



**ROCK RIDGE PUBLIC SCHOOLS
411 SOUTH 5TH AVENUE
VIRGINIA MN 55792**

Regular Meeting

**Monday, November 23, 2020 at 6:00 PM
Spectrum Health Building, 1405 Progress Parkway, Virginia, MN
55792**

AGENDA

Due to the declared health pandemic, the Stay Safe Order, the COVID-19 Peacetime Emergency, and pursuant to Minnesota Statute 13D.021, the public is encouraged to watch the meeting live at rrps.org or contact the Superintendent's Office (742-3900) to get a Zoom link emailed to you. Public comment regarding the agenda can be made in person, via Zoom, or emailed to stacie.lamppa@rrps.org before 3:30 P.M. on November 23, 2020 and they will be read aloud into the record.

1. Call to order.
2. Seat new board member.
3. Approval of agenda.
4. Recognition of visitors and visitor input.
5. Consent Agenda:
 1. Approval of November 9, 2020 regular meeting minutes. 3
 2. Approval of November 12, 2020 special meeting minutes. 7
 3. Payment of the bills. 8
 4. Approval of extra curricular and overload assignments for the 2020-2021 school year at the Eveleth-Gilbert campuses. 16
 5. Acceptance of resignation for the purpose of retirement of Terry Milos from the Custodial/Bus Driver position effective January 4, 2021.
6. Construction:
 1. Virginia Elementary Schematic Design update. 17
 2. Construction update by Kraus-Anderson. 28

1. Consider approval of Virginia Elementary Schematic Design.	
2. Consider approval of construction timeline.	
7. Reports:	
1. Nelle Shean/Eveleth-Gilbert Junior High Principal's Report.	
2. Update on Career Academies.	70
3. Superintendent.	
8. Administration Items:	
1. Consider Resolution Authorizing Issuance of Certificates of Election and Directing School District Clerk To Perform Other Election Related Duties.	77
2. Consider school board vacancy applications and selection process.	83
3. Consider proposal from John Jenson for consulting services for naming the two, new elementary schools.	86
4. Consider proposals for consulting services for determining elementary enrollment boundaries.	87
5. Consider Resolution of School Board Supporting Form A Application to MSHSL Foundation.	116
6. Consider Resolution 20-020 Accepting Monetary, Property, Goods, or Services Donation.	118
7. Consider NESC Board Election.	119
8. Consider RAMS Board of Director Nominations.	121
9. Policies (Second Reading):	
1. 203.2 Order of the Regular School Board Meeting	124
2. Policy 206 Public Participation In School Board Meetings/Complaints About Persons At School Board Meetings and Data Privacy Considerations	126
3. 425 Staff Development	132
4. 528 Student Parental, Family, and Marital Status Nondiscrimination	139
5. 534 Unpaid Meal Charges	141
10. Unfinished Business.	
11. Meeting Announcements:	
1. The next regular board meeting is Monday, December 14, 2020 at 6:00 P.M. at the Spectrum Health Building.	
12. Adjournment.	

**OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
MONDAY, NOVEMBER 9, 2020, 6:00 P.M.
SPECTRUM HEALTH BUILDING, 1405 PROGRESS PARKWAY, VIRGINIA, MN
MINUTES OF THE REGULAR SCHOOL BOARD MEETING**

Members Present:

Billy Addy Kelly Sather
Murray Anderson Matt Sjoberg
Gail Baribeau Pollyann Sorcan
Mark Forte Stacey Sundquist
Brandi Lautigar Tom Tammaro
Tim Riordan

Other Staff Present:

Dr. Noel Schmidt, Superintendent
Angie Williams, EGHS & Franklin Principal
Willie Spelts, HR & Fundraising Director
Josh Lamppa, Activities Director VHS
JoJo Scott, Activities Director EGHS

Members Absent:

None

CHAIR SUNDQUIST called the regular meeting to order at 6:01 P.M. and the Pledge of Allegiance was recited and roll call was taken.

ADDITIONS/DELETIONS TO THE AGENDA:

- SORCAN - motioned to **remove 6.5 & 6.6 Agreements between Itasca Marketing LLC and the EG High School from the agenda**. No second. Motion failed.
- SORCAN – requested to discuss plan for holding a special election to fill the two vacant board member seats.

APPROVE AGENDA:

Moved by ANDERSON, seconded by LAUTIGAR to **approve agenda**.

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (Aye), Sundquist (Aye), Tammaro (Aye). Motion carried 11-0.

RECOGNITION OF VISITORS: None.

CONSENT AGENDA:

SUNDQUIST pulled 4.9 “Overload for English Teacher Mathew Stephens” from the agenda per administration request. Overload not needed at this time.

BARIBEAU motioned to **approve the Consent Agenda as amended**, seconded ANDERSON.

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (Aye), Sundquist (Aye), Tammaro (Aye). Motion carried 11-0.

- Approval of October 26, 2020 regular meeting minutes.
- Approval of the payment of the bills.
- Approval of hire of Hayley Christianson, Para Educator, effective November 2, 2020.
- Approval of hire of Tom Norman, 8th Grade Basketball Coach, effective November 23, 2020.
- Approval of hire of Riley Jacobson, 7th Grade Basketball Coach, effective November 23, 2020.
- Approval of hire of Drew Aho, B-Team Boys’ Basketball Coach, effective November 23, 2020.
- Approval of hire of Jessica Kralich, Assistant Dance Line Coach, effective November 9, 2020.
- Acceptance of resignation of Carrie LaMourea from the ESCE Aide position effective October 26, 2020.
- Approval of unpaid medical leave of absence for Wendy Thompson to begin when available accrued time off is exhausted.
- Approval of \$1,750 Blue Pride grant request to benefit Virginia Boys’ Basketball.
- Approval of \$2,307.85 Blue Pride grant request to benefit Virginia High School Swimming.
- Approval of \$1,100 Blue Pride grant request to benefit Virginia Volleyball.

REPORTS:

- Angie Williams provided a report on the activities happening at Parkview Learning Center.
- Josh Lamppa and JoJo Scott informed the board that if our high schools move to distance learning, sports would continue as scheduled.
- Supt. Schmidt provided information on the status of the Curriculum Instruction and Tech Integration position which will be going back to the Personnel Committee for further discussion and the recent Executive Order from Governor Walz relating to prep time during hybrid and distance learning models.
- Tim Riordan provided an update on the NESC Board of Directors Call for Nominations.
- The board discussed the open board member seats. BARIBEAU motioned to **fill resigned board member Greg Manninen's vacancy by appointment until a special election in November 2021 is held to fill the two open seats for the remainder of their unexpired terms.** Second by TAMMARO. Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (Aye), Sundquist (Aye), Tammaro (Aye). Motion carried 11-0.

ADMINISTRATION:

Moved by SATHER, seconded by LAUTIGAR, to **approve Resolution #20-014 Accepting Monetary, Property, Goods, or Services Donation (Virginia Community Foundation).** All ayes. Motion carried 10-0, 1 abstention by RIORDAN.

Moved by BARIBEAU, seconded by ANDERSON, to **approve Resolution #20-015 Accepting Monetary, Property, Goods, or Services Donation (Brian Raduenz).**

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (No), Sundquist (Aye), Tammaro (Aye). Motion carried 10-1.

Moved by SJOBERG, seconded by SATHER, to **approve the Naming Rights Agreement.**

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (No), Sundquist (Aye), Tammaro (Aye). Motion carried 10-1.

Moved by SATHER, seconded by LAUTIGAR, to **approve Resolution #20-016 Accepting Monetary, Property, Goods, or Services Donation (Blue Cross Blue Shield).**

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (Aye), Sundquist (Aye), Tammaro (Aye). Motion carried 11-0.

Moved by ANDERSON, seconded by FORTE, to approve **scope of services agreement between Itasca Marketing LLC and the Eveleth-Gilbert High School.**

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (No), Sundquist (Aye), Tammaro (Aye). Motion carried 10-1.

Moved by SATHER, seconded by RIORDAN, to approve **professional services agreement between Itasca Marketing LLC and the Eveleth-Gilbert High School.**

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (No), Sundquist (Aye), Tammaro (Aye). Motion carried 10-1.

Moved by BARIBEAU, seconded by TAMMARO, to approve the **MOU between RRPS and Arrowhead Head Start.**

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (No), Sundquist (Aye), Tammaro (Aye). Motion carried 10-1.

Moved by SATHER, seconded by ADDY, to approve the **Concurrent Enrollment Agreement between Mesabi Range College and RRPS for 2020-21.**

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (Aye), Sundquist (Aye), Tammaro (Aye). Motion carried 11-0.

Nominations for the ARCC Governance Board will be discussed at a later meeting.

POLICIES:

Moved by ANDERSON, seconded by TAMMARO, to **acknowledge the third and final reading of the revised policies.**

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (Aye), Sundquist (Aye), Tammaro (Aye). Motion carried 11-0.

100 SCHOOL DISTRICT
104 School District Mission Statement

400 EMPLOYEES/PERSONNEL
409 Employee Publications, Instructional Materials, Inventions, and Creations
416 Drug and Alcohol Testing

500 STUDENTS
516 Student Medication

Moved by SORCAN, seconded by SATHER, to **discuss the policies (Policies 203.2, 206, 404, 425, 528, and 534) individually prior to approving the first reading.**

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (No), Forte (No), Lautigar (Aye), Riordan (No), Sather (Aye), Sjoberg (Aye), Sorcan (Aye), Sundquist (No), Tammaro (Unavailable). Motion carried 6-4.

Moved by ADDY, seconded by RIORDAN, to **acknowledge the first reading of Policy 203.2 Order of the School Board and 206 Public Participation In School Board Meetings/Complaints About Persons At School Board Meetings and Data Privacy Considerations.**

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (No), Sundquist (Aye), Tammaro (Aye). Motion carried 10-1.

Board was in consensus to send Policy 404 Employment Background Checks back to the Policy Committee for further discussion.

Moved by RIORDAN, seconded by SJOBERG, to **acknowledge the first reading of Policy 425 Staff Development.**

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (Aye), Sundquist (Aye), Tammaro (Aye). Motion carried 11-0.

Moved by BARIBEAU, seconded by LAUTIGAR, to **acknowledge the first reading of Policy 528 Student Parental, Family, and Marital Status Nondiscrimination.**

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (Aye), Sundquist (Aye), Tammaro (Aye). Motion carried 11-0.

Moved by SJOBERG, seconded by LAUTIGAR, to **acknowledge the first reading of Policy 534 Unpaid Meal Charges.**

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (Aye), Sundquist (Aye), Tammaro (Aye). Motion carried 11-0.

UNFINISHED BUSINESS: SORCAN – Early Childhood fees.

MEETING ANNOUNCEMENTS were made.

Moved by BARIBEAU, seconded LAUTIGAR to **close regular meeting and enter into closed session.**

Roll call vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (Abstained), Sundquist (Aye), Tamaro (Aye). Motion carried 10-0, 1 abstention.

Board entered into closed session at 8:15 P.M.

ADJOURNMENT:

Regular meeting resumed. Motion to **adjourn regular meeting** made by LAUTIGAR, seconded BARIBEAU. All ayes. Motion passed. Meeting adjourned at 8:25 P.M

CHAIR – Stacey Sundquist

CLERK – Kelly Sather

**OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
THURSDAY, NOVEMBER 12, 2020, 6:00 P.M.
VIA TELECONFERENCE
MINUTES OF THE SPECIAL SCHOOL BOARD MEETING**

Members Present:

Billy Addy
Murray Anderson
Gail Baribeau
Mark Forte

Kelly Sather
Matt Sjoberg
Pollyann Sorcan
Stacey Sundquist (Arrived at 6:06
P.M.)

Brandi Lautigar
Tim Riordan

Members Absent:

Tom Tamaro

Other Staff Present:

Dr. Noel Schmidt, Superintendent

VICE CHAIR ADDY called the special meeting to order at 6:04 P.M. and the Pledge of Allegiance was recited and roll call was taken.

Moved by SORCAN, seconded by SATHER to approve **Resolution #20-017 Canvassing Returns of Votes of School District General Election.**

Roll Call Vote – Addy (Aye), Anderson (Aye), Baribeau (Aye), Forte (Aye), Lautigar (Aye), Riordan (Aye), Sather (Aye), Sjoberg (Aye), Sorcan (Aye), Sundquist (Aye). Motion carried 10-0.

ADJOURNMENT:

Motion to **adjourn meeting** made by ANDERSON, seconded BARIBEAU. All ayes. Motion passed.
Meeting adjourned at 6:10 P.M

CHAIR – Stacey Sundquist

CLERK – Kelly Sather

Rock Ridge Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
2909	1	2009	10800	E 01	302 810 000 000 440	UTILITIES	Check
		PO#:	Voucher #:	2932	Invoice	Invoice No: 20OCT	Paid Amt: \$38.83
		PO#:	Voucher #:	2933	Invoice	Invoice No: 20OCT	Paid Amt: \$18.00
						Check Amount:	\$11,181.64
2909	1	2010	10820	B 01	215 001	MN PEIP	Check
		PO#:	Voucher #:	2945	Invoice	Invoice No: 1016048	Paid Amt: \$69,464.26
						Check Amount:	\$69,464.26
2909	1	2011	10900	E 01	005 605 000 311 320	TECH	Check
		PO#:	Voucher #:	2950	Invoice	Invoice No: 6849	Paid Amt: \$742.50
						Check Amount:	\$742.50
2909	1	2012	11290	B 01	215 004	LTD INSURANCE	Check
		PO#:	Voucher #:	2942	Invoice	Invoice No: 1417827	Paid Amt: \$1,722.25
		PO#:	Voucher #:	2943	Invoice	Invoice No: 20DEC	Paid Amt: \$1,032.18
						Check Amount:	\$2,754.43
2909	1	2013	11480	E 01	005 105 000 000 320	PHONE	Check
		PO#:	Voucher #:	2952	Invoice	Invoice No: 20NOV	Paid Amt: \$696.78
						Check Amount:	\$696.78
2909	1	2014	1151	E 01	302 294 701 000 305	OFFICIAL	Check
		PO#:	Voucher #:	2954	Invoice	Invoice No: FB110520	Paid Amt: \$90.00
						Check Amount:	\$90.00
2909	1	2015	12590	E 03	005 760 000 720 401	Cylinder Rental- Eveleth Bus Garage	Check
		PO#:	Voucher #:	2938	Invoice	Invoice No: 99907560	Paid Amt: \$77.05
		PO#:	Voucher #:	2939	Invoice	Invoice No: 99907560	Paid Amt: \$31.02
		PO#:	Voucher #:	2940	Invoice	Invoice No: 99923213	Paid Amt: \$77.05
		PO#:	Voucher #:	2941	Invoice	Invoice No: 99932464	Paid Amt: \$61.60
						Check Amount:	\$246.72

Rock Ridge Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
2909	1	2016	12850	E 03	RANGE AUTO PARTS COMPANY		Check
					Adhesive	11/19/2020	
		PO#: 1701	Voucher #:	2894	Invoice	Invoice No: 13967	Paid Amt: \$7.99
							Check Amount: \$7.99
2909	1	2017	12940	E 01	RANGE PAPER CORPORATION		Check
					small trash bags	11/19/2020	
		PO#: 1690	Voucher #:	2905	Invoice	Invoice No: 31167	Paid Amt: \$798.85
					LG trash bags		
		PO#: 1626	Voucher #:	2914	Invoice	Invoice No: 26727	Paid Amt: \$1,319.88
					Disposable face masks		
		PO#: 1664	Voucher #:	2915	Invoice	Invoice No: 27707	Paid Amt: \$180.62
					vinyl gloves		
		PO#: 1646	Voucher #:	2923	Invoice	Invoice No: 31166	Paid Amt: \$798.85
					Small garbage bags		
					LG garbage bags		Check Amount: \$3,098.20
2908	1	2018	1112	E 01	ROCHESTER 100		Check
					Folders	11/19/2020	
		PO#: 1628	Voucher #:	2909	Invoice	Invoice No: INV68425	Paid Amt: \$222.00
							Check Amount: \$222.00
2909	1	2019	1148	E 01	SANDBERG DEEANN		Check
					OFFICIAL	11/19/2020	
		PO#: 1638	Voucher #:	2948	Invoice	Invoice No: VB111720	Paid Amt: \$95.00
							Check Amount: \$95.00
2909	1	2020	13710	E 01	SCHMITT MUSIC CENTER		Check
					PANDA2 AMATI ukulele Panda Soprano, Pea	11/19/2020	
		PO#: 1638	Voucher #:	2886	Invoice	Invoice No: 3705252	Paid Amt: \$192.00
					HOG-18B ROAD HOG cable Instrument 18ft		
					RKA1020 RICO reed Tenor Sax 2.0 10/box		
		PO#: 1639	Voucher #:	2887	Invoice	Invoice No: 3705247	Paid Amt: \$43.28
							Check Amount: \$235.28
2909	1	2021	13840	E 01	SCHOOL SPECIALTY INC		Check
					9-1530594-677 Flipside Dry Erase Paddle	11/19/2020	
		PO#: 1328	Voucher #:	2884	Invoice	Invoice No: 208126372731	Paid Amt: \$15.55
					9-237641-677 3rd grade pencils		
					9-388803-677 Happy Birthday Pencils		
					9-2003454-677 Slap bracelet		
							Check Amount: \$12.66

Rock Ridge Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
2909	1	2021	13840	E	SCHOOL SPECIALTY INC		Check
				E 01	101 203 000 000 401	9-1597413-677 Happy Birthday card	\$3.05
				E 01	101 203 000 000 401	9-061458-677 White out	\$1.29
				E 01	101 203 000 000 401	9-067115-677 Sharpie fine markers 12 pk	\$9.35
				E 01	101 203 000 000 401	9-038129-677 sharpie twin tip markers	\$7.79
				E 01	101 203 000 000 401	9-020754-677 wedge cap eraser	\$8.70
							Paid Amt: \$55.74
2909	1	2022	15040	E	SUPER ONE		Check
				E 04	500 570 000 321 401	Bearcarte Snacks	\$138.25
							Paid Amt: \$138.25
				E 01	301 250 000 000 430	Groceries and supplies, blanket	\$30.47
				E 01	302 250 000 000 430	Groceries and supplies, blanket	\$30.47
							Paid Amt: \$60.94
				E 01	301 250 000 000 430	Groceries and supplies, blanket	\$22.16
				E 01	302 250 000 000 430	Groceries and supplies, blanket	\$22.16
							Paid Amt: \$44.32
				E 01	301 250 000 000 430	Groceries and supplies, blanket	\$7.17
				E 01	302 250 000 000 430	Groceries and supplies, blanket	\$7.17
							Paid Amt: \$14.34
				E 01	302 250 000 000 430	Groceries and supplies, blanket	(\$0.01)
				E 01	301 250 000 000 430	Groceries and supplies, blanket	\$36.83
				E 01	302 250 000 000 430	Groceries and supplies, blanket	\$36.83
							Paid Amt: \$73.65
				E 01	302 250 000 000 430	Groceries and supplies, blanket	\$36.83
							Paid Amt: \$331.50
2909	1	2023	15360	E	TELIN TRANSPORTATION GROUP LLC		Check
				E 03	005 760 000 720 401	mirror double	\$87.48
				E 03	005 760 000 720 401	mirror double	\$81.07
				E 03	005 760 000 720 401	freight	\$7.99
							Paid Amt: \$176.54
							Check Amount: \$176.54
2909	1	2024	15840	E	TM AUTOMATION INC		Check
				E 05	302 865 000 369 350	computer trouble shooting for heat	\$448.00
							Paid Amt: \$448.00

Rock Ridge Public Schools

Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
2909	1	2024	15840	E 05	TM AUTOMATION INC 302 865 000 369 350	11/19/2020	Check
		PO#: 1697	Voucher #:	2898	Invoice	Invoice No: 5565	Paid Amt: \$526.00
							Check Amount: \$526.00
2909	1	2025	16010	E 01	TRAINING ROOM INC 302 292 000 000 422	11/19/2020	Check
		PO#:	Voucher #:	2907	Invoice	Invoice No: 96466	Paid Amt: \$28.94
							Check Amount: \$28.94
2909	1	2026	16300	E 03	UNITED TRUCK BODY 005 760 000 720 401	11/19/2020	Check
		PO#: 1650	Voucher #:	2920	Invoice	Invoice No: 544633	Paid Amt: \$25.20
				E 03	005 760 000 720 401		\$29.87
		PO#: 1649	Voucher #:	2921	Invoice	Invoice No: 544634	Paid Amt: \$29.87
				E 03	005 760 000 720 401		\$323.40
				E 03	005 760 000 720 401		\$10.00
		PO#: 1696	Voucher #:	2899	Invoice	Invoice No: 544911	Paid Amt: \$333.40
							Check Amount: \$388.47
Report Total:							\$118,658.48

Other Student Organizations			
Franklin Yearbook	Stacy Buatala	1383	3.0
Senior Class/Graduation	Laura Tassoni	1383	3.0
SH Bearettes (Poms)	Jessica Kralich	1153	2.5
Gilbert Campus Yearbook	Stace Landwer	1844	4.0
Remove			
Junior High Yearbook (split position)	Stace Landwer	672	3.0
	Leigh Zika	672	
Other			
Overload for College Writing I	Jack Gritzmacher	\$3,392.66	



Advisory Team **05**
Virginia Elementary 11.20.2020

DISTRICT

VISION

We see...

- An educational environment designed to inspire passion and joy for everyone
- Collaborative educational experiences with immediate real-world applications
- Meaningful integration of community professionals into the daily education of students
- Adaptable learning spaces that will continually meet the needs of an ever-changing workforce

Everyone = [faculty, staff, parents, students, community, visitors, etc.]

















TECH

MUSIC



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G R O U P

uplifting the human experience®

Architecture Interior Design Urban Design Landscape Architecture
MINNEAPOLIS LOS ANGELES LAS VEGAS DENVER SAN DIEGO PHOENIX BEIJING DOHA

Rock Ridge Public Schools



Project Update
23 NOV 2020



Excellent Progress!



HIGH SCHOOL

Spectrum/ERATS

STADIUM

ELEMENTARY SCHOOL

#1404

#1402

MAINTENANCE (BUS)
GARAGE

JV
SB

VARSIY
SB

White Cedar Drive

Progress Parkway

VARSIY
BB

Slumberland



Agenda

- **Part 01: Virginia Elementary School (VES)**
 - 01A: SD Estimate Presentation
 - 01B: Moving Scenarios
- **Part 02: Rock Ridge High School Updates (RRHS)**
 - 02A: Site Buildings (Concessions/Restrooms & Storages)
 - 02B: Mobile Concessions Trailer
 - 02C: Priority Fundraising Items
- **Part 03: Master Referendum Budget Review**

Conclusion

- **Questions**



Part 01:
Virginia Elementary
School (VES)



Part 01A:
Schematic Design
Estimate Presentation
(VES)



1) Planning & Project Development

PLANNING AND PROJECT DEVELOPMENT

- Confirm Virginia & Eveleth-Gilbert Public Schools' Visions & Goals
- Work with District & Selected Architect to Understand Options
- Confirm Budgets for Options Under Consideration
- Present Solution Board in Terms of Survey
- Member & Community Engagement
- Final Documentation of Selected Options & Budget
- Confirm Funding Strategies & Finance Costs
- Develop & Submit Review & Comment Proposal to MDE

2) Pre-Referendum

PRE-REFERENDUM

- Board Resolution to Call Election
- Layout the Bond Campaign with Board & Selected Architect
- Facilitate District Informational Campaign Process
- Develop Timeline of Activities & Tasks for Referendum
- Suggest Strategies for Successful Referendum
- Communication Information (Brochures, Flyers, etc.)
- Attend Public Meetings as Resource to District

3) Preconstruction

PRECONSTRUCTION

- Develop Communication Plan for Community Updates
- Lead District and Selected Architect Coordination Meetings
- Cost & Schedule Management**
 - Detailed Estimates Throughout All Phases
 - Value Management / Options
 - Constructability Review of Design Documents
 - Site Logistic Planning / Student Safety Plan / Disruption Avoidance Plan
 - Project Delivery Schedule from Planning & Design Phase Through Post Construction
- Quality Control & Management Plan**
 - Architectural Plan Review
 - Building Systems Review
 - Pre-Installation Guidance & Review
- MEP Systems Review**
 - Review Mechanical & Electrical Systems
 - Life Cycle Costing Analysis
 - Commissioning Assistance

4) Bid / Award

BID / AWARD

- Best value bidding through a CM to keep work local
- A strong partner to make the bidding process pleasant
- A transparent bidding process
- Follow all state bidding requirements
- Ad for bid
- Instruction to bidders
- Project schedule
- Unit prices
- Alternates
- Contact documents
- Bonding requirements
- Wage determination schedule
- Work scopes
- Submittal process
- Quality assurance plan
- Cleaning and safety procedures

5) Construction

CONSTRUCTION

- Communication of Project Goals / Success Factors with Contractors
- Full-Time, On-Site Supervision
- Provide/Monitor & Update Detailed Project Schedule
- Weekly Progress Meetings & Reports
- Coordination of Contractors
- Jobsite Safety Coordination
- Information Management Between Field, Selected Architect, & Virginia Eveleth-Gilbert Public Schools
- Project Controls (RFI, PCO, SI)
- Cost Management
- Quality Management System
- Coordination with City Inspectors

6) Post-Construction

POST - CONSTRUCTION

- Project Closeout
- Commissioning Assistance
- Coordinate Move-In & Occupancy
- Warranty Enforcement
- 11-Month Walkthrough
- Commitment to the Long-Term Relationship with Virginia Eveleth-Gilbert Public Schools





Estimating Activity	Date
Elementary #2 (VES) – Schematic Design (SD)	NOV 2020
Elementary #2 (VES) – Design Development (DD)	FEB 2021
Elementary #2 (VES) – Construction Document (CD)	JUN 2021
Elementary #2 (VES) - Contractor Bidding	FEB 2023 Option #1 FEB 2022 Option #2



Key Questions:

- 1. Are the design & budget currently aligned?**
- 2. If not, why?**
- 3. If not, how do we align the design & budget?**



Are the design & budget currently aligned?

Schedule Option #1: \$3.5 Million Alignment Required

Schedule Option #2: \$3 Million Alignment Required

For Reference		
High School S.D. Deviation %	6.5%	[\$6.0M / \$92.0M]
Elementary #01 S.D. Deviation %	10.3%	[\$2.8M / \$27.2M]
Elementary #2 S.D. Deviation %	16.2% 14%	[\$3.5M / \$21.5M] OPT#1 [\$3M / \$21.5M] OPT#2



TOTAL REFERENDUM BUDGET: \$178.5 Million (+\$4.5 M) = \$183M

1. Elementary #1 – Eveleth Campus (PreK-6th Grades)	
Construction Budget	\$27.2 Million (= \$26.4M + \$800K Soft Costs - AV/Shades)
Soft Costs Budget	\$6.8 Million
Subtotal Estimated Budget	\$34 Million (Incl's \$3M Addt'l from Eveleth-Gilbert)
2. Career Academy High School (7th-12th Grades)	
Construction Budget	\$92 Million
Soft Costs Budget	\$22.5 Million
Subtotal Estimated Budget	\$114.5 Million (Incl's \$1.5M Addt'l From Virginia)
3. Elementary #2 – Virginia Campus (3rd-6th Grades)	
Construction Budget	\$21.5 Million
Soft Costs Budget	\$5.5 Million
Subtotal Estimated Budget	\$27 Million
4. Structural Demolition of Existing Campuses (Eveleth / Gilbert / Virginia)	
Subtotal Estimated Budget	\$7.5 Million



Referendum Budget vs. S.D. Estimate Comparison

Revised Referendum Budget	\$21.5 Million
Revised Schematic Design Estimate	\$25 Million Option #1 \$24.5 Million Option #2

✓ Within **17%** of Target Budget

✓ Well Within the Expectations for Schematic Design Phase!



Item Description	QTY	UOM	Gross Unit Price	Gross Total Costs
* 01 Site	212,628	SF	\$12.30	\$2,616,048
02 Building	68,529	GSF	\$263.52	\$18,058,891
03 Contingency	68,529	GSF	\$15.21	\$1,042,000
* 04 Existing Gymnasium Remodeling	35,000	GSF	\$35.35	\$1,237,357
	Subtotal	68,529 GSF	\$334.96	\$22,954,295
Rate	Item Description		Cost/GSF	Total



Item Description	QTY	UOM	Unit Price	Total
EXISTING CONDITIONS	68,529	GSF	\$3.38	\$231,960
SITework/BUILDING EARTHWORK	68,529	GSF	\$35.36	\$2,422,920
FOUNDATION / SOG	68,529	GSF	\$8.98	\$615,730
BUILDING STRUCTURE	68,529	GSF	\$29.24	\$2,004,000
EXTERIOR ENCLOSURE	68,529	GSF	\$53.53	\$3,668,328
ROOF	68,529	GSF	\$14.11	\$967,230
INTERIOR CONSTRUCTION	68,529	GSF	\$69.68	\$4,775,387
EQUIPMENT FURNITURE	68,529	GSF	\$18.48	\$1,266,134
CONVEYING SYSTEMS	68,529	GSF	\$2.70	\$185,000
FIRE PROTECTION	68,529	GSF	\$2.25	\$153,911
PLUMBING	68,529	GSF	\$20.00	\$1,370,580
HVAC	68,529	GSF	\$25.20	\$1,727,051
ELECTRICAL	68,529	GSF	\$22.39	\$1,534,463
AUDIO / VISUAL	68,529	GSF	\$3.02	\$207,058
ELECTRONIC SAFETY & SECURITY	68,529	GSF	\$3.90	\$267,545
GENERAL REQUIREMENTS	68,529	GSF		
GENERAL CONDITIONS	68,529	GSF	\$7.52	\$515,000
CONTINGENCY	68,529	GSF	\$15.21	\$1,042,000
Subtotal	68,529	GSF	\$334.96	\$22,954,295



Alternate Code	Item Description	Gross Total Costs
Alt. #1	Provide Engineered Wood Fiber I.L.O. Rubberized Play Surface	(\$125,852)
* Alt. #2	Mass Building Demolition and Backfill Separate Demolition Job/Budget	\$3,250,000
Alt. #3	Material Testing and Special Inspection (Soft Cost)	\$80,000
Alt. #4	Site Survey (Soft Cost)	\$20,000
Alt. #5	MWP-A TAKTL Cement Siding Panel	\$723,660
Alt. #6	MWP-C Over Precast Panels - TAKTL Cement Panels	\$35,700
Alt. #7	Final Cleaning Completed By District Custodial Staff	\$62,206
		Subtotal \$4,045,714



Recap on Key Questions:

1. Are the design & budget in alignment?

- Schedule Option #1: **\$3.5 Million** Alignment Required
- Schedule Option #2: **\$3 Million** Alignment Required

2. If not, why?

- Existing Gym Revisions - \$1.2M
- Inflation:
 - Option #1 - \$2,065,887 9%
 - Option #2 - \$1,377,258 6%
- Extensive Site Work Features - \$2.6M
- Design Not Fully Developed

3. If not, how do we align the design & budget?

- Value Management
- Develop Design Further



Schematic Design Estimate Approved?

- Design Team Released To Start Design Development?
- Value Engineering to Enable Budget Alignment



Part 01B: Moving Scenarios (VES)



Moving Scenarios

- **Schedule Option #1:**

- All Grades Moved Prior to Demolition (NO school activity on site)
 - 7-12 Students Move to New RR HS - August 2023 Class Start
 - Roosevelt Elementary moves to Franklin Elementary – Eveleth August 2023 Class Start
- All Existing Buildings Demolished at One Time (Roosevelt & High School) AUG 2023
- Original Referendum Plan

- **Schedule Option #2:**

- Roosevelt is demolished as a Phase I sequence in AUG 2022 to allow for new VES construction to begin
- High School Remains in Operation (HS, Malone, Annex) through June 2023
- Roosevelt Students temporarily move to Franklin Elementary – Eveleth August 2022 Class Start (move back to new VES AUG 2024)
- High School Demolished & Site Work starts one year later AUG 2023



- **Schedule Option #1:**
 - Schedule: September 2023 Start – January 2025 Complete
 - Budget:
 - \$ 22,954,295 Base Estimate
 - \$ 2,065,887 9% Inflation
 - **\$ 25,020,182 Total Budget**
- **Schedule Option #2: \$488,630 Cheaper & One Year Earlier**
 - Schedule: September 2022 Start – January 2024 Complete
 - Budget:
 - \$ 22,954,295 Base Estimate
 - \$ 1,377,258 6% Inflation
 - \$ 150,000 Additional Sequence Demolition
 - \$ 50,000 Additional Temporary Partitions and Utilities
 - **\$ 24,531,553 Total Budget**



Schedule Option Decision?

Schedule Option #1: SEP 2023 Start?

Schedule Option #2: SEP 2022 Start?
(\$488,630 Cheaper)



Part 02:
**Rock Ridge High
School (RRHS)**



Part 02A: Site Buildings (RRHS)



Concessions/Restroom & Storage Buildings

- **Recap of Last Conversation**

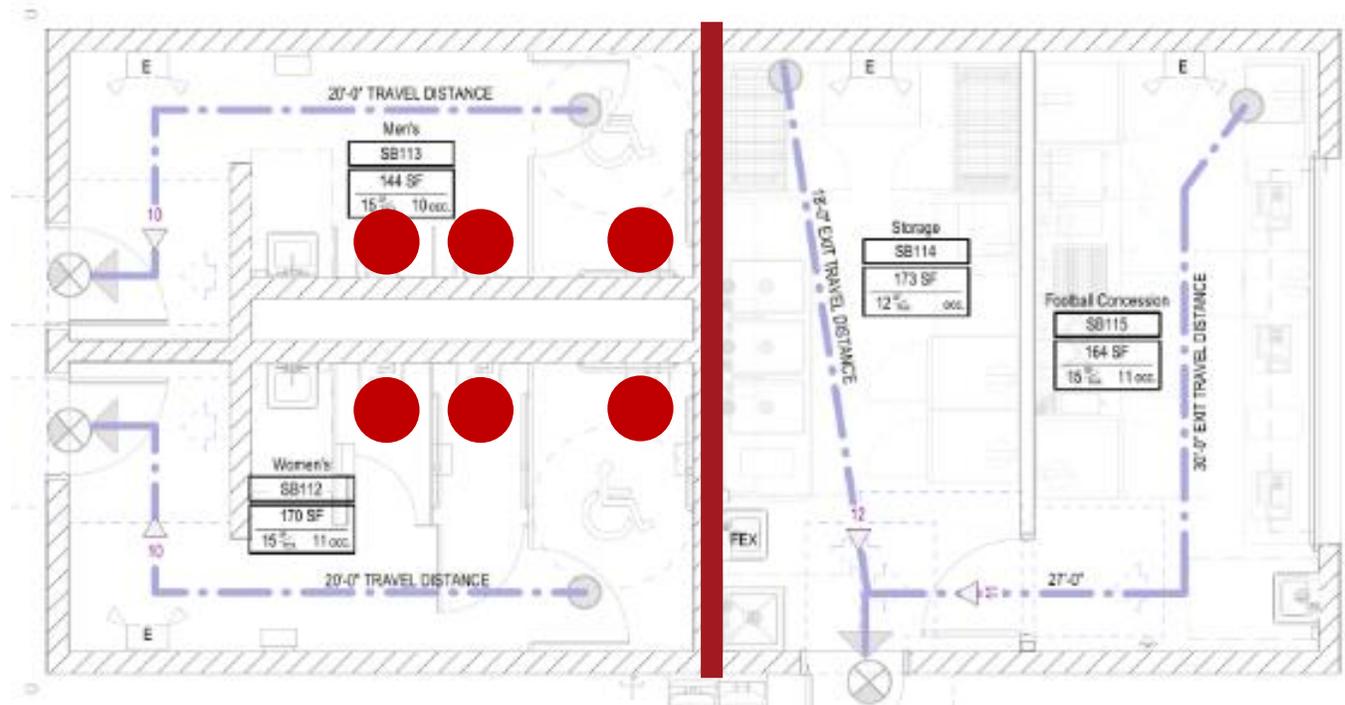
- Bid as “Add Alternates” (4 Total Out-Buildings)
- Currently installing Foundations & Mech/Elec Rough-In’s Only
- Without fundraising appx. \$600k, Super-Structures (above concrete slab), Interior Build-Outs, Interior Finishes all Currently Unfunded
- Potential Career Academy project opportunities
- Currently high-priority fundraising target, as School Board feedback was that the **Restrooms/Concessions Buildings are critical to project**



Restroom Building Plans

- **Current Design**

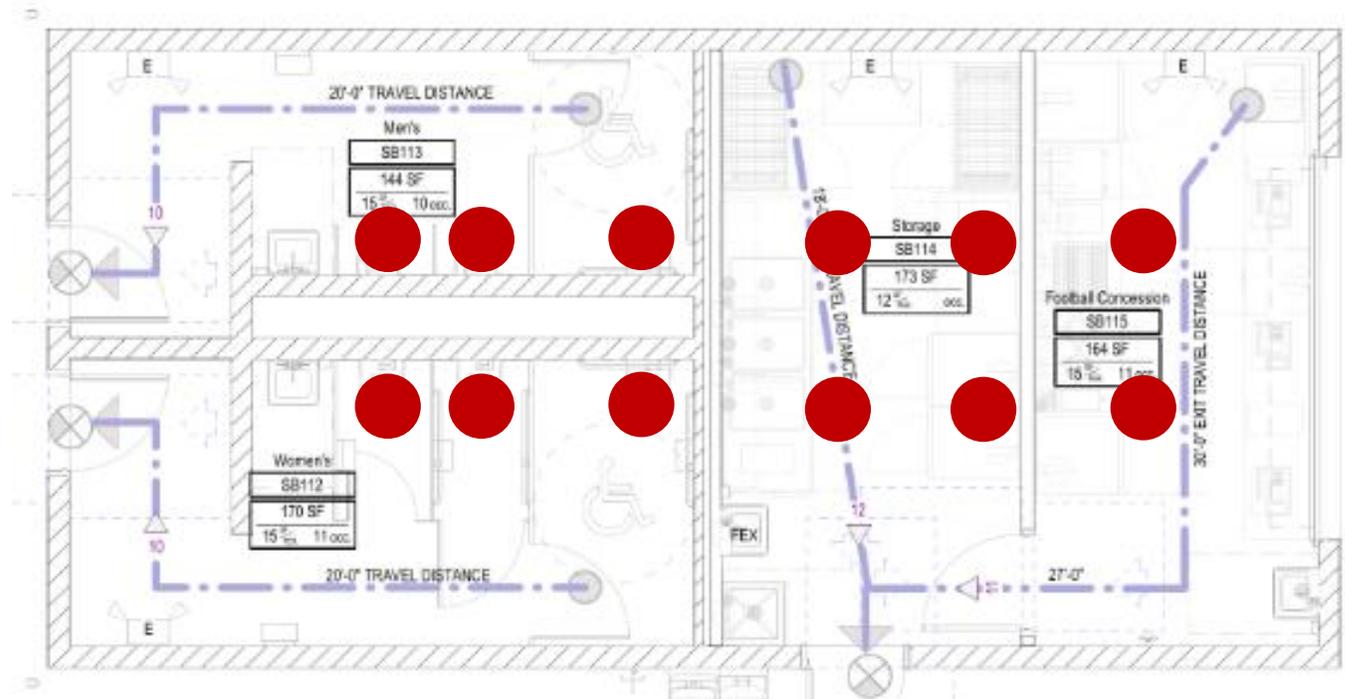
- 50% Restroom Space (3F/3M) / 50% Concessions Space
- \$200k per building = \$400k Total (1 @ Football & 1 @ Fields)





Restroom Building Plans

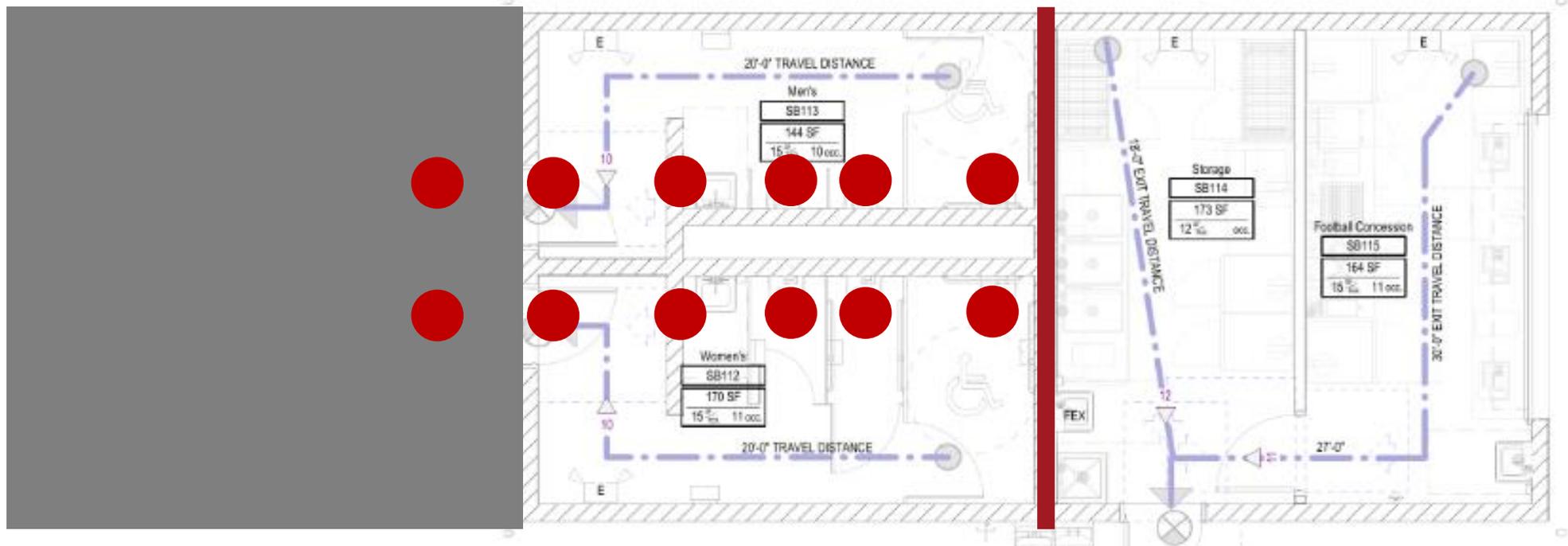
- **Possible Adjusted Design #01**
 - 100% Restroom Space (6F/6M) / 0% Concessions Space
 - \$200k per building = \$400k Total (1 @ Football & 1 @ Fields)





Restroom Building Plans

- **Possible Adjusted Design #02**
 - 66% Restroom Space (12F/12M) / 33% Concessions Space
 - \$300k per building = \$600k Total (1 @ Football & 1 @ Fields)





Part 02B:
Concessions Trailer
Option
(RRHS)



KRAUS-ANDERSON®

Alternative Concessions Options

Project Update Presentation



“Serving Up Rock Ridge Public Schools Spirit – All Year Long”®



KRAUS-ANDERSON®

Alternative Concessions Options

Project Update Presentation

Mobile Concessions Trailer - Option





Mobile Concessions Trailer - Option

- Advantages:
 - Lower Up-Front **Cost** than Permanent Structure
 - Increased **Flexibility**
 - Supports Culinary **Career Academy** Programming
 - Supports **Branding & Marketing** of New Identity
 - Increased **Community Engagement**
 - “Land of the Loon” & Other Festivals
 - Parades
 - Present at Community Events & Gatherings



Mobile Concessions Trailer

- **Cost Comparison:**
 - **\$200k** (\$100k x 2 Buildings) is Concessions Cost for Hard Building
 - **\$50k-\$75k** is Reasonable Estimate for a Single Concessions Trailer Setup
 - Purchase
 - Refurbish
 - Branding / Marketing Graphics
 - Outfit / Build-Out to Meet Needs
 - Utility Rough-Ins On-Site
 - Insurance



Part 02C: Fundraising Priorities (RRHS)



Priority Fundraising Items

- **Currently Unfunded, but Wanted (Wish List)**
 - **Athletics** – Restroom Buildings
 - **Athletics** – Concessions Buildings/Truck(s)
 - **Athletics** – Varsity Softball/Varsity Baseball Field Lighting
 - **Athletics** – Storage Buildings
 - **Athletics** – JV Batting Cages
 - **Athletics** – Main Gym Bleacher Bank #03 (Traveling Bleacher)
 - **Athletics** – New Scoreboards
 - Interior (Gymnasiums / Pool)
 - Exterior (Softball / Baseball / Football)
 - **Building Upgrade** – Terrazzo in Main Commons
 - **Building Upgrade** – Window Treatments / North-Facing



Part 03: Master Referendum Budget



Key Budget Discussion Points

- **All Available Revenues Applied (\$8.1M Total Added)**
 - \$3.0M – Additional **Eveleth-Gilbert Board** Contributions
 - \$1.5M – Additional **Virginia Board** Contributions (Initial)
 - \$2.6M – Additional Bond Referendum Revenue
 - \$1.0M – Additional **Virginia Board** Contributions (Final)
- **Spectrum/ERATS Building Remodeling**
 - Currently **Not Fully Funded** (\$157K currently)
 - Roof & Mechanical Upgrades – Appx. \$1.2M Minimum
 - District Offices, Orthopedics, Wrestling, ~~No ECFE~~
- **District Bus Garage**
 - Currently **Unfunded**
 - Upgrade Current Facility(s)?
- **Building #1404**
 - Currently **Unfunded**



Section 01: Project Funding	Eveleth-Gilbert Elementary School (#01)	Rock Ridge High School	Structural Demolition Projects	Virginia Elementary School (#02)	Grand Total Budget	Remarks
01: Funding Sources						
<u>01-1: Revenues</u>	Current SF: 88,968 SF	Current SF: 282,000 SF	Current SF: 1.1M SF	Current SF:		
Referendum Budget	\$ 31,000,000.00	\$ 113,000,000.00	\$ 7,500,000.00	\$ 27,000,000.00	\$ 178,500,000.00	
Additional District-Direct Funds	\$ 3,000,000.00	\$ 1,500,000.00	\$ -	\$ -	\$ 4,500,000.00	\$1.5 million (C.T.E.); and \$3 million (EG-Increase Student Count)
Remaining Additional Bond Funds (from \$2.6M)	\$ -	\$ 714,875.00	\$ -	\$ -	\$ 714,875.00	
Remaining Virginia District Funds (from \$1.0M)	\$ -	\$ 204,418.31	\$ -	\$ 795,581.69	\$ 1,000,000.00	
<u>01-2: Additional Scope Beyond Referendum</u>						
RRHS BP#2 Budget Alignment - Bond Revenue (from \$2.6M)	\$ -	\$ 1,885,125.00	\$ -	\$ -	\$ 1,885,125.00	
RRHS Concessions & Restrooms Alternate - Donation	\$ -	\$ -	\$ -	\$ -	\$ -	Funded By Future Donations
RRHS Add'l Restroom Fixtures - Donation	\$ -	\$ -	\$ -	\$ -	\$ -	Funded By Future Donations
RRHS Score Boards (All Four Ball Fields, Stadium, Gym Center Court Jumbo Tron Vs Standard) - Donation	\$ -	\$ -	\$ -	\$ -	\$ -	Funded By Future Donations
	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Project Funding	\$ 34,000,000.00	\$ 117,304,418.31	\$ 7,500,000.00	\$ 27,795,581.69	\$ 186,600,000.00	



Section 01: Project Funding	Eveleth-Gilbert Elementary School (#01)	Rock Ridge High School	Structural Demolition Projects	Virginia Elementary School (#02)	Grand Total Budget	Grand Total Spent to Date	Grand Total Remaining
01: FUNDING SOURCES							
Total Project Funding	\$ 34,000,000.00	\$ 117,304,418.31	\$ 7,500,000.00	\$ 27,795,581.69	\$ 186,600,000.00		
Section 02: Project Expenses					Grand Total		
02A: HARD COSTS							
Subtotal Construction Costs	\$ 26,141,681.97	\$ 94,217,935.32	\$ 6,818,181.00	\$ 21,523,867.43	\$ 148,701,665.72	\$ 9,132,491.65	\$ 139,569,174.07
02B: SOFT COSTS							
Total Owner Soft Cost Budget	\$ 7,476,707.63	\$ 23,561,999.62	\$ 634,044.60	\$ 6,225,582.43	\$ 37,898,334.28	\$ 10,194,444.51	\$ 27,703,889.77
Section 03: Summary					Grand Total		
03: PROJECT TOTALS					\$ 186,600,000.00		
Total Project Costs	\$ 33,618,389.60	\$ 117,779,934.94	\$ 7,452,225.60	\$ 27,749,449.86	\$ 186,600,000.00	\$ 19,326,936.16	\$ 167,273,063.84
Over / Under Budget	-\$381,610.40	\$475,516.63	-\$47,774.40	-\$46,131.83	\$0.00		



Bottom Line

- **Current Budget Aligned**
 - Delta of “\$0” between Budget & Costs
 - Factoring in the \$8.1M of Additional Funding
- **Savings Can be Applied to Unfunded Items**
 - Spectrum Remodel
 - Currently \$157,650 Budgeted
 - Minimum of \$1.2M required (**\$1,042,350 Shortfall**)
 - District Bus Garage Facility
 - Building #1404 Purchase/Remodel



KRAUS-ANDERSON®

Conclusion

Project Update Presentation

Conclusion



KRAUS-ANDERSON®

Questions

Project Update Presentation

Thank you!

Questions (?)





Update

A Report of School-Business Coordinator Activity

Initial Steps - Understanding the

Landscape

- Careers: compiled data on 380 regional occupations for all 16 clusters and 81 pathways
 - Created reference document explaining clusters and pathways for staff
 - Presentations to faculty about the realities of our regional economy
- Employers: analysis of the Iron Range business community
 - 3,500+ establishments within 30 miles of Virginia; 1,200+ with 5 or more employees
 - 470+ within district boundaries employing 5 or more
 - Identified existing businesses related to each academy



Activity to Date

- Orchestrated business tours for 80 teachers
- Developed list of 130 businesses to potentially act in an advisory capacity for each academy
- Comprehensive plan to engage students and teachers in school construction
- Teacher-Business connections
- Resource development
- Business advisory meeting
- Participation in regional initiatives
- Virtual business tours
- Continued research on career pathway systems & planning strategy



To follow up on any activities, view any referenced materials, or to discuss your own ideas, please reach out to me at:

michelle.ufford@rrps.org

(218) 780-5345





November 23, 2020

1. **Job Data:** Compiled a spreadsheet with data on 380 occupations specific to the NE MN region, including job growth outlook, average wages/salaries, educational requirements, and projected regional and statewide openings. Uses:

- Helps faculty, staff, and students understand the occupational makeup of our region
- Helps articulate the career opportunities available in each of the 81 pathways
- Use to help determine areas to concentrate energy in the Academies
- Basis for designing career-related lesson plans and informational materials for students, parents, and teachers

Resources created:

- Cluster, Pathway & Job Data Sheets: 1-2 page documents on each career cluster by Academy, including outlook and wage data on all occupations in each pathway and examples of local businesses that are part of each cluster.
- Career Pathway Definitions & Resources: a single document that explains clusters and pathways by Academy, including occupations related to each pathway
- Industry Sector Key: to make sense of what kinds of businesses are included in the 16 industry sectors that make up our local and national economy (used as a reference document for a student presentation)
- Staff presentation: overview of workforce, industry and occupational realities of our region

2. **Employer Data:** compiled a comprehensive contact list of local employers

- Illustrates there are far more businesses here than most people know (over 470 within district boundaries that employ 5 or more people)
- Organized local businesses by sector and connected them to specific academy; not all will participate but provides a base from which to select organizations to join advisory teams

Resources created:

- Summary Analysis of the Iron Range Business Community

3. **Teacher Tours:** 80 teachers scheduled to tour 2-3 businesses on March 21; 65+ businesses to participate

Resources created:

- Businesses preparation document to understand the goals of the visit to get ready for teachers
- Teacher preparation document to ensure they understood the goals, questions to ask, and what to document
- Google form to capture information teachers observed relevant to course/lesson development
- Handbook for organizing future tour event with all the forms, email templates, timelines, etc., required to duplicate

4. **Construction Engagement Plan:** 22 subcontractors have committed to working with the school representing over 400 volunteer hours; recent meeting with Kraus Anderson to identify likely teachers and classes to determine connection opportunities.
- Activities contractors have committed to specifically include class presentations, tours, and job shadowing
 - Many activities will not be able to occur at this time with COVID and distance learning, but we have many years to fully realize the potential of this initiative over the full course of construction.

Resources created:

- Guide to Virtual Classroom Presentations for employers/professionals (in progress)
- Teacher Guide to prepare students for experiential learning in the construction industry (research topics and resources, classroom activities, and industry data)
- Student Workbook for site tours to direct their attention on a tour to things like different jobs operating on the site, safety awareness, and environmental aspects
- Informational Interview Guides for professionals and students
- Job Shadowing Handbook

5. **Teacher-Business Connections:**

- Recruited culinary arts professionals for FACS classes
- Business writing opportunities for Nick Thompson's English class - 10 businesses with 28 different writing assignments volunteered representing a wide cross-section of industries
- Solicited prize donations for Roosevelt Enrichment teacher's Career 1-Pager contest - 18 businesses have donated all kinds of items that can be used for student incentives, prizes, etc.
- Special Education teacher tours arranged for MDI, ERDAC, ODC; postponed in light of recent transition to distance learning; virtual meeting with the Range Center on 11/11; virtual meeting with MN Vocational Rehabilitation Services and NEMOJT about Pre-Employment and Training Services for students scheduled in December
- Presented to students in EGHS's Postsecondary Planning class about the regional economy and career options; will now join that class each quarter to make the same presentation

Resources Created:

- Fillable form for conducting Guided Business Research for students
- Creative Careers document for Paula Madden's 4th-8th graders to use in conjunction with units on vinyl cutting and photography (short descriptions of careers that require creativity that one may not expect with links to short videos)
- Jobs in Demand in Northeast Region for counselors and teachers
- Industry Sector Key defining the kinds of businesses within each industry sector (companion to presentations)
- Draft Internship Program Syllabus

6. **Business Advisory Meeting** (Nov. 11): — ten businesses representing a cross section of industries to advise on topics for new business classes in the areas of general business operations, marketing, finance/accounting, and technology. Participants included:

- Minntac • Giants Ridge • Fortune Bay • Anthem • Miner's National Bank • Komatsu • Essentia
- Kristin Pessenda Agency • Northern Communities Credit Union • WA Fisher • All three 7-12 Principals
- High school counselors Jill Oja and Charlie Pillsbury • 3 teachers (Kyle Hammer, Dusty Manty, Aimee Krebs)

Resource Created:

- Compiled notes from all three breakout groups into one document detailing employer feedback on each of the four areas discussed, including the business experience in each area with regards to workforce needs.

7. **Regional Initiative Involvement:**

- 218Trades: campaign to educate students and families about opportunities in the skilled trades; will be developing virtual resources for teachers to use to increase awareness and exploration of construction careers
- Northforce Advisory Committee: planning a student-connect mentorship program
- Invited to join the Iron Range Tourism Board (starts December)
- Invited to join the Laurentian Chamber's Business Development Committee (starts December)
- Recruiting professionals to participate in Engineering Mentoring Night for the Range Engineering Council
- Part of regional Healthcare Workforce group developing resources for career exploration, including a virtual SCRUBS camp
- Part of a regional Manufacturing Workforce group that coordinates annual Tour of Manufacturing

8. **Virtual Business Tours:** A brand-new project to produce a series of short local business tour videos for students to explore behind the scenes. Intended to include an overview of the business, products and services, and a glimpse into their facility.

- Funding and support resources through NEMOJT and Perkins, potentially others
- Next step to identify costs of production to determine scope; likely to be a regional effort

9. **Continued Research**

- Since day one, have been researching different academy models, work-based learning programs, and employer engagement
- Made contacts & gathering resources from across the state and country
- Happened to spend time with cofounder of National Career Academy Coalition
- Working on some planning documents so we can start to tackle everything that needs to go into planning for the new facility

DIRECTOR _____ presented the following resolution and moved for its adoption:

RESOLUTION AUTHORIZING ISSUANCE OF CERTIFICATES
OF ELECTION AND DIRECTING SCHOOL DISTRICT CLERK
TO PERFORM OTHER ELECTION RELATED DUTIES

WHEREAS, the board has canvassed the general election for school board members held on November 3, 2020.

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

1. The chair and clerk are hereby authorized to execute certificates of election on behalf of the school board of Independent School District No. 2909 to the following candidates:

- a. Bill Addy – At Large
- b. Brandi Lautigar – Election District 2909-1
- c. Tim Riordan – Election District 2909-2

who have received a sufficiently large number of votes to be elected to fill vacancies on the board caused by expiration of term on the first Monday in January next following the election, based on the results of the canvass.

2. The certificate of election shall be in substantially the form attached hereto.

3. After the time for contesting the election has passed and the candidate has filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the clerk of the school board is hereby directed to deliver the certificates to the persons entitled thereto personally or by certified mail.

4. The clerk is hereby directed to enclose with the certificate a form of acceptance of office and oath of office in substantially the form attached hereto.

Seconded by _____.

CERTIFICATE OF ELECTION
(Full 4 Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 2909 on November 12, 2020, canvassed the general election of school board members held on November 3, 2020.

2. Bill Addy received the largest number of votes cast for the office of school board member of Independent School District No. 2909 for the At Large position for a full four year term.

3. There is one full four year term At Large vacancy on the board caused by expiration of term on the first Monday in January next following the election.

4. Therefore, Bill Addy is elected to the office of school board member of Independent School District No. 2909 for a full four year term beginning the first Monday in January, 2021, and expiring the first Monday in January, 2025.

By authority of the School Board of Independent School District No. 2909, pursuant to resolution dated November 12, 2020.

Dated: _____

Chair

Dated: _____

Clerk

CERTIFICATE OF ELECTION
(Full 4 Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 2909 on November 12, 2020, canvassed the general election of school board members held on November 3, 2020.

2. Brandi Lautigar received the largest number of votes cast for the office of school board member of Independent School District No. 2909 for the Election District 2909-1 position for a full four year term.

3. There is one full four year term Election District 2909-1 vacancy on the board caused by expiration of term on the first Monday in January next following the election.

4. Therefore, Brandi Lautigar is elected to the office of school board member of Independent School District No. 2909 for a full four year term beginning the first Monday in January, 2021, and expiring the first Monday in January, 2025.

By authority of the School Board of Independent School District No. 2909, pursuant to resolution dated November 12, 2020.

Dated: _____

Chair

Dated: _____

Clerk

CERTIFICATE OF ELECTION
(Full 4 Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 2909 on November 12, 2020, canvassed the general election of school board members held on November 3, 2020.

2. Tim Riordan received the largest number of votes cast for the office of school board member of Independent School District No. 2909 for the Election District 2909-2 position for a full four year term.

3. There is one full four year term Election District 2909-2 vacancy on the board caused by expiration of term on the first Monday in January next following the election.

4. Therefore, Tim Riordan is elected to the office of school board member of Independent School District No. 2909 for a full four year term beginning the first Monday in January, 2021, and expiring the first Monday in January, 2025.

By authority of the School Board of Independent School District No. 2909, pursuant to resolution dated November 12, 2020.

Dated: _____

Chair

Dated: _____

Clerk



Stacie Lamppa <stacie.lamppa@rrps.org>

School Board Vacancy

2 messages

Murray Anderson <murray.anderson@rrps.org>
To: Stacie Lamppa <stacie.lamppa@rrps.org>

Tue, Nov 10, 2020 at 9:13 AM

Dear Ms. Lamppa,

Please accept this as a letter of application for the vacant school board director position. I am very interested in this position. I believe have have some experience/knowledge about how a school board should behave and operate.

Name: Murray Anderson

Address: 7976 Highway 169, Virginia, MN 55792

Phone: 218-780-8796

Thank you,

Murray Anderson

Sent from my iPad

Stacie Lamppa <stacie.lamppa@rrps.org>
To: Murray Anderson <murray.anderson@rrps.org>

Tue, Nov 10, 2020 at 9:32 AM

Received, thank you.

[Quoted text hidden]

My interest in serving education is not just as a vested parent of four children - each young enough to take full advantage of Rock Ridge and the benefits it will yield. I ran a political campaign cap-stoned on the idea that education is our single most important opportunity and was a consistent contributor to the initial academies planning process and later work to bring Rock Ridge to fruition – ultimately because I firmly believe “We all do better, when we all do better”.

I passionately believe our single highest potential for return on investment as a community seeking a vibrant economic future comes from a robust education system focused on fostering problem solving, creativity, and critical thinking through hands on project-based and community-connected learning.

Especially as we face uncertain times, we cannot foresee the struggles our children will face. What we can know is that we have come together as a community to foster the growth and formation of these future leaders, these stewards of the earth and of each other, to the best of our ability by teaching them practical skills including civics, engagement, and labor history - the very building blocks upon which our local economy is built and a necessary component to economic and political democracy.

I have worked with organizations such as Volunteers in Education (VinE) to support students in need of help to catch up with the rest of the class. My work with VinE includes having served as chairman of the board and leading the strategic planning process that transitioned the organization from a founder to a hired executive director.

Through charitable board service alone, not counting community organizing efforts which have encompassed numerous planning meetings, I have attended thirteen strategic plannings and have led four of them. My experience in organizational and leadership development, more than just a resource as a board member, lends to my philosophy of empowering youth leadership.

Throughout the academies and design process I have voiced support for a full service kitchen that leaves the door open for more than just heat and serve food. Through my board work with Friends of the Greenhouse (FroG) I worked with a coalition to support farm to school education and healthy food options.

Modern developments in technology provide us with a unique opportunity to foster participation from educators, students, and parents in the process of determining the course and contributing to the excellence of education. I have owned an IT service company and provided service across industries including government, education, finance, mining, and other complex environments. I am a member of the Association of Competitive Technology (ACT) through which I have supported federal regulation including the Childrens' Online Privacy Act (COPA). My in-depth knowledge of technology including its inner workings and regulation can be insightful to a board who will face an increasing number of decisions and opportunities regarding the use of technology including the balance between convenience and our children’s privacy.

I believe I would work well with the existing group of board members and bring a unique insight and set of skills that would be of general benefit. Thank you for your consideration. I look forward to working with you to build the future of education for our children in whatever form that relationship may take.

Best regards,



Shaun Hainey
Pike Township
218-410-6100



Stacie Lamppa <stacie.lamppa@rrps.org>

School board

Michael Krebsbach <makrebsbach81@gmail.com>

Mon, Nov 16, 2020 at 6:19 PM

To: Noel Schmidt <nschmidt@vmmps.org>, "noel.schmidt@rrps.org" <noel.schmidt@rrps.org>, "stacie.lamppa@rrps.org" <stacie.lamppa@rrps.org>

Hi Noel,

I would like to be considered as a candidate for the short term open school board position on the Rock Ridge Public School Board.

I feel I have the knowledge and skills to be a cooperative school board member.

Thank you,

Michael Krebsbach

JOHN JENSON

FINDING YOUR PROFESSIONAL BEST

To whom it may concern:

My name is John Jenson. I am an identity consultant out of Broomfield Colorado. Thank you for allowing me the opportunity to name your two new elementary schools associated with Rock Ridge Public School.

If my name sounds familiar, I was heavily involved in the naming of Rock Ridge High School. That project also included finding the perfect mascot as well as the appropriate colors to complete your new identity. I look forward to building off of the existing information I already have (about your students and community) and using a similar process to the one that proved to be successful.

SPECIFICS:

#1. Let's do a virtual meeting with the decision makers (perhaps the board) to decide on how many people should be surveyed and whether or not people outside the affected communities should get to express their opinions. We will get approval on the questions that will be asked and get a feel for the general attitude toward this project in the community and agree on the scope and timeline of the project.

#2. The first round of surveys will be sent out sometime after Thanksgiving.

#3. The results will be reviewed with whatever committee (or the board) that was determined in our first meeting. We will discuss commonalities, themes and threads that have become apparent in each of the specific communities. Then we will narrow down our choices and begin to construct the survey.

#4. Whereas the initial survey allowed them to express opinion, the second survey will give them an opportunity to vote on specific identities.

#5. Depending on the results (and the clarity that has emerged) we are either ready to make a formal announcement or perhaps do one final round of surveys to ensure we got it right.

If we do this right, (and we will), we should have two separate elementary school identities in place by early January.

COSTS:

*My expectation is that we will conduct at least 5 official meetings (virtual).

*A minimum of three surveys will be constructed and analyzed.

*We will have school names, colors and mascots by the completion of this project.

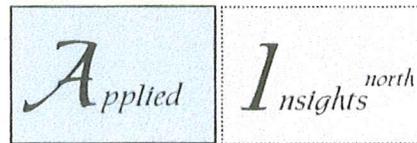
*The cost of this project will be \$15,750.00 which will include all of my fees, expenses and the finished art for the two elementary schools.

Analyzing Student Location as Basis for Recommended Elementary School Enrollment Boundaries and Bus Routes for the Rock Ridge School District

A Proposal of Professional Services

submitted by

Community GIS Services ■ Applied Insights^{north}



November 11, 2020

Background to this Proposal	2
The Project Team	2
Work Tasks	3
Schedule and Budget	5

Background to this Proposal

The newly formed Rock Ridge Public school district is the combination of the former Virginia and Eveleth-Gilbert school districts. As it implements the new configuration of schools the district desires to identify enrollment boundaries for its elementary schools. In addition, it seeks recommendations regarding bus routes serving all of the new facilities.

This proposal is in response to a Request for Proposals issued by the district.

The Project Team

The Consultant Team is well qualified to perform the proposed services for Rock Ridge Public School district. It has the ability to provide the full range of professional services necessary for a successful project, a solid understanding of the communities, and access, availability and capacity to complete this project in the projected time period.

Each team member has extensive professional and personal experience with projects of this nature and their blend of skills provide the capacity to produce a quality product through the conduct of a vigorous process. Members and their roles are:

- **Tony Kroska, President, Community GIS Services, Inc.**
Team lead. Geographic Information Systems. Data collection. Geographic analysis. Mapping.
- **John Powers, Principal, Applied Insights^{north}**
Research. Planning. Survey development and analysis. Reporting.

This is not the first time these professionals have merged their talents for a project. They have often worked together including recent plans for St. Louis County School District, Eveleth-Gilbert School District and Carlton School District.

The following provides basic background information on the Project Team's key personnel. Additional information is provided at the end of the document.

Principal Professionals

Tony Kroska, President, Community GIS Services, Inc., brings over 25 years of GIS (geographic information system) experience to this project. His firm's mission is to: "Provide geographic information system data and related technical services to communities, (e.g. state and federal agencies, counties, cities, townships, tribal governments, educational entities, and non-profits) for the improvement of local planning, environmental analysis and protection, education, and public service activities." Community GIS offers a multitude of relevant services including the creation of and maintenance of digital forest inventories, digital parcel mapping, historic land use/facility mapping and analysis, land use analysis, watershed analysis, vertical and oblique aerial photography, aquatic and terrestrial habitat mapping, soil survey recompilation, geodatabase design and implementation, spatial model design and creation, web based mapping application development and hosting. The firm's staff of four GIS professionals utilizes the latest industry-leading GIS software/hardware currently available.

John Powers, Principal: Applied Insights^{north} offers skills in critical thinking, group process, research and analysis, and communication to solve problems in land use planning, economic and community

development, education, and forest management. John Powers is the Principal for Applied Insights^{north}. He has forty-eight years of experience in land use planning, research and analysis, economic development, community development, and school enrollment analysis. His clients include townships, cities, counties, tribes, school districts, private corporations, non-profit organizations, and colleges. He is a graduate of the University of Minnesota-Duluth (Bachelor of Science, Geography) and prior to his consulting career worked in the City of Duluth planning department and as a planner and manager for the Arrowhead Regional Development Commission.

Project Team Collaborative Experience

The following is the list of clients for whom this Project Team has conducted student mapping and analysis projects.

- Eveleth-Gilbert, MN
- St. Louis County Schools, MN
- Carlton, MN
- Greenway, MN
- Hermantown, MN
- Lead-Deadwood, SD
- Nashwauk-Keewatin, MN
- Staples-Motley, MN
- Thief River Falls, MN

Work Tasks

A. Community Engagement

The mapped distribution of students likely will suggest self-evident attendance boundaries for the elementary schools once such factors as school size and classroom size are established. However, this needs to be augmented by parental preference to the degree possible. Thus, the Consultant proposes:

- Conduct a survey of parents/guardians of current K-5 and PreK/Early Childhood students.
- District will provide email contact information for as many of these parents/guardians as is available.
- Consultant will prepare a short survey to be conducted via an online application such as Survey Monkey. Questions will address items such as where do they live, number of children by grade, where student(s) currently attends school, and where do they wish their students to attend in the future.
- Results will be tabulated for inclusion in Consultant's recommendations regarding attendance boundaries.
- Once a draft set of recommended boundaries has been reviewed by the District, the Consultant will seek parent/guardian responses via a second online survey.

B. Compile Attendance Data

- Obtain from the school district 2020-21 school year address and grade level information for: resident and non-resident students attending district schools; resident students open enrolled out of the district; home-schooled students; and pre-kindergarten and early childhood children attending district programs.
- Using the most recent St. Louis County E911 road centerline data and student address information in Geographic Information System (GIS) software, geocode addresses for pre-kindergarten and existing student resident locations within district boundaries.

C. Develop Attendance Boundaries

- Use geocoded student address location results from the survey and administration input (e.g., regarding desired school enrollment size and grade sizes) to digitize elementary school attendance boundaries.
- Provide large format district map featuring district boundaries, school attendance boundaries, labeled and symbolized roads, and geocoded student address locations.

D. Construct Bus Routes

- Use ArcGIS GIS software with St. Louis County E911 road centerline data, completed elementary school attendance bounds, district bounds and geocoded student address locations to construct bus route recommendations for district.
- Provide large format district map featuring district boundaries, school attendance boundaries, labeled and symbolized roads, and geocoded student address locations with bus route recommendations.

E. Extra Services (Optional)

- Create small format bus route maps for use by bus drivers. Maps would be 8.5"x11" format with symbolized and labeled roads, school attendance boundaries and highlighted bus routes.

Deliverables

- a. Survey of students' parents/guardians.
- b. Maps of draft recommended attendance boundaries and bus routes for district review.
- c. Maps showing recommended attendance boundaries and bus routes.

Schedule and Budget

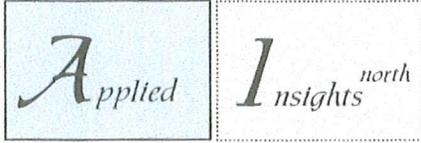
The following suggested schedule will need to be finalized with the District but indicates the likely pace and timing of the project.

Work Task	Dec	Jan	Feb	Mar	April
A/ Community Engagement					
B/ Compile Data					
C/ Create Attendance Boundaries					
D/ Construct Bus Routes					
E/ Extra Services (optional)					

The following is the proposed budget for the work to be undertaken by the Consultant Team. This is a not-to-exceed figure.

Work Task	Cost
A/ Community Engagement	\$1,000
B/ Compile Data	\$2,500
C/ Create Attendance Boundaries	\$2,950
D/ Construct Bus Routes	\$3,000
Total	\$9,950
E/ Extra Services**	\$1,600

** Outside of proposal total costs



Education Projects

Enrollment Projections:

- Minnesota
 - ↳ Aitkin
 - ↳ Becker
 - ↳ Belgrade-Brooten-Elrosa
 - ↳ Brandon-Evansville
 - ↳ Breckenridge
 - ↳ Browerville
 - ↳ Carlton
 - ↳ Dawson-Boyd
 - ↳ Deer River (multiple)
 - ↳ Ely
 - ↳ Eveleth-Gilbert (multiple)
 - ↳ Fertile-Beltrami
 - ↳ Fosston
 - ↳ Grand Rapids (multiple)
 - ↳ Greenway (multiple)
 - ↳ Hermantown
 - ↳ Hill City
 - ↳ Hinckley-Finlayson
 - ↳ Kimball
 - ↳ Lake Park-Audubon
 - ↳ Lake Superior Schools
 - ↳ Luverne
 - ↳ Mahnomon
 - ↳ Melrose
 - ↳ Menagha
 - ↳ Montevideo
 - ↳ Mora (multiple)
 - ↳ Mountain Lake
 - ↳ Nashwauk-Keewatin (multiple)
 - ↳ Nevis
 - ↳ New York Mills
 - ↳ Northland (Remer)
 - ↳ Osakis
 - ↳ Park Rapids
 - ↳ Red Lake Falls
 - ↳ Red Rock Central
 - ↳ Roseau
 - ↳ Sauk Rapids-Rice
 - ↳ Sebeka
 - ↳ St. Louis County Schools (multiple)
 - ↳ Staples-Motley
 - ↳ Thief River Falls
 - ↳ Virginia
 - ↳ Wadena-Deer Creek
 - ↳ Waubun-Ogema-White Earth
 - ↳ Wheaton
- North Dakota
 - ↳ Carrington
 - ↳ Grafton
 - ↳ Midkota
 - ↳ Minto
 - ↳ North Border
 - ↳ Park River
 - ↳ Thompson
- South Dakota
 - ↳ Groton
 - ↳ Lead-Deadwood
 - ↳ Madison Central
 - ↳ Spearfish
- Wisconsin
 - ↳ Ashland
 - ↳ Northwestern (Maple)
 - ↳ Washburn

Student GIS Mapping Analysis [with Community GIS Services, Inc.]:

- Eveleth-Gilbert, MN
- Greenway, MN
- Hermantown, MN
- Carlton, MN
- Lead-Deadwood, SD
- Nashwauk-Keewatin, MN
- St. Louis County Schools, MN
- Staples-Motley, MN
- Thief River Falls, MN

Higher Education Planning:

- Iron Range Higher Education Committee: Participant in consultant teams that evaluated need for and then proposed programs for post-secondary technical education programming for six-campus community college system. Included post program implementation monitoring and evaluation.
- Northeast Higher Education District: Assist with preparation of strategic plan for NHED, encompassing six community colleges; helped design new integrated customized training and continuing education structure (*Advanced Minnesota*) for multi-campus implementation.
- Red Lake College Enrollment Assessment: Evaluated potential enrollment as basis for facility planning project.

District Facility Planning:

- Itasca Area Schools Collaborative: In conjunction with another consultant evaluated options for delivery of enhanced technical education among the seven districts comprising the collaborative.
- St. Louis County Schools: Member of team that undertook successful long range facility plan for sprawling district that went from seven K-12 schools to four K-12 and one K-6. Work included demographic and enrollment analysis, facility site selection, and educational approach.

Organizational Description

Community GIS Services / Bismarck Map Company was founded in May of 1999 and is headquartered in Duluth Minnesota. It is staffed by; Tony Kroska, Owner/GIS Specialist; Jason Beutz, GIS Specialist; Bryce Kelly, GIS Technician; Josh Pocklington, Programmer/GIS Technician. Our mission is to: "Provide geographic information system (GIS) data and related technical services to communities, (e.g. state and federal agencies, counties, cities, townships, tribal governments, educational entities, and non-profits) for the improvement of local planning, environmental analysis and protection, education, and public service activities."

Over the past 21 years, we have worked on many diverse projects throughout Minnesota and Wisconsin that involve the entire spectrum of GIS data development, cartographic production, spatial analysis, and internet based hosting solutions. Some of the organizations that we have or are currently working with are The Minnesota Land Trust, The Legislative Citizen Commission on Minnesota Resources, Minnesota Pollution Control Agency, The Nature Conservancy, Minnesota Board of Soil and Water Resources, Minnesota DNR, Wisconsin DNR, USDA NRCS, USFWS, Cook County MN, Lake County MN, St. Louis County MN, Carlton County MN, Douglas County WI, Juneau County WI, Adams County WI, City of Duluth MN, City of Hibbing MN, City of Silver Bay MN, City of Pine City MN, City of Cambridge MN, Fond du Lac Reservation, White Earth Reservation, BARR Engineering, and Minnesota Power. Working in both public and private realm has proven our capabilities as a dynamic and knowledgeable GIS company with a focus on customer service and provider of outstanding geographical information system analysis and cartographic products.

We offer a multitude of relevant services including the creation of and maintenance of digital forest inventories, watershed analysis, vertical and oblique aerial photography, image rectification, aquatic and terrestrial habitat mapping, soil survey recompilation, geodatabase design and implementation, spatial model design and creation, digital parcel mapping, and historic land use/facility mapping and analysis.

We strive to exceed project and contractual outcomes, demonstrating our dedication to serving the public's best interests. We are committed to providing our clients with products and services that go above and beyond all expectations.

Organizational Description

Presently, Community GIS Services / Bismarck Map Company staff is comprised of 2 full-time employees. Our office is located at 126 East Superior Street in Duluth Minnesota.

Bismarck Map Company Staff and Experience

▪ **Tony Kroska – Director/GIS Specialist**

Education: BS Applied Mathematics, University of Minnesota - Duluth.

Mr. Kroska has 25 years of GIS and project management experience.

▪ **Jason Beutz – GIS Specialist**

Education: BA Urban and Regional Studies, University of Minnesota - Duluth.

Mr. Beutz has 10 years of GIS experience.

▪ **Bryce Kelly – GIS Technician**

Education: Studying Mechanical Engineering, University of Minnesota - Duluth.

Mr. Kelly has 8 months of GIS experience.

▪ **Josh Pocklington – Programmer/GIS Technician**

Mr. Pocklington has 15 years of application development and GIS experience.

In addition to having highly qualified staff, our office also utilizes the latest industry-leading GIS software/hardware currently available. Items that we use on a regular basis include:

- | | |
|------------------------------|-----------------------------------------------|
| ❖ ArcGIS Server | ❖ Microsoft Visual Studio |
| ❖ ArcSDE | ❖ Microsoft Office Suite |
| ❖ ArcCollector | ❖ Adobe Photoshop, Illustrator, Acrobat, etc. |
| ❖ ArcInfo | ❖ Dedicated Web Server |
| ❖ ArcEditor | ❖ 2 Trimble ProXRT Sub-Foot Capable GPS Units |
| ❖ ArcMap | ❖ Pathfinder / TerraSync Software |
| ❖ ESRI Extensions | ❖ Consumer-grade Handheld GPS Units |
| ❖ AutoCAD | ❖ HP 42" Large Format Plotter |
| ❖ ERDAS Imagine Professional | ❖ Epson 13"x19" Photo Printers |
| ❖ Microsoft SQL Server | ❖ 11"x17" Flatbed Scanners & Specialty Papers |
| ❖ Microsoft Access | ❖ Ferrus Metal Locators |

Community GIS Services, Inc

126 East Superior Street ♦ Duluth, MN 55802 ♦ Phone (218) 279-5925 ♦ www.commgis.org

Applied

Insights^{north}

.....problem solving from an uniquely up north perspective.....

John Powers, Principal
181 Farley Lane
Duluth MN 55803
218.724-2332 / 218.590.2332 (cell)
Email: johnwpowers181@gmail.com

John Powers Principal

Skill Areas

- Problem identification
- Critical thinking and analysis
- Group process & facilitation
- Focused research
- Communication – oral & written

Education & Work History

Applied Insights^{north}
Principal
2003 – Present

Klaers, Powers and Associates
Principal Partner
1986 – 2003

Arrowhead Regional Development Commission
▪ Director, Community & Resources Development Division
▪ Community Resources Program Manager
▪ Senior Planner
▪ Regional Planner
1975 – 1986

Head of the Lakes Council of Governments
▪ Assistant Planner
▪ Planning Technician
1972 – 1986

B.S. Geography
University of Minnesota, Duluth
1972 – Summa cum laude

Applications

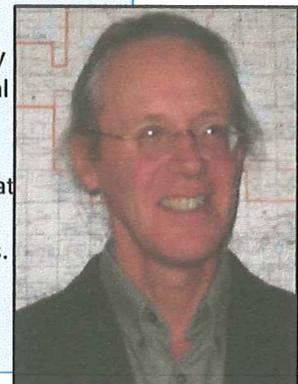
- ▶ School enrollment projections
- ▶ Land use planning
- ▶ Strategic planning
- ▶ Project design and planning
- ▶ Analysis
- ▶ *Document writing / preparation*

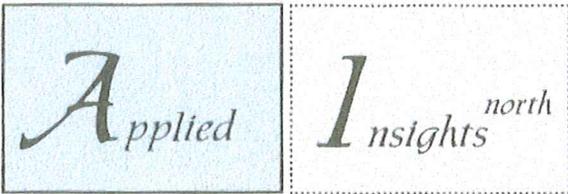
A Short Biography

John Powers is AIⁿ. Born and raised in Grand Rapids, Minnesota. Fifth generation of his family to live there. Graduated from UMD. Married with two grown sons. Spent his entire professional career in northern Minnesota.

His career began with nearly three years at the Head of the Lakes Council of Governments, a Duluth-Superior metropolitan planning agency. Then it was ten years as planner and manager at the Arrowhead Regional Development Commission. For seventeen years he was a partner in Klaers, Powers & Associates, working on a diverse range of projects for a wide variety of clients.

As AIⁿ, Powers blends his experience, talent and regional perspective to help solve problems for communities and organizations, to uncover insights leading to uniquely northern solutions, and to make a real-world difference in the quality of life in the area.





.....problem solving from a uniquely up north perspective.....

John Powers, Principal
181 Farley Lane Duluth, Mn 55803
Office: 218.724.2332 : Cell : 218.724.2332
Email: johnpowers181@gmail.com

Professional Services
After a long career offering a range of services in land use planning, community development, and strategic forestry, AIⁿ now focuses on participating as a team member for projects in the field of education:

- Demographics
- Enrollment projections
- Enrollment analysis
- Strategic planning
- Project planning

Applied
"put to practical use"
Plans and research are conducted for a defined purpose, to answer a specific question, or resolve an identified problem – not to produce a report that collects dust on a shelf.

Insights
"the act or fact of apprehending the inner nature of things or of seeing intuitively – clear and immediate understanding"
Insights into problem identification and resolution arise from John Powers' extensive experience and life spent in northern Minnesota. They also come from the people engaged in the challenging processes in which AIⁿ participates.

North
"John Powers is AIⁿ."
Born and raised in Grand Rapids, an UMD graduate, he is the fifth generation of his family to live in the region. His deep, personal sense of rootedness in the region is broadened by extensive travel within the nation and abroad, an appetite for reading, and an active, open mind. He blends his experience, talent, and regional perspective to help solve problems for communities and organizations to uncover insights leading to uniquely northern solutions and to make a real-world difference in the quality of life in the area.

Sampling of Clients
Enrollment Projections ► Minnesota-- Grand Rapids, St. Louis County, Becker, Breckenridge, Roseau, Mora, Wheaton, Greenway, Melrose, Thief River Falls, Sebeka, Browerville, Eveleth-Gilbert, Dawson-Boyd, Osakis, Red Rock Central, Montevideo, Mahnomon, Ely, Sauk Rapids-Rice, Deer River, Brandon-Evansville, Waubun, Fertile-Beltrami, Wadena-Deer Creek, Staples-Motley, Hill City, Red Lake Falls, Carlton, Fosston, Northland (Remer), Kimball, New York Mills, Belgrade-Brooten-Elrosa, Luverne, Nashwauk-Keewatin, Aitkin, Menagha, Nevis;
North Dakota – Grafton, Minto, North Boder, Carrington, Midkota, Thompson; **South Dakota –** Groton, Lead-Deadwood, Spearfish;
Wisconsin—Washburn, Ashland
Education Planning ► St. Louis County Schools, NE Higher Education District, Iron Range Higher Education Committee, Itasca Area School Collaborative

Teamwork
AIⁿ participates as the member of a team blending its talents with those of the other firms in order to provide the highest quality service and product to the client.



Rock Ridge Public Schools

**Proposal for Consulting Services for
School Attendance Area Design**

November 11, 2020

In partnership with



Prepared for:

Name Dr. Noel Schmidt
Title Superintendent

Phone 218.742.3901.
Email noel.schmidt@rrps.org

Client Rock Ridge Public Schools

Address 411 5th Ave S
Virginia, MN 55792

Prepared by:

Name	Dr. Ray Queener	Dennis Cheesebrow
Title	Senior Consultant	Founder & Principal
Phone	651.336.4015	651.387.0827
Email	rayq@teamworksintl.net	dennisc@teamworksintl.net

TeamWorks International, Inc.
7037 20th Avenue South, Suite A
Centerville, MN 55038

Office: 651.429.7340
Fax: 651.429.7782

INTRODUCTION TO TEAMWORKS INTERNATIONAL, INC.

For 26 years, TeamWorks International, Inc. has been working with organizations to enhance their capacity for strategic, constructive change resulting in realization of vision in practical and measurable ways. Our clients come from education, community, religious, business, and government settings but they share a common aspiration; to achieve their goals while remaining healthy, dynamic and accountable.

OUR MISSION

In partnership with school districts, we support design and delivery of the desired daily experience and outcomes for students, families, and staff in bridging the difference between What Is and What Ought to Be

- We honor our clients as competent and offer realism, hope and compassion in challenging situations.
- We take the time to really know our clients and their organizations.
- We customize our services specifically for each client and each situation.
- We are co-learners with our clients and recognize the value of their perceptions and insights.
- We have made a conscious choice to engage in this work in these environments and are deeply invested in our clients' success.

OUR TOOLS

Proprietary FrameWorks™ Series ~ FrameWorks are graphical images that help guide and support leadership and organizational development. Developed and delivered exclusively by TeamWorks professionals, these simple, memorable images provide both a process and a frame of reference through which leaders can interpret and manage complex webs of situations, environments, people, and influences.

OUR CORE SERVICES

Education Leadership System Services

The Education Leadership System (ELS) is an established approach for aligning school boards, administration, staff, and the public to increase learning for all students. ELS clarifies the roles, responsibilities, and relationships that are most often at the source of tension and conflict among these groups of adults.

Classroom to Board Room Strategic Planning and Performance Improvement Service

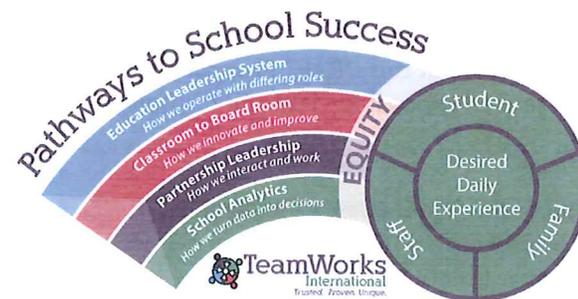
We help clients integrate their mission, vision, strategies, structures, success systems and leadership practice. We then develop a roadmap for the ongoing organizational journey. Our comprehensive, practical and personalized approach encourages those in governance, management and consultative roles to work in concert for the mission and success of their organization.

Partnership Leadership Services

TeamWorks International has earned a national reputation for helping organizations develop the capacity for *Partnership Leadership*, a compliment to the traditional “command/control” style of leadership. Through this approach, organizations become more adaptive, responsive and proactive as individuals and groups at different levels of authority and begin to use consistent images, language and process in their interactions with one another.

School Analytics

School Analytics involves the synthesis of client data with relevant external data derived from demographic research, surveys and cultural analyses to deepen clients’ understanding of both challenges and opportunities. Our specific services include GIS mapping, online surveys, customized research and analysis, and student learning analytics.



OVERVIEW

It is our honor to submit a proposal in response to the RFP for development / revision of elementary attendance boundaries for Rock Ridge Public Schools. As a newly consolidated school district on the eastern part of the iron range, and with construction of a new elementary and secondary school, the need for new attendance boundaries to balance attendance is desired. Rock Ridge Public Schools proudly serves approximately 2600 students in its six schools and other learning centers.

After the passage of a successful bond referendum of \$178.5 million and the successful consolidation vote in 2020, the district desires to continue to engage the community in a facilitated process for attendance boundaries. In addition, a desire for attendance data related to school capacities and bus route distances to present a balanced recommendation to the school board for consideration.

The following proposal outlines the services that may be provided by TeamWorks International:

Service	Page
<u>School Attendance Area Design Process</u> Facilitation and Consulting	4 – 5
<u>School Analytics</u> for online access to census data, district student demographics, and projects such as comprehensive analytics and analysis of demographic, census, housing, facility analysis, enrollment projections and introductory student learning data produced in a detailed report	6

Our initial Fee Estimates are described on page 7.

Following receipt of this DRAFT Proposal for Services, we invite the Superintendent, School Board and/or key administrative team members to engage in a collaborative Proposal Review and Co-Design Session to finalize needs and services that operate within district parameters of time, people, and funding.

Experience with Other Clients / References

Tri-City United School District, MN
 Wilmar Public School District, MN
 Racine Unified School District, WI
 Prior Lake – Savage Area Schools, MN

SCHOOL ATTENDANCE AREA DESIGN PROCESS FACILITATION AND CONSULTING

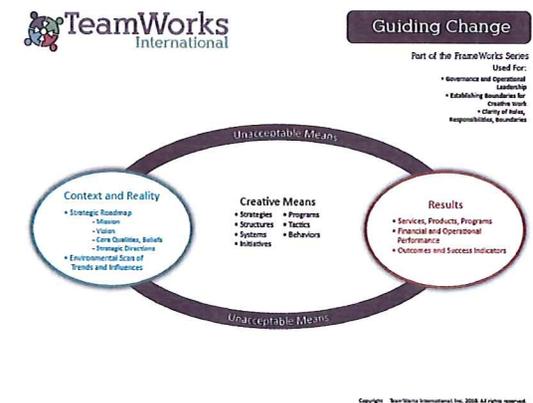
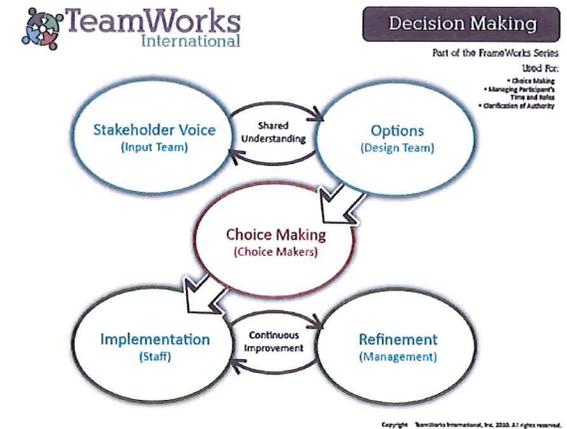
Objectives:

- Providing School Analytics Subscription Services to the Office of the Superintendent for research and mapping of
 - A. Community and student demographics and trends
 - B. District and school market share data and strategies
 - C. Housing development; past, current, and projected
- Providing Research and Analysis Services based on School Analytics with Work Orders for:
 - A. School enrollment projections by school and grade through 2025 and updated annually
 - B. Student learning analysis for college and career readiness (district formative assessment-dependent)
 - C. School attendance areas modeling
- Development and facilitation of a public engagement process for refined elementary school attendance areas for 2021-22 SY and beyond, based on TeamWorks International's proven Decision Making and Guiding Change FrameWorks and leading to Board and Superintendent approval.

Effective and efficient public engagement processes have common elements:

- Operating with clear, consistent, and explicit roles, authority, parameters and processes
- Grounded in, and supported by professional research and modeling
- Consultation and engagement of staff, parents, and public in a clear, respectful, and accountable process
- Development and refinement of Options, based on such consultation and engagement
- Choice making based on district-interests over self, group, and special interests
- Effective implementation that integrates continuous improvement and refinement

The redesign of school attendance boundaries is a continual process for public school districts with enrollment growth through demographic growth, most often seen in housing development and re-development. The processes can, but do not have to result in high levels of dissonance, division, and negative social media for the district.



SCHOOL ATTENDANCE AREA DESIGN PROCESS FACILITATION AND CONSULTING

Process Step	Deliverables and Who	When, Time, and Notes
1. School Analytics Services Research and District Report	Collaborative effort between Office of the Superintendent and TeamWorks International for development of a customized, secure, confidential, School Analytics Services and Delivery of District Report and online access to Office of Superintendent and School Board, if requested	December 2020 - January 2021 (2) 2 Hour meetings (4 hrs)
2. School Attendance Area Process Design	<ul style="list-style-type: none"> • Development of a Guiding Change document with Superintendent / School Board review and approval • Development of key process steps, dates, participants, logistics, including the Choice makers (authority), Design Team (knowledge-based option designers), and Input Team (Stakeholder consultation team) as well as survey and focus groups for students, families, and public • Development of key communications, establishment of web pages, and feedback processing/posting protocol 	December 2020 – January 2021 (1) 3 Hour meeting (3 hrs)
3. Attendance Area Design and Consultation Process	<ul style="list-style-type: none"> • A series of one to two Design Team meetings and two to three Input Team meetings as well as processing of public survey responses and school-based focus groups facilitated by district administrators • Two (2) School Board presentations and input session • School Analytics Services Options modeling, Reports, and maps 	January – March 2021 3-5 facilitated meetings (9-15 hrs) Preparation and Reports (3-5 hrs) School Board meetings (2 hrs) 1 day of customized support over 3 months
4. Superintendent and School Board Choice making	<ul style="list-style-type: none"> • Assessment of Options against Guiding Change document and Choice making by Office of the Superintendent for management areas of responsibility and authority • Assessment of Options against Guiding Change document and Choice making by School Board for governance areas of responsibility and authority 	April 2019 2 facilitated meetings and presentations/Reports (2 hrs)

SCHOOL ANALYTICS SUBSCRIPTION SERVICES

A key challenge and opportunity for public school districts is developing the capacity and processes for managing enrollment in a proactive, continual manner. District planning and decision making with regards to facilities, staffing, and financing often requires thorough data analysis and complex modeling, employing a multitude of datasets. TeamWorks International School Analytics Subscription Services provides expertise and experience in customizing an approach that highlights trends and relationships between your district's data and a vast array of external data. The result is a comprehensive analysis that informs your core questions and easily integrates with our Vision Delivery Consulting Services for strategic and operational decision making.

School Analytics Services (SAS) provides comprehensive data analytics around enrollment, projections, developments, and other key data points to assist in gaining a better understanding of enrollment trends and influences. More specifically, SAS allows the district to develop a deeper, more comprehensive understanding of certain enrollment-specific dynamics that may include:

1. Overall historical, current & projected demographic trends
2. Historical enrollment trends and retention rates
3. Market share analysis
4. Residential Births within the district
5. U.S. Census Data
6. District student achievement data
7. District facility utilization
8. District facility development, specialized program development, and attendance boundary modeling
9. Covid-19 resource limitations, high risk factors, and case data

*See addendum on page 15 - 17 for additional detailed information.

CONSULTING FEE ESTIMATES

Services*	Costs
<p><u>School Analytic Services</u> for administration and school board information*</p> <ul style="list-style-type: none"> • Overall Demographic trends across the district • District-wide residential birth analysis • Market Share analysis • Customization and 1 year access to Online Data Tool and Services • Annual subscription service for above-mentioned items (\$1.50/student) \$ 3,900 • Housing sales data \$ 1,500 <p>*Completion of all tasks and deliverables stated above is contingent upon the ability of the district to provide all requested information deemed necessary by TeamWorks International Inc.</p>	<p>\$ 5,400 estimated</p>
<p>School Attendance Area Design Process facilitation and consulting</p> <ul style="list-style-type: none"> • School Analytics Services Research and District Report \$ 1,250 • School Attendance Area Process Design \$ 950 • Attendance Area Design and Consultation Process \$4,400 – 6,900 • Superintendent and School Board Choice making \$ 650 • Up to 1 day of customized support as needed and determined by administration \$ 2,500 	<p>\$9,750 – 12,250 estimated depending on final design</p>
<p><u>School Analytic Services</u> for administration and school board information</p> <ul style="list-style-type: none"> • Fall and Spring Enrollment Projections by grade for each school in the district • Facility utilization analysis for each school in the district • Customized learning and socio-economic analysis • Introductory student learning data • Comprehensive analytics and reports for all items above \$ 4,000 – 6,000 • Customize student learning data integration and cohort modeling \$ 2,000 • Up to 1 day of Principal Consulting time during the year as needed \$ 2,500 	<p>\$ 8,500 – 10,500 estimated depending on options</p>

Selection of consultants applied to each step will be determined by Dr. Noel Schmidt, Superintendent, in consultation with Ray Queener and Dennis Cheesebrow

CONTRACT AND BILLING

- The proposed fees and process herein are valid for 6 months beyond the date on the cover of the proposal. If the proposal has not been agreed to within that time, it is invalid and a new proposal will be drafted.
- Upon discussion, refinement and approval of this Proposal for Services, this proposal will be an addendum to a formal contract between the Client and TeamWorks International, Inc.
- Invoices for completion of work will be on a monthly basis and reflect the services provided and expenses incurred during the previous 30 days.
- Additional services, outside the scope of this estimated proposal, may be provided at the rates presented above and with agreement of clients and consultant through a work order/proposal addendum.

EXPENSES

- Traveling expenses (flights, hotel, dining) are not included in the above quote. Mileage will be charged according to the IRS deductible costs.
- Materials quoted include, but are not limited to, session and workshop supplies not provided by the client, copies of materials by TWI, and professionally published materials provided by TWI

ADA CONSIDERATIONS

- At the beginning of the project, please alert TeamWorks International regarding the need for documents compatible for Assistive Technology or meeting facilitation conducive to participants with various needs.

CONSULTANTS

Dennis M. Cheesebrow **Founder and Principal**

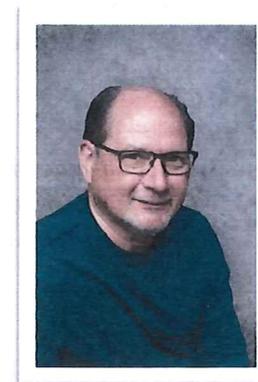
With more than 25 years of experience serving the education, faith, government, business and human service marketplaces, Dennis Cheesebrow brings a broad array of experience in coaching, consulting, leadership and systems development to each client and audience. His direct style is sprinkled with humor, abundance and a deep appreciation for the human dynamics and potential in organizations and communities.

For his entire career spanning coaching, consulting, managing, innovating, and developing, Dennis has been deeply committed to the power of partnership as an essential foundation of professional relationships, structures, and systems in organizations and communities. That passion and commitment have resulted in the development of the core beliefs, philosophy, practices, and intellectual property that TeamWorks International, Inc is built upon.

TeamWorks International is a leading national consultancy in the area of public education and well known for the Education Leadership System™ (ELS): an insightful and pragmatic view into the three authorities of governance, management and consultation. ELS is the model for partnership between six groups of adults to provide for the mission and promise of public education for all students. This structural and systemic approach of aligning the adults for ALL students learning is being applied in urban, suburban, and rural school districts across the country.

TeamWorks International is leading continuous improvement in public education through its School Analytics and its' Enrollment Intelligence Service in assisting districts and communities to more deeply understand the intersection of learning, poverty, race, gender and housing to develop collaborative solutions to increase learning while closing the achievement gap, as well as new approaches to developing student learning goals.. In addition, School Analytics strengthens and deepens our clients operational and strategic planning through our unique and experienced approach of translating data → insight → strategy → decisions with regards to enrollment, attendance areas, market share, facilities development, demographics, and open enrollment.

Dennis has authored Partnership; Redefined: Leadership through the Power of & (2012) as well as the Educational Leadership System Guidebook (2009) and the FrameWorks Guidebook (2009). He was a contributing author to the book, Voices From The Field: An Introduction to Human Systems Dynamics in 2003. He also holds three U.S. Patents from his 17 years at 3M as an engineer, research laboratory manager and marketing/business manager prior to founding TeamWorks International in 1995.



Dr. Ray Queener Senior Consultant

Ray Queener, senior consultant at TeamWorks International, blends his experience across multiple arenas to assist clients in the areas of partnership skills, strategic growth, personality and motivation awareness, and systemic alignment and accountability. Ray is known for his ease and comfort in working side by side with clients to approach each project with insight and compassion. Both lighthearted and results oriented, Ray brings energy, focus and hope to the organizations that he is honored to serve.

Ray has a wealth of experience in education having served in multiple capacities over 30 years. His work in education began as a secondary math teacher in Luck, WI. Having a vision for integrating technology into the classroom, he was able to further that vision as he served as technology coordinator for South St. Paul Schools and later Rosemount-Apple Valley-Eagan (ISD 196). He transitioned to finance director at ISD 196 and later Stillwater Area Public Schools (SAPS) where he gained valuable experiences learning organizational operations while continuing to serve in public education. Both as an assistant superintendent at SAPS for 10 years and the last 6 years as superintendent for Cambridge-Isanti Schools, he has helped lead successful bond and levy referendums in addition to overseeing district operations.



Service is evident in Ray's support for public education serving as Executive Board Member for Schools for Equity in Education (SEE) for many years. He also served on the Minnesota Association of School Administrators (MASA) board and was the Region VI Leadership Team Chair. He was nominated and received several awards from his colleagues including Administrator of Excellence in 2017. Ray's commitment to partnership, and his enthusiasm for supporting others as they learn and develop made him an ideal addition to the TeamWorks team in 2019.

Ray's work with clients includes: Strategic and tactical planning grounded in organizational Vision; VisionCard accountability systems development and implementation to ensure continuous improvement knowledge and capacity development; Executive Coaching; customizing leadership development for clients through the Frameworks® Partnership Series grounded in TeamWorks' proprietary FrameWorks™ and Organizational Development theory; and, Critical Position Benchmarks to assure job-fit in key hires or restructuring.

Ray is recognized as a National Certified Superintendent through American Association of School Administrators (AASA) He earned his Doctorate in Educational Policy & Administration and received his Superintendent License from the University of Minnesota. He earned his Master of Arts in Educational Administration from St. Mary's University of Minnesota where he also continues on as adjunct faculty. He has a Bachelor of Science in Secondary Mathematics Education with a minor in Computer Science from University of Minnesota.

Christine Wroblewski Senior Consultant

Christine Wroblewski, senior consultant at TeamWorks International, is a seasoned advisor, executive, and strategic communications practitioner for public and non-profit organizations. As a valued, effective and personal consultant and coach, Christine guides organizations and the people in them to connect and communicate more effectively by developing a deeper capacity for analysis, planning, prioritization, and development. Her areas of expertise include strategic planning and communications, issue identification and management, stakeholder analysis, and stakeholder engagement.



She has worked inside and alongside education-focused organizations since 1993. As Chief Community Relations Officer for Saint Paul Public Schools, Christine led the transformation of the office from a communications-only focus to a broader community relations and engagement focus. While there, she also assisted in two superintendent searches and three superintendent transitions; actively supported two successful school referendum campaigns; and advocated successfully for the development of a year-round, cross-departmental outreach team to have a more positive and regular presence in the community.

Christine's projects have included guiding organizations through change processes and major decision-making efforts with an emphasis on stakeholder engagement; conducting needs assessments; strategic communications consulting; focus group facilitation on a number of topics; individual and cohort coaching grounded in TeamWorks' proprietary FrameWorks™; and project coordination and facilitation of groups small and large.

Christine has received numerous state and national communications awards and presents on communications and community relations topics, both locally and nationally. She recently served on the board of the Breast Cancer Education Association and has previously served as president of the Minnesota School Public Relations Association and on the boards of the St. Paul Area Chamber of Commerce Foundation and the Family Tree Clinic.

Christine is a two-time alumna of the University of Minnesota with a Bachelor's degree in Journalism and a Master's degree in Leadership and Management of Public and Nonprofit Organizations from the Humphrey Institute of Public Affairs. She previously has served as communications director and media liaison for Saint Paul Public Schools and as editor and writer for a weekly Twin Cities area newspaper company.

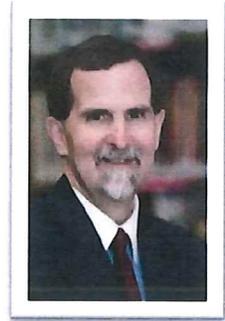
Dan Hoverman Associate Consultant

Dan Hoverman, associate consultant at TeamWorks International, is an experienced and well-respected superintendent and leader of organizational change through partnership. As Superintendent of Mounds View Public Schools, Dan was critical in developing the district's equity promise and building capacity among the administrative team to understand and implement educational change for the benefit of students, staff and families.

Dan guides organizations and the leaders within them to identify their foundational values, beliefs and strategic directions and then supports them in developing focused action plans to achieve their goals. His areas of expertise include systematic organizational design for continuous improvement and innovation, strategic coaching, superintendent and school board development and consultation to support clients in addressing difficult leadership, management or political issues.

He has worked in public education in a variety of capacities since 1975. Dan has been an administrator in the Mounds View Schools since 1987 serving in a number of different capacities, including Director of Special Services, Director of Curriculum and Instruction, Deputy Superintendent and Superintendent. While serving in these roles he has guided the passage of three levy referenda and one major bond initiative. Dan was the chief architect of the district Q-Comp program with Mounds View as one of the first three districts in the state to implement this program. He has also designed and lead the district's efforts to implement an innovative teacher appraisal system and the Early College program at both district high schools. He has also developed and implemented professional development programs at all levels of the district from the school board to district teachers and support staff.

For the past eighteen years, Dan has utilized the TeamWorks proprietary FrameWorks in his daily work as an administrator. He is highly skilled in the use of the FrameWorks and has a wealth of experience in adapting them for use with a wide range of issues. Dan has expertise in the use of a wide variety of other complimentary strategies to support clients in resolving difficult issues and promoting organizational development. Dan has served on many regional collaborative boards as well as being a member of the Board of Junior Achievement of the Midwest, Executive Committee of TIES and Council for Youth Citizenship.



Dr. Sheri Allen

Associate Consultant

Sheri Allen, Associate Consultant at TeamWorks International, is knowledgeable in educational systems from birth to adult basic education. Sheri understands what it takes to build leadership capacity in partnership with districts so they are able to align their strategic work throughout their school community. The importance of building a strategic roadmap through the engagement of multiple perspectives that represent each and every student is important so that everyone sees themselves in the work.

Sheri has over 35 years of experience within public education at multiple levels of the Districts she served. She started her teaching career in Austin MN as a middle school and elementary teacher where she was mentored by many strong educational leaders. She continued to serve in leadership roles and moved into administration as an elementary principal in Austin for 2.5 years and then transitioned to Owatonna as a Principal at Washington Elementary and the Principal of Owatonna High School.

She accepted a position as the Director of Elementary and Secondary for the Rochester Public Schools where she was responsible for the day-to-day operations and supervision of principals in a large, diverse district. After 3 years she became the Superintendent for the Mankato Area Public Schools and focused on building relationships throughout the district that served five communities with a growing diverse population. She led successful bond, technology and operating levies while closing gaps and raising achievement for all students. The district received multiple awards and recognitions at the State and National levels as a result of the aligned strategic roadmap along with a focus on developing leaders throughout the district and school community.

During her 10 years as superintendent, Sheri used TeamWorks International's unique Classroom to Boardroom Strategic Planning Process in her daily work. Through the understanding and application use of Partnership Leadership Frameworks, Sheri was able to adapt the use for individual and District needs specifically in operations, district strategic planning, visioning and engagement while utilizing the core processes which are needed to remove the barriers to design equitable learning opportunities.

Sheri holds a Bachelor's of Science Degree in Education, a Masters in Educational Leadership along with her Superintendent, K-12 Principal Licensure and her Doctorate in Education.



ADDITIONAL TEAMWORKS INTERNATIONAL TEAM MEMBERS

Rich Swanson

Insight Services Manager, Research Analyst

Rich joined TeamWorks International in the fall of 2009 as the manager of our Insight Research Department. He holds a B.S. in geology from Winona State University and a Masters in geography from Hunter College of the City University in New York. Rich's extensive background and experience in private business, military, government, k-12 public education, post-secondary education, faith-based organizations and various non-profit industries has allowed him to develop unique insight and a system approach to serving a wide range of client needs. Rich also serves as faculty at Southeast Technical College where he teaches courses on Physical and World Regional Geography.

Matt Pohl

Geospatial Technology Manager

Matt began working with TeamWorks International in March of 2010. He has a B.S. in geography from the University of Wisconsin LaCrosse and a Masters in GIS (Geographic Information Systems) from St. Mary's University of Minnesota. Before joining TeamWorks, Matt was the GIS coordinator for Buffalo County, WI. Matt works hand-in-hand with many of TeamWorks' clients, helping them discover relationships within their data and ensuring efficacy in future planning. Matt is responsible for the development, deployment and administration of Insight Online, TeamWorks' web-based mapping and analytical tool.

Connie Buberl

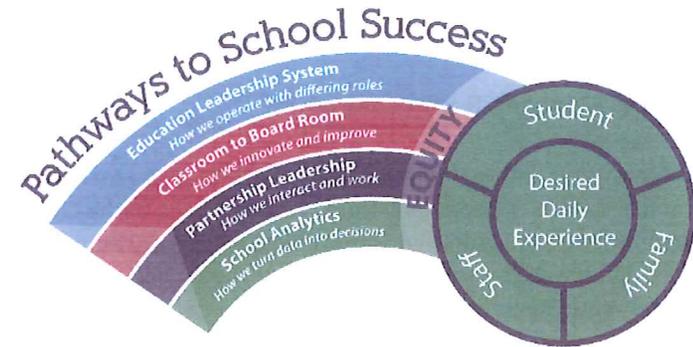
Office Manager

Connie joined TeamWorks International in 2012 as an administrator with a background in record keeping, finance, and office management. With her expertise, she assists the team on logistics, client contact and is the lead contact for client invoicing. She previously worked with SIMA International and the US Bank branch both located in Stillwater, MN.

School Analytics Services

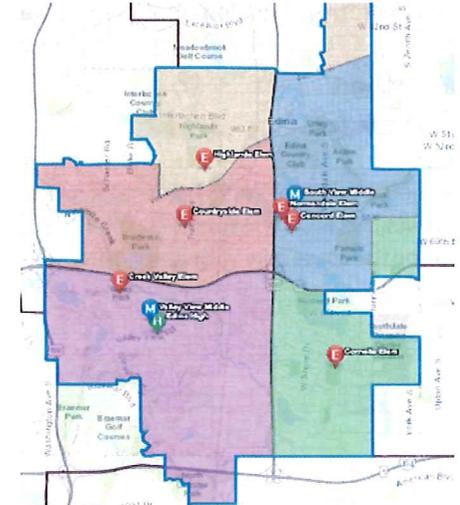
One of our unique and proven Pathways to School Success

TeamWorks International School Analytics Services is a customized, integrated approach to data, analysis, and presentation unlike any other in the education marketplace. You have secure, 24/7 access to a customized and dynamic services suite that provides for the ability to see, interpret, research, and present from an array of purchased data integrated with confidential district data.



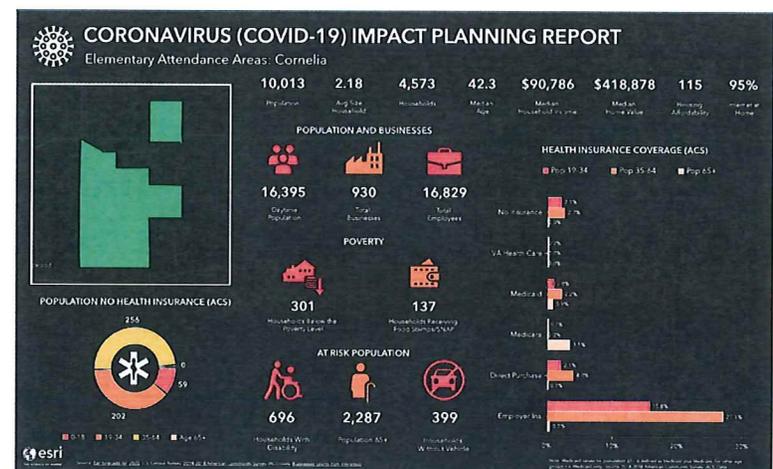
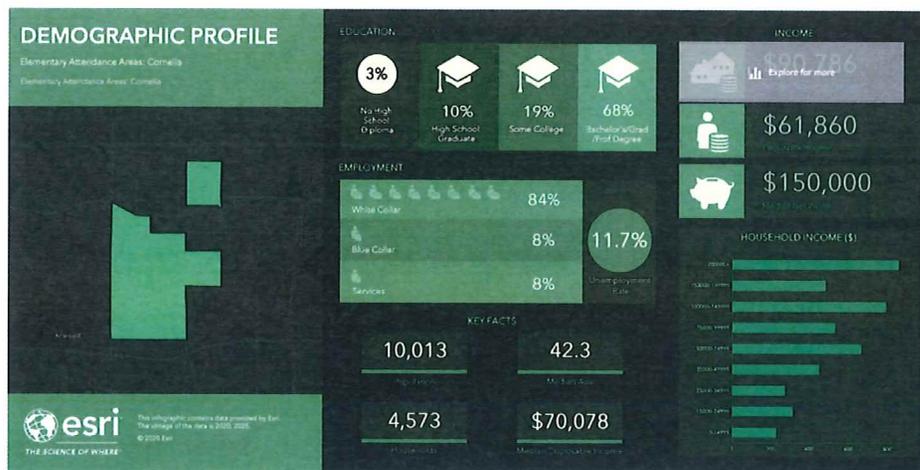
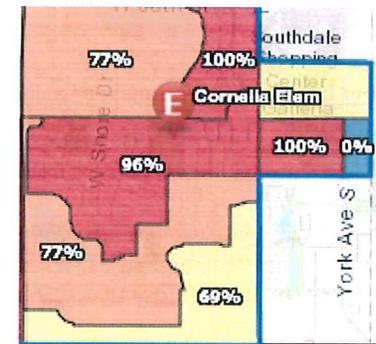
Each tier can be enhanced with TeamWorks International highly qualified and experienced Consultant Services to support the translation of data toward strategic and informed decision making. **School Analytics Services Data Sets include, but not limited to:**

- Geospatial system of your school district boundaries, buildings, attendance areas, programs, and open enrollment study area
- Demographics data sets inclusive of age, race/ethnicity, live birth, gender, housing stock and value, housing development and sales, median household income, education, transportation, employment, medical insurance, internet connectivity, and more
- Integrated, confidential student data sets chosen by the district inclusive of address, age, race/ethnicity, home language, FRL / ELL / SP ED status and level, formative and summative learning data, attendance, discipline, and more
- Local community and education market data sets inclusive of historical neighborhoods and landmarks, government schools and surrounding districts, independent schools, district facilities design/maximum capacity, voting records, land use data and long-range planning, and more.

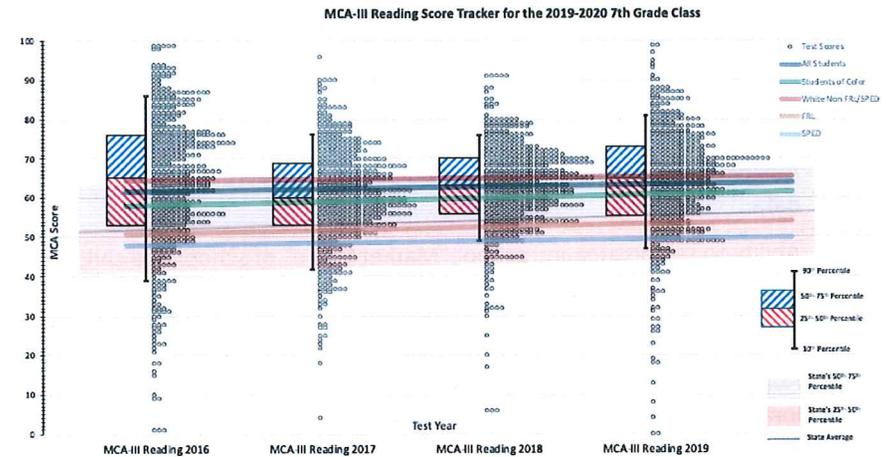


School Analytics Services Features include, but not limited to:

- A. Ability to search and query individual and combinations of data sets components such as “3rd grade students attending xxx school who are white and on FRL”
- B. Ability to “swipe” and compare differing but related data sets and queries
- C. Ability to design “Study Areas” of ones’ choosing across all elements of integrated data sets and have instant organization of most all data
- D. Ability to see district and school “Market Share” of school-age children and develop strategies for growth
- E. Ability to profile schools and programs for student housing type and values, home education levels, household income, and more for program and services development
- F. Ability to analyze new housing developments to determine enrollment ranges and school impact for short term (five years) and model long-term development impacts (5-10 years) for future planning
- G. Ability to design and save geospatial mapping, research excel files, and pictures for presentation and communication
- H. Ability to model and research varying attendance areas for programs and schools
- I. Ability to assess student walk times and drive times under differing policies and transportation designs, differentiated by time of day
- J. Instant Reports and Infographics of much of above, as well as preset reports such as Pandemic Risk Factors (e.g. Covid 19)



- K. Access to multiple geospatial views including satellite imagery
- L. Annual updates of all purchased and geospatial data
- M. Semiannual updates of all student and district data
- N. Ability to assess Student Cohort Learning Success Pathways and compare between schools and grades; a new approach to assessment, benchmarking, and goal setting
- O. Access to TeamWorks International Consultants for experienced and proven coaching and consulting, research projects such as long range facilities planning and housing development, strategy development and assessment of referendum campaigns, internal and external stakeholder engagement and communications, key public decision making process design and delivery, and more.



Four basic service options are available to support planning, leading, and decision making.

- Option 1** – Online access to census data, district student demographics, and more:
\$1.50 per student as an annual subscription customized to your district boundaries
- Option 2** – Projects such as comprehensive analytics and analysis of demographic, census, housing, facility analysis, enrollment projections and introductory student learning data produced in a detailed report (estimated depending on project scope):
Less than 5000 students - \$4,000-6,000
- Option 3** – Continuous monitoring of all housing developments incorporated into Option 1 or 2:
\$5000 annual subscription where available with quarterly reports
- Option 4** – Customized development and reporting of Student Cohort Learning Pathways:
Less than 5000 students - \$2,000

Contact TeamWorks International to setup an in-person, or video conference, demo of School Analytics at 651-429-7340 or:

Dennis Cheesebrow
dennisc@teamworksintl.net

Ray Queener
rayq@teamworksintl.net

Christine Wroblewski
christinew@teamworksintl.net

Sheri Allen
sheria@teamworksintl.net

Dan Hoverman
dan.hoverman@gmail.com

School Analytics Services

FORM A

RESOLUTION OF SCHOOL BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the District _____ School Board recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist school districts in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the _____ School Board supports the District's application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

Date

Board Chair

Date

Board Clerk - Treasurer

Minnesota State High School League Foundation

Form A for the 2020-2021 School- Year

Mission Statement: Founded in 2007, the Minnesota State High School League Foundation is a nonprofit association, serving both public and private schools, created to complement the Minnesota State High School League by providing support for Minnesota's high school youth to participate in athletics and fine arts. Minnesota State High School League Foundation's goals are to promote the growth of high school students through participation in valuable extra-curricular activities.

Awarding of Grants: The primary goal of the Foundation will be to award grants that assist, recognize, promote, and fund extra-curricular participation by high school students in athletic and fine arts programs. These grants will be awarded based upon gender balance, school size, and geographic location to the extent possible.

The Minnesota State High School League Foundation Board of Directors has determined that the number of free and reduced lunch students in grades 9-12 will be used for classification purposes. The MSHSL Foundation wants to encourage each school to seek students whose family income may be limited and encourage them to participate in athletic and fine arts programs in each school community and to recognize the role you play in this endeavor and to assist you in your continued efforts to engage more students.

INSTRUCTIONS

1. You will need free/reduce lunch count numbers for grades 9-12 from your school's MARSS report submitted to the MDE on October 1, 2019.
2. Please refer to the Instruction Worksheet on the front page of the Foundation Website for complete directions.
3. The application will need to be approved by your School Board and a Resolution signed by the Board Chair and the Board Clerk will need to be submitted.
4. You will NOT be able to save this form and complete it at a later time.

RESOLUTION #20-020

The following resolution was offered by Director _____ and moved for adoption:

RESOLUTION ACCEPTING MONETARY, PROPERTY, GOODS, OR SERVICES DONATION

WHEREAS Rock Ridge Public Schools is generally authorized to accept donations of real or personal property pursuant to Minnesota Statutes Section 465.03 for the benefit of its students, and is specifically authorized to accept gifts and bequests for the benefit of the students in the School District; and

WHEREAS the following persons and entities have offered to contribute the gifts set forth below to the School District:

<u>Name of Donor</u>	<u>Gift</u>
<i>ArcelorMittal USA</i>	<i>\$3,500.00</i>

WHEREAS no goods or services were provided in exchange for said donations and gifts in-kind;

WHEREAS all such donations and gifts in kind have been contributed to Rock Ridge Public Schools;

WHEREAS the Rock Ridge School Board finds that it is appropriate to accept the donations and gifts in-kind offered;

NOW, THEREFORE, BE IT RESOLVED BY THE ROCK RIDGE SCHOOL BOARD, AS FOLLOWS:

The donations and gifts in-kind described above are accepted and shall be utilized for the students of Rock Ridge Public Schools and for the teaching and training of field first aid in the Virginia school forest.

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

And the following voted against the same:

And the following abstained:

And the following were absent:

Whereupon said resolution was declared duly passed and adopted on November 23, 2020.



Northeast Service Cooperative

Collaborating to meet your changing needs

MEMORANDUM

Date: November 9, 2020

To: Superintendents

From: Paul Brinkman, Executive Director

Re: 2020 Northeast Service Cooperative Board Election

This is a follow-up to our previous memo regarding elections for the NESC Board. This is the next step in the election process.

School district Board members are requested to vote for the nominees of their choice. See the Ballot for additional information. Elected Board members will be seated to the Northeast Service Cooperative Board at the January 2020 meeting.

Instructions:

- Each school board member in your district receives ONE ballot. We have enclosed multiple copies for you to hand out to each of your school board members.
- The Ballots are due at the NESC office by 1 p.m., Friday, December 18, 2020. Please plan accordingly.
- The envelope the Ballots are enclosed in must include the return address of the School District.

If you have any questions, please contact Paul Brinkman at 218-748-7603 or paulb@nescmn.net

**NORTHEAST SERVICE COOPERATIVE
2020 ELECTION BALLOT**

SCHOOL DISTRICT REPRESENTATION

Please vote for TWO four-year candidates by placing an "X" in the box to the right of the candidate's name.

Julie Peterson ISD #97, Moose Lake	
John Berklich ISD #701, Hibbing	

Ballots must be received by **1:00 p.m., Friday, December 18, 2020**, to:

Northeast Service Cooperative
Attn: Paul Brinkman
5525 Emerald Avenue
Mt. Iron, MN 55768

**NORTHEAST SERVICE COOPERATIVE
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November 4, 2020

RAMS ASSOCIATE MEMBERS: **NOTICE OF BOARD OF DIRECTOR NOMINATIONS**

As the year comes to a close it is time for our public sector **member units** to take action on filling the 13, vacancies we will have on the RAMS board of directors beginning in January 2021. One of the 13 is a superintendent that will be nominated by the Superintendent's Association. The other 12 come from our townships, school districts or cities. If your community or township has not had a seat on the board, now is your opportunity to nominate someone from your board. ***This year we have 12 openings for the normal 2-year seat on the board of directors, and we also have (1) one-year seat on the board, due to a candidate not prevailing in their bid for re-election.*** When you make your nomination, please designate if you are nominating for the two (2) year seat or the one (1) year spot.

Attached is a list of the 12 current board members whose term of office expires at the end of 2020. Each member unit (City, Township, School District) has the right to submit a nominee to be placed on the official election ballot which will be voted on by all dues paying **member units** during the month of December. **PLEASE MAKE CERTAIN THIS ITEM IS PLACED ON YOUR BOARD AGENDA IN NOVEMBER.** Nominations must be submitted no later than **December 1st**, so we can assure they are placed on the official ballot that will be mailed out to each **member unit** on December 4th, 2020.

You may decide to nominate the same person whose term has expired, (as long as they still hold an elected seat with your local government unit) or someone else from your township board, school board or city council of elected officials. You may decide not to nominate anyone. The choice is yours, but if you do nominate someone, **PLEASE RETURN THE OFFICIAL NOMINATION FORM by DEC 1st.** The form may be emailed to: sgiorgi@ramsmn.org; it may be faxed to: 218-741-1719; or it may be mailed to:

RAMS
5525 Emerald Avenue
Mt. Iron MN 55768

If you have any questions, please do not hesitate to contact either myself or Lois at the RAMS office. Lois is available at rams@ramsmn.org or by calling 218-748-7651. My cell is 218-780-8877.

Thanks for your immediate attention to this matter.

Sincerely,

A handwritten signature in black ink that reads "Steve Giorgi".

Steve Giorgi/Director

sgiorgi@ramsmn.org

218-780-8877



**OFFICIAL NOMINATION FORM
RAMS BOARD OF DIRECTORS
JANUARY 2021-DECEMBER 2022**

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

Name
Elected Title

for the following term: (select one of the two available terms for your nominee)

TWO YEAR TERM (12 VACANCIES)
JANUARY 1, 2021 – DECEMBER 31, 2022

OR

ONE YEAR TERM (1 VACANCIES)
JANUARY 1, 2021 – DECEMBER 31, 2021

Submitted by:

Title

Date

Entity

NOMINATIONS MUST BE SUBMITTED BY DECEMBER 01, 2020 IN ORDER TO BE INCLUDED ON THE OFFICIAL BALLOT. Due to the COVID, there will not be an Annual meeting. This is your only opportunity to nominate someone to be on the official ballot.

Email: sgiorgi@ramsmn.org

Fax: 218-741-1719

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

EXECUTIVE BOARD MEMBERS – TERMS EXPIRE DEC 2020

Pat Medure
Christy, Dale
Glenn Anderson
Cyndi Worshek
Jim Fisher
Stuart Lehman
Kim McLaughlin
Shane Hoff
Ron Pittman
Cal Saari
Stacey Sundquist
Gregg Allen

School Board
City Council
City Council
School Board
Township Supervisor
City Council
School Board
City Council
Township Supervisor
Mayor
School Board
Superintendent

ISD # 318 Grand Rapids
City of Grand Rapids
City of Babbitt
ISD # 2711 Mesabi East
McDavitt Township
City of Buhl
ISD #701 Hibbing
City of Silver Bay
Cherry Township
City of Nashwauk
Rock Ridge High School
ISD # 318 Mesabi East



Rock Ridge Public
Schools
411 5th Avenue

Adopted: September 28, 2020

203.2 ORDER OF THE REGULAR SCHOOL BOARD MEETING

I. PURPOSE

The purpose of this policy is to ensure consistency in the order of business at regular school board meetings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board to consider matters that come before it in a consistent and orderly manner.

III. ORDER

A. The school board shall conduct an orderly school board meeting. The school board will, at all regular school board meetings, follow an agenda order similar to:

1. Call to order.
2. Approval of agenda.
3. Recognition of visitors and visitor input on agenda items only.
4. Approval of prior meeting minutes.
5. Consent agenda.
6. Presentation of additional bills for payment.
7. Reports.
8. ~~Written communications.~~
9. Superintendent's announcements.
10. Administrative Items.
- ~~11~~ 11. Other old or unfinished business.
- ~~12~~ 12. New business.

~~12~~ 13. Adjournment.

- B. Items in this order may be considered as part of a consent agenda.
- C. The school board may depart from the order of business with the consent of the majority of members present.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)

Cross References: Policy 203 (Operation of the School Board – Governing Rules)
Policy 203.5 (School Board Meeting Agenda)
Policy 203.6 (Consent Agendas)



Rock Ridge Public
Schools
411 5th Avenue

Adopted: September 28, 2020

206 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS

I. PURPOSE

- A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school board is to encourage discussion by persons of subjects related to the management of the school district at school board meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties.
- B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.

III. DEFINITIONS

- A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.
- B. Personnel data on current and former employees that is "public" includes:

Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of

whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat. § 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

- C. Personnel data on current and former applicants for employment that is "public" includes:
Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.
- D. "Educational data" means data maintained by the school district which relates to a student.
- E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.
- F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

IV. RIGHTS TO PRIVACY

- A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
 - 1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);
 - 2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);
 - 3. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data);
 - 4. right to a private hearing for licensed or nonlicensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.

- B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
 - 1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);
 - 2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);
 - 3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

The school board will strive to give all persons an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data).

VI. PROCEDURES

A. Agenda Items

- 1. Persons who wish to have a subject discussed at a public school board meeting are encouraged to notify the superintendent's office in advance of the school board

meeting. The person should provide his or her name, address, the name of group represented (if any), and the subject to be covered or the issue to be addressed.

2. Persons who wish to address the school board on a particular subject should identify the subject and identify agenda item(s) to which their comments pertain.
3. The school board chair will recognize one speaker at a time and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
4. The school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the school board. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
5. Matters proposed for placement on the agenda which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.
6. The school board chair shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.
7. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board and potentially removed from the meeting.
8. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

B. Complaints

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint.

In the absence of a designated person, the matter should be referred to the superintendent.

3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.
4. Complaints which are unresolved at the superintendent's level may be brought before the school board by notifying the school board in writing.

C. Open Forum Visitor Input

The school board shall normally provide a specified period of time when persons may address the school board on any topic agenda items only, subject to the limitations of this policy. If a person wishes to address a non-agenda item, a request must be submitted to the school board chair or superintendent in a timely manner. The school board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.

The school board may decide to hold certain types of public meetings where the public will not be invited to address the school board. Possible examples are work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the board.

D. No Board Action at Same Meeting

Except as determined by the school board to be necessary or in an emergency, the school board will not take action at the same meeting on an item raised for the first time by the public.

VII. PENALTIES FOR VIOLATION OF DATA PRIVACY

- A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)
- B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)
- C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
Minn. Stat. § 13D.05 (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 122A.44 (Contracting with Teachers)
Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
Minn. Stat. § 123B.143, Subd. 2 (Disclose Past Buyouts or Contract is Void)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
Minn. Op. Atty. Gen. 852 (July 14, 2006)

Cross References: Policy 205 (Open Meetings and Closed Meetings)
Policy 207 (Public Hearings)
Policy 406 (Public and Private Personnel Data)
Policy 515 (Protection and Privacy of Pupil Records)
MSBA Service Manual, Chapter 13, School Law Bulletin “C” (Minnesota’s Open Meeting Law)
MSBA Service Manual, Chapter 13, School Law Bulletin “I” (School Records – Privacy – Access to Data)



Rock Ridge Public
Schools
411 5th Avenue

Adopted: September 28, 2020

425 STAFF DEVELOPMENT

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.
2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

B. The school board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the school board. Team members shall serve a two-year term* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.
2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

- A. The Advisory Staff Development Committee will develop a Staff Development Plan which will be reviewed and subject to approval by the school board twice a year.*
- B. The Staff Development Plan must contain the following elements:
1. Staff development outcomes which are consistent with the education outcomes as may be determined periodically by the school board;

We see...

- An educational environment designed to inspire passion and joy for everyone
- Collaborative educational experiences with immediate real-world applications
- Meaningful integration of community professionals into the daily education of students
- Adaptable learning spaces that will continually meet the needs of an ever-changing workforce

Everyone = [faculty, staff, parents, students, community, visitors, etc.]

2. The means to achieve the Staff Development outcomes;
3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minn. Stat. § 122A.18, Subd. 4;
4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;

- d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
5. The Staff Development Plan also must:
- a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minn. Stat. § 120B.125;
 - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
 - e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
 - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

- e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
 - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
 - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
- 7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
 - 8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.
- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
 - D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis* the extent to which staff at the site have met the outcomes of the Staff Development Plan.
 - E. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Department of Education relating to staff development including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan twice a year.*

- B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.
- C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; staff development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On a yearly* basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will

be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.*

- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. REPORTING

- A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's world's best workforce report.
 - 1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
 - 2. The report will provide a breakdown of expenditures for:
 - a. Curriculum development and curriculum training programs;
 - b. Staff development training models, workshops, and conferences; and
 - c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

- B. The report will be signed by the superintendent and staff development chair.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 122A.18, Subd. 4 (Board to Issue Licenses; Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)

Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References:



Rock Ridge Public
Schools
411 5th Avenue

Adopted: September 28, 2020

528 STUDENT PARENTAL, FAMILY, AND MARITAL STATUS NONDISCRIMINATION

I. PURPOSE

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
- B. The school district will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.
- C. The school district may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
- D. The school district will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.
- E. It is the responsibility of every school district employee to comply with this policy.
- F. The school board has designated [Josh Lamppa, Activities Director, 411 5th Ave S, Virginia, MN 55792, \(218\) 742-3922](#) as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- G. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant

Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

- H. Any reports of unlawful discrimination under this policy will be handled, investigated and acted upon in the manner specified in Policy 522 – Student Sex Nondiscrimination.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References: Policy 102 (Equal Educational Opportunity)
Policy 413 (Harassment and Violence)
Policy 522 (Student Sex Nondiscrimination)



Rock Ridge Public
Schools
411 5th Avenue

Adopted: July 27, 2020

534 UNPAID MEAL CHARGES

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for school meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

~~A. Students have use of a meal account. If the account reaches a negative balance, the student will continue to receive a meal and the account will continue to be charged the cost of the meal.~~

B. If the school district receives school lunch aid under Minn. Stat. § 124D.111, it must make lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance.

~~C. A student with an outstanding meal charge debt will be allowed to purchase a meal if the student pays for the meal when it is received.~~

D. The school district may provide an alternate meal that meets federal and state requirements to a student who does not have sufficient funds in the student's account or cannot pay cash for a meal. The school district will accommodate special dietary needs with respect to alternate meals. ~~The cost of the alternative meal (\$/insert amount/) will be charged to the student's account or otherwise charged to the student.~~

E. When a student has a negative account balance, the student will not be allowed to charge a snack item.

F. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

- A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.
- B. Families will be notified of an outstanding negative balance ~~once the negative balance reaches \$[insert amount] or [insert number of meals]. Families will be notified by [insert the method used to notify families (e.g., automated calling system, email, letters sent home)].~~
- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program. A meal will not be taken away from a student with an overdrawn account.

IV. UNPAID MEAL CHARGES

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.
- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- ~~C. Negative balances of more than \$[insert amount], not paid prior to [enter time period (e.g., end of the month, end of the semester, end of the school year)], will be turned over to the superintendent or superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.~~
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. The school district may not deny any student the opportunity to participate in graduation ceremonies or other commencement activities due to unpaid meal charges.

V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year;
 - 2. students and families who transfer into the school district, at the time of enrollment; and
 - 3. all school district personnel who are responsible for enforcing this policy.

- B. The school district may post the policy on the school district's website, in addition to providing the required written notification described above.

Legal References: Minn. Stat. § 124D.111, Subd. 4
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A
Minn. Op. Atty. Gen. 169j (May 14, 2019) (*Letter to Ricker*)