.

NOW, THEREFORE, said Grantor, for valuable consideration, the receipt and sufficiency of which is hereby acknowledged, does hereby grant and convey unto the COUNTY OF SAINT LOUIS, as Grantee, its successors and assigns, an easement more particularly described as follows, to-wit:

A TEMPORARY CONSTRUCTION EASEMENT over, under and across that part of the Northeast Quarter of the Southeast Quarter of Section 29, Township 58, Range 17, St. Louis County, Minnesota, described as follows:

Commencing at the center of said Section 29; thence on an assumed bearing of North 87 degrees 34 minutes 04 seconds East along the north line of said Southeast Quarter of Section 29 a distance of 1267.33 feet to the northwest corner of said Northeast Quarter of the Southeast Quarter being the point of beginning; thence continuing North 87 degrees 34 minutes 04 seconds East along the north line of said Northeast Quarter of the Southeast Quarter, a distance of 140.94 feet to the north line of Tract D, REGISTERED LAND SURVEY NO. 148, St. Louis County, Minnesota; thence southwesterly a distance of 147.24 feet along said north line of Tract D and a non-tangential curve concave to the southeast, having a radius of 838.40 feet, a central angle of 10 degrees 03 minutes 43 seconds and a chord bearing South 71 degrees 55 minutes 17 seconds West to the west line of said Northeast Quarter of the Southeast Quarter; thence North 01 degree 28 minutes 54 seconds West along said west line a distance of 39.66 feet to the point of beginning.

Described Temporary Easement contains approximately 2,476 square feet and shall automatically expire on December 31, 2027.

INCLUDING the rights of the COUNTY OF SAINT LOUIS, its contractors, agents, servants, and assigns, to enter upon the easement premises at all reasonable times to install, reinstall, inspect, repair, and maintain said public highway system over, across, on, under, and through the easement premises, together with the right to grade, level, fill, drain, pave, and excavate the easement premises, and the further right to remove trees, bushes, undergrowth, and other obstructions interfering with the location, construction and maintenance of the public highway system. Election by the grantee to not exercise all or any part of its rights at any time shall not constitute forfeiture of any such rights.

It is understood that the right, privilege and easement herein granted and the provisions hereof shall extend to and bind the heirs, personal representatives, successors and assigns of the respective parties hereto.

IN WITNESS WHEREOF, said Grantor has caused this instrument to be executed on the day and year first above written.

FOR Independent School District # 2909:

By: _____
(signature)

(printed)

Its: _____
(title)

This Instrument was drafted by:

Steven J. Kniefel
Right of Way Agent
St. Louis County Public Works Department
7823 Highway 135
Virginia, Mn. 55792

This conveyance is entitled to recording without payment of fee, pursuant to Minnesota Statutes Section 386.77, it being for the benefit of the County of St. Louis.

EXHIBIT A

Parcel 25 Road Number - 142 County Project - CP 860298
State Project Number - SAP 069-742-005

Property Legal Description:

That part of the NE1/4 of SE1/4 and the SE1/4 of NE1/4 of Section 29 Township 58 Range 17 West of the Fourth Principal Meridian described as follows: Commencing at the center of Section 29, thence on an assumed bearing of South 89 degrees 25 minutes 58 seconds East, along the South line of the NE1/4 of said Section 29 a distance of 1267.56 feet to the NW corner of the NE1/4 of the SE1/4 of said Section 29 which is the POINT OF BEGINNING; thence North 13 degrees 25 minutes 32 seconds East a distance of 669.86 feet; thence North 64 degrees 39 minutes 55 seconds East a distance of 596.31 feet; thence South 76 degrees 34 minutes 28 seconds East a distance of 90.00 feet; thence South 13 degrees 25 minutes 32 seconds West a distance of 922.14 feet; thence along a non-tangential curve, concave to the SW, having a central angle of 19 degrees 18 minutes 56 seconds a radius of 540.00 feet, an arc length of 182.04 feet, the chord which bears North 81 degrees 52 minutes 19 seconds West for 181.18 feet; thence South 88 degrees 28 minutes 14 seconds West a distance of 123.45 feet; thence along a tangential curve, concave to the SW, having a central angle of 18 degrees 34 minutes 02 seconds a radius of 840.00 feet, an arc length of 272.21 feet; the chord of which bears South 79 degrees 11 minutes 13 seconds West for 271.02 feet; thence North 01 degree 31 minutes 03 seconds East a distance of 39.66 feet to the POINT OF BEGINNING and there terminating.

Rights to be acquired:

A TEMPORARY CONSTRUCTION EASEMENT over, under and across that part of the Northeast Quarter of the Southeast Quarter of Section 29, Township 58, Range 17, St. Louis County, Minnesota, described as follows:

Commencing at the center of said Section 29; thence on an assumed bearing of North 87 degrees 34 minutes 04 seconds East along the north line of said Southeast Quarter of Section 29 a distance of 1267.33 feet to the northwest corner of said Northeast Quarter of the Southeast Quarter being the point of beginning; thence continuing North 87 degrees 34 minutes 04 seconds East along the north line of said Northeast Quarter of the Southeast Quarter, a distance of 140.94 feet to the north line of Tract D, REGISTERED LAND SURVEY NO. 148, St. Louis County, Minnesota; thence southwesterly a distance of 147.24 feet along said north line of Tract D and a non-tangential curve concave to the southeast, having a radius of 838.40 feet, a central angle of 10 degrees 03 minutes 43 seconds and a chord bearing South 71 degrees 55 minutes 17 seconds West to the west line of said Northeast Quarter of the Southeast Quarter; thence North 01 degree 28 minutes 54 seconds West along said west line a distance of 39.66 feet to the point of beginning.

Described Temporary Easement contains approximately 2,476 square feet and shall automatically expire on December 31, 2027.

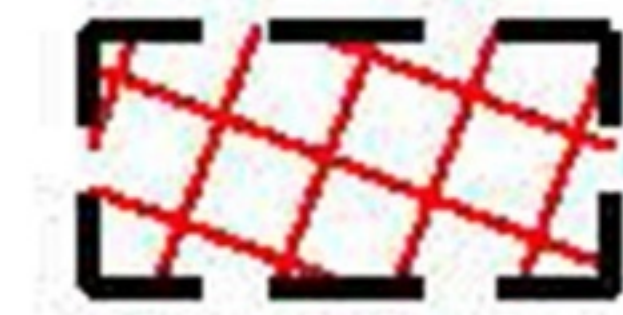
PARCEL 25

Independent School District No. 706

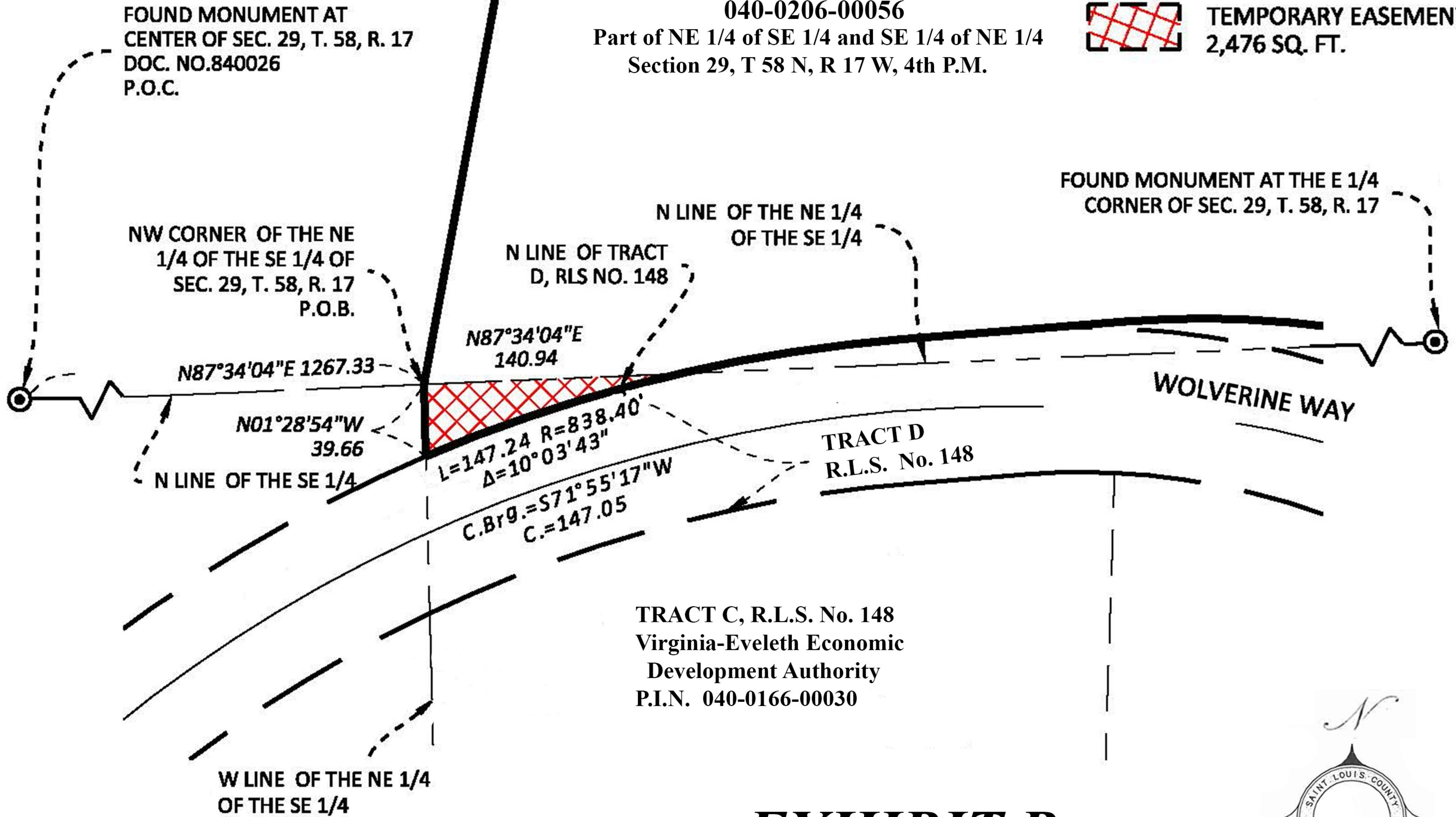
P.I.N. 090-0194-00206 &

040-0206-00056

**Part of NE 1/4 of SE 1/4 and SE 1/4 of NE 1/4
Section 29, T 58 N, R 17 W, 4th P.M.**



**TEMPORARY EASEMENT
2,476 SQ. FT.**

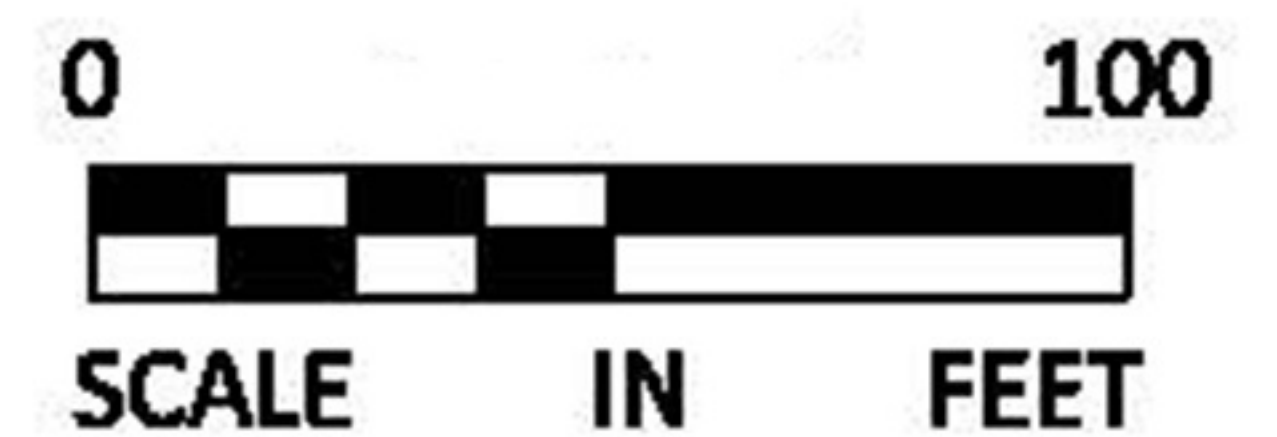


SURVEY NOTES

1. Boundary and existing conditions field data provided by St. Louis County.
2. The bearing system is based on the St. Louis County Transverse Mercator coordinate system, NAD83.

EXHIBIT B

St. Louis County Project 0142-860298



TERMINATION OF TEMPORARY EASEMENT

This Termination of Temporary Easement (“**Termination**”) is made on _____, 2025, by and between the City of Eveleth, a Minnesota Municipal Corporation (“**Original Grantor**”), Independent School District No. 2909, Rock Ridge Public Schools, a Minnesota Body Corporate and Politic Under the Laws of the State of Minnesota, (“**Additional Grantor**”), and St. Louis and Lake Counties Regional Railroad Authority, a regional railroad authority incorporated pursuant to Minn. Stat. Ch. 398A (“**Grantee**”).

RECITALS

- A. Original Grantor and Grantee are parties to a Temporary Easement dated March 5, 2019, and recorded in the Office of the St. Louis County Recorder on June 4, 2019, as Document No. 1355934 and in the Office of the St. Louis County Registrar of Titles on June 4, 2019, as Document No. 1011063 (“Easement Agreement”) pursuant to which Original Grantor granted to Grantee an easement (the “Temporary Easement”) for a temporary right of way and easement to construct, operate, maintain, and repair a portion of the Mesabi Trail within property owned by Original Grantor and legally described in the Easement Agreement (the “Burdened Property”).
- B. Original Grantor signed a Termination of Temporary Easement on June 2, 2020, intending to terminate the Temporary Easement described in the Easement Agreement, however, the Termination of Temporary Easement was not recorded.
- C. On February 23, 2022, a portion of the Burdened Property was transferred to Independent School District No. 2909, Rock Ridge Public Schools (“Additional Grantor”).
- D. All parties hereto now desire to confirm and effectuate the termination of the Temporary Easement by including the consent and acknowledgment of the Additional Grantor, as the current owner of a portion of the Burdened Property.

NOW, THEREFORE, to evidence their mutual agreement, Original Grantor, Additional Grantor, and Grantee agree as follows:

1. The Easement Agreement and the Temporary Easement are terminated and the Burdened Property is released from the Easement Agreement and the Temporary Easement.

IN WITNESS WHEREOF, Original Grantor, Additional Grantor, and Grantee have executed this Termination of Temporary Easement as of the date first set forth above.

[Signatures on following pages.]

ORIGINAL GRANTOR:

CITY OF EVELETH, a Minnesota
municipal corporation

By: _____
Adam Roen
Its Mayor

By: _____
Jackie Monahan-Junek
Its City Administrator

STATE OF MINNESOTA)
) ss.
COUNTY OF ST. LOUIS)

The foregoing instrument was acknowledged before me this ____ day of _____, 2025, by Adam Roen, the Mayor, of the City of Eveleth, a Minnesota municipal corporation.

Notary Public

My Commission Expires:

STATE OF MINNESOTA)
) ss.
COUNTY OF ST. LOUIS)

The foregoing instrument was acknowledged before me this ____ day of _____, 2025, by Jackie Monahan-Junek, the City Administrator, of the City of Eveleth, a Minnesota municipal corporation.

Notary Public

My Commission Expires:

