



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

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

AGENDA

1. Call to order.
2. Approval of agenda.
3. Recognition of visitors and visitor input.
4. Consent Agenda:
 1. Approval of September 22, 2025 regular meeting minutes. 4
 2. Approval of hire of Sarah Knudson for the Family, Friend, and Neighbor Child Care Provider position at a rate of \$34.00/hour (102 hours through June 30, 2026) effective August 21, 2025.
 3. Approval of additional duty for Minday Stanaway of Morning PreK Supervisor (PES) at a rate of \$19.97/hour effective September 2, 2025.
 4. Approval of additional duty for Julie Schelde of Morning PreK Playground Supervisor (PES) at a rate of \$19.97/hour effective September 2, 2025.
 5. Approval of additional duty for Jamielee Glumack of Morning PreK Playground Supervisor (PES) at a rate of \$19.97/hour effective September 2, 2025.
 6. Approval of additional duty for Christy LeMmons of Morning Playground Supervisor (PES) at a rate of \$19.97/hour effective September 2, 2025.
 7. Approval of additional duty for Julie Syversrud of Morning Playground Supervisor (PES) at a rate of \$19.97/hour effective September 2, 2025.
 8. Approval of additional duty for Amy Lundmark of Morning Cafeteria Supervisor (PES) at a rate of \$19.97/hour effective September 2, 2025.
 9. Approval of additional duty of Morning Bus Door (PES) at a rate of \$19.97/hour

effective September 2, 2025 for the following staff: Nikki Sundt, Sarah Randall.

10. Approval of additional duty for Olivia Engebretson of Before School Supervisor (NSE) at a rate of \$19.97/hour effective September 2, 2025.

11. Approval of hire of Dayton Rundquist for the Playground/Lunch Aide (PES) position at a rate of \$14.00/hour effective September 29, 2025.

12. Approval of hire of Dayton Rundquist for the Paraprofessional (Head Start PES) position at a rate of \$19.97/hour effective September 29, 2025.

13. Approval of hire of Eternity Anwiler for the Paraprofessional (PES) position at a rate of \$19.97/hour effective September 30, 2025.

14. Approval of hire of Laurie Warner for the Playground Aide (LES) position at a rate of \$14.00/hour effective September 30, 2025.

15. Approval of hire of Deb Meissner for the 0.1 FTE ESL position with a salary of \$7,440.31 (MA Step J pro-rated) effective September 30, 2025.

16. Approval of hire of Mike Koskela for the Paraprofessional (PES) position at a rate of \$19.97/hour effective September 30, 2025.

17. Approval of hire of Alexander Hayes for the Ojibwe Language Teacher position with a salary of \$39,928.93 (BA Step A pro-rated) effective October 6, 2025.

18. Approval of hire of Nina Kampf for the Paraprofessional (PES) position at a rate of \$19.97/hour effective October 7, 2025.

19. Approval of hire of Jessica Rahkola for the Paraprofessional (PES) position at a rate of \$19.97/hour effective October 7, 2025.

20. Approval of hire of Racheal Fosness for the Paraprofessional (NES) position at a rate of \$19.97/hour effective October 10, 2025.

21. Approval of hire of Benjamin Ervin for the JV Girls Hockey Coach position for the 2025-2026 school year with a stipend of \$5,295.

22. Approval of hire of Tom Aune for the Assistant Boys Basketball Coach position for the 2025-2026 school year with a stipend of \$5,295.

23. Approval of additional duties for the following staff for the 2025-2026 school year: (North Star Yearbook \$1,765) Drew Aho; (Lunch B Supervision \$3,026) Kyle Hammer, Aimee Krebs; (Lunch A Supervisor \$3,026) Mike Kowalski; (MS Lunch Supervision \$3,026) Tara Fierke, Brandon Borich; (Lunch Detention \$3,026) Troy Caddy; (After School Supervision \$3,026) Misty Elliott, Dan Berry, Paul Brainard; (Before School Supervision \$3,026) August Galloway, Paul Brainard, Elisa Boe, Brandon Borich.

24. Approval of transfer of Jody Johansen from Paraprofessional (PES) to Paraprofessional Student Support (RRHS) at a rate of \$19.97/hour effective September 8, 2025.

25. Approval of transfer of Julie Ward for the Paraprofessional (LES) position at a rate of \$19.97/hour effective October 1, 2025.

26. Approval of lane change for Ethan Stachovich from BA+10 to BA+20 Step I effective October 1, 2025.

27. Acceptance of resignation of Sara Boyd from the Paraprofessional position effective October 1, 2025.

28. Acceptance of resignation of Natasha Clemmer from the Paraprofessional position effective October 1, 2025.

29. Acceptance of resignation of Benjamin Neff from the Head Alpine Ski Coach position effective October 3, 2025.

30. Acceptance of resignation of Gena Flank from the 7th Grade Girls Basketball

Coach position effective October 8, 2025.

31. Acceptance of resignation of Missy Slavich from the Paraprofessional position effective October 23, 2025.

32. Acceptance of resignation for the purpose of retirement of Kristen Majeski from the PT Bus Driver position effective December 3, 2025.

33. Acceptance and appreciation of a donation in the amount of \$100 from Dale and Kathryn Cremers to help support the #RockRidgeRising campaign.

5. Reports:

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| 1. School to Work Engagement and Fundraising update. | 7 |
| 2. Pathways and Capstone Presentation. | 15 |
| 3. North Star Elementary Principal's Report. | |
| 4. Superintendent. | |
| 5. Treasurer's Report. | 29 |

6. Administration Items:

- | | |
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| 1. Consider approval of IRRR Workforce Development Grant request (Phase I). | 39 |
| 2. Consider approval of the Naming Agreement between RRPS and Pohaki Lumber & Builders Supplies, Inc. | 45 |
| 3. Consider submitting a nomination for RAMS Board of Directors for a two-year seat (1/1/2026-12/31/2027). | 50 |
| 4. Consider approval of the amended Memorandum of Understanding between RRPS and the Virginia Police Department, effective September 2, 2025 - June 1, 2026. | 53 |
| 5. Consider the Proxy Statement from the Minnesota School Boards Association Insurance Trust. | 56 |
| 6. Consider approval of 2025 MSBA Delegate Assembly Proposed Legislative Resolution - "District Authority of Eligibility for Supplemental Online Courses". | 59 |
| 7. Consider approval of 2025 MSBA Delegate Assembly Proposed Legislative Resolution - "Reform Minnesota's Postsecondary Enrollment Options (PSEO) Statutes". | 62 |
| 8. Consider approval of 2025 MSBA Delegate Assembly Proposed Legislative Resolution - "PSEO Enrollment Requirements". | 64 |
| 9. Consider approval of 2025 MSBA Delegate Assembly Proposed Legislative Resolution - "District Authority for Post-Secondary Enrollment Options (PSEO)". | 68 |

7. Meeting Announcements:

1. The next regular meeting will be Monday, October 27, 2025 at 6:00 PM at the Rock Ridge Administration Building, 1405 Progress Pkwy.

8. Adjournment.

**OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
MONDAY, SEPTEMBER 22, 2025, 6:00 P.M.**

**ROCK RIDGE ADMINISTRATION BUILDING, 1405 PROGRESS PARKWAY, VIRGINIA, MN 55792
MINUTES OF THE REGULAR SCHOOL BOARD MEETING**

Members Present:

Jennifer Bonner John Uhan
Tim Riordan Lisa Westby

Other Staff Present:

Dr. Noel Schmidt, Superintendent
Mike Hoag, Maintenance Director
Andrea Lintula, Business Manager
Scott Manni, RRHS Principal

Members Absent:

Nicole Culbert-Dahl Jodi Westby
Brandi Lautigar

- I. Chair JOHN UHAN called the regular meeting to order at 6:00 P.M.
- II. **APPROVE AGENDA:** Motion to **approve the agenda** made by RIORDAN, seconded by L. WESTBY. Motion passed unanimously.
- III. **RECOGNITION OF VISITORS AND VISITOR INPUT:** None.
- IV. **CONSENT AGENDA:**
 - A. Uhan corrected Consent Agenda Item 4.16: *Approval of overloads for the following staff for the 2025-2026 school year: Nikki Young (0.08 FTE Art \$5,384.79) and Cody Baker (0.8 FTE Art \$4,397.21) effective September 30, 2025 - January 16, 2026.* Cody Baker's overload will be 0.08 FTE, not 0.8 FTE.
 - B. Motion to **approve the Consent Agenda as amended** made BONNER, seconded by RIORDAN. Motion passed unanimously.
 1. Approval of September 8, 2025 regular meeting minutes.
 2. Approval of hire of Mary Heilman for the Paraprofessional (RRHS) position at a rate of \$19.97/hour effective September 15, 2025.
 3. Approval of hire of Alexandria Roskoski for the Health Services Assistant LPN (LES & NES) position at a rate of \$25.10/hour effective September 16, 2025.
 4. Approval of hire of Anita Beckman for the Paraprofessional position (RRHS) at a rate of \$19.97/hour effective September 19, 2025.
 5. Approval of hire of Kara Starkovich for the Paraprofessional position (PES) at a rate of \$19.97/hour effective September 19, 2025.
 6. Approval of hire of Deborah Feth for the Elementary Academic Advisor Indigenous Education (LES & PES) position at a rate of \$19.25/hour effective September 23, 2025.
 7. Approval of hire of Tim Leseman for the Custodian/GM/Grounds/Driver - Afternoons position at a rate of \$25.75/hour effective September 24, 2025.
 8. Approval of hire of Sarah Boyd for the Paraprofessional position (Head Start) at a rate of \$19.97/hour effective September 29, 2025.
 9. Approval of hire of Edward Mahn for the Custodian/GM/Grounds/Driver - Afternoons position at a rate of \$25.75/hour effective September 29, 2025.
 10. Approval of hire of Ashley Samargia for the Head Softball Coach position for the 2025-2026 school year with a stipend of \$6,052.
 11. Approval of hire of Ian Lah for the Assistant Musical position for the 2025-2026 school year with a stipend of \$1,765.
 12. Approval of hire of Dominick Olivanti for the Assistant Musical position for the 2025-2026 school year with a stipend of \$1,765.
 13. Approval of transfer of Paraprofessional Steve Manninen to the Paraprofessional 2nd Grade (PES) position effective September 16, 2025.

14. Approval of additional duty and stipend for the following staff for the 2025-2026 school year: Bridget LaCoursiere (I Love To Read Coordinator \$505), Lillian Archambeau (I Love To Read Coordinator \$505).
15. Approval of work agreement for Shanon Kush-Jeffery, ECFE Coordinator, for 2024-2025 (\$68,475 pro-rated based on FTE) and 2025-2026 (\$70,700 pro-rated based on FTE).
16. Approval of overloads for the following staff for the 2025-2026 school year: Nikki Young (0.08 FTE Art \$5,384.79) and Cody Baker (0.08 FTE Art \$4,397.21) effective September 30, 2025 - January 16, 2026.
17. Approval of change of effective date for Shelly Babiracki (LPN) — from September 11, 2025 to September 22, 2025.
18. Approval of leave of absence for Shannen Toole from the Paraprofessional position for the 2025-2026 school year effective September 15, 2025. (Any paid time off will be used first, followed by an unpaid leave.)
19. Acceptance of resignation of Amanda Schug from the Lunch/Playground Aide position effective September 15, 2025.
20. Acceptance of resignation of Kelsey Polchow from the Paraprofessional position effective August 28, 2025.
21. Approval of termination of Sky Smith-Owens from the Paraprofessional position effective September 12, 2025.
22. Acceptance and appreciation of a donation in the amount of \$1,258.20 from Range Cooperatives, Inc. – “Pump Your Pride” program - to help support our Rock Ridge schools.
23. Acceptance and appreciation of a donation in the amount of \$200 from Peace United Methodist Church – “Noisy Offering” donation - to help support students at North Star and Laurentian with school supply needs.

V. **REPORTS:**

- A. Mike Hoag, Maintenance Director, discussed that Requests For Proposals will be sent out for both snow removal for the district (Parkview/North Star & Laurentian/RRHS) and for annual (or as needed) turf field maintenance for the baseball, softball, and football fields.
- B. RRHS Principal Scott Manni provided an update on RRHS, start of the school year progress, and upcoming events.
- C. Supt. Noel Schmidt noted that the sidewalk by the JV baseball field is unfinished at this time but will be completed once the bigger equipment is out of the area and there isn't risk of damaging a newly poured sidewalk. Second, Dr. Schmidt gave each board member a copy of the book *Strength Finder 2.0* and asked each board member to complete the quiz just as all administrations did at the end of last school year. Third, he mentioned that individual meetings were conducted with maintenance employees to learn more about who's doing what, how are processes working or not working, etc. More in-depth conversations will be held now that this information has been gathered. Finally, a rough draft of community meetings/survey timeline was presented. Community meetings, to be held in Eveleth, Gilbert, and Virginia, will focus on gathering thoughts from our community members on potential topics such as, “Have we, as a district, kept our promises?”, “How is the district doing?”, and allow for feedback or advice for the school board. A survey would also be conducted for those living within the Rock Ridge attendance boundaries. All this information would then be presented to the board to determine possible options.
- D. Motion to **approve the payment of the bills** made by L. WESTBY, seconded by RIORDAN. Motion passed unanimously.

VI. **ADMINISTRATION ITEMS:**

- A. Motion to **approve the proposed 25 Pay 26 levy at maximum** made by RIORDAN, seconded by BONNER. Motion passed unanimously. (The Truth in Taxation meeting was scheduled for December 8, 2025 at 6:00 PM at the Rock Ridge Administration Building.)

- B. Motion to **approve the Letter of Cooperation between Hibbing Public Schools and Rock Ridge Public Schools for the creation and operation of an Area Learning Center (ALC)** made by RIORDAN, seconded by L. WESTBY. Motion passed unanimously.
- C. Motion to **approve the offer from the City of Virginia to buy three unused school parking lots in Virginia** made by RIORDAN, seconded by UHAN. Motion passed unanimously.
- D. Motion to **approve the Memorandum of Understanding between RRPS and the Virginia Police Department** made by L. WESTBY, seconded by RIORDAN. Motion passed unanimously.
- E. Motion to **approve the agreement between RRPS and the City of Virginia regarding the School Resource Officer program for the 2025-2026 school year** made by L. WESTBY, seconded by BONNER. Motion passed unanimously.
- F. Motion to **approve the Concurrent Enrollment or College in the Schools (CITS) Contract between RRPS and Lake Superior College** made by RIORDAN, seconded by BONNER. Motion passed unanimously.
- G. Motion to **approve the renewal of membership in the Minnesota Rural Education Association in the amount of \$2,500 effective July 1, 2025 through June 30, 2026** made by RIORDAN, seconded by BONNER. Motion passed unanimously.

VII. **MEETING ANNOUNCEMENTS** were made.

VIII. **ADJOURNMENT:** Meeting adjourned at 6:43 P.M.

CHAIR

CLERK

Willie Spelts
Director of School to Work Engagement
Fundraising Coordinator
School Board Presentation
October 13, 2025

Summer/Fall of 2025-56

- **\$4,500.00 from Allison Kreibich and \$4,500.00 from State Farm** for their purchase of the varsity baseball scoreboard. \$9000.00 total. This is year 5 of 6. Thank you to Allison and State Farm.
- **Monthly AMFA(Manufacturing)** cohort that I am a member of, met and is planning for the Manufacturing Tours on Oct 22-24. Massive planning needs for this event. Our teachers and students will attend this event. Our students will be attending manufacturing tours in the Duluth/Superior area. We are sending 4 buses of students. Teachers Fyre, Eicholz, one other, and myself will be along as the supervisors.
- **I have become a member of the region's Lead CTE Network** that will meet 7 times(twice in St. Cloud) throughout the year. Thank you to the True North Stars(Shannon Malovrh) Consortium for paying my membership.
- **I will be a part of the Greater Twin Cities United Way Building a Movement group**, as in previous years. This group meets throughout the state to discuss and share and collaborate on Pathway development. This is a great group for collaboration, ideas, and support in the Academy and Pathway model. This is supported by the United Way of Northeastern Minnesota grant. Thank you to the United Way of Northeastern MN, Elizabeth Kelly, for their partnership in applying for another \$10,000 Building a Movement grant. We should find out in December. These grants are used for Career Academy and Pathway development.
- **Just received confirmation of \$7000 from the Komatsu Foundation** for purchases in our CTE department. Huge thank you to Jim Thune at Komatsu for this opportunity. The CTE teachers of Foster, Eicholz, and Fyre will be using these funds.
- **Collaborating with EG Alum, Phill Drobnick, regarding the Pan Continental Curling Championships coming to Curl Mesabi and the ITMEC this fall.** October 19-26. I will let the staff know that they can attend with their classes as they wish. I am also working with Ohill on getting these curlers/county representatives to come and speak to our classrooms, should teachers be interested in them coming to speak. This is still a work in progress, but Phill and I feel this would be a great opportunity.

World curling event set for Iron Range

U.S. Steel to be title sponsor
BY JIM ROMSAAS
MESABI TRIBUNE

VIRGINIA—For the first time ever, the Pan Continental Curling Championships will be held in the United States, specifically on the Iron Range.

The prestigious international event with 40 teams from 25 countries will be held at the Iron Trail Motors Event Center in Virginia and at the Range Recreation Civic Center in Eveleth from Oct. 19-26.

"I think the Iron Range is the perfect spot," said Phill Drobnick, Curl Mesabi Foundation president and U.S. National Team director. He will also serve as national coach for the event.

With a \$100,000 sponsorship from U.S. Steel, the



Christy Bartovich, representing U.S. Steel, talks about the company's commitment to the Iron Range and its support of world curling during a press conference Tuesday morning to announce that Virginia will host the Pan Continental Curling Championships October 19-26. U.S. Steel is the major sponsor of the event.



PHOTOS BY MARK SAUER

event will be known as the U.S. Steel Pan Continental Curling Championships.

The championships will be "an event that's

going to bring the world to the Iron Range," U.S. Steel Senior Director for

See EVENT | PAGE A12

USA Curling's Phil Drobnick, who coached the 2018 Men's Olympic Team to a gold medal, talks about the upcoming Pan Continental Curling Championships, which will be held in Virginia and Eveleth October 19-26. The championships are for men's and women's teams from World Curling's Americas and Pacific-Asia zones and is used as a qualification event for the World Men's and World Women's championships and will attract players from more than 20 countries.

○

Email sent to the Teachers:

○ Some info from Phill to help in your planning:

■ **Games we would love to have kids at would be**

■ **9:00 am games on:**

■ **Tuesday 10/21**

■ **Wednesday 10/22**

■ **Thursday 10/23**

■ **Friday 10/24**

● **Arrive around 9am and games finish at noonish.**

● **I realize that's a long time for younger kids.**

● **So they could leave at 11, before lunch, and it wouldn't be a problem.**

● **They could also come from 10-12 as well.**

● **We will have the A division at the ITMEC and the B division at Curl Mesabi**

● **The B division is up and coming countries new to curling**

● **The Olympic and National level teams will be at the ITMEC**

Side note:

I am also looking to get some of these curlers/country representatives to come and visit classrooms to talk about their country and cultures. Please let me know if this would interest you, should this come to fruition.

- **Received our first installment(reimbursement) from the St. Louis County Protective Factors grant in the amount of: \$27,145.08, in July.** These funds reimbursed us for costs in the areas of the work we did on the Job Shadow Week last year, the powwow we hosted, Career Fairs we attend in Duluth and the local area, and Career Exploration Opportunities and all the hours that go into the planning. We now have access to **\$101,354.92** this year for more of these great events and opportunities. **\$30,000.00** of these funds are directed to my salary this year, 2025-26. To date, this grant has reimbursed us for my salary totalling \$23,000 with another \$20,000 allocated,

on top of projects that I do during the remainder of this school year. We are very grateful for this grant!

- **I gave numerous tours of RRHS this summer for class reunions.** Many June and July Saturday mornings for 2-3 hours. What a ton of fun that was! These alumni are amazed at our new facilities and many say, “Can I come back to high school?” 😊 The school did receive a \$250 donation from the VHS class of 1975 as a sign of appreciation. Thank you to Cindy Westin, and their committee, for this donation. Thank you to Traci Addy for the banana bread. 😊
- **Gearing up to get our program, Pathful, integrated into our curriculum at RRHS.** Pathful is an online tool providing career, education, and labor market information, including tools for students to explore careers and track their goals. *Through authentic, industry-informed experiences, Pathful empowers learners to discover career possibilities, build confidence through engaging exploration, and develop essential skills—creating clear pathways to their professional futures.*
 - <https://pathful.com/>
- **Rock Ridge High competes in the Iron Range Rotary 6th Annual Chili Cook-Off**
 - Rock Ridge High School Culinary students competed in the Iron Range Rotary 6th Annual Chili Cook-Off that took place on Thursday, September 18th at the Iron Trail Motors Event Center in Virginia, MN. Businesses, restaurants, and citizens of the Iron Range gathered at the event center to compete for the Best Chili. Students from Ms. Andrie’s Culinary II class teamed up to create their own chili recipe, then they prepared and served their chili at the big event. Ms. Andrie’s class won the event last year, and this year they were short of a victory by just one vote with their Jalapeno Popper White Chicken Chili. Feedback from those who tasted the chili prior to and during the event was very positive! The team would like to thank our teacher, Ms. Andrie, and all those who supported us to make this event possible.
 - Submitted by Sophie Lenich
 - Journalism II and Culinary II
 - Rock Ridge High School Student



- Mrs. Andrie also took students to St. Paul for a Sysco Food event that was a smashing success. A great thank you letter was received from one of the students. Upon permission to share it, we will. It was an incredible letter!
- **The IRRRB has sent a workforce need from a Construction Manager to me.** The IRRR knows of our great programs and connected Terry Pernsteiner with me to see if we can get students/recent graduates on his staff. It sounds like a great opportunity. Really glad to be partnering with the IRRR and to have them sharing our successes with their potential clients. Terry came and spoke to our CTE students on 9/16 about careers and also, his specific opportunities upcoming. Thank you to our teachers Foster, Eicholz, and Fyre for time in their classes.
 - *Conversation with Terry: Willie, Absolutely loved our conversation. I would like to develop the next generation of skilled workers, leaders and successful young men with integrity and feel that you would be a large part of the plan on the Iron Range. Here are the three W's:*
 - **Where:**
 - ***Buhl*** - Demo of the laundromat (now), invest several million in reconstruction of the apartment building adjacent to the laundromat (winter/spring start), constructing 8 units of residential housing on the laundromat site on main street, development of 20 acres into attached wall product working with the city and IRRRB (in two years).
 - ***Gilbert*** - Develop 6 acres of multifamily housing on a site that is currently owned by my investor.
 - ***Duluth*** - Fit out 12 N Lake Ave to first floor retail and the top 3 floors into housing.
 - ***Big Sky Montana*** - Building 3 ski-in ski-out single family homes on the ski hill. With the request by my equity investors to keep building out there.
 - **When:** We have work now for at least 4 guys and will have needs in six months for 15 guys. The IRRRB said that we should be able to get their grants with little bureaucracy.
 - **What:** Construction labor, construction management, room for advancement with no entry level skills expected, just honesty, and hard work ethic.
 - *Also, I could use some help moving visiting teams equipment at Vikings games for a couple of guys if they had an interest.*
- **Volleyball program receives local support from volunteers:**

Joe Sopp

- Welding repairs to the volleyball cart.
- The repair estimate was \$220.
- Joe did it for free.

Bill Hendrickson

- Repaired and replaced the straps on all 3 sets of volleyball post pads.
- New pads are \$600/pair.
- Bill did all the work for free.

Floor to Ceiling store

- Donated enough high traffic carpet to re-cover all 5 boxes.

Thank you cards have been sent to each with a picture of the varsity team, signed by all the girls. **Thank you, Fritz Kvaternik (Organizer)**

● Strasser donation from Tony Person,

○ Tony Person

■ 1993 Graduate of Virginia High School

■ [Bio-Techne](#)

■ [Vice President, Protein Business Unit](#)

■ [Minneapolis, Minnesota, United States · On-site](#)

■ Bio-Techne is headquartered in Minneapolis, Minnesota and employs over 3,000 people globally at 34 locations worldwide. As a global developer, manufacturer and supplier of high-quality reagents, analytical instruments and precision diagnostics, Bio-Techne has an extensive catalog of over 500,000 products.

■ Incorporated in 1981 as R&D Systems, the company changed its name to Bio-Techne in 2014. Our growth has been accelerated through acquisitions, organic investments, diversification of our customer base and expansion into new markets. In fiscal year 2023, Bio-Techne delivered net sales of over \$1.1 billion.

■ Bio-Techne includes the following brands: ACD, Asuragen, ExosomeDx, Lunaphore, Novus Biologicals, ProteinSimple, R&D Systems and Tocris Bioscience.

■ <http://www.bio-techne.com/>

○ From Mr. Strasser:

■ Bio-Techne kindly donated an Eppendorf Mastercycler thermal cycler to the science department. Thermal cyclers are used to amplify samples of DNA by quickly, and precisely, changing the temperature of the sample. Heating the sample causes the DNA to unravel, allowing new base pairs to attach to specific regions (genes) and make a copy. The sample is then cooled to allow the DNA to reform. Then it is heated again and the process continues. In about 30 cycles the sample can grow to millions of copies. This allows students to use gel

electrophoresis to visibly see the DNA sample and compare it to others. Tests that require a thermal cycler include paternity testing and DNA fingerprinting in Forensics, analyzing a bitter-tasting gene in AP Biology, and microbial gene sampling in Microbiology. RRHS students are very fortunate to have the opportunities to perform these experiments - many of which would normally first be seen in a college. The RR Science Dept thanks Tony Person and Bio-Techne for supporting the education of RR students.

- **Donation from Dale and Kathryn Cremers to #RockRidgeRising**

- Thank you to Dale and Kathryn for this donation! So kind to simply send a donation of support for the schools.

- **Pohaki Agreement**

- A special thank you to Brandon Seppala at Pohaki for their sponsorship of the Pohaki Construction Lab at North Star Elementary School. This was started last year and we appreciate Pohaki for the donation of \$5000 worth of tools. And, as you will hear in a bit, Pohaki continues to donate! ***This will be an action item on the agenda tonight.***

- **Virginia Community Foundation(VCF)**

- Thank you to the VCF for the two funds they host; Rock Ridge Education Fund (RREF) and Wolverine Fund. These funds provide us with money to spend in the specific areas of education and activities. I manage the spending of the RREF, along with an advisory committee. Josh Lamppa manages the spending of the Wolverine Fund, along with an advisory committee. **We are very grateful to the VCF and all of the donors who give so kindly to these two funds that 100% benefit Rock Ridge Public Schools.** This year, we have been awarded the following amounts:

- RREF: \$11,867.00
- Wolverine Fund(MSHSL Activities only): \$13,231.00 Thank you to the Prittinen Family for their beautiful decision to donate funds from Elaine Prittinen(Jim's mom) memorial directly to the Wolverine Fund. I've personally known the Prittinen family for 50 years and what wonderful people they are!

- **Student Success Story**

- Email from the student: Hi Mr.Spelts, it's Isabelle. I passed my CNA exam last year as a junior, with the help of the CNA class taught by Ms. Rantala (an amazing mentor) and started working at Waterview Pines in Virginia this summer. During the school year, I'm working afternoon shifts (2:30 pm to 11pm) and they

are very flexible with their staff. After my senior year, I will be going for my LPN and then continuing my career in nursing!

- **Foster's Class joins Ulland on the Highway Project**

- I was lucky enough to join Mr. Foster's class as they were invited to come and check out the Highway 53 project by a fantastic partner in Ulland, Brooke Donnelly. Huge thanks to Brooke! Well done, Mr. Foster.

- **Foster - Ice Fishing Houses Project**

- Mr. Foster has his Building Construction students doing a great project. They are making six ice houses that will then be put up for sale. The students will be learning about all of the construction skills needed and these are developmental skills that transfer to the many skills needed in all areas of construction. He has received donations from industry partners that make this project possible. We are grateful for this support!

From Greg:

Hello Willie,

Here is the list of donations that I have secured for this project in the last 2 weeks. I am receiving some really good support and traction with this project and the kids are all in!

- Vertex Roofing - Travis Peterson - 10 rolls of coil stock Aluminium - \$1750
- Pernsteiner Builders - Terrey Pernsteiner - Building Materials - \$1500
 - Terry also donated a game used, Minnesota Vikings football to be given to a student in the CTE classes.
- Grayden Outdoors - 30 Catch Covers - \$750
- Pohaki Lumber - Framing Materials - \$780

- **Academy Model collaboration in ACTION**

- I reached out to Jenessa Greenly, Journalism teacher at RRHS. I asked if she would be able to send Journalism students on our field trips so they can do a social media post about the experience. For example, we had the Chili Cook-Off and the Discover Healthcare Event that our students attended. She fully agreed and we were able to apply Journalism learning immediately into action. These students then send their report to Stacie Lamppa who posts it on our social media sites. Yay!

- **Career Exploration Speakers fully scheduled**

- Our 9th grade Career Exploration classes are fully scheduled, even some extra dates added because of the community's interest in getting in front of our students.

- Every Wednesday, professionals from our communities come and speak about their careers, career paths, and all of the jobs involved in their company/place of work. They also offer great career advice!
- We have 14 weeks of presenters scheduled that cover a vast array of professions.
- A **HUGE thank you** to these people for taking and making the time to come in and speak to our students. It is quite a commitment as the day is full with them presenting six times!

- **Discover Healthcare Event**

- Thursday, September 29, 2025
- Yanmar Arena in Grand Rapids
- Rock Ridge brought 40 students
- Teachers Mary Rantala and Tim Strasser brought interested students from their healthcare and science to this annual event. This is a HUGE event that introduces and emphasizes careers and opportunities in Healthcare. We appreciate True NorthStars Perkins Consortium, Shannon Malovrh, for this great opportunity.

- **Golden Bear Foundation**

- Grants were sought and received from teachers during the month of September. We appreciate this great opportunity provided by the Golden Bear Foundation. Awarded grants will be announced soon. Over \$9000 in grants will be awarded during this Fall Golden Bear Foundation grant cycle. Woohoo, thank you to the GBF!!!

- **Grant Submission**

- We have submitted a grant with Lake Country Power for funds to support the Deep Winter Greenhouse project. Keith Peterson and I worked on the grant and are hoping for funds to support this great project.

- **In collaboration with Dawn Savela, Student Council Advisor,** I took our RRHS Student Council members to this Leadership Conference on 10/9/2025.



- **So much more but I have probably been up here long enough.** 😊

Rock Ridge High School Career Academies and Pathways

**What is a Capstone Project and how does it fit into the
Pathways?**

Structure of a Capstone Project

- **Capstone Project Structure: A High-Quality PBL Approach**
 - A capstone project is the **culminating experience** of a student's learning journey — an opportunity to apply academic knowledge and real-world skills to a meaningful challenge or question. Grounded in the **Gold Standard PBL framework** from the Buck Institute for Education (PBLWorks), a high-quality capstone experience engages students in sustained inquiry, authentic work, and public sharing.

While formats can vary, a comprehensive capstone project typically includes several key components...

Core Components of a Capstone Project

1. **Driving Question & Project Proposal (Letter of Intent)**

- Students design a meaningful **driving question** rooted in a real-world problem, passion, or need.
- They write a formal **Letter of Intent** that clearly states their purpose, goals, anticipated outcomes, and why the project matters.

2. **Mentorship & Community Partnerships (Authenticity)**

- Students collaborate with a **mentor or field expert** who provides feedback, insight, and real-world perspective beyond the classroom.
- These partnerships deepen authenticity and connect student work to professional contexts.

3. **Inquiry & Research (Sustained Inquiry)**

- Students conduct **in-depth research** to develop a strong foundation of knowledge related to their topic or problem.
- Inquiry may include interviews, data collection, literature review, surveys, or field observations.

4. **Design, Creation & Implementation (Student Voice & Choice)**

- Students move from planning to **hands-on creation or action** — building, organizing, designing, experimenting, or implementing solutions.
- This is where they take ownership, make decisions, and demonstrate applied learning through a real-world product, service, or event.

5. **Reflection & Documentation (Critique & Revision)**

- Throughout the process, students **reflect on their learning journey** — documenting decisions, challenges, feedback, and growth.
- Final reflections may take the form of a written narrative, portfolio, or digital journal that shows how their understanding and skills evolved.

6. **Public Presentation (Public Product)**

- Students share their work with an **authentic audience** — teachers, mentors, peers, community members, or professionals — in a formal presentation.
- This presentation communicates their process, findings, product, and impact, and celebrates their achievement.

Capstone Project Ideas by Category

Community & Social Action

- **Civic Engagement Campaign:** Design a social media campaign, petition, or advocacy plan around mental health, sustainability, or school policy.
- **Community Garden:** Plan, build, and maintain a garden that addresses food access or nutrition education.
- **Peer Mentoring Program:** Create a mentorship initiative pairing older and younger students.
- **Diversity & Inclusion Project:** Organize a cultural celebration or awareness campaign.
- **Wellness Initiative:** Design a stress-management workshop series for students.

Capstone Project Ideas by Category

STEM & Innovation

- **Renewable Energy Prototype:** Design a small-scale wind turbine or solar-powered device.
- **Cybersecurity Plan:** Develop a digital safety training or security plan for a small business.
- **Mobile App:** Create an app that solves a real community challenge.
- **3D Printing Innovation:** Prototype a prosthetic device or new product.
- **Environmental Monitoring System:** Build an IoT system to track water quality or pollution.

Capstone Project Ideas by Category

Arts & Humanities

- **Creative Portfolio:** Curate a body of writing, art, or photography around a central theme.
- **Documentary Film:** Tell the story of a local issue or historical event.
- **Podcast Series:** Share community stories or analyze key cultural topics.
- **Interactive Exhibit:** Design a museum-style exhibit that educates and engages.
- **Sustainable Fashion Line:** Create an eco-conscious clothing collection.

Capstone Project Ideas by Category

Business and Entrepreneurship

- **Marketing Plan for a Local Business:** Develop and implement a digital marketing strategy for a small business or nonprofit organization.
- **Student-Run Business:** Start a small business within your school or community, handling all aspects from market research to sales.
- **Financial Literacy Program:** Create a series of videos or a workshop to teach other teens about personal finance and investing.
- **Fundraiser for Charity:** Plan and execute a large-scale fundraising event for a local charity.
- **E-commerce Website:** Develop and launch an e-commerce site for a specific product, such as a local produce or artisan goods.

Getting Started on your Capstone Project

Getting Started: A Student-Centered Roadmap

1. Identify Your Interests & Strengths (Student Voice & Choice)

- Reflect on your passions, skills, and curiosities. What issues or topics matter most to you?

2. Define a Problem or Purpose (Authentic Challenge)

- Ask: *“What real-world problem can I help solve?”* or *“What impact do I want to make?”* This gives your project meaning and direction.

3. Refine Your Focus (Manageable Scope)

- Narrow your idea into a clear, actionable project. For example: shift from “renewable energy” to “designing a wind turbine for off-grid use.”

4. Build a Support Network (Mentorship & Collaboration)

- Connect with mentors, professionals, or community partners who can guide, challenge, and support you.

5. Plan Your Process (Project Management)

- Break your capstone into phases — research, design, creation, reflection, and presentation — with clear goals and timelines.

6. Document and Reflect (Critique, Revision & Growth)

- Keep a **project journal** or **digital portfolio** to track your progress, challenges, and insights. This documentation will strengthen your final reflection and presentation.

Capstone Information

- **Click below to see more information regarding Capstone Projects with ideas and suggestions.**
 - <https://www.inspiritai.com/blogs/ai-blog/capstone-project-high-school-guide-2025-inspiritai>
- **Is a Capstone Project required for graduation?**
 - Not at this time, but we would like to integrate it into the process.

Academy Pathway Completion

Upon completion of a Pathways and a Capstone Project, students will be recognized at:

- **Graduation:** Students will be identified in the graduation program with an asterisk that recognizes their completion.
- **Awards Assembly:** Students will be recognized with a certificate of completion at the annual Student Awards Assembly.
- **Graduation Honor Cord:** Students will receive a cord to wear at graduation.



Natural Resources, Engineering, Manufacturing, Architecture, & Construction



Rock Ridge High School Natural Resources, Engineering, Manufacturing, Architecture, & Construction Career Academy is a dynamic program designed to prepare students for rewarding careers in some of today's most essential industries. This academy offers hands-on learning experiences, integrating classroom instruction with real-world applications. Students engage in specialized coursework that covers fields such as environmental sustainability, engineering design, advanced manufacturing, and construction technology. Through partnerships with local businesses, industry experts, and post-secondary institutions, the academy provides students with access to internships, mentorships, and certifications that align with their career goals. Whether exploring renewable energy, designing innovative structures, or mastering state-of-the-art manufacturing techniques, students graduate with the skills, knowledge, and confidence to succeed in college or the workforce. This academy is ideal for students passionate about building the future and shaping the world around them.

Sample Careers

- Architect •Carpenter •Electrician •Equipment Operator •Plumbing •Masonry Welding •Mining
- Millwright •Machinist •Technicians •Engineer •Lineman •Contractor •Diesel Mechanic •Small Engine
- Repair •Auto Mechanic •Bus Driver •Railroad Worker •Forester/Logger •DNR •Veterinarian
- Landscaping •Zoologist •Biologist •Lab Technician •Agricultural Engineer •Climatologist •Engineering
- Technology •Science •Mathematics

Pathways

Required	Advanced Courses (Must Choose 6)		Capstone	
• Career Exploration	• Design and Construct I	• Small Engines	• Senior Internship	<p style="text-align: center;">Construction, Architecture, & Engineering</p> <ul style="list-style-type: none"> • Skilled Trades • Design/Pre-Construction • Engineering <p style="text-align: center;">Natural Resources</p> <ul style="list-style-type: none"> • Mining Systems • Plant, Animal & Natural Resource Systems • Environmental Services <p style="text-align: center;">Maintenance & Repair</p> <ul style="list-style-type: none"> • Facility Maintenance • Equipment Maintenance • Manufacturing Maintenance • Technology
	• Design and Construct II	• Auto Maintenance	• Capstone Project	
	• Building Construction I	• Auto Mechanics	• Individual Project approved by Administration	
	• Building Construction II	• Welding I		
	• Home Maintenance	• Welding II		
	• Wood Tech I	• Welding III		
	• Wood Tech II	• Mining and Millwright		
	• Tech Math	• Botany		
	• Environmental Science	• General Biology		
	• Zoology	• Tech Math		
	• Physics	• College Trig		
	• Engineering I	• College Alg		



Business, Information Technology, Communications, & Arts



Rock Ridge High School Business, Information Technology, Communications, & Arts Career Academy is an innovative program designed to prepare students for success in dynamic, fast-paced industries. This academy offers a comprehensive curriculum that combines rigorous academics with hands-on learning experiences. Students explore areas such as business management, entrepreneurship, information systems, digital media, graphic design, and performing arts. Through collaborative projects, internships, and access to state-of-the-art technology, students gain practical skills and industry knowledge. The academy emphasizes creativity, critical thinking, and communication, equipping graduates with the tools to excel in college, careers, and beyond. It fosters a passion for innovation and empowers students to become leaders in their chosen fields.

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 •Marketing Specialist •Sales Representative •Social Media Manager
 •Advertising & Promotion Manager •Public Relations •Business Consultant •Accountants •Loan Officers
 •Tellers •Tax Preparers •Insurance Sales Agents •Appraisers •Claims Adjusters •Personal Financial Advisors

Pathways

Required Course	Advanced Courses (Choose 5)		Capstone
• Intro to Business	• Marketing Strategies	• Culinary I	• Senior Internship
• Career Exploration	• Advanced Marketing	• Culinary II	• Capstone Project
	• The Art of Persuasion	• Food and Nutrition	• Individual Project approved by Administration
	• Entrepreneurship I	• Photography	
	• Entrepreneurship II	• Adobe Suite	
		• Intro to Communication	
		• Journalism I	
		• Journalism II	

Business Administration

- Entrepreneurship
- Marketing
- Finance
- Human Resources

Arts, IT, & Communication

- Audio/Visual Technology
- Web & Digital Communications
- Design
- Visual & Performaing Arts
- Broadcasting



Health Science and Human Services



Rock Ridge High School Health Science and Human Services Career Academy provides students with an immersive educational experience that prepares them for careers in healthcare, public service, and related fields. This academy integrates core academic subjects with specialized coursework and hands-on learning opportunities. Students explore areas such as nursing, emergency medicine, psychology, and social work, gaining foundational knowledge and practical skills. Through partnerships with local healthcare providers, government agencies, and community organizations, students engage in internships, job shadowing, and service-learning projects. Graduates of the program are equipped with the expertise and certifications to pursue post-secondary education or enter the workforce in a variety of rewarding and impactful careers.

Sample Careers

•Medicine - (Physician, PA, Pharmacy, etc.) •Laboratory/Radiology •Mortician/Funeral Director •Physical Therapy, Occupational Therapy, Exercise Physiology •Pre K-12 + Teacher •Educational Administrator
 •Librarian/Media Specialist •Mental Health Counselor/Psychologist
 •Sign-Language Interpreter/Speech Pathologist •Human Resources •Family/Community Services •Social Worker
 •Personal Care Assistant PCA •Personal Care (Cosmetology) •Correctional Officers •Police, Sheriff Patrol Officer, & Protective Services •Fire Fighter, EMT, & Paramedic •Natural Resource Officer •Lawyer, Paralegal, Legal Support

Pathways

Required Courses	Advanced Courses (Choose 6)		Capstone	
• Career Exploration	• Intro to Chemistry	• Medical Terminology	• Senior Internship	Human Services
	• Human Anatomy and Physiology I	• Medical Careers	• Capstone Project	• Personal, Family, & Community Services
	• Human Anatomy and Physiology II	• EMR	• CNA - Employment	• Law, Public Safety, Corrections, & Security
	• General Biology	• CNA	• Individual Project approved by Administration	• Counseling Services
	• Psychology	• Intro to Teaching		Health Science
	• Child Development	• EMR Course		• Diagnostic & Therapeutic Services
	• Intro to Communication	• Law & Criminal Justice		• Emergency Medical Services
	• Intro to Physics	• Microbiology		• Health Information & Support Services
				Education & Training
				• Teaching and Training
				• Early Childhood Development
				• Administrative & Professional Support

Next Steps

- Get this in front of the RRHS teachers
- Get this in front of the seniors at RRHS
- Develop a plan to do Pathway course completion confirmation, as this is needed to qualify for recognition at graduation
- Continue to discuss what the Pathway/Capstone completion recognition will be at RRHS graduation ceremony

October 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>
18548	AT & T MOBILITY	E 01 005 810 000 000 320	Comm Telephone	\$73.48
18548 Total				<u>\$73.48</u>
18549	CARDMEMBER SERVICE	E 01 005 606 000 000 401		\$199.00
18549	CARDMEMBER SERVICE	E 01 300 294 706 000 430		\$99.50
18549	CARDMEMBER SERVICE	E 01 005 606 000 000 401		\$41.96
18549	CARDMEMBER SERVICE	E 01 300 296 706 000 430		\$99.50
18549 Total				<u>\$439.96</u>
18550	EDWARDS OIL COMPANY	E 03 005 760 000 720 442	Vehicle Gas & Oil	\$1,643.14
18550 Total				<u>\$1,643.14</u>
18551	MINNESOTA POWER	E 03 005 760 000 720 331	Electricity	\$46.05
18551	MINNESOTA POWER	E 01 119 810 000 000 331	Electricity	\$703.50
18551	MINNESOTA POWER	E 01 118 810 000 000 331	Electricity	\$3,753.26
18551	MINNESOTA POWER	E 01 101 810 000 000 350	Repair & Maint Service	\$3,964.22
18551	MINNESOTA POWER	E 03 005 760 000 720 331	Electricity	\$208.43
18551 Total				<u>\$8,675.46</u>
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 296 707 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 294 701 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 294 710 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 294 709 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 294 708 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 298 000 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 296 709 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 294 702 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 294 705 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 296 715 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 296 705 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 292 000 000 820		\$100.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 294 713 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 296 704 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 294 715 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 298 000 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 294 703 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 292 000 000 430		\$1,377.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 296 706 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 296 716 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 298 000 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 296 702 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 296 708 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 296 710 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 294 706 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 294 714 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 296 714 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 296 720 000 430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E 01 300 296 703 000 430		\$160.00

18552	MN STATE HIGH SCHOOL LEAGUE	E	01	300	294	701	000	430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E	01	300	294	711	000	430		\$160.00
18552	MN STATE HIGH SCHOOL LEAGUE	E	01	300	292	000	000	430	Instruct Supplies	\$3,552.00
18552 Total										<u>\$9,669.00</u>
18553	REVIVE VIRGINIA LLC	E	01	005	107	050	000	401	General Supplies	\$750.00
18553 Total										<u>\$750.00</u>
18554	SYSCO MINNESOTA	E	01	300	250	000	000	430	Instruct Supplies	\$742.32
18554 Total										<u>\$742.32</u>
18555	VERIZON	E	01	005	690	000	000	320	Comm Telephone	\$105.14
18555 Total										<u>\$105.14</u>
18556	A-1 SERVICES INC	E	01	300	810	000	000	350	Repairs Maint Serv	\$922.32
18556 Total										<u>\$922.32</u>
18557	AAGENES STEPHANIE	E	01	101	420	000	740	433	Sup/Mat Indiv Instr	\$199.99
18557 Total										<u>\$199.99</u>
18558	AHO DREW EVAN	E	01	300	294	701	000	305	Consulting Fees	\$130.00
18558	AHO DREW EVAN	E	01	300	294	701	000	305	Consulting Fees	\$130.00
18558	AHO DREW EVAN	E	01	300	294	701	000	305	Consulting Fees	\$130.00
18558 Total										<u>\$390.00</u>
18559	AMAZON CAPITAL SERVICES INC	E	01	116	420	000	740	433	Sup/Mat Indiv Instr	\$69.96
18559	AMAZON CAPITAL SERVICES INC	E	01	300	298	000	000	899	Misc Expense	\$41.79
18559	AMAZON CAPITAL SERVICES INC	E	05	300	865	000	347	401	General Supplies	\$36.30
18559	AMAZON CAPITAL SERVICES INC	E	05	300	865	000	347	401	General Supplies	\$26.36
18559	AMAZON CAPITAL SERVICES INC	E	01	101	201	000	000	430	Instructional Supply	\$169.99
18559	AMAZON CAPITAL SERVICES INC	E	01	300	297	000	000	430	Instruct Supplies	\$673.90
18559	AMAZON CAPITAL SERVICES INC	E	01	101	203	000	000	401	General Supplies	\$992.41
18559	AMAZON CAPITAL SERVICES INC	E	01	300	250	000	000	430	Instruct Supplies	\$216.88
18559	AMAZON CAPITAL SERVICES INC	E	01	300	270	000	000	430	Instruct Supplies	\$111.03
18559	AMAZON CAPITAL SERVICES INC	E	01	005	020	000	000	401	General Supplies	\$180.98
18559	AMAZON CAPITAL SERVICES INC	E	01	300	402	000	619	433	Sup/Mat Indiv Instr	\$757.40
18559	AMAZON CAPITAL SERVICES INC	E	01	300	402	000	619	433	Sup/Mat Indiv Instr	\$691.14
18559	AMAZON CAPITAL SERVICES INC	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$289.02
18559	AMAZON CAPITAL SERVICES INC	E	01	101	216	000	401	430	Instructional Supply	\$98.31
18559	AMAZON CAPITAL SERVICES INC	E	01	300	270	000	000	430	Instruct Supplies	\$166.68
18559	AMAZON CAPITAL SERVICES INC	E	04	500	560	715	321	401	General Supplies	\$103.50
18559	AMAZON CAPITAL SERVICES INC	E	04	500	560	715	321	401	General Supplies	\$175.75
18559	AMAZON CAPITAL SERVICES INC	E	01	300	255	000	000	430	Instruct Supplies	\$291.84
18559	AMAZON CAPITAL SERVICES INC	E	04	500	580	000	325	430	Instructional Supply	\$329.70
18559	AMAZON CAPITAL SERVICES INC	E	04	500	570	000	321	401	General Supplies	\$98.54
18559	AMAZON CAPITAL SERVICES INC	E	01	300	298	000	000	899	Misc Expense	\$221.98
18559	AMAZON CAPITAL SERVICES INC	E	01	798	216	000	401	460	Textbooks Workbooks	\$1,892.82
18559	AMAZON CAPITAL SERVICES INC	E	01	101	420	000	740	433	Sup/Mat Indiv Instr	\$15.98
18559	AMAZON CAPITAL SERVICES INC	E	01	300	214	038	000	401	General Supplies	\$126.60
18559	AMAZON CAPITAL SERVICES INC	E	04	500	560	715	321	401	General Supplies	\$175.75
18559	AMAZON CAPITAL SERVICES INC	E	01	101	201	000	000	430	Instructional Supply	\$28.50
18559 Total										<u>\$7,983.11</u>
18560	ANDRICK JAMES	E	03	005	750	000	720	311	Prof Tech Services	\$115.00
18560 Total										<u>\$115.00</u>
18561	ANTTILA ROSE	E	01	300	296	704	000	305	Consulting Fees	\$150.00
18561	ANTTILA ROSE	E	01	300	296	704	000	305	Consulting Fees	\$25.00
18561 Total										<u>\$175.00</u>
18562	ARROWHEAD REGIONAL COMPUTING CONSOR	E	01	005	020	000	000	820	Dues/Mbrshp/Lic Fee	\$150.00
18562 Total										<u>\$150.00</u>

18563	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	Old bus 1 new tone rings and new wheel hub	\$1,850.03
18563	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	Dot Inspection School Trailer	\$769.22
18563	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	Fix terbo and change oil bus4	\$1,228.03
18563	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	New strob light Bus 16	\$417.42
18563	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	Brake maintenance and alarms on bus 9	\$306.26
18563	ASCENDANCE TRUCKS LLC	E	03	005	760	000	720	350	Repairs Maint Serv	\$501.33
18563 Total										<u>\$5,072.29</u>
18564	B&H PHOTO VIDEO	E	01	005	606	000	000	430	Instruct Supplies	\$5,985.11
18564 Total										<u>\$5,985.11</u>
18565	BAKER TAVARES	E	01	300	294	701	000	305	Consulting Fees	\$175.00
18565 Total										<u>\$175.00</u>
18566	BAUDHUIN CHRISTOPHER	E	01	300	294	701	000	305	Consulting Fees	\$15.00
18566	BAUDHUIN CHRISTOPHER	E	01	300	294	701	000	305	Consulting Fees	\$175.00
18566	BAUDHUIN CHRISTOPHER	E	01	300	294	701	000	305	Consulting Fees	\$130.00
18566	BAUDHUIN CHRISTOPHER	E	01	300	294	701	000	305	Consulting Fees	\$130.00
18566 Total										<u>\$450.00</u>
18567	BJOREM SPEECH PUBLICATIONS LLC	E	01	112	401	000	740	433	3-ELEMENT CLUSTERS FOR THE COMPLEXITY AF	\$40.00
18567	BJOREM SPEECH PUBLICATIONS LLC	E	01	112	401	000	740	433	BJOREM PROSODY CUES	\$19.99
18567	BJOREM SPEECH PUBLICATIONS LLC	E	01	112	401	000	740	433	BJOREM MULTISYLLABIC WORDS	\$45.00
18567	BJOREM SPEECH PUBLICATIONS LLC	E	01	112	401	000	740	433	EXCLAMATORY WORDS	\$22.99
18567	BJOREM SPEECH PUBLICATIONS LLC	E	01	112	401	000	740	433	LATERALIZATION	\$50.00
18567	BJOREM SPEECH PUBLICATIONS LLC	E	01	112	401	000	740	433	2ND EDITION R SOUND CUES	\$50.00
18567	BJOREM SPEECH PUBLICATIONS LLC	E	01	112	401	000	740	433	SHIPPING	\$17.00
18567 Total										<u>\$244.98</u>
18568	BRIGHT WHITE PAPER CO	E	01	300	292	000	000	401	23WHITE, POSTER PRINTER PAPER 23" X 100' R	\$359.80
18568	BRIGHT WHITE PAPER CO	E	01	300	292	000	000	401	Freight	\$25.18
18568 Total										<u>\$384.98</u>
18569	BSN SPORTS LLC	E	01	300	296	704	000	430	Instruct Supplies	\$764.93
18569 Total										<u>\$764.93</u>
18570	CEV MULTIMEDIA LLC	E	01	005	030	000	000	460	iCEV Curriculum for Medical Careers Course	\$1,486.00
18570 Total										<u>\$1,486.00</u>
18571	CHRISTENSEN PARTS	E	01	005	810	000	000	350	Repairs Maint Serv	\$165.41
18571	CHRISTENSEN PARTS	E	01	005	810	000	000	350	Starter for suburban	\$132.61
18571	CHRISTENSEN PARTS	E	01	005	810	000	000	350	Oil filter for Maint vehicle	\$13.56
18571	CHRISTENSEN PARTS	E	01	005	810	000	000	350	Oil for Maint Vehicles	\$51.48
18571 Total										<u>\$363.06</u>
18572	CRISIS PREVENTION INSTITUTE	E	01	005	640	000	316	820	Dues-Memberships-Lic-Fees	\$200.00
18572	CRISIS PREVENTION INSTITUTE	E	01	005	640	000	316	820	Dues-Memberships-Lic-Fees	\$200.00
18572	CRISIS PREVENTION INSTITUTE	E	01	005	640	000	316	366	Travel	\$2,349.00
18572 Total										<u>\$2,749.00</u>
18573	DAHLHEIMER BEVERAGE	E	01	112	810	000	000	332	Water	\$83.50
18573	DAHLHEIMER BEVERAGE	E	03	005	760	000	720	401	Water	\$25.50
18573 Total										<u>\$109.00</u>
18574	DAIKIN APPLIED	E	01	005	810	000	000	350	Repairs Maint Serv	\$17,700.00
18574 Total										<u>\$17,700.00</u>
18575	DATA CENTER WAREHOUSE LLC	E	01	005	606	000	000	401	AS PER ATTACHED QUOTE NO. Q-136685	\$821.00
18575 Total										<u>\$821.00</u>
18576	DEPT OF HUMAN SERVICES	E	01	300	211	000	000	394	To Non-Ed Agency	\$569.00
18576 Total										<u>\$569.00</u>
18577	DSGW	E	05	119	850	000	302	311	Prof Tech Services	\$45,630.00
18577 Total										<u>\$45,630.00</u>
18578	DULUTH SCREEN PRINTING CO	E	04	500	560	000	321	430	Instruct Supplies	\$349.00
18578 Total										<u>\$349.00</u>

18579	EDWARDS OIL COMPANY	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$1,901.52
18579	EDWARDS OIL COMPANY	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$4,890.32
18579 Total										<u>\$6,791.84</u>
18580	ENDRESEN SOUND COMPANY	E	01	116	810	000	000	350	Repairs Maint Serv	\$678.00
18580 Total										<u>\$678.00</u>
18581	ESCAPE FIRE PROTECTION INC	E	01	112	810	000	000	350	Repairs Maint Serv	\$330.00
18581 Total										<u>\$330.00</u>
18582	FIVE SEASONS SPORT CENTER	E	01	005	810	000	000	350	Repairs Maint Serv	\$222.98
18582 Total										<u>\$222.98</u>
18583	FORTE	E	19	005	105	000	000	401	AS PER ATTACHED QUOTE NO. 1373796	\$4,690.00
18583 Total										<u>\$4,690.00</u>
18584	FRANKLIN COVEY CLIENT SALES INC	E	01	005	030	000	000	460	curriculum and memberships	\$29,554.56
18584	FRANKLIN COVEY CLIENT SALES INC	E	01	005	640	000	316	311	curriculum and memberships	\$22,743.00
18584 Total										<u>\$52,297.56</u>
18585	FROSTY FRUIT	E	01	300	214	038	000	401	General Supplies	\$110.06
18585 Total										<u>\$110.06</u>
18586	GIMKIT	E	01	116	203	000	000	401	AS PER ATTACHED QUOTE	\$1,000.00
18586 Total										<u>\$1,000.00</u>
18587	GRAINGER	E	01	005	810	000	000	350	Repairs Maint Serv	\$82.84
18587	GRAINGER	E	01	005	810	000	000	350	Repairs Maint Serv	\$144.79
18587	GRAINGER	E	01	005	810	000	000	350	Repairs Maint Serv	\$182.71
18587	GRAINGER	E	01	118	810	000	000	350	Repair & Maint Service	\$139.46
18587 Total										<u>\$549.80</u>
18588	GRANDE ACE HARDWARE	E	01	005	810	000	000	420	Screws	\$43.18
18588	GRANDE ACE HARDWARE	E	01	005	810	000	000	350	Bolts for Maint vehicles	\$4.95
18588	GRANDE ACE HARDWARE	E	01	118	810	000	000	410	Custodial Supplies	\$69.96
18588	GRANDE ACE HARDWARE	E	01	005	810	000	000	350	Repairs Maint Serv	\$31.97
18588	GRANDE ACE HARDWARE	E	01	005	810	000	000	350	Repairs Maint Serv	\$10.49
18588 Total										<u>\$160.55</u>
18589	HAFDAHLJIM	E	01	300	296	706	000	305	Consulting Fees	\$110.00
18589 Total										<u>\$110.00</u>
18590	HAINY CASSANDRA	E	01	005	107	050	000	365	Transportation Chargeback	\$5,462.63
18590 Total										<u>\$5,462.63</u>
18591	HAWKINS INC	E	01	300	810	000	000	401	General Supplies	\$1,096.50
18591 Total										<u>\$1,096.50</u>
18592	HENNEPIN THEATRE TRUST	E	01	300	297	000	000	430	Instruct Supplies	\$150.00
18592 Total										<u>\$150.00</u>
18593	HIBBING VOLLEYBALL CLUB	E	01	300	296	704	000	364	Entry Fees/Student Travel	\$100.00
18593	HIBBING VOLLEYBALL CLUB	E	01	300	296	704	000	364	Entry Fees/Student Travel	\$100.00
18593 Total										<u>\$200.00</u>
18594	HIGHSCOPE	E	04	500	580	000	325	430	1473, ON-LINE LETTER LINKS	\$100.00
18594 Total										<u>\$100.00</u>
18595	HILLYARD / HUTCHINSON	E	01	116	810	000	000	420	Repair Supplies	\$607.49
18595 Total										<u>\$607.49</u>
18596	HOBART SERVICE	E	02	005	770	000	701	350	Repair/Maint Service	\$425.00
18596 Total										<u>\$425.00</u>
18597	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$525.00
18597 Total										<u>\$525.00</u>
18598	IMAGINE LEARNING	E	01	005	030	000	000	406	AS PER ATTACHED QUOTE Q-183330	\$38,243.19
18598 Total										<u>\$38,243.19</u>
18599	IMPERIAL DADE	E	01	112	810	000	000	410	Custodial Supplies	\$99.23
18599 Total										<u>\$99.23</u>

18600	INAC INC	E	02	005	770	000	701	319	Other Personal Srvc	\$36,745.76
18600 Total										<u>\$36,745.76</u>
18601	ISMIL CHRIS	E	01	300	296	702	000	364		\$295.25
18601	ISMIL CHRIS	E	01	300	294	702	000	364		\$295.25
18601	ISMIL CHRIS	E	01	300	296	702	000	430		\$29.96
18601	ISMIL CHRIS	E	01	300	294	702	000	430		\$51.96
18601 Total										<u>\$672.42</u>
18602	I-STATE TRUCK CENTERS	E	03	005	760	000	720	350	Repairs Maint Serv	\$230.34
18602 Total										<u>\$230.34</u>
18603	J M AUTO SERVICE	E	01	005	810	000	000	350	Repairs Maint Serv	\$1,004.40
18603 Total										<u>\$1,004.40</u>
18604	JOHNSON JEREMIAH L	E	01	300	294	701	000	305	Consulting Fees	\$175.00
18604	JOHNSON JEREMIAH L	E	01	300	294	701	000	305	Consulting Fees	\$15.00
18604	JOHNSON JEREMIAH L	E	01	300	294	701	000	305	Consulting Fees	\$130.00
18604 Total										<u>\$320.00</u>
18605	JS PRINT GROUP INC	E	04	500	560	000	321	311	Prof Tech Services	\$7,028.93
18605 Total										<u>\$7,028.93</u>
18606	KELLY SERVICES INC	E	01	116	420	000	000	307	Para Subs	\$621.56
18606	KELLY SERVICES INC	E	01	112	420	000	000	307	Para Subs	\$1,049.15
18606	KELLY SERVICES INC	E	01	300	420	000	000	307	Para Subs	\$2,147.19
18606	KELLY SERVICES INC	E	01	101	420	000	000	307	Teacher Subs	\$168.81
18606	KELLY SERVICES INC	E	01	116	203	000	000	305	Teacher Subs	\$168.81
18606	KELLY SERVICES INC	E	01	300	211	000	000	305	Teacher Subs	\$337.62
18606	KELLY SERVICES INC	E	01	101	420	000	000	307	Sub Paras	\$371.69
18606	KELLY SERVICES INC	E	01	116	420	000	000	307	Sub Paras	\$2,140.28
18606	KELLY SERVICES INC	E	04	500	581	000	344	305	Sub Paras	\$143.88
18606	KELLY SERVICES INC	E	01	112	420	000	000	307	Sub Paras	\$2,000.45
18606	KELLY SERVICES INC	E	01	300	420	000	000	307	Sub Paras	\$3,011.46
18606	KELLY SERVICES INC	E	01	101	203	000	000	305	Sub Teachers	\$168.81
18606	KELLY SERVICES INC	E	01	116	203	000	000	305	Sub Teachers	\$1,266.08
18606	KELLY SERVICES INC	E	01	112	203	000	000	305	Sub Teachers	\$337.62
18606	KELLY SERVICES INC	E	01	300	211	000	000	305	Sub Teachers	\$506.43
18606	KELLY SERVICES INC	E	01	101	420	000	000	307	Sub Paras	\$329.74
18606	KELLY SERVICES INC	E	01	116	420	000	000	307	Sub Paras	\$1,456.82
18606	KELLY SERVICES INC	E	04	500	581	000	344	305	Sub Paras	\$563.55
18606	KELLY SERVICES INC	E	01	112	420	000	000	307	Sub Paras	\$1,928.51
18606	KELLY SERVICES INC	E	01	300	420	000	000	307	Sub Paras	\$1,378.89
18606	KELLY SERVICES INC	E	01	101	203	000	000	305	Sub Teachers	\$422.03
18606	KELLY SERVICES INC	E	01	116	203	000	000	305	Sub Teachers	\$168.81
18606	KELLY SERVICES INC	E	01	116	420	000	000	307	Sub Teachers	\$337.62
18606	KELLY SERVICES INC	E	01	112	203	000	000	305	Sub Teachers	\$168.81
18606	KELLY SERVICES INC	E	01	300	420	000	000	307	Sub Teachers	\$168.81
18606	KELLY SERVICES INC	E	01	300	211	000	000	305	Sub Teachers	\$1,779.00
18606 Total										<u>\$23,142.43</u>
18607	L & M SUPPLY INC	E	01	300	255	000	000	430	Instruct Supplies	\$30.96
18607	L & M SUPPLY INC	E	01	300	255	000	000	430	Instruct Supplies	\$63.70
18607	L & M SUPPLY INC	E	01	300	255	000	000	430	Instruct Supplies	\$10.77
18607	L & M SUPPLY INC	E	03	005	760	000	720	401	shop supply gilbert Garage	\$34.20
18607	L & M SUPPLY INC	E	01	005	810	000	000	350	Repairs Maint Serv	\$194.99
18607 Total										<u>\$334.62</u>
18608	LATHROP JESSIE	E	01	300	296	704	000	305	Consulting Fees	\$342.00
18608	LATHROP JESSIE	E	01	300	296	704	000	305	Consulting Fees	\$50.00
18608 Total										<u>\$392.00</u>

18609	LCS COACHES INC	E	01	300	296	702	733	365		\$647.79
18609	LCS COACHES INC	E	01	300	294	702	733	365		\$647.79
18609	LCS COACHES INC	E	01	300	296	704	733	365	Interdept Transport	\$1,187.45
18609	LCS COACHES INC	E	01	300	296	702	733	365		\$540.43
18609	LCS COACHES INC	E	01	300	294	702	733	365		\$540.43
18609	LCS COACHES INC	E	01	300	294	701	733	361	Private Trans Cont	\$1,495.67
18609 Total										<u>\$5,059.56</u>
18610	LEARN WELL	E	01	300	690	000	000	390	Pmt Educ Pur MN Dist	\$515.00
18610 Total										<u>\$515.00</u>
18611	LEGO EDUCATION	E	01	798	216	000	401	460	AS PER ATTACHED QUOTATION ID: QUO-85716	\$1,588.12
18611 Total										<u>\$1,588.12</u>
18612	MCEA	E	01	005	640	000	316	366	Travel	\$499.00
18612 Total										<u>\$499.00</u>
18613	MENARDS	E	01	005	810	000	000	350	Repairs Maint Serv	\$53.82
18613	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$19.04
18613	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$88.31
18613	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$15.50
18613	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$300.49
18613	MENARDS	E	01	005	810	000	000	350	Repairs Maint Serv	\$19.99
18613	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$56.54
18613	MENARDS	E	01	005	810	000	000	350	Repairs Maint Serv	\$33.59
18613	MENARDS	E	01	300	297	000	000	430	Instruct Supplies	\$19.80
18613	MENARDS	E	01	005	810	000	000	350	Repairs Maint Serv	\$31.38
18613	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$125.78
18613	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$13.16
18613	MENARDS	E	01	300	255	000	000	430	Instruct Supplies	\$93.94
18613 Total										<u>\$871.34</u>
18614	MESABI SIGN CO INC	E	01	300	810	000	000	401	General Supplies	\$32.00
18614 Total										<u>\$32.00</u>
18615	METRO SALES INC	E	05	005	850	000	302	335	Short Term Lease	\$1,704.23
18615	METRO SALES INC	E	05	005	850	000	302	335	Short Term Lease	\$60.00
18615 Total										<u>\$1,764.23</u>
18616	MICHELS DARA	E	01	300	296	704	000	305	Consulting Fees	\$342.00
18616	MICHELS DARA	E	01	300	296	704	000	305	Consulting Fees	\$150.00
18616	MICHELS DARA	E	01	300	296	704	000	305	Consulting Fees	\$87.00
18616 Total										<u>\$579.00</u>
18617	MIDWEST BUS PARTS INC	E	03	005	760	000	720	420	Hood Latch for Gilbert Bus	\$67.06
18617 Total										<u>\$67.06</u>
18618	MINER'S INC	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$150.39
18618	MINER'S INC	E	01	005	107	050	000	401	General Supplies	\$68.54
18618	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$51.37
18618	MINER'S INC	E	01	300	240	000	000	430	Instruct Supplies	\$49.47
18618	MINER'S INC	E	04	500	580	000	325	430	Instructional Supply	\$58.15
18618	MINER'S INC	E	01	005	107	050	000	401	General Supplies	\$53.67
18618	MINER'S INC	E	01	005	107	050	000	401	General Supplies	\$31.58
18618	MINER'S INC	E	01	005	107	050	000	401	General Supplies	\$44.23
18618	MINER'S INC	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$68.60
18618	MINER'S INC	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$25.82
18618	MINER'S INC	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$104.25
18618 Total										<u>\$706.07</u>
18619	MINNEAPOLIS OXYGEN COMPANY	E	01	300	255	000	000	430	Instruct Supplies	\$388.80
18619	MINNEAPOLIS OXYGEN COMPANY	E	01	300	255	000	000	430	Instruct Supplies	\$168.50
18619 Total										<u>\$557.30</u>

18620	MINNESOTA ENERGY RESOURCES	E	03	005	760	000	720	440	Fuel For Buildings	\$36.67
18620 Total										<u>\$36.67</u>
18621	MN RURAL EDUCATION ASSOCIATION	E	01	005	020	000	000	820	Dues/Mbrshp/Lic Fee	\$2,500.00
18621 Total										<u>\$2,500.00</u>
18622	MN STATE HIGH SCHOOL LEAGUE	E	01	300	292	000	000	820	Dues/Mmbrshp/License	\$30.00
18622	MN STATE HIGH SCHOOL LEAGUE	E	01	300	292	000	000	401	General Supplies	\$72.00
18622 Total										<u>\$102.00</u>
18623	MYSTERY SCIENCE	E	01	005	030	000	000	460	1-year school license for Mystery Science for La	\$1,695.00
18623 Total										<u>\$1,695.00</u>
18624	NASCO	E	01	300	250	000	000	430	Rubberized Laboratory Apron - 42 in. L x 36 in. '1	\$52.56
18624 Total										<u>\$52.56</u>
18625	NCS PEARSON INC	E	01	005	420	000	740	433	Sup/Mat Indiv Instr	\$1,940.72
18625 Total										<u>\$1,940.72</u>
18626	NORTHERN DOOR & HARDWARE INC	E	01	005	810	000	000	350	Repairs Maint Serv	\$15.20
18626 Total										<u>\$15.20</u>
18627	NORTHLAND LAWN AND SPORT	E	01	005	810	000	000	420	Oil filter for Maint vehicle	\$399.83
18627 Total										<u>\$399.83</u>
18628	PERPICH TV & MUSIC INC	E	01	005	105	228	000	401	General Supplies	\$399.98
18628 Total										<u>\$399.98</u>
18629	POPE MICHAEL	E	01	300	294	701	000	305	Consulting Fees	\$130.00
18629	POPE MICHAEL	E	01	300	294	701	000	305	Consulting Fees	\$30.00
18629	POPE MICHAEL	E	01	300	294	701	000	305	Consulting Fees	\$130.00
18629	POPE MICHAEL	E	01	300	294	701	000	305	Consulting Fees	\$30.00
18629 Total										<u>\$320.00</u>
18630	PROCTOR VOLLEYBALL	E	01	300	296	704	000	364	Entry Fees/Student Travel	\$150.00
18630 Total										<u>\$150.00</u>
18631	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	442	DEF	\$119.00
18631	RANGE AUTO PARTS COMPANY	E	03	005	760	000	720	401	washer fluid	\$26.94
18631 Total										<u>\$145.94</u>
18632	RANGE PAPER CORPORATION	E	01	112	810	000	000	410	Custodial Supplies	\$2,822.38
18632	RANGE PAPER CORPORATION	E	01	116	810	000	000	410	Custodial Supplies	\$278.30
18632	RANGE PAPER CORPORATION	E	01	116	203	000	000	401	General Supplies	\$1,548.40
18632	RANGE PAPER CORPORATION	E	01	116	810	000	000	410	Custodial Supplies	\$278.30
18632 Total										<u>\$4,927.38</u>
18633	SANDBERG DEEANN	E	01	300	296	704	000	305	Consulting Fees	\$150.00
18633	SANDBERG DEEANN	E	01	300	296	704	000	305	Consulting Fees	\$285.00
18633 Total										<u>\$435.00</u>
18634	SCAIA TODD	E	01	300	296	704	000	305	Consulting Fees	\$150.00
18634 Total										<u>\$150.00</u>
18635	SCHOODLES SFMA	E	01	005	420	000	740	433	SCHOODELS SCHOOL FINE MOTOR ASSESSMEN	\$150.00
18635	SCHOODLES SFMA	E	01	005	420	000	740	433	SHIPPING	\$15.00
18635 Total										<u>\$165.00</u>
18636	SCHOOL MATE	E	01	101	203	000	000	401	Elementary Planners	\$499.80
18636	SCHOOL MATE	E	01	101	203	000	000	401	Shipping	\$126.00
18636 Total										<u>\$625.80</u>
18637	SCHOOL SPECIALTY LLC	E	01	300	256	000	000	430	2091193 Classroom Select 3-Shelves Utility Car	\$134.98
18637	SCHOOL SPECIALTY LLC	E	01	300	212	000	000	430	Instruct Supplies	\$113.03
18637 Total										<u>\$248.01</u>
18638	SELIGA-PUNYKO JUDY	E	01	300	296	706	000	305	Consulting Fees	\$110.00
18638	SELIGA-PUNYKO JUDY	E	01	300	296	706	000	305	Consulting Fees	\$80.00
18638 Total										<u>\$190.00</u>

18639	SEMAAN PHILLIP	E	01	300	296	704	000	305	Consulting Fees	\$150.00
18639	SEMAAN PHILLIP	E	01	300	296	704	000	305	Consulting Fees	\$77.00
18639 Total										<u>\$227.00</u>
18640	SHUBAT TRANSPORTATION	E	04	500	590	000	321	401	General Supplies	\$325.00
18640	SHUBAT TRANSPORTATION	E	01	300	294	701	733	361	Private Trans Cont	\$1,475.00
18640 Total										<u>\$1,800.00</u>
18641	SKADSEM BRIAN	E	01	300	296	704	000	305	Consulting Fees	\$55.00
18641	SKADSEM BRIAN	E	01	300	294	701	000	305	Consulting Fees	\$130.00
18641	SKADSEM BRIAN	E	01	300	294	701	000	305	Consulting Fees	\$175.00
18641	SKADSEM BRIAN	E	01	300	294	701	000	305	Consulting Fees	\$130.00
18641 Total										<u>\$490.00</u>
18642	SKALKO CHIROPRACTIC	E	03	005	750	000	720	311	Physical Mike Hoag	\$150.00
18642 Total										<u>\$150.00</u>
18643	SPELTS WILLIE	E	01	005	640	000	316	366		\$517.13
18643	SPELTS WILLIE	E	01	300	211	226	000	366		\$253.40
18643 Total										<u>\$770.53</u>
18644	SQUIRES, WALDSPURGER & MACE PA	E	01	005	150	000	000	311	Prof Tech Services	\$252.00
18644 Total										<u>\$252.00</u>
18645	SYSCO MINNESOTA	E	01	300	250	000	000	430	Instruct Supplies	\$584.38
18645 Total										<u>\$584.38</u>
18646	TACONITE TIRE SERVICE	E	03	005	760	000	720	350	Fix flat 42	\$35.00
18646	TACONITE TIRE SERVICE	E	01	005	810	000	000	350	new tire for lawn equipment	\$184.16
18646 Total										<u>\$219.16</u>
18647	TAUS DAVID	E	01	300	296	704	000	305	Consulting Fees	\$150.00
18647	TAUS DAVID	E	01	300	296	704	000	305	Consulting Fees	\$285.00
18647 Total										<u>\$435.00</u>
18648	TENNIS WAREHOUSE	E	01	300	296	705	000	430	Wilson US Open Extra Duty Tennis Ball Case	\$359.97
18648	TENNIS WAREHOUSE	E	01	300	296	705	000	430	Freight	\$17.85
18648 Total										<u>\$377.82</u>
18649	THORNBLOOM NEAL F	E	01	300	296	702	000	305		\$52.50
18649	THORNBLOOM NEAL F	E	01	300	294	702	000	305		\$52.50
18649	THORNBLOOM NEAL F	E	01	300	296	702	000	305		\$15.00
18649	THORNBLOOM NEAL F	E	01	300	294	702	000	305		\$15.00
18649 Total										<u>\$135.00</u>
18650	TRACY STEVEN	E	01	300	296	704	000	305	Consulting Fees	\$285.00
18650	TRACY STEVEN	E	01	300	296	704	000	305	Consulting Fees	\$50.00
18650 Total										<u>\$335.00</u>
18651	TRAINING ROOM INC	E	01	300	292	000	000	401	General Supplies	\$1,393.85
18651	TRAINING ROOM INC	E	01	300	292	000	000	401	General Supplies	\$46.95
18651	TRAINING ROOM INC	E	01	300	292	000	000	401	AS PER ATTACHED	\$1,504.58
18651 Total										<u>\$2,945.38</u>
18652	TURNBULL MICHAEL S	E	01	300	296	704	000	305	Consulting Fees	\$285.00
18652	TURNBULL MICHAEL S	E	01	300	296	704	000	305	Consulting Fees	\$50.00
18652 Total										<u>\$335.00</u>
18653	UHL COMPANY INC	E	01	300	810	000	000	350	Repairs Maint Serv	\$2,180.32
18653 Total										<u>\$2,180.32</u>
18654	UNITED ELECTRIC COMPANY	E	01	005	810	000	000	401	light bulbs	\$594.90
18654 Total										<u>\$594.90</u>
18655	US BANK EQUIPMENT FINANCE	E	05	005	850	000	302	335	Short Term Lease	\$1,226.67
18655 Total										<u>\$1,226.67</u>
18656	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	332		\$20.50
18656	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	331		\$1,063.41
18656	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	331		\$40,791.17

18656	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440		\$8,157.10
18656	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	333		\$25.60
18656	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	332		\$25.45
18656	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	331		\$270.87
18656	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	440		\$65.55
18656	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334		\$70.97
18656	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334		\$917.46
18656	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	333		\$230.88
18656	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	332		\$104.65
18656	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	331		\$5,305.44
18656	VIRGINIA PUBLIC UTILITITES	E	01	112	810	000	000	440		\$149.96
18656	VIRGINIA PUBLIC UTILITITES	E	03	005	760	000	720	331	Electricity	\$64.89
18656 Total										<u>\$57,263.90</u>
18657	W A FISHER COMPANY	E	01	005	010	000	000	380	Print-Publish	\$135.00
18657	W A FISHER COMPANY	E	01	005	010	000	000	380	Print-Publish	\$21,279.76
18657	W A FISHER COMPANY	E	01	005	010	000	000	380	Print-Publish	\$700.00
18657	W A FISHER COMPANY	E	01	005	010	000	000	380	Print-Publish	\$45.00
18657 Total										<u>\$22,159.76</u>
18658	WRIGHT SPECIALTY PREMIUM TRUST	E	01	005	940	000	000	340	Property&liab Ins	\$1,166.54
18658	WRIGHT SPECIALTY PREMIUM TRUST	E	01	005	940	000	000	340	Property&liab Ins	\$25,954.80
18658 Total										<u>\$27,121.34</u>
18659	CLOQUET GOLF	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$150.00
18659	CLOQUET GOLF	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$180.00
18659	CLOQUET GOLF	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$120.00
18659	CLOQUET GOLF	E	01	300	294	715	000	364	Entry Fees/Student Travel	\$120.00
18659 Total										<u>\$570.00</u>
18660	ISD #6076	E	01	998	211	000	303	390	Pmt Educ Pur MN Dist	\$86,884.32
18660	ISD #6076	E	01	005	420	000	740	397		\$2,533.86
18660	ISD #6076	E	01	005	420	000	740	396		\$17,737.61
18660 Total										<u>\$107,155.79</u>
18661	MASBO	E	01	005	640	000	316	366	Travel	\$60.00
18661 Total										<u>\$60.00</u>
18662	MORGAN BRIAN	E	03	005	760	000	720	331	Electricity	\$110.00
18662 Total										<u>\$110.00</u>
18663	BLUE CROSS / BLUE SHIELD OF MN	E	01	300	211	000	000	291	RETIREE INSURANCE	\$5,697.60
18663	BLUE CROSS / BLUE SHIELD OF MN	E	01	300	211	000	000	291	RETIREE INSURANCE	\$19,966.00
18663 Total										<u>\$25,663.60</u>
18664	MADISON NATIONAL LIFE	B	01	215	003				LIFE	\$1,869.03
18664	MADISON NATIONAL LIFE	B	01	215	004				LTD	\$2,487.19
18664 Total										<u>\$4,356.22</u>
18665	MEDICAREBLUE RX	E	01	300	211	000	000	291	RETIREE INSURANCE	\$1,828.20
18665	MEDICAREBLUE RX	E	01	300	211	000	000	291	RETIREE INSURANCE	\$27,858.00
18665 Total										<u>\$29,686.20</u>
18666	NORTHEAST SERVICE COOPERATIVE	B	01	215	001				INSURANCE	\$266,647.84
18666 Total										<u>\$266,647.84</u>
18667	NORTHERN MN DENTAL INC	B	01	215	002				DENTAL	\$3,622.50
18667	NORTHERN MN DENTAL INC	B	01	215	002				DENTAL	\$3,232.50
18667 Total										<u>\$6,855.00</u>

PAYROLL 09/30/25	\$829,287.94
OASDI	\$49,344.96
MEDICARE	\$11,544.74
PERA	\$20,702.13
TRA	\$53,388.30
TSA MATCH	\$5,239.54

TOTAL DISBURSEMENTS & PAYROLL \$1,848,216.77

Seconded by

that the above resolution be adopted.

Resolution adopted October 13, 2025.

Clerk

Chairperson

Rock Ridge High School Career Academy & Pathway Development Initiative

Grant Request: \$100,000 - Phase 1

Funding Purpose: To introduce, support, and elevate Career Academy and Pathway programming that aligns students with local industry needs while strengthening regional workforce readiness.

Project Narrative

Overview

Rock Ridge High School proposes a transformative plan to launch and grow a comprehensive **Career Academy & Pathway system**. This initiative will connect students directly to high-demand local industries through integrated curriculum, hands-on training, and industry-recognized credentials. The goal is to build a sustainable talent pipeline that supports economic growth, strengthens regional industries, and ensures every student graduates prepared for college, careers, or both. To effectively integrate career teaching into our high school courses, we plan to leverage various strategies that connect classroom learning to real-world applications and future opportunities.

1. Curriculum Integration

- **Connect Coursework to Career Competencies:** Explicitly articulate how the skills and knowledge gained in your courses relate to essential career readiness competencies, such as critical thinking, communication, problem-solving, and teamwork.
- **Design Career-Themed Assignments:** Incorporate assignments that mirror real-world tasks within various career fields. For example, students could write a cover letter tailored to a specific job posting, prepare a resume showcasing their accomplishments, or participate in mock interviews.
- **Project-Based Learning (PBL) with Career Connections:** Create projects that require students to solve real-world problems and connect their learning to specific career fields. For instance, a science class could design an app for community use.

2. Experiential Learning and Industry Partnerships

- **Guest Speakers & Informational Interviews:** Invite professionals from various industries to share their career paths, insights, and experiences with students. You can also assign informational interviews as a way for students to network and learn directly from professionals.
- **Job Shadowing & Internships:** Partner with local businesses to offer job shadowing opportunities, where students can observe professionals at work, or explore the possibility of creating internship programs to provide more in-depth experiences.
- **Field Trips & Site Visits:** Organize trips to local businesses, industries, or colleges to expose students to different work environments and career opportunities.
- **Virtual Reality (VR) for Career Exploration:** Utilize VR technology to provide immersive experiences for students, allowing them to explore various careers and industries virtually, especially when in-person opportunities are limited.

- Work-Based Learning opportunities: The set-up, organization, and follow through of a work-based learning program.

3. Career Exploration and Self-Reflection

- Career Assessments & Inventories: Encourage students to complete career interest inventories and assessments, like Pathful(RRHS), the Holland Code or Myers-Briggs Type Indicator (MBTI), to identify their interests, strengths, and values as a starting point for career exploration.
- Research Projects on Careers: Assign students research projects to explore specific careers in detail, using resources like the Bureau of Labor Statistics (.gov) Occupational Outlook Handbook. They can present their findings in a variety of formats.
- Utilize Online Career Resources: Introduce students to career planning websites such as Naviance, CareerOneStop, BigFuture by College Board, and YouScience, which offer tools for college and career research, assessments, and job searching.
- Self-Reflection Activities: Encourage students to reflect on their skills, interests, and experiences and connect them to potential career paths. This can involve writing reflections, creating presentations, or participating in class discussions.

4. Building Essential Skills

- Soft Skills Development: Design activities and assignments that foster essential soft skills, like communication, collaboration, problem-solving, and critical thinking, which are highly valued in the workplace.
- Resume and Interview Skills Training: Teach students the basics of resume writing and interview techniques, including practicing mock interviews and learning how to articulate their skills and experiences effectively.
- Networking and Mentorship: Encourage students to build professional connections through informational interviews, networking events, or mentorship programs.

The goal is to make career education an integral and engaging part of the high school experience, providing students with the knowledge, skills, and resources they need to make informed decisions about their future paths. Collaboration with school counselors, administrators, and community partners can significantly enhance these efforts.

Our program is built on three pillars:

1. **Employer & Industry Training Partnerships** — Students gain access to industry-recognized certifications, mentorships, and applied learning experiences.
2. **Career Awareness & Exploration** — Exposure to diverse career pathways starting in 9th grade, leading to informed postsecondary decisions.
3. **Equity & Access** — Removing barriers so that economically disadvantaged students, students with disabilities, Tribal Nation students, and underrepresented populations can fully participate and succeed.

Employer or Industry Training Initiative

1. Workforce Impact (55 points)

- **Curriculum Alignment:** Pathways will be built in direct collaboration with regional employers in sectors such as healthcare, advanced manufacturing, construction trades, information technology, and education. Curriculum will be aligned to state and national standards and mapped to in-demand occupational needs.
- **Certifications & Diplomas:** Students will earn **industry-recognized credentials** such as OSHA-10, Certified Nursing Assistant (CNA), ServSafe certification, Microsoft Office Specialist, and AWS Welding Certification.
- **Retention & Expansion of Industries:** By developing local talent pipelines, the program addresses workforce shortages, supports business retention, and fosters industry expansion in the Iron Range region.
- **Participants:** Anticipated annual participation will grow from **100 students in Year 1**.
- **Measurable Outcomes:**
 - 20% - 40% of pathway seniors may graduate with at least one industry certification.
 - 90% - 100% of 9th grade students complete a career portfolio and mock interviews.
 - 30% of juniors and seniors will participate in at least one Job Shadow Experience.
- **Standards Alignment:** All pathways may be mapped to Minnesota Department of Education's Career Fields, Clusters & Pathways framework, as well as national frameworks such as the National Career Clusters Framework and the Pathful Career Readiness and Development Company.

2. Regional Benefits & Partnerships (15 points)

- **Industry Partnerships:** Active agreements with regional employers including, but not limited to, Essentia Health, Cleveland-Cliffs, U. S. Steel, Minnesota North College, and local trade programs.
- **Recruitment Strategies:** Marketing campaigns, career fairs, and "Pathway Preview Nights" will target students, parents, and community members. Employers will co-host events and offer job-shadowing slots.

3. Diversity, Equity, Inclusion & Accessibility (10 points)

- **Population Served:** The project will engage economically distressed communities, Tribal Nations, and students from racial and ethnic minority backgrounds.
- **Accessibility Efforts:** Universal Design for Learning principles will ensure usability for students with disabilities; all equipment purchases will meet ADA compliance.

- **Equity Strategies:** Transportation assistance, stipends for low-income students to offset costs of certifications & experiences, and partnerships with women-owned and Tribal-owned vendors for materials and consulting.
-

4. Job Impact (10 points)

- **Jobs Created/Retained:** The program anticipates directly supporting **2 - 4 new instructor/industry liaison roles** in year one, while indirectly sustaining dozens of skilled trade and technical jobs by building local talent pipelines.
 - **Workforce Expansion:** By Year 1, we expect to contribute at least/up to **20 certified, job-ready graduates annually** into the regional workforce.
-

Career Awareness Initiative

1. Significance & Impact (30 points)

The Career Awareness component will provide required **structured career exploration starting in 9th grade**, culminating in pathway-specific training in upper grades. Lasting impacts include:

- Sustained industry partnerships beyond the grant term.
 - Increased postsecondary enrollment in high-demand fields.
 - A replicable model for other Iron Range schools.
-

2. Project Overview (20 points)

Rock Ridge will:

- **Phase 1:** Establish three initial Career Academies (Health Science & Human Services, Business - IT - Communication & Arts, Natural Resources - Engineering - Manufacturing - Architecture & Construction).
-

3. Diversity, Equity, Inclusion & Accessibility (15 points)

- **Population Served:** The project will engage economically distressed communities, Tribal Nations, and students from racial and ethnic minority backgrounds.

- **Accessibility Efforts:** Universal Design for Learning principles will ensure usability for students with disabilities; all equipment purchases will meet ADA compliance.
 - **Equity Strategies:** Transportation assistance, stipends for low-income students to offset costs of certifications & experiences, and partnerships with women-owned and Tribal-owned vendors for materials and consulting.
-

4. Regional Benefits & Partnerships (15 points)

- **Communities Served:** Virginia, Eveleth, Gilbert, Mountain Iron, and surrounding Iron Range communities. Collaboration with Mountain-Buhl and St. Louis County school districts.
 - **Partner Roles:** Employers provide curriculum input, site tours, mentors, job shadows and internships; Minnesota North College offers dual-credit courses. School districts will provide students with these opportunities.
-

5. Job Impact (10 points)

The Career Awareness program supports **future workforce readiness** by connecting students to in-demand regional industries, ensuring a talent pipeline that meets employer needs.

6. Project Readiness & Timeliness (10 points)

- Administrative teams and community partners are in place.
 - Local funds from district and foundation sources will match portions of the budget.
 - Rock Ridge is committing to matching funds through the salaries of Willie Spelts, RRHS Teachers, RRPS Business Office Staff, and Custodial & Event Preparation Staff.
 - Implementation can begin within 90 days of funding.
-

Phase One Budget Plan (\$100,000 total)

Category	Phase 1
Training, Materials, & Supplies	\$15,000
Staff Time/Curriculum Development & Training Personnel	\$25,000
Training Materials & Supplies	\$30,000
Travel/Career Awareness	\$10,000

Non-Training Personnel - Coordination, Recruiting, etc.	\$5,000
Non-Training Personnel & Training Materials & Supplies	\$5,000
Non-Training Personnel - Assessment	\$10,000
Totals	\$100,000

Contact:

Name: Rock Ridge Public Schools

Contact: Willie Spelts *Email:* willie.spelts@rrps.org

Phone: 218-290-1237

NAMING AGREEMENT

This Naming Agreement ("Agreement") is entered into by and between Independent School District No. 2909, Rock Ridge Public Schools, a public school district duly and properly organized under the laws of the state of Minnesota (hereinafter referred to as the "District"), and Pohaki Lumber & Builders Supplies, Inc. d/b/a Pohaki (hereinafter referred to as "Pohaki").

RECITALS

A. **WHEREAS**, in a historic vote by the voters in the former Virginia School District and the Eveleth-Gilbert School District, the voters approved the consolidation of the two school districts into a new, single school district.

B. **WHEREAS**, the consolidation became effective on July 1, 2020, and the two former school districts have now consolidated into Independent School District No. 2909, Rock Ridge Public Schools.

C. **WHEREAS**, the newly consolidated District has embarked on a major facilities construction project based upon the recent consolidation and based upon the successful 2019 voter approved referendum to fund the construction of new school and extra-curricular facilities (hereinafter referred to as the "Project") in what is now the consolidated Rock Ridge School District.

D. **WHEREAS**, the Project includes(ed) the construction of a new elementary school in Virginia, MN. As part of the new, state of the art elementary campus, the campus includes a building construction lab that will be a part of the educational facilities at North Star Elementary School.

E. **WHEREAS**, Pohaki is a local lumber and construction supply business that has been a longtime supporter of local schools and educational activities.

F. **WHEREAS**, Pohaki is prepared to make a significant donation of product

to the District, to be utilized in the construction of the Project.

G. **WHEREAS**, in appreciation for and recognition of Pohaki's significant donation, the District intends to name the new construction lab the "**Pohaki Construction Lab at North Star Elementary School**".

AGREEMENT

NOW, THEREFORE, in consideration of the mutual covenants and promises contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, the District and Pohaki hereby agree as follows:

1. Pohaki has donated \$5000 worth of equipment to the District, with the donation to be made in the following manner: (a) Pohaki donated to the District \$5000 worth of supplies and equipment for the construction lab at North Star Elementary School during the 2024-2025 school year. The District will be free, at its discretion, to utilize the donated supplies and equipment for any and all projects related to the construction of the Project or other facility needs.

2. The District agrees that effective immediately upon the approval and execution of this Agreement by both parties the construction lab at the North Star Elementary School will be forever and perpetually named, known as, and referred to as "**Pohaki Construction Lab at North Star Elementary School**" (for ease of reference, the "**Pohaki Construction Lab at North Star Elementary School**" will sometimes hereinafter be referred to as the "Name").

3. The District shall include without limitation the use and reference to the Name in any and all North Star Elementary School maps, signage, writings, announcements, press releases, news articles and any other communication of any kind, which refer to or reference this particular area of the new North Star Elementary

School. The naming of this area the "**Pohaki Construction Lab at North Star Elementary School**" will be exclusive to Pohaki in perpetuity. In addition, Pohaki will be the only lumber and construction supply business that will have any signage, advertising or advertising visibility in the above-referenced construction lab area. The District reserves and retains the right to allow other businesses or sponsors, that are not lumber, building material, construction supply, hardware, tool, cabinet or millwork businesses, to have advertising or advertising visibility in the construction lab area, as long as any such advertising, advertising visibility or related signage is less prominent than any signage for Pohaki. The District also agrees to erect and maintain signage in the construction lab area emphasizing, recognizing, and prominently identifying this area as "**Pohaki Construction Lab at North Star Elementary School**" The signage shall be consistent with, proportionate to, and no less prominent than, the signage used throughout the Project to identify and refer to other areas, fields, stadiums, arenas, buildings, and locations of similar size. Further, the Pohaki corporate logo will be incorporated in any signage where there is sufficient space in any such signage to incorporate the logo. Pohaki acknowledges and agrees that, while the specific above-referenced area shall bear the Name, the District reserves and retains all naming rights for all other locations, athletic fields, stadiums, centers, departments and any other areas to be constructed or which have been constructed as part of the Project. Pohaki reserves the right to change its name or logo and will pay for any updates to the signage.

4. Miscellaneous Provisions

a. Notices. The contact information for each party to this Agreement, for any notices or subsequent communications that may have to be sent or provided from one party to another regarding this Agreement or the implementation or administration of this Agreement, is as follows:

1. Rock Ridge Public Schools
Attn: Willie Spelts
Director of School to Work Engagement & Fundraising Coordinator
1405 Progress Parkway
Virginia, MN 55792
Phone: 218-290-1237
2. Pohaki
Attn: Brandon Seppala
804 North 6th Avenue
Virginia, MN 55792
Phone: (218) 741-3014

5. Complete Agreement.

This Agreement constitutes the entire and complete agreement between the parties with respect to the donation being made by Pohaki to the District for the naming rights to the area referenced above.

6. Governing Law.

This Agreement will be governed by, interpreted and enforced in accordance with the laws of the state of Minnesota and the parties consent to the exclusive jurisdiction and venue of the Minnesota State District Court, sited at the St. Louis County Courthouse in Virginia, Minnesota, for the resolution of any disputes that may arise regarding the interpretation, administration or enforcement of this Agreement.

7. Severability.

If any provision of this Agreement is held to be illegal, invalid, or unenforceable, under the present or future laws effective during the term of this Agreement, such

provision will be fully severable. This Agreement will be construed and enforced as if such illegal, invalid, or unenforceable provision had never comprised part of this Agreement, and the remaining provisions of this Agreement will remain in full force and effect.

8. Amendments.

Any amendments to this Agreement must be in writing and must be approved and signed by both parties to this Agreement.

9. Binding Effect.

This Agreement shall be binding upon and inure to the benefit of the parties and their respective successors, assigns, heirs and beneficiaries.

**INDEPENDENT SCHOOL DISTRICT #2909
ROCK RIDGE PUBLIC SCHOOLS**

Dated: _____, 2025

By: _____
Dr. Noel Schmidt
Superintendent of Schools

By: _____
John Uhan
Chairperson, Board of Education

**POHAKI LUMBER & BUILDERS SUPPLIES,
INC. d/b/a POHAKI LUMBER COMPANY**

Dated: September 8, 2025



Brandon Seppala, President



DATE: September 30, 2025
TO: RAMS MEMBERS
RE: NOTICE OF NOMINATIONS FOR RAMS BOARD OF DIRECTORS

As the year ends, it is time for our member units to act on filling the following vacancies on the RAMS Board of Directors. If your community or township has not had a seat on the RAMS Board, now is your opportunity to nominate someone from your board.

Nominated by Townships, Cities or School Districts:

- Eleven (11) vacancies (2-year term – 1/1/2026-12/31/2027)

Nominated by Superintendents Association:

- One (1) vacancy (2-year term – 1/1/2026-12/31/2027)

Attached is a list of the twelve current board members whose term of office on the RAMS Board of Directors expires at the end of 2025. Each member unit (City, Township, School District) has the right to submit one nominee to be placed on the ballot, which will be voted on **in-person at the Annual Meeting on December 9, 2025, at the Iron Trail Motors Event Center in Virginia, MN.** Nominees must hold a current, valid election certificate at the time of their nomination. You may decide to nominate the same person whose term has expired, if they still hold an elected seat with your local government unit, or someone else from your elected officials. You may decide not to nominate anyone – the choice is yours.

PLEASE MAKE CERTAIN THIS ITEM IS PLACED ON YOUR BOARD AGENDA early enough to submit the nomination by the December 1st, 2025, deadline. Nominations received by this date will be placed on the official ballot. *Nominees will then be sent a short, optional questionnaire to introduce themselves and to answer the question “What does the RAMS motto: ‘One Range One Voice!’ mean to me?” Submissions received will be sent to Membership ahead of the Annual Meeting. Please limit your response to 100 words.

PLEASE RETURN THE OFFICIAL NOMINATION FORM BY DECEMBER 1st, 2025, in one of the following ways:

Email: paul@ramsmn.org

Mail: RAMS, 5525 Emerald Avenue, Mt. Iron, MN 55768

If you have any questions, please do not hesitate to contact either myself at 218-748-7651, or Kristen (RAMS Office Administrative Assistant) by email at rams@ramsmn.org.

Thanks for your immediate attention to this matter.

Sincerely,

Paul Peltier
RAMS Executive Director

**Range Association of Municipalities and Schools Board Members
(Term Expiring 12/31/2025)**

Berrini, Bob	Township Supervisor	Morse Township
Biondich, Steve	City Council	City of Biwabik
Davies, Ryan	Township Supervisor	Harris Township
Erickson, Cathy	City Council	City of Two Harbors
Friedlieb, Gary	City Council	City of Virginia
Grose, Matt	School Board (Supt Assn)	ISD 318, Grand Rapids
Kalmi, Barb	School Board	ISD 319, Nashwauk/Keewatin
Koivisto, Chris	School Board	ISD 2412, St Louis County
Medure, Phil	Township Supervisor	Great Scott Township
Omerza, Tom	School Board	ISD 696, Ely
Rahja, Bob	School Board	ISD 695, Chisholm
Stolp, Warren	Township Supervisor	Nashwauk Township

**NOMINATION FORM
RAMS BOARD OF DIRECTORS
JANUARY 2026-DECEMBER 2027**

As a current dues paying member of RAMS, we officially nominate the following elected official (Council Member, Township Supervisor, School Board Director):

Name
Elected Title

for the following term:

TWO YEAR TERM (TOWNSHIPS, CITIES, SCHOOL BOARD)
JANUARY 1, 2026-DECEMBER 31, 2027 (11 vacancies)

Submitted by:

Title

Date

Entity

NOMINATIONS MUST BE SUBMITTED BY DECEMBER 1st, 2025, IN ORDER TO BE INCLUDED ON THE OFFICIAL BALLOT. The election will be held at the Annual Meeting, December 9th, 2025.

EMAIL: paul@ramsmn.org MAIL: RAMS, 5525 Emerald Ave., Mt Iron, MN 55768

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is hereby entered into between Rock Ridge School District (Hereinafter referred to as the "District") and the Virginia Police Department (Hereinafter referred to as the "Department") as of the date of the last signature affixed hereto below.

I. Purpose and Intent

The purpose of this MOU is to establish a framework for the provision of extra security coverage by off-duty Department officers at District events and school locations. This agreement outlines the roles and responsibilities of both parties, communication protocols, scheduling procedures, and financial arrangements to ensure the safety of students, staff, and the public. This MOU is not intended to, and does not, create any rights or duties for third parties.

II. Scope of Services

The Department agrees to provide off-duty police officers for extra security shifts at District location as discussed below:

- At least one to two days per week, five-hour shifts, during the school year between the hours of 8:00 AM to 1:00 PM or 10:30 AM to 3:30 PM.

III. Roles and Responsibilities

A. The Department will:

1. Designate and approve qualified off-duty officers to work extra security shifts for the District.
2. Ensure all off-duty officers assigned to District shifts comply with Department policies, directives, and procedures.
3. Submit timely invoices to the District for payment of services rendered.

4. Communicate with District as to officer availability and capacity for purposes of scheduling.

B. The District will:

1. Communicate security needs and requests for off-duty officers in writing to the Department's designated point of contact.
2. Pay the Department for services rendered in a timely manner, as specified in the financial arrangements section of this MOU.
3. Designate a school administrator or event coordinator to serve as the on-site point of contact for the assigned officers during each shift.
4. Provide officers with a safe workspace and clear logistical information and a description of duties.

IV. Financial Arrangements

- A. **Payment Rate:** The District will compensate the Department for overtime police security services at a rate of \$80 per hour, per officer. This rate includes all associated costs such as salary, benefits, and administrative fees.
- B. **Minimum Shift Length:** A minimum shift length of 5 hours will be applied to all extra security requests.
- C. **Billing:** The Department will submit invoices to the District on a monthly basis, detailing the date, time, and total hours worked for each event.
- D. **Invoice Payment:** The District agrees to remit payment for all approved invoices within 30 of receipt.

V. Authority and Command

1. Officers working under this agreement remain employees of the Department and are subject to the exclusive command and control of the Department.
2. Nothing in this MOU grants the District or its employees the authority to direct or control the law enforcement actions of any Department officer.

3. The district agrees that police involvement should not be requested for routine disciplinary matters that can be safely and appropriately handled by school staff. Police intervention should be reserved for criminal incidents or situations that pose a significant threat to safety.

VI. Term, Review, and Termination

- A. Term: This MOU shall be effective from September 2nd, 2025 through June 1st, 2026.
- B. Review: The designated points of contact for the District and the Department will meet at least annually to review and evaluate the effectiveness of this agreement.
- C. Termination: Either party may terminate this MOU by providing a 30-day written notice to the other party.

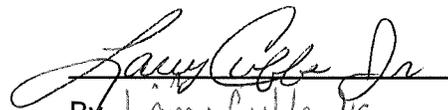
VII. Signatures

In witness whereof, the parties have executed this Memorandum of Understanding on the date set forth below.

Rock Ridge School District

City of Virginia

By _____



Its _____

By Larry Coffe Jr

Date:

Its Mayor

Date: 9-24-25

Attest:





NOTICE AND PROXY STATEMENT
ANNUAL MEETING OF PARTICIPANTS

To Be Held on October 23, 2025

Minnesota
School Boards
Association
Insurance Trust

**Serving Minnesota public
schools since 1972**

1900 Jefferson Avenue
St. Peter, Minnesota
56082

507-934-2450 | 800-324-4459

www.mnmsba.org/MSBAIT

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Truman

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Amy Pocrnich
Proctor

TRUSTEE

Scott Steffes
Moorhead

September 24, 2025

To Our Participants:

The Annual Meeting of the Participants of the Minnesota School Boards Association Insurance Trust will be held on Thursday, October 23, 2025, at 9:00 a.m. at the office of the Minnesota School Boards Association, 1900 Jefferson Avenue, St. Peter, Minnesota. The purposes of the meeting are to elect two Trustees of the MSBAIT for a four-year term; and to transact such other business as may properly come before the meeting or any adjournment thereof.

You are cordially invited to attend the meeting, but whether or not you plan to be present, **please fill in, date, and sign the enclosed Proxy and return it in the self-addressed, postage-paid envelope which is furnished for your convenience.** Please return your Proxy promptly to ensure that it will be received prior to the date of the meeting. Should you attend the meeting, you may revoke your Proxy and vote in person.

Sincerely yours,

Kirk Schneidawind, Secretary-Treasurer
Minnesota School Boards Association
Insurance Trust

KS:je
enc.

The Proxy

A form of proxy is being furnished together with a copy of this Proxy Statement to each Participant. Any Participants giving a proxy have the right and power to revoke it at any time before its exercise (i) by written notice to the Secretary of the MSBAIT prior to the meeting, or (ii) by filing a duly executed proxy bearing a later date, or (iii) by claiming a right to vote in person at the meeting. The proxy will be voted by the proxy agent in strict accordance with the directions thereon. In the absence of specific instructions thereon, the proxy will be voted in favor of each nominee named thereon. If the nominee becomes unable to serve prior to the Annual Meeting, the proxies received in response to the proxy solicitation will be voted for a replacement nominee selected in accordance with the best judgment of the proxy agent named therein.

Mr. Kirk Schneidawind, the Secretary-Treasurer of the MSBAIT, is serving as the proxy agent.

September 24, 2025, is the record date for the determination of Participants entitled to notice of and to vote at the meeting and at any adjournment or adjournments thereof. Only Participants of record on that date are entitled to notice of and to vote at the meeting. Each Participant is entitled to one vote on each matter to be presented at the meeting without regard to the number of MSBAIT Programs in which it is a Participant.

WHETHER OR NOT YOU EXPECT TO ATTEND THE MEETING, PLEASE FILL OUT, SIGN, DATE, AND RETURN THE PROXY IN THE ENVELOPE PROVIDED. Your prompt return of the proxy will be greatly appreciated as it will save the expense of further mailings and solicitations.

If you have any questions about the meeting, including questions about the use of a proxy, please call Mr. Kirk Schneidawind at 1-507-934-8123.

PROXY

MINNESOTA SCHOOL BOARDS ASSOCIATION INSURANCE TRUST

The undersigned Participant of the Minnesota School Boards Association Insurance Trust constitutes and appoints Mr. Kirk Schneidawind as the Proxy Agent of the undersigned Participant (with full power of substitution) on all matters which may be voted on at the Annual Meeting of Participants to be held at 9:00 a.m. on Wednesday, October 23, 2025, at the office of the Minnesota School Boards Association, 1900 Jefferson Avenue, St. Peter, MN and at any and all adjournments thereof, all in accordance with the MSBAIT's Notice and Proxy Statement dated September 24, 2025, receipt of which is hereby acknowledged, as follows:

1. **Election of Trustee Named in Proxy Statement (four-year term).**

() Vote for the nominee listed below for a four-year term:

Jon Karger

() Do not vote for the nominee listed below for a four-year term:

Jon Karger

Note: If you wish to withhold authority to vote for any individual nominee(s) named above, write such nominee(s)' name(s) in the space provided below:

2. **Other Matters. In the proxy agent's discretion upon such other matters as may properly come before this meeting.**

WHEN PROPERLY EXECUTED, THIS PROXY WILL BE VOTED IN ACCORDANCE WITH THE INSTRUCTIONS SPECIFIED ABOVE. IN THE ABSENCE OF INSTRUCTIONS, THIS PROXY WILL BE VOTED IN FAVOR OF THE NOMINEES NAMED ABOVE.

Participating School District's Name: _____

Signature of Representative of Participating School District: _____

Dated: _____

Please mark, sign, date, and return this Proxy promptly using the accompanying envelope.

This Proxy is solicited on behalf of the Board of Trustees of the Minnesota School Boards Association Insurance Trust.

Please mail to: Mr. Kirk Schneidawind
Minnesota School Boards Association
1900 Jefferson Avenue
St. Peter, MN 56082-3015



2025 Delegate Assembly Proposed Legislative Resolution

TITLE OF RESOLUTION: District Authority on Eligibility for Supplemental Online Courses

SUBMITTED BY:

Hermantown Community Schools, ISD 700

Ashley McFarland, Board Member, Hermantown Community Schools Board of Education

RECOMMENDATION: Passage

BE IT RESOLVED, THAT MSBA URGES THE LEGISLATURE TO:

Grant school districts the authority to determine student eligibility for supplemental online school course enrollment with an established set of criteria determined by the district. This affords the district the ability to prioritize enrollment in-district when comparable coursework is already offered. This promotes student access to rigorous coursework taught by in-district teachers who know and care for them, while also strengthening peer connections and keeping support systems in place for academic success. This only applies to students seeking supplemental courses available through approved online schools offered by districts other than their home district.

DESCRIBE THE PROBLEM:

Online learning options offered to high school students in Minnesota may play an important role in their educational pathways. Coursework through MDE approved online schools provides the opportunity for diverse educational experiences that may not be offered in-district. However, there has been a significant erosion of purpose and intent for which online schools were built upon. Instead of leveraging this program to seek additional subject content, students are often opting into online coursework for ease of academic rigor; pursuing classes already offered in-district. With no ability to manage this practice, the value of in-district education, and the educators that provide it, are being undermined and devalued. Furthermore, this puts a significant strain on district finances and their ability to appropriately plan and staff to meet the needs of the communities they serve.

EXPLAIN WHY THIS IS A PROBLEM:

The Minnesota Department of Education's website states: "Supplemental online course providers deliver individual courses for students who are looking for additional opportunities beyond what their current public school offers or need the flexibility of schedule afforded by taking some of their courses online." Instead of being used to enrich the educational experience, online schools have allowed students to "opt out" of challenging courses in search of an "easy A" and opportunities to do so have increased significantly since 2020, effectively providing a plethora of options to pick and choose the path of least resistance. There are several issues associated with unchecked online school participation that are placing a significant strain on public school districts.

Devaluing educators



Online Schools have created a highly competitive environment, essentially treating our students as commodities. Our secondary education professionals have had to adjust their content, delivery, and rigor just to keep students in their classrooms. In the attempt to retain students, some districts are providing hybrid course schedules to stay attractive against highly flexible online school schedules, even if the student is not mature enough to manage that learning format. Teacher recruitment and retention is heavily reliant on a high level of trust and morale that is being eroded by these unchecked online school practices. This environment further complicates efforts to bolster positive concurrent enrollment options, like College in the Schools that uplifts, not degrades, our existing educators. The incentive for educators to offer advanced and rigorous coursework is diminished when students are likely to opt into less rigorous work through online schools.

Advising students

Beyond Minnesota residence, any student is currently eligible to take coursework from a supplemental online course provider. Furthermore, under current law, a school district has no recourse to counsel a student if they do not feel they will be successful in receiving education through that format. Without the appropriate guidance from district counselors, students seeking less rigorous coursework may not be prepared for the next step in their educational or career journeys.

Financial strain and staffing

When a student chooses to take a course through an online school, despite it being offered in-district, funding is taken away from the school that is bound to provide education for all students, including those not enrolled in online learning. If our belief in Minnesota is “Every child, no matter their race or zip code, deserves a world-class education, with caring and qualified teachers, in a safe and nurturing environment,” (MDE Strategic Plan) then we must support our school districts to do so and retain the funding entrusted to them for this mission. If we continue to allow students to take a junior-level English or senior-level math course through another district online for either ease or convenience, the funding eventually will not be there to retain an educator to continue to provide that same class to all learners. Equity disparities will continue to widen.

To be clear, this proposed resolution is not intended to restrict online learning for students. It is intended to frame reasonable sidebars around how online schools should and should not be leveraged to further student education opportunities. In-district coursework should always be prioritized in order to support our educators and the students they serve while being good stewards of district finances. Online learning should be used to enrich, not replace, in-district education. This resolution supports district development of a decision tree approach that aids in counseling student choice while supporting in-district education.



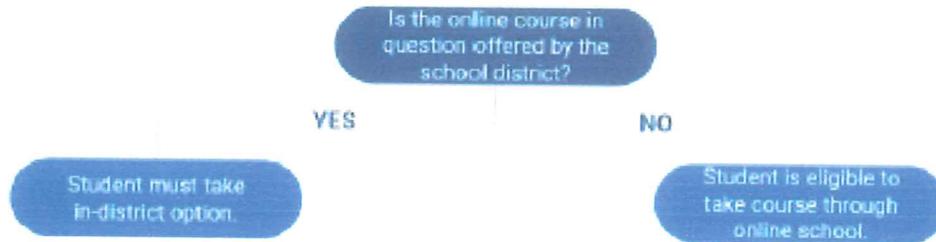
BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Financial burden to Hermantown Community Schools from the 2024-25 school year based on enrollment at Duluth Academic Excellence Online

- In the first semester, 69 students (10.4%) took 103 semester sections
- In the second semester, 119 students (17.9%) took 175 semester sections
- Based on Hermantown’s per pupil funding amount (\$10,523.41) and the 1/14 cost for a semester section, each semester section = \$751.67 or \$208,964
- For example, 41 of 163 sophomores took biology through an online school
- Last year, students realized a 6% failure rate

Example “decision tree” to determine online school eligibility

If a supplemental online course is being pursued, then:



CURRENT POSITION:

CURRENT LAW:

BACKGROUND PROVIDED BY MSBA:

RATIONALE:

SUMMARY OF RECOMMENDATION:

2025 Delegate Assembly Proposed Legislative Resolution

TITLE OF RESOLUTION: Reform Minnesota’s Postsecondary Enrollment Options (PSEO) Statutes

SUBMITTED BY:

Pequot Lakes Public Schools, ISD 186

RECOMMENDATION: **Passage**

BE IT RESOLVED, THAT MSBA URGES THE LEGISLATURE TO:

Reform Minnesota’s Postsecondary Enrollment Options (PSEO) statutes to restore balance and fairness for school districts while preserving meaningful college-credit opportunities for students. Specifically, we call for:

Revised PSEO and Concurrent Enrollment Payment Rates – Establish payment structures that better reflect district costs, setting PSEO reimbursement at \$125 per credit and concurrent enrollment at \$25 per credit when taught by licensed high school teachers.

Fair Course Choice and Funding Accountability – Prohibit duplicate state payments when equivalent courses are offered at the high school through concurrent enrollment but a student elects the PSEO option instead.

Expanded Concurrent Enrollment Grant Program – Allow high schools and service cooperatives, not only postsecondary institutions, to directly access grant funding to expand cost-effective concurrent enrollment opportunities.

Adjusted Enrollment Deadlines – Replace the October 31 declaration deadline for spring PSEO courses with a single May 31 deadline, to align with district staffing and statutory teacher layoff obligations.

DESCRIBE THE PROBLEM:

EXPLAIN WHY THIS IS A PROBLEM:

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

CURRENT POSITION:

5.001 We urge the legislature to support dual enrollment options including Post-Secondary Enrollment (PSEO) pathways, Concurrent Enrollment and Career Technical Education (CTE) that are accessible and affordable to all students. These opportunities prepare students for post-secondary success by providing opportunities to earn college credits while still in high school, thereby reducing the time and cost of obtaining a degree. To ensure affordable and equitable access to all students we encourage the legislature to:

- Provide the necessary revenue to

school districts to adequately fund all post secondary programs. • Require Minnesota PSEO institutions and school districts to collaborate on student success by sharing timely, relevant educational data including but not limited to: Mid-term progress, final grades, and attendance. (2022) • Realign K-12 postsecondary educational programs in a uniform and consistent manner. (2014) • Continue to engage the Higher Learning Commission (HLC) in discussions to explore and find alternative approaches to the current HLC policy related to high school CE/CIS instructors and to provide financial assistance to mitigate the effect of the policy requirements put forth by the HLC to maintain the structure and high standards for CE/CIS instructors. (2015) • Create a regional task force to resolve the faculty requirements for Concurrent Enrollment Program. (2015) • Eliminate the roadblocks for high school students to access postsecondary credits. (2013)

CURRENT LAW:

BACKGROUND PROVIDED BY MSBA:

RATIONALE:

SUMMARY OF RECOMMENDATION:

2025 Delegate Assembly Proposed Legislative Resolution

TITLE OF RESOLUTION: PSEO Enrollment Requirements

SUBMITTED BY:

Hermantown Community Schools, ISD 700
Ashley McFarland, Board Member

RECOMMENDATION: **Passage**

BE IT RESOLVED, THAT MSBA URGES THE LEGISLATURE TO:

Grant school districts the authority to prioritize coursework offered in-district before allowing students enrollment through PSEO for same or substantially comparable courses. This ensures districts may deny a student PSEO enrollment for a same or substantially comparable course that is already offered in-district. This promotes student access to rigorous coursework taught by in-district teachers who know and care for them, while also strengthening peer connections and keeping support systems in place for academic success.

DESCRIBE THE PROBLEM:

Dual credit options offered to high school students in Minnesota play an important role in their educational pathways. Coursework through Postsecondary Enrollment Options (PSEO) provides the opportunity for diverse educational experiences that may not be offered in-district. However, there has been a significant erosion of purpose and intent for which PSEO was built upon. Instead of leveraging this program to seek additional subject content, students are often opting into PSEO for ease of academic rigor; pursuing coursework that is already offered in-district. With no ability to deny this practice, the value of in-district education, and the educators that provide it, are being undermined and devalued. Furthermore, this puts a significant strain on district finances and their ability to appropriately plan and staff to meet the needs of the communities they serve.

EXPLAIN WHY THIS IS A PROBLEM:

The Minnesota Department of Education's Strategic Plan states: "*Public education is a fundamental right for all students with access and equity as the foundational principles.*" Instead of being used to enrich the educational experience, PSEO outsources our privilege to support this fundamental right and puts students in an environment that may not hold the same standards and values. There are several issues associated with unchecked PSEO participation that are placing a significant strain on public school districts.

Devaluing educators

PSEO has created a highly competitive environment, essentially treating our students as commodities. Our secondary education professionals have had to adjust their content, delivery, and rigor just to keep students in their classrooms. In the attempt to retain students, some districts are providing hybrid course schedules to stay attractive against highly flexible college PSEO schedules, even if the student is not mature enough to manage that learning format. If

Minnesota values public education and the educational professionals that are entrusted to providing this *fundamental right*, then we need to entrust those same people to counsel and educate our students when and where those opportunities exist. Teacher recruitment and retention is heavily reliant on a high level of trust and morale that is being eroded by these destructive PSEO practices. This environment further complicates efforts to bolster positive concurrent enrollment options, like College in the Schools that uplifts, not degrades, our existing educators. The incentive for educators to offer advanced and rigorous coursework is diminished when students are likely to opt into less rigorous work through PSEO.

Accountability

The bar keeps getting lowered by post-secondary institutions for qualification into these programs and very little accountability exists to ensure those students are successful. Because a district has very little ability to monitor student progress due to the Family Educational Rights and Privacy Act (FERPA), students chance failure and yet are returned to the district to remediate, often by the same teachers they walked away from initially. In addition, nothing stops a student from enrolling in PSEO courses, despite an earlier failure. They can continue to enroll in PSEO at the school's expense without support and structure to help them be successful. Whether students are seeking easier coursework or are simply on the quest to "chase college credits," without the appropriate guidance from district counselors, students may not be prepared for the next step in their educational or career journeys.

Financial strain and staffing

When a student chooses to take a course through PSEO, despite it being offered in-district, funding is taken away from the school that is bound to provide education for all students, including those not enrolled in PSEO. If our belief in Minnesota is "*Every child, no matter their race or zip code, deserves a world-class education, with caring and qualified teachers, in a safe and nurturing environment,*" (MDE Strategic Plan) then we must support our school districts to do so and retain the funding entrusted to them for this mission. If we continue to allow students to take a junior-level English or senior-level math course through PSEO, the funding eventually will not be there to retain an educator to continue to provide that same class to all learners. Equity disparities will continue to widen.

To be clear, this proposed resolution is not intended to restrict PSEO for students. It is intended to frame reasonable sidebars around how PSEO should and should not be leveraged to further student education opportunities. In-district coursework should always be prioritized in order to support our educators and the students they serve while being good stewards of district finances. PSEO coursework should be used to enrich, not replace, public education.

BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Graphics from sample set of schools used to illustrate problem (identify 5- or 10-year horizon):

- PSEO (all) enrollment (display as # of pupils, # of courses, and/or # of credits) - also represent as a percentage of eligible students
- PSEO (only full-time) enrollment (display as # of pupils) - also represent as a percentage of eligible students
- Cost of credits - negotiated rate for various PSEO agreements

- Cost to district - “tuition” paid out
- Number of students failing, withdrawing or not graduating due to being enrolled in a program that does not fit their needs (academically, socially and emotional).

Other state guidance:

- Iowa Postsecondary Enrollment Options Program through Senior Year Plus (<https://educate.iowa.gov/media/1184/download?inline>, page 33): “Through the program, individual students may enroll in an eligible postsecondary course if a comparable course is not offered at their school.”

Wisconsin Early College Credit Program (https://dpi.wi.gov/sites/default/files/imce/dual-enrollment/2024_09_ECCP_Overview_updated_2024_09_2.pdf, page 4 & 9): “Nonsectarian courses that are not comparable to a course offered by the school district, private high school, or charter high school that the pupil is enrolled in are eligible.” AND “School districts, private high schools, and charter schools are not “approving” ECCP courses. Their role is only to determine if a comparable high school course is available to the pupil, if the ECCP course would fulfill a graduation requirement, and the number of high school credits earned (if any).”

Concurrent Enrollment and PSEO are both dual-credit pathways under Minnesota law, but operate under distinct frameworks and delivery methods.

Concurrent Enrollment explained:

Concurrent Enrollment under [Minnesota Statutes § 124D.09, subdivision \(c\)](#):

“Concurrent enrollment” means nonsectarian courses in which an eligible pupil enrolls to earn both secondary and postsecondary credits, taught by either a secondary teacher or postsecondary faculty member, and offered at a high school that qualifies for concurrent enrollment program aid.

Essentially, these are collegelevel courses delivered at the high school—by a qualified high school instructor (or visiting college faculty), under a formal agreement with a college.

Courses must meet accreditation standards and run under formal partnership agreements between the school district and the postsecondary institution.

College in the Schools (CIS) is a specific concurrent enrollment program run by UMN.

Postsecondary Enrollment Options (PSEO) explained:

Minnesota law [defines PSEO](#) as a program allowing high school students to enroll in college courses and earn both high school and college credit. These courses are taken on a college campus or online and are taught entirely by college faculty.

Students become dual-enrolled—they are considered college students and must abide by college-level expectations and policies. Courses are fully funded: tuition, fees, and textbooks (in

most cases) are covered by the state. Available to 10th–12th graders (10th graders limited to specific Career & Technical Education (CTE) courses).

PSEO has two funding mechanisms

- Direct payment (MDE pays the college directly, very small percentage of PSEO occurrences) - statute states that at least 12% of the students' ADM funding stays with the home district
- PSEO by contract (MDE pays the high school and the high school pays the college, the overwhelming majority of PSEO occurrences) - students could take more credits than what the district receives funding for. Most PSEO contracts have a credit limit that the student can take from that college, but a student could take credits from multiple colleges and accumulate credit expenses that exceed the ADM the school receives, leading to a deficit of funding. There is no way for high schools to limit students and MDE cannot track these issues, resulting in a financial burden that has grown substantially with online PSEO growth.

Potentially limit PSEO credits a student can take in a given year:

- *Limit to equivalent of a full-time high school load: 15 credits/term, 30 credits/academic year*
- Currently, PSEO students can take up to 18 college semester credits/term (more than Minnesota State Grant-15 credits and Federal Pell Grant-12+ credits).
- Students taking courses from high school (5-6) and college (18 credits) must “give up” at least one course at high school - further exacerbating funding challenges for the district.

CURRENT POSITION:

5.001 We urge the legislature to support dual enrollment options including Post-Secondary Enrollment (PSEO) pathways, Concurrent Enrollment and Career Technical Education (CTE) that are accessible and affordable to all students. These opportunities prepare students for post-secondary success by providing opportunities to earn college credits while still in high school, thereby reducing the time and cost of obtaining a degree. To ensure affordable and equitable access to all students we encourage the legislature to:

- Provide the necessary revenue to school districts to adequately fund all post secondary programs.
- Require Minnesota PSEO institutions and school districts to collaborate on student success by sharing timely, relevant educational data including but not limited to: Mid-term progress, final grades, and attendance. (2022)
- Realign K-12 postsecondary educational programs in a uniform and consistent manner. (2014)
- Continue to engage the Higher Learning Commission (HLC) in discussions to explore and find alternative approaches to the current HLC policy related to high school CE/CIS instructors and to provide financial assistance to mitigate the effect of the policy requirements put forth by the HLC to maintain the structure and high standards for CE/CIS instructors. (2015)
- Create a regional task force to resolve the faculty requirements for Concurrent Enrollment Program. (2015)
- Eliminate the roadblocks for high school students to access postsecondary credits. (2013)

CURRENT LAW:

BACKGROUND PROVIDED BY MSBA:



2025 Delegate Assembly Proposed Legislative Resolution

TITLE OF RESOLUTION: District Authority for Post-Secondary Enrollment Options (PSEO)

SUBMITTED BY:

Hermantown Community Schools, ISD 700
Ashley McFarland, Board Member

RECOMMENDATION: **Passage**

BE IT RESOLVED, THAT MSBA URGES THE LEGISLATURE TO:

Grant school districts the authority to determine student eligibility for Post Secondary Enrollment Options (PSEO) with an established set of criteria determined by the district. This affords the district the ability to prioritize enrollment in-district when comparable coursework is already offered through concurrent enrollment options (College in the Schools). This promotes student access to rigorous coursework taught by in-district teachers who know and care for them, while also strengthening peer connections and keeping support systems in place for academic success.

DESCRIBE THE PROBLEM:

Dual credit options offered to high school students in Minnesota play an important role in their educational pathways. Coursework through Postsecondary Enrollment Options (PSEO) provides the opportunity for diverse educational experiences that may not be offered in-district. However, there has been a significant erosion of purpose and intent for which PSEO was built upon. Instead of leveraging this program to seek additional subject content, students are often opting into PSEO for ease of academic rigor; pursuing coursework that is already offered in-district. With no ability to manage this practice, the value of in-district education, and the educators that provide it, are being undermined and devalued. Furthermore, this puts a significant strain on district finances and their ability to appropriately plan and staff to meet the needs of the communities they serve.

EXPLAIN WHY THIS IS A PROBLEM:

The Minnesota Department of Education's Strategic Plan states: "Public education is a fundamental right for all students with access and equity as the foundational principles." Instead of being used to enrich the educational experience, PSEO outsources our privilege to support this fundamental right and puts students in an environment that may not hold the same standards and values. There are several issues associated with unchecked PSEO participation that are placing a significant strain on public school districts.

Devaluing educators

PSEO has created a highly competitive environment, essentially treating our students as commodities. Our secondary education professionals have had to adjust their content, delivery, and rigor just to keep students in their classrooms. In the attempt to retain students, some districts are providing hybrid course schedules to stay attractive against highly flexible college



PSEO schedules, even if the student is not mature enough to manage that learning format. If Minnesota values public education and the educational professionals that are entrusted to providing this fundamental right, then we need to entrust those same people to counsel and educate our students when and where those opportunities exist. Teacher recruitment and retention is heavily reliant on a high level of trust and morale that is being eroded by these destructive PSEO practices. This environment further complicates efforts to bolster positive concurrent enrollment options, like College in the Schools that uplifts, not degrades, our existing educators. The incentive for educators to offer advanced and rigorous coursework is diminished when students are likely to opt into less rigorous work through PSEO.

Accountability

The bar keeps getting lowered by post-secondary institutions for qualification into these programs and very little accountability exists to ensure those students are successful. Because a district has very little ability to monitor student progress due to the Family Educational Rights and Privacy Act (FERPA), students chance failure and yet are returned to the district to remediate, often by the same teachers they walked away from initially. In addition, nothing stops a student from enrolling in PSEO courses, despite an earlier failure. They can continue to enroll in PSEO at the school's expense without support and structure to help them be successful. Whether students are seeking easier coursework or are simply on the quest to "chase college credits," without the appropriate guidance from district counselors, students may not be prepared for the next step in their educational or career journeys.

Financial strain and staffing

When a student chooses to take a course through PSEO, despite it being offered in-district, funding is taken away from the school that is bound to provide education for all students, including those not enrolled in PSEO. If our belief in Minnesota is "Every child, no matter their race or zip code, deserves a world-class education, with caring and qualified teachers, in a safe and nurturing environment," (MDE Strategic Plan) then we must support our school districts to do so and retain the funding entrusted to them for this mission. If we continue to allow students to take a junior-level English or senior-level math course through PSEO, the funding eventually will not be there to retain an educator to continue to provide that same class to all learners. Equity disparities will continue to widen.

To be clear, this proposed resolution is not intended to restrict PSEO for students. It is intended to frame reasonable sidebars around how PSEO should and should not be leveraged to further student education opportunities. In-district coursework should always be prioritized in order to support our educators and the students they serve while being good stewards of district finances. PSEO coursework should be used to enrich, not replace, public education. This resolution supports district development of a decision tree approach that aids in counseling student choice while supporting in-district education.



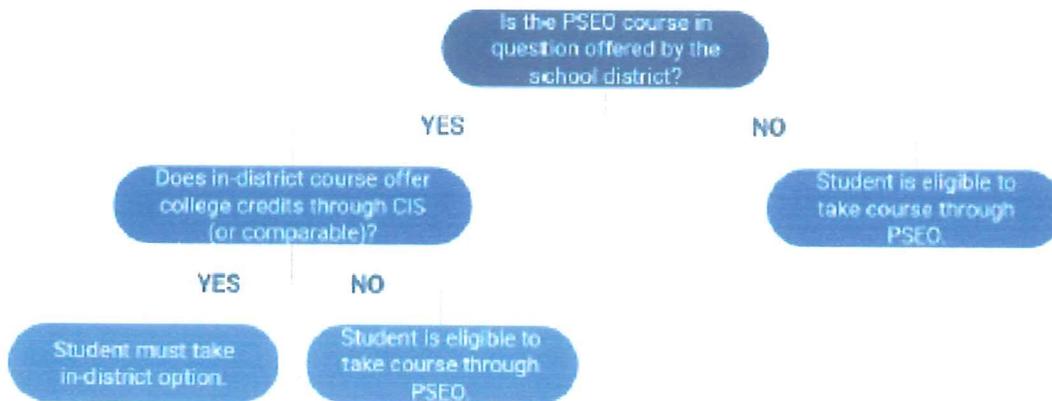
BACKGROUND PROVIDED BY SCHOOL DISTRICT:

Financial burden to Hermantown Community Schools

- 28% of eligible 11th and 12th grade students are enrolled in at least 1 PSEO course, with nearly 7% of eligible students enrolled full-time
- In the 2024-25 school year, contract payments totaled \$261,650 and direct payments totaled \$144,162 with total lost revenue of the PSEO enrollment costing the district \$405,812
- In the past 2 years, our students have realized a 7% failure rate in PSEO courses

Example “decision tree” to determine PSEO eligibility

If enrollment requirements from the hosting institution are met (class standing, GPA, pre-requisites), then:



Precedent in other states:

The states of Iowa and Wisconsin are already deploying a strategy where enrollment eligibility in their respective programs, Iowa Postsecondary Enrollment Option and Wisconsin Early College Credit Program, is determined by whether available courses already offered in-district, setting a precedence for this practice.

- Iowa Postsecondary Enrollment Options Program through Senior Year Plus (<https://educate.iowa.gov/media/1184/download?inline>, page 33): “Through the program, individual students may enroll in an eligible postsecondary course if a comparable course is not offered at their school.”
- Wisconsin Early College Credit Program (https://dpi.wi.gov/sites/default/files/imce/dual-enrollment/2024_09_ECCP_Overview_updated_2024_09_2.pdf, page 4 & 9): “Nonsectarian courses that are not comparable to a course offered by the school district, private high school, or charter high school that the pupil is enrolled in are eligible.” AND “School districts, private high schools, and charter schools are not “approving” ECCP courses. Their role is only to determine if a comparable high school course is available to the pupil, if the ECCP course would fulfill a graduation requirement, and the number of high school credits earned (if any).”



CURRENT POSITION:

5.001 We urge the legislature to support dual enrollment options including Post-Secondary Enrollment (PSEO) pathways, Concurrent Enrollment and Career Technical Education (CTE) that are accessible and affordable to all students. These opportunities prepare students for post-secondary success by providing opportunities to earn college credits while still in high school, thereby reducing the time and cost of obtaining a degree. To ensure affordable and equitable access to all students we encourage the legislature to:

- Provide the necessary revenue to school districts to adequately fund all post-secondary programs.
- Require Minnesota PSEO institutions and school districts to collaborate on student success by sharing timely, relevant educational data including but not limited to: Mid-term progress, final grades, and attendance. (2022)
- Realign K-12 postsecondary educational programs in a uniform and consistent manner. (2014)
- Continue to engage the Higher Learning Commission (HLC) in discussions to explore and find alternative approaches to the current HLC policy related to high school CE/CIS instructors and to provide financial assistance to mitigate the effect of the policy requirements put forth by the HLC to maintain the structure and high standards for CE/CIS instructors. (2015)
- Create a regional task force to resolve the faculty requirements for Concurrent Enrollment Program. (2015)
- Eliminate the roadblocks for high school students to access postsecondary credits. (2013)

CURRENT LAW:

BACKGROUND PROVIDED BY MSBA:

RATIONALE:

SUMMARY OF RECOMMENDATION: